

Board of Education Regular Meeting

Monday, March 25, 2019 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. Ms. Gina Albert, Board Chairperson, to Honor Sara Spaulding for her Five Years of Service to the Weston Board of Education

VI. ELECTION OF OFFICER-Secretary/Treasurer

VII. APPROVAL OF MINUTES

VIII. ADOPTION OF AMENDED MINUTES FROM OCTOBER 22, 2018

IX. PUBLIC COMMENT

X. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

XI. NEW BUSINESS

A. Retirements

B. Resignations

C. Facility Use History Update

D. Phase 1 Feasibility Update

E. School Start & End Time Update

F. Discussion of Approved 2019-2020 Calendar and Proposed 2020-2021 Calendar

G. Operational Update

H. Recommendation for Cleaning Services Contract

I. Eighth FY 2019 Financial Update and Approval of Transfers

J. Non-Renewal of Non-Tenured Teachers Reduction In Force

K. Weston Board of Education Policies, Regulations, and Bylaws

1. First Reading of Board of Education Policy 5125.1, Student Privacy

2. First Reading of Board of Education Policy 5142, Restraint and Seclusion and Use of Exclusionary Time Out

3. First Reading of Board of Education Policy and Administrative Regulation 1112, News Media Relations

XII. OLD BUSINESS

- A. Weston Board of Education Policies, Regulations, and Bylaws
 1. Second Reading of Board of Education Policy 1256, Prohibition Against Alcohol, Drugs, Smoking, E-Cigarettes, and Vapor Products
 2. Second Reading of Board of Education Policy and Administrative Regulation 3524.1, Pesticide Application

XIII. SUPERINTENDENT'S REPORT

- A. District Update

XIV. 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

XV. WRITTEN REPORTS

- A. Principals' Reports

XVI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- A. Regular Session on April 29, 2019 at 7:30 p.m.
- B. Review of Pending Agenda Items for Next Meeting

XVII. ADJOURNMENT

Weston Board of Education Executive Session

February 25, 2019 6:00 PM

Weston Middle School Think Tank

Attendance Taken at 6:00 PM:

Present Board Members:

Gina Albert
Daniel McNeill
Ruby Hedge
Melissa Walker

Absent Board Members:

Ellen Uzenoff
Anthony Pesco

1. Security Needs

2. Collective Bargaining

Upon a MOTION by Ms. Albert, second by Ms. Hedge, the Board entered Executive Session at 6:00 p.m. to discuss Security Needs and Collective Bargaining.

The Board invited Dr. McKersie, Mr. Brey (arrived at 6:10 p.m.), Mr. Rudl, Mr. Olenik, Chief Henion, Captian Brodacki, Christopher Spaulding, Stephan Grozinger, and Samantha Nestor to join the Board for the discussion.

Upon a MOTION by Ms. Walker, second by Ms. Hedge, Executive Session adjourned at 7:20 p.m.

Chairperson

Superintendent

Special Meeting of the Board of Education

March 06, 2019 7:30 PM

Weston Town Hall Meeting Room

Attendance Taken at 7:30 PM:

Present Board Members:

Gina Albert
Ellen Uzenoff
Anthony Pesco
Ruby Hedge
Melissa Walker

Absent Board Members:

Daniel McNeill

Others:

William McKersie
Lewis Brey
Richard Rudl

1. Matters Pertaining to Security (Meeting to be held in Executive Session with Board of Finance)

2. Collective Bargaining (Meeting to be held in Executive Session with Board of Finance)

Discussion:

Upon a MOTION by Mrs. Uzenoff, second by Ms. Hedge, the Board entered Executive Session at 7:30 p.m. to discuss matters pertaining to security and collective bargaining with the Board of Finance.

The Board invited Dr. McKersie, Mr. Brey, Mr. Rudl and the Board of Finance members.

Upon a MOTION by Dr. Pesco, second by Mrs. Uzenoff, the Board adjourned at 8:00 p.m.

Chairperson

Superintendent

Special Meeting of the Board of Education

March 12, 2019 7:00 PM

Weston Middle School Think Tank

1. CALL TO ORDER, VERIFICATION OF QUORUM

2. RATIFICATION OF MEMORANDUM OF UNDERSTANDING WITH LOCAL 1303-110 OF COUNCIL 4 AFSCME, AFL-CIO

Motion Passed: Move that the Weston Board of Education ratify the Memorandum of Understanding between the Board of Education and AFSCME regarding the early retirement incentive program; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

6 Yeas - 0 Nays.

3. ADJOURNMENT

Discussion:

Meeting adjourned at 7:10 p.m.

Chairperson

Superintendent

Weston Board of Education Executive Session

March 21, 2019 3:00 PM

Central Office Conference Room

Attendance Taken at 3:00 PM:

Present Board Members:

Gina Albert
Ellen Uzenoff
Daniel McNeill
Anthony Pesco
Ruby Hedge
Melissa Walker

Others:

William McKersie
Michael Rizzo
Richard Rudl

- 1. Pending Legal Proceeding Regarding Student A**
- 2. Pending Legal Proceeding Regarding Student B**
- 3. Pending Legal Proceeding Regarding Student C**
- 4. Pending Legal Proceeding Regarding Student D**
- 5. Pending Legal Proceeding Regarding Student E**
- 6. Pending Legal Proceeding Regarding Student F**

Discussion:

Upon a MOTION by Mr. McNeill, second by Mrs. Uzenoff, the Board entered Executive Session at 3:05 p.m. to discuss pending legal proceedings regarding students A-F.

The Board invited Dr. McKersie, Mr. Rizzo, Mr. Rudl and Ms. Marsha Moses, from Berchem Moses PC.

Executive Session adjourned at 4:35 p.m.

Chairperson

Superintendent

Board of Education Regular Meeting

February 25, 2019 7:30 PM

Weston Middle School Library

Attendance Taken at 7:30 PM:

Present Board Members:

Gina Albert
Daniel McNeill
Ruby Hedge
Melissa Walker

Absent Board Members:

Anthony Pesco
Ellen Uzenoff

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

II.A. Security Needs

II.B. Collective Bargaining

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. ADDITION OF NEW AGENDA ITEM UNDER NEW BUSINESS

Motion Passed: Move that the Weston Board of Education add the following item to tonight's agenda-Discussion of potential State of Connecticut legislation that would affect the Weston Public Schools; passed with a motion by Daniel McNeill and a second by Mrs. Ruby Hedge.

3 Yeas - 0 Nays.

VI. RECOGNITION

VI.A. Recognition of All-State Athletes

Motion Passed: Move that the Weston Board of Education recognize the All-State Athletes for Fall 2018; passed with a motion by Mrs. Ruby Hedge and a second by Melissa Walker.

4 Yeas - 0 Nays.

VI.B. Recognition of All American Athletes

Motion Passed: Move that the Weston Board of Education recognize the All American Athletes for Fall 2018; passed with a motion by Melissa Walker and a second by Mrs. Ruby Hedge.

4 Yeas - 0 Nays.

VII. APPROVAL OF MINUTES

VII.A. Review and Approve Minutes from December 18, 2018 Workshop, January 9, 2019 Workshop, January 17, 2019 Operations and Capital Budget Presentation, January 22, 2019 Executive Session, January 22, 2019 Regular Session, January 22, 2019 FY 20 Budget and January 24, 2019 Adoption of Budget;

Motion Passed: Move that the Weston Board of Education approve the minutes from the December 18, 2018 Workshop, January 9, 2019 Workshop, January 17, 2019 Operations and Capital Budget Presentation, January 22, 2019 Executive Session, January 22, 2019 Regular Session, January 22, 2019 FY 20 Budget and January 24, 2019 Adoption of Budget passed with a motion by Mrs. Ruby Hedge and a second by Melissa Walker.

4 Yeas - 0 Nays.

VIII. PUBLIC COMMENT

Discussion:

Shara Kolodney-Heritage Lane spoke regarding regionalization.

David Tamburri-Alwyn Lane spoke regarding regionalization.

Catherine Morvillo-spoke regarding the St. Baldrick's event on March 16.

IX. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

David Tamburri spoke about the one-day seminar that the WHS School Resource Officer Joe Mogollon held on distracting driving. Each grade at the high school held an open forum, student-led conversation regarding vaping. As spirit week was cut short last week, it will be rescheduled in the future.

Motion Passed: Move that the Weston Board of Education endorse the February 21, 2019 statement from the Selectman's Office regarding the stance against regionalization and authorize Gina Albert to speak on behalf of the Board of Education, as well as District Administration; passed with a motion by Daniel McNeill and a second by Mrs. Ruby Hedge.

4 Yeas - 0 Nays.

X. NEW BUSINESS

Discussion:

Discussion by the Board followed.

X.A. Discussion of Potential State of Connecticut Legislation that Would Affect the Weston Public Schools

X.B. Discussion and Vote Regarding Emergency Repair for Weston Middle School

Motion Passed: Move that the Weston Board of Education approve the Capital Special Appropriation up to \$500,000 for Emergency Repair for Weston Middle School; passed with a motion by Melissa Walker and a second by Mrs. Ruby Hedge.

4 Yeas - 0 Nays.

X.C. Phase 2 Feasibility Study Update

Discussion:

Dr. William McKersie, Superintendent of Schools, and Michelle Miller from Silver-Petrucelli, provided an update on the Phase 2 Feasibility Study.

X.D. Virtual Net Metering Update

Discussion:

Mr. Richard Rudl, Director of Finance and Operations, provided the Board with an update regarding virtual net metering.

X.E. Seventh FY 2018 Financial Update and Approval of Transfers

Motion Passed: Move that the Weston Board of Education approve the seventh FY 19 Financial Update and approval of transfers presented by Mr. Richard Rudl; passed with a motion by Melissa Walker and a second by Mrs. Ruby Hedge.

4 Yeas - 0 Nays.

X.F. Childcare Leave Request

Discussion:

Mr. Richard Rudl presented the seventh FY19 Financial Update with transfers totaling \$94,207, of which two were in excess of \$5,000.

Motion Passed: Move that the Weston Board of Education approve the childcare leave request from Megan Hannigan, effective for the 2019-2020 school year; passed with a motion by Mrs. Ruby Hedge and a second by Melissa Walker.

4 Yeas - 0 Nays.

X.G. Weston Board of Education Policies, Regulations, and Bylaws

Discussion:

X.G.1. First Reading of Policy 1256, Prohibition Against Alcohol, Drugs, Smoking, E-Cigarettes, and Vapor Products

Discussion:

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, provided a first reading of Policy 1256, Prohibition Against Alcohol, Drugs, Smoking, E-Cigarettes, and Vapor Products.

X.G.2. First Reading of Policy and Administrative Regulation 3524.1, Pesticide Application

Discussion:

Mr. Lewis Brey provided a first reading of Policy and Administrative Regulation 3524.1, Pesticide Application.

XI. OLD BUSINESS

XI.A. Weston Board of Education Policies, Regulations, and Bylaws

XI.A.1. Second Reading of Board of Education Policy 1255, Civility

Discussion:

Mr. Lewis Brey provided a second reading of Policy 1255, Civility.

Motion Passed: Move that the Weston Board of Education approve Policy 1255, Civility; passed with a motion by Melissa Walker and a second by Mrs. Ruby Hedge.

4 Yeas - 0 Nays.

XII. SUPERINTENDENT'S REPORT

XII.A. District Update

Discussion:

Dr. McKersie thanked everyone for flexibility last week regarding the fast and creative programming for students in light of the septic issues at Weston Middle School. A document was created and presented to the Board regarding the compensation data for central office administrators and number of assistants relative to each administrator. Dr. McKersie also mentioned that Dr. Craw will speak about the results of the State of Connecticut district and school report card at the next Curriculum Committee meeting. The District hosted a meeting between Vipin Thekk of Changemakers, along with a few area superintendents and members of town organizations, on collaborating with and continuing the good work we have witnessed with Emotional Intelligence within our communities.

XIII. COMMITTEE REPORTS

XIII.A. Communications Committee

XIII.B. Curriculum Committee

XIII.C. Facilities Committee

XIII.D. Finance Committee

XIII.E. Policy Committee

XIII.F. Negotiations Committee

XIII.G. CES

XIII.H. CABE

XIII.I. Weston Education Foundation

Discussion:

WED attended the Changemakers meeting with Vipin Thekk today.

XIV. WRITTEN REPORTS

XIV.A. Principals' Reports

XV. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

XV.A. Regular Session on March 25, 2019 at 7:30 p.m.

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

Discussion:

Dr. McKersie updated the Board with a few upcoming meetings over the next month.

XVI. ADJOURNMENT

Discussion:

With nothing further to discuss, the Board adjourned at 9:57 p.m.

Motion Passed: passed with a motion by Gina Albert and a second by Daniel McNeill.

4 Yeas - 0 Nays.

Chairperson

Superintendent

Board of Education Regular Meeting

October 22, 2018 7:30 PM

Weston Middle School Library

Attendance Taken at 7:35 PM:

Present Board Members:

Gina Albert

Ellen Uzenoff

Sara Spaulding

Daniel McNeill

Jacqueline Blechinger

Samantha Nestor

Anthony Pesco

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

II.A. Security

II.B. Collective Bargaining

III. RESUME PUBLIC SESSION

Discussion:

No public comment.

IV. PLEDGE OF ALLEGIANCE

IV.A. RECOGNITION

IV.A.1. Lacrosse Storage Shed Donation

Discussion:

Dr. McKersie spoke regarding the donation from the lacrosse club for a new storage shed to be housed on the campus for storage.

V. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the minutes from the September 17, 2018 Regular Session; passed with a motion by Samantha Nestor and a second by Sara Spaulding.

7 Yeas - 0 Nays.

VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

The Student Board of Education representatives were not able to attend the meeting this evening as this week is Homecoming Week and there are many activities going on within the high school. Lisa Deorio, Principal of Weston High School, mentioned some of the themed days for the week as well as afternoon and evening events planned.

VII. PUBLIC COMMENT

Discussion:

No public comment.

VIII. NEW BUSINESS

VIII.A. Gauging Student Progress Report

Discussion:

Dr. Kenneth Crow, Assistant Superintendent of Curriculum and Instruction, presented a synopsis of student progress, highlighting two external assessments-Smarter Balanced Assessment and School Day SAT, and one internal assessment-Grade Eight and Grade 10 Writing Portfolios.

VIII.B. Third FY 2018 Financial Update and Approval of Transfers

Discussion:

Mr. Richard Rudl, Director of Finance and Operations, provided a monthly financial update. Transfers totaling \$28,227 were presented for approval. Of these transfers, there were two in excess of \$5,000.

Motion Passed: Move that the Weston Board of Education approve the transfers as presented by Mr. Rudl in the third FY 19 financial update; passed with a motion by Sara Spaulding and a second by Samantha Nestor.

7 Yeas - 0 Nays.

VIII.C. FY 20 Budget Calendar Approval

Motion Passed: Move that the Weston Board of Education approve the FY 20 Budget Calendar; passed with a motion by Ellen Uzenoff and a second by Sara Spaulding.

7 Yeas - 0 Nays.

VIII.D. FY 20 Budget Assumptions

Motion Passed: Move that the Weston Board of Education approve the FY 20 Operating Budget Assumptions; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

7 Yeas - 0 Nays.

VIII.E. Discussion and Vote on Space Utilization Phase Two Study

Discussion:

Dr. William McKersie, Superintendent of Schools, presented to the Board what the Administration would look to accomplish in a Phase 2 Study of the Space Utilization Feasibility Study.

Motion Passed: Move that the Board of Education approve to conduct the Space Utilization Phase Two Study at a cost of up to \$24,000; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff. (Motion amended on March 22, 2019 to include corrected motion)

7 Yeas - 0 Nays.

VIII.F. Discussion and Vote Regarding Roofing

Discussion:

The Board discussed the additional roofing repairs needed at WIS and WHS amongst them. The Board concluded that no additional vote was needed.

VIII.G. Weston Board of Education Policies, Regulations, and Bylaws

VIII.G.1. Fundraising

Discussion:

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, provided a first read of Policy and Regulation 1324/5147.

IX. SUPERINTENDENT'S REPORT

IX.A. District Update

Discussion:

Dr. McKersie will be sending out the District Goals website link to the Board, staff and parents by the end of the week.

X. COMMITTEE REPORTS

X.A. Communications Committee

X.B. Curriculum Committee

X.C. Facilities Committee

X.D. Finance Committee

X.E. Policy Committee

X.F. Negotiations Committee

X.G. CES

X.H. CABE

X.I. Weston Education Foundation

XI. WRITTEN REPORTS

XI.A. Principals' Reports

XII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

XII.A. Regular Session on November 19 at 7:30 p.m.

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

XIII. ADJOURNMENT

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

7 Yeas - 0 Nays.

Chairperson

Superintendent

March 14, 2019

Weston High School

115 School Road

Weston, CT 06883

Dear Dr. McKersie,

Please accept this letter as my formal resignation from my position of Mathematics Teacher at Weston High School effective from the end of the 2018-2019 school year. My husband has accepted a new job in California so we will be moving at the end of June.

Teaching in this school district has been a truly rewarding experience and administration has been extremely supportive throughout my time here. I am grateful for the guidance and mentoring from the WHS Math Department and for the many friendships I made over the past four years.

Sincerely,

Marissa Considine

Cc: Kenneth Crow, Assistant Superintendent
Lewis Brey, Director of Human Resources
Lisa Deorio, WHS Principal
Matthew Filip, WHS Assistant Principal
Juliane Givoni, WHS Assistant Principal
Janine Russo, Mathematics Curriculum Instructional Leader

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 22, 2019

Information Only

Action Requested

Agenda Item Subject: Facility Use History Update

Submitted By: Kenneth Crow, Pattie Falber, and Laura Kaddis

Document Summary/Purpose and/or Recommended Action:

Dr. Kenneth Crow, Assistant Superintendent of Curriculum and Instruction, Ms. Pattie Falber, Principal of Weston Intermediate School, and Ms. Laura Kaddis, Principal of Hurlbutt Elementary School, will conduct a presentation in the history of Weston Public Schools from 1995 to present. Discussed will be grade configuration, enrollment and building use. Enrollment information will be handed out on Monday evening.

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 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2002-2005
Tipping
Point

2006-2010
WIS Opens



Our Schools

2018-2019

Today - 2,315 total students



HES



WIS



WMS



WHS

WPS through the years

- Fluctuations in Enrollment
- Changes in Grade/Building Configurations
- Impact of Evolution of Programs and Services



HES

Grades preK-2

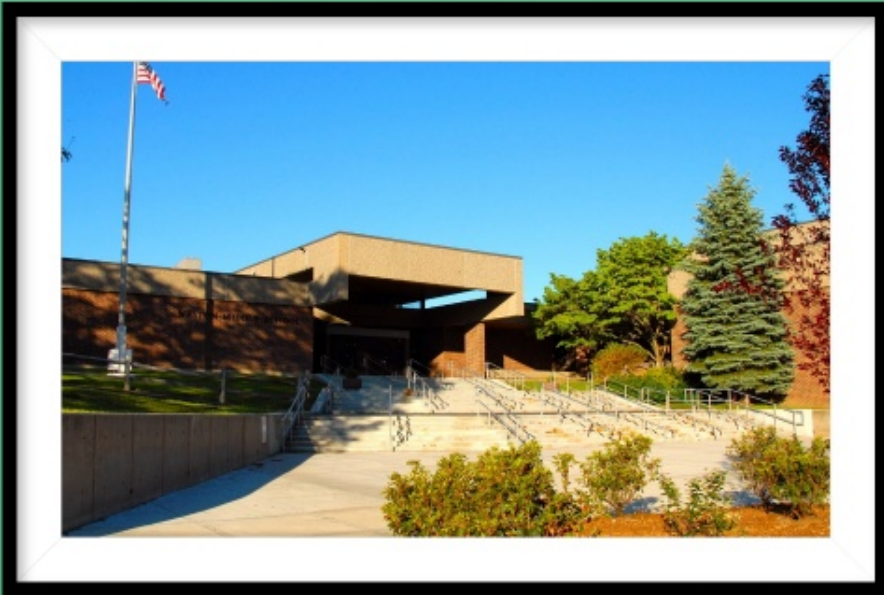
424 students



WIS

Grades 3-5

507 students



WMS

Grades 6-8

582 students



WHS

Grades 9-12

802 students

Weston Public Schools 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2006-2010
WIS Opens

2002-2005
Tipping
Point



Our Schools

1995-2001:
Significant Growth Years
3 Sites

1995: Lisa Deorio
10 years of
service



1997: Core building
added to Hurlbutt



HES



WMS



WHS

1995-96: 1,673 total students
2000-01: 2,345 total students

40% increase in
student population

Central Office in
current location since
early 90s

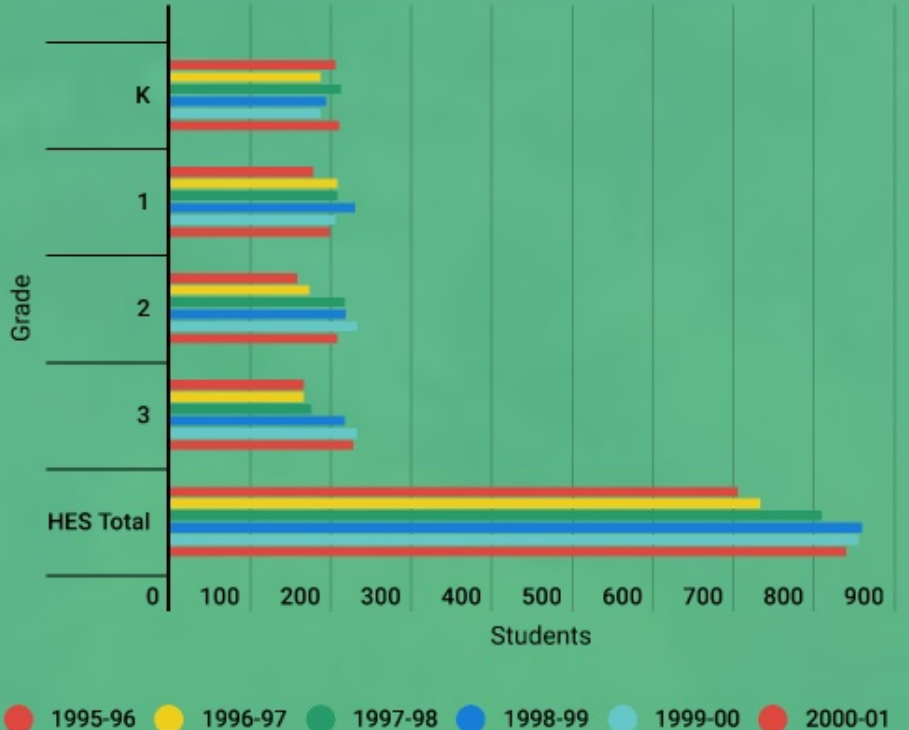
1997: Richard Miller
Weston's 1st Asst.
Superintendent





HES

Grades preK-3



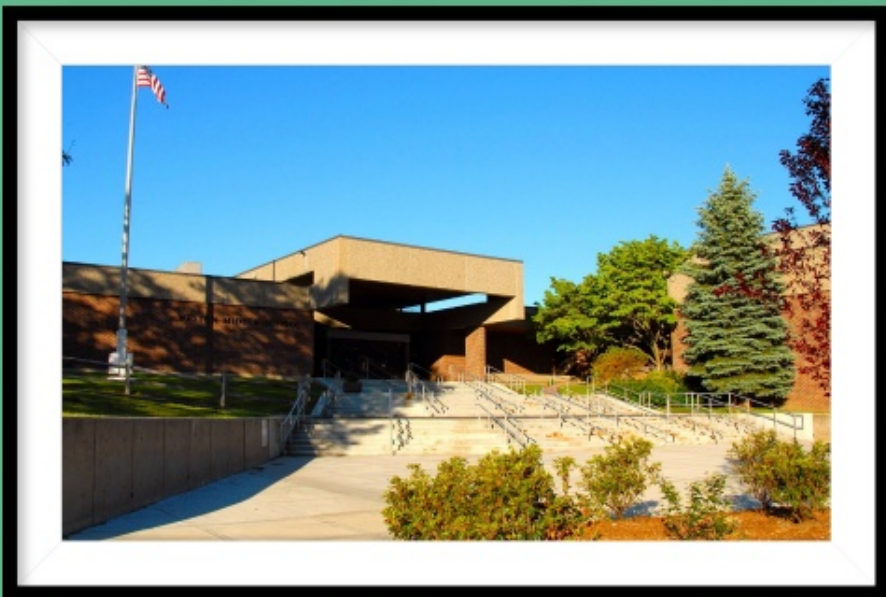
Staffing Highlights
 1 Principal
 2 Assistant Principals
 2 Librarians
 2 Nurses

Looking at the numbers

School	Grade	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
<i>Hurlbutt</i>	Pre-K	NA	NA	NA	NA	NA	NA
	K	204	187	211	193	187	208
	1	177	207	206	230	205	198
	2	157	173	217	219	231	206
	3	166	165	176	217	232	227
	HES Total		704	732	810	859	855

HES Facts:

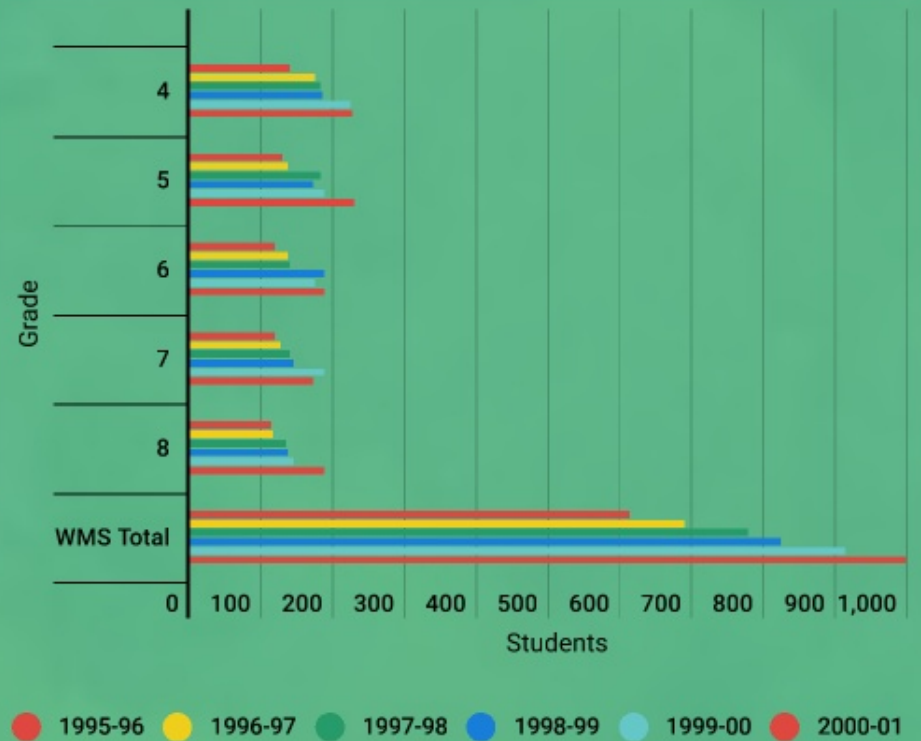
- The original single structure, South House, was built in 1932.
- The first addition, East House, was finished in 1950 and North House was completed in the late 1960s.
- An addition to North House, consisting of two classrooms, an elevator and stairs was completed in 1991.
- The last addition, a single story core building was finished in 1997



Staffing highlights:

- 1 principal
- 2 assistant principals
- 2 librarians

WMS



Looking at the Numbers

Pattie Falber
hired - 5th grade
teacher



Grade	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
4	138	175	183	184	222	225
5	128	137	183	173	187	227
6	118	137	139	187	175	187
7	118	125	139	144	186	173
8	112	116	133	136	144	186
WMS Total	614	690	777	824	914	998

WMS Facts:

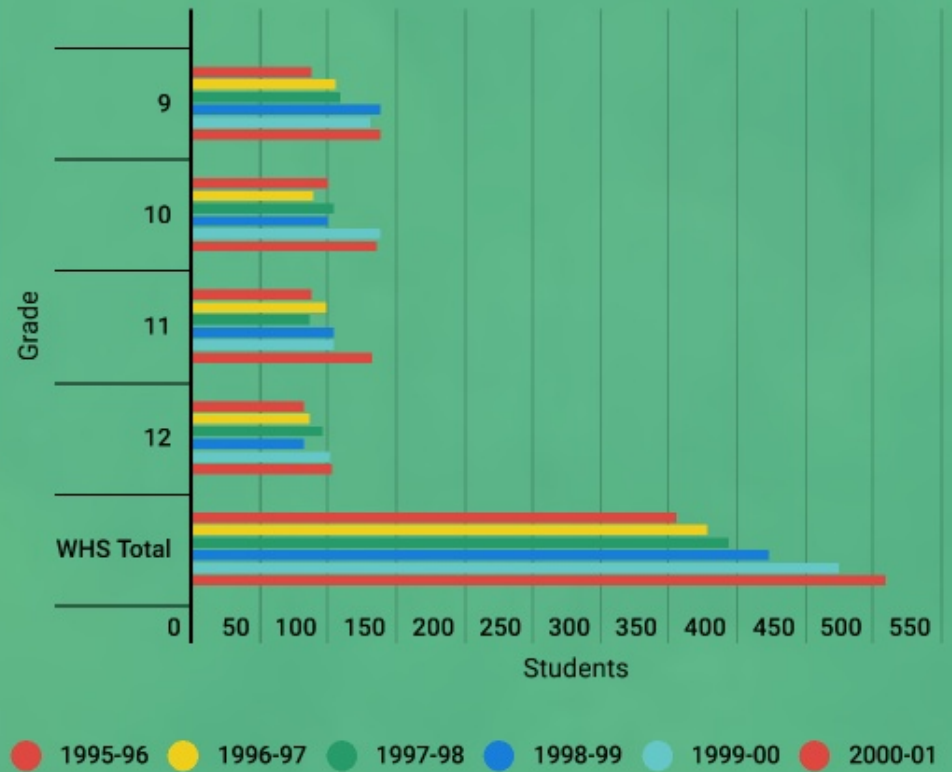
- The building was originally built in the 1960's as a single story.
- Several additions were built in 1972 and major renovations and code updates were done in 1993.
- Nine portable classrooms arrived at WMS in mid/late 90's.



WHS

Staffing Highlights

- 1 Principal
- 1 Asst. Principal (Until 2002-03)
- 1 Librarian
- 1 Nurse



Looking at the Numbers

Grade	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
9	87	105	108	137	131	138
10	99	89	104	99	138	135
11	87	98	86	104	104	132
12	82	86	95	82	101	103
WHS Total	355	378	393	422	474	508

WHS Facts:

- 1968-69 high school opens
- Addition to high school in 2005-06

Weston Public Schools 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2002-2005
Tipping
Point

2006-2010
WIS Opens



Our Schools

2002-2005

Tipping Point:

4 sites plus 9 portables



Kinderland



HES



WMS



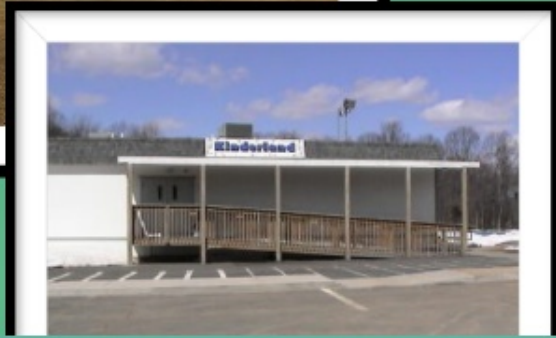
WHS

2001-02: 2,352 total students
Enrollment similar to present day

2004-05: 2,535 total students



Kinderland: 10 portables



Kindergarten - 2 full, 2 half, 1 extended day

- No art
- Library rolled over books on a cart
- PE in a portable classroom
- Speech/Sped room
- Nurse's office



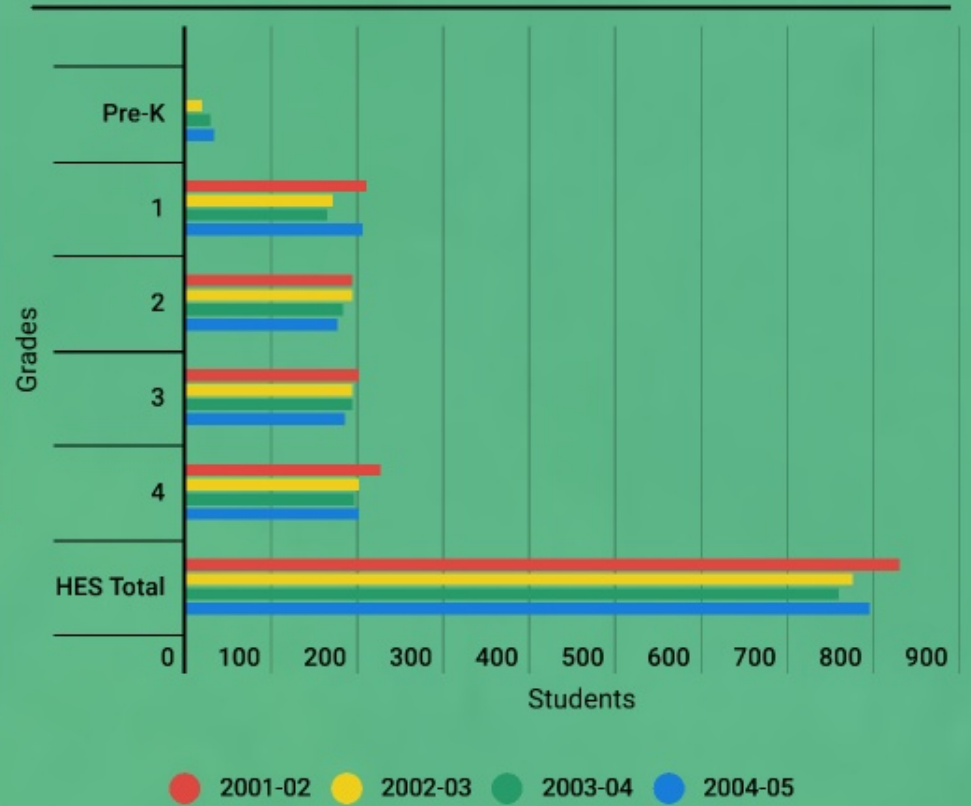
Looking at the Numbers

Grade	2001-02	2002-03	2003-04	2004-05
Kinderland	158	159	187	184
Total	158	159	187	184



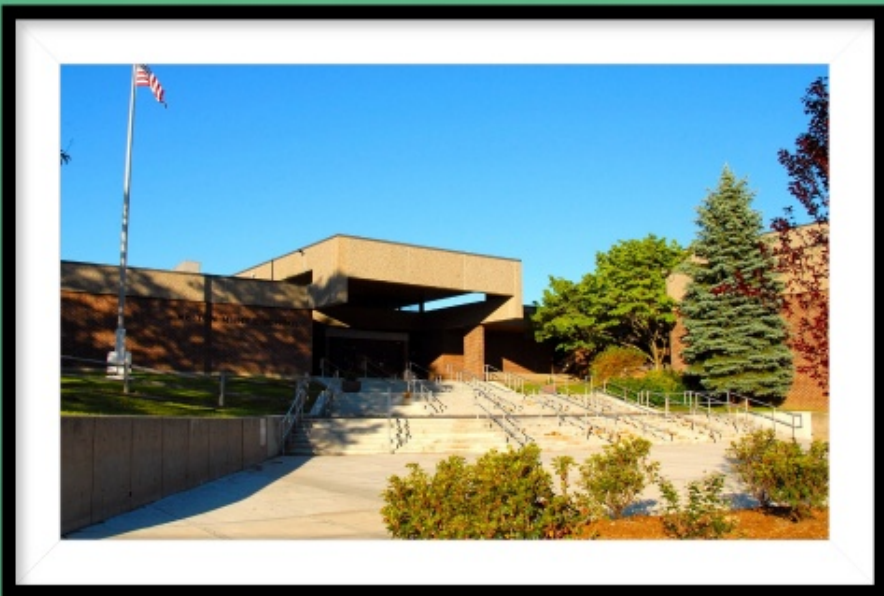
Grades Prek & Grades 1-4

HES



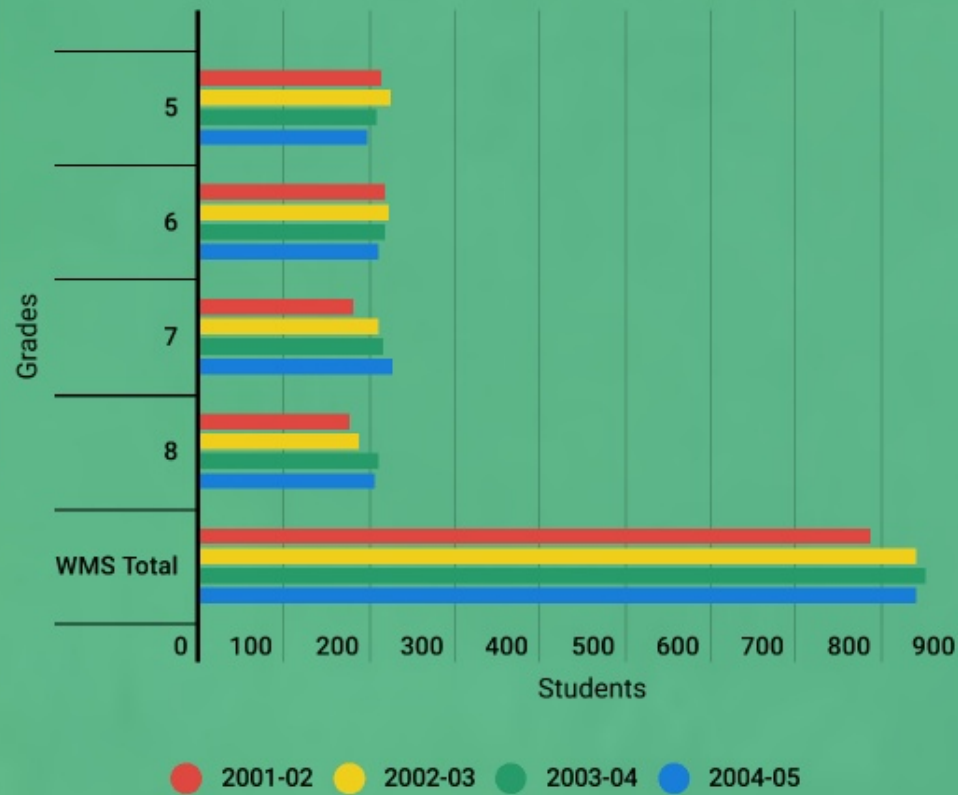
Looking at the Numbers

Grade	2001-02	2002-03	2003-04	2004-05
Pre-K	NA	18	27	31
1	210	170	163	204
2	193	194	181	176
3	201	193	194	184
4	226	201	195	201
HES Total	830	776	760	796



Grades 5-8

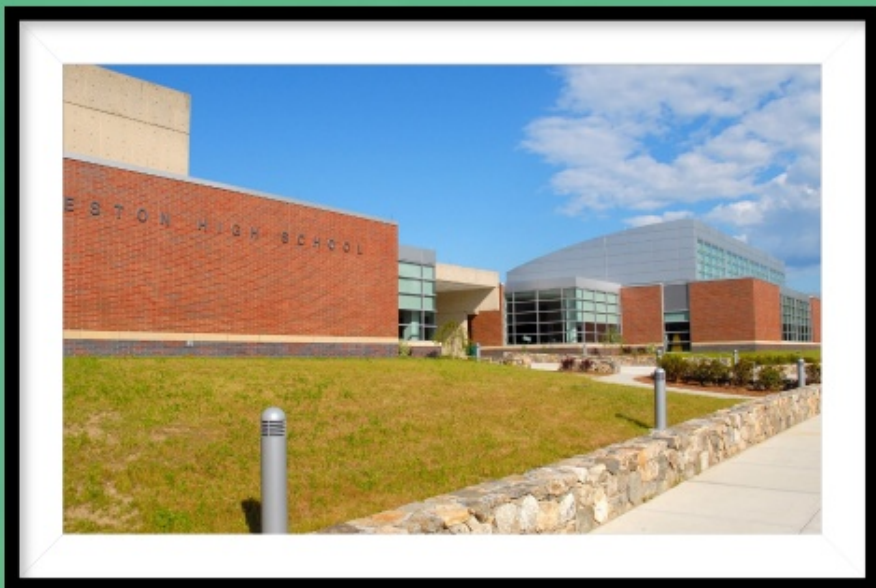
WMS



Looking at the Numbers

Grade	2001-02	2002-03	2003-04	2004-05
5	212	223	208	197
6	217	221	218	211
7	181	209	215	226
8	176	187	210	206
WMS Total	786	840	851	840

WHS



Grades 9-12



Looking at the Numbers

Grade	2001-02	2002-03	2003-04	2004-05
9	176	173	180	206
10	135	175	167	170
11	129	137	173	169
12	138	133	131	171
WHS Total	578	618	651	715

Weston Public Schools 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2002-2005
Tipping
Point

2006-2010
WIS Opens



2009:

Transportation-

- Shift from 3-tier to 2-tier bus system saved \$156,400 & coincided with...

School Start/End Times-

- WMS/WHS - start 20 minutes later at 7:45 a.m.
- HES/WIS - start 15 minutes earlier at 8:30 a.m.

Our Schools

2006-2010
WIS Opens
4-Site Campus

2009: Academic Innovation & Measurement (AIM) Initiative



HES



WIS



WMS



WHS

2005-06: 2569 total students

2009-10: 2552 total students



Ribbon Cutting
2005-06

2008-09: New Curriculum
Instructional Leader Model

HES



2008: Senior Center welcomed into HES South House

- Started with 2 rooms
- Then added all-purpose room
- Additional rooms added and wall constructed in 2015.

Special Education

More complex needs leading to expansion of related services

Science

Inquiry-based program requires rooms for science labs

Scientific Research Based Interventions (SRBI)

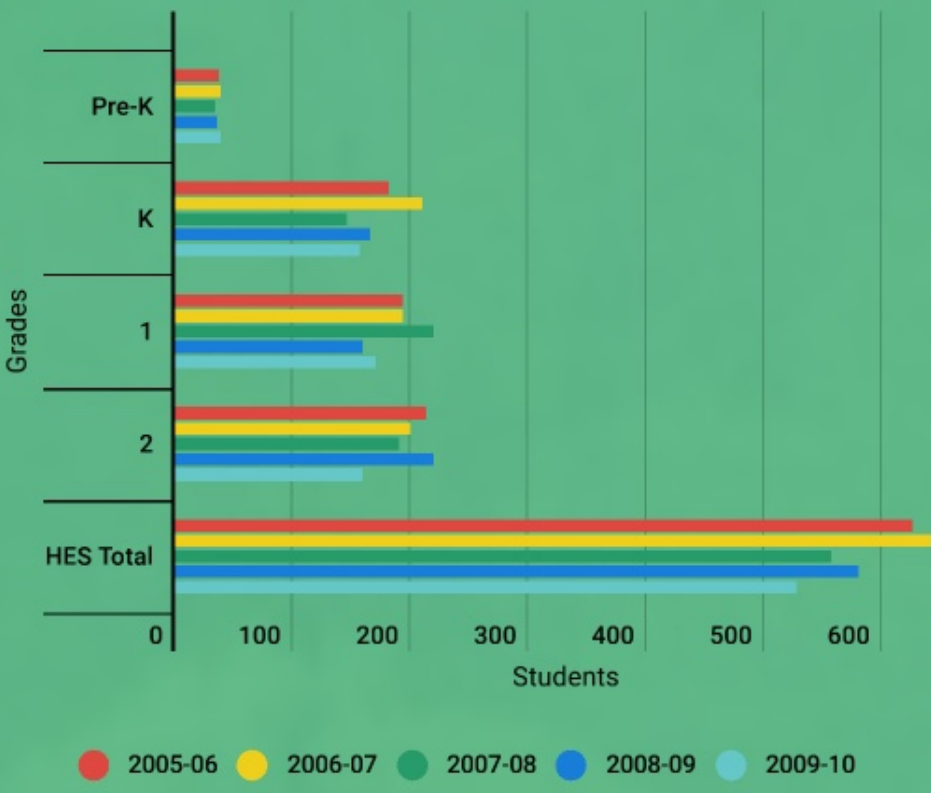
Increased requirements to provide intervention services

Increased space needs



Grades preK-2

HES



Looking at the Numbers

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Pre-K	38	40	35	36	39
K	182	210	146	166	158
1	194	194	220	159	171
2	213	200	191	220	160
HES Total	627	644	558	581	528

WIS



2010: Significant improvements to Project Challenge program and identification process



2005-06: Added 4th and 5th Grades Choral Program

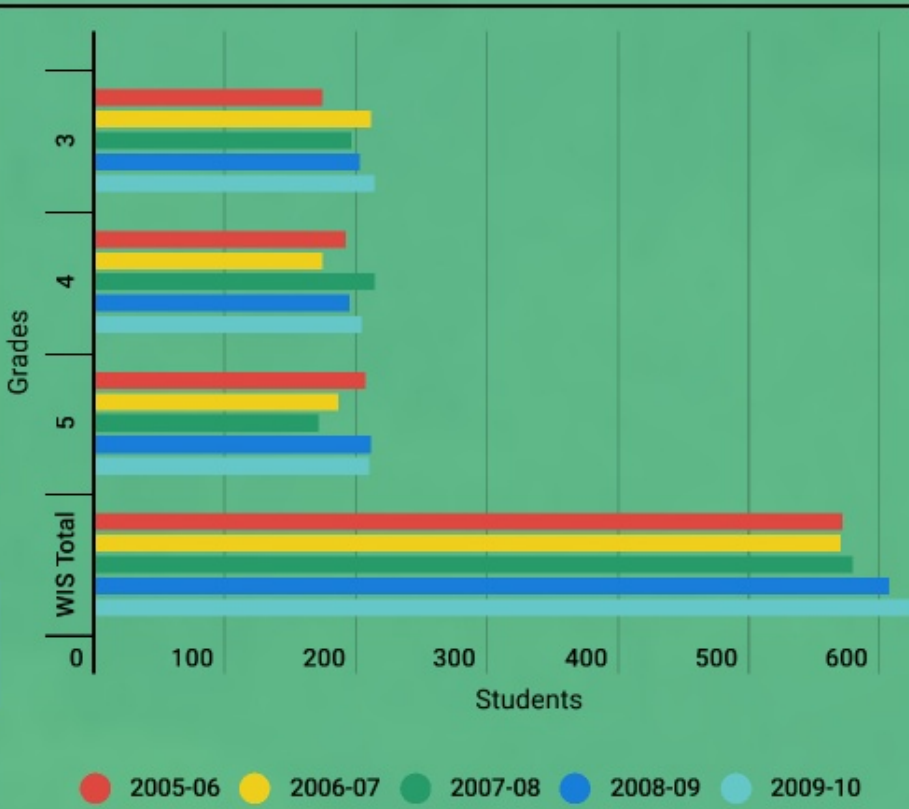


Added math and writing enrichment



WIS

Grades 3-5



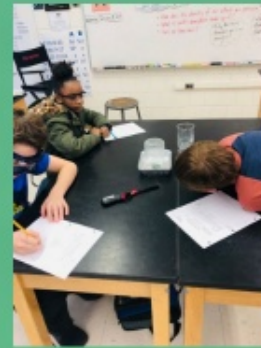
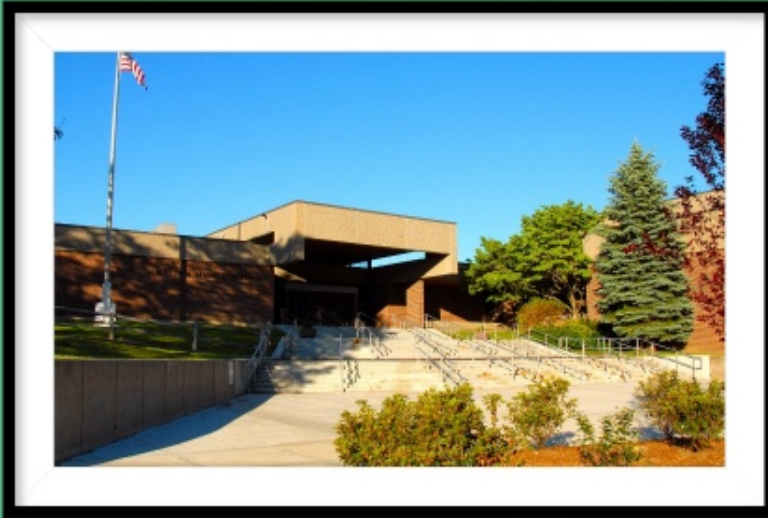
Looking at the Numbers

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
3	174	210	196	202	214
4	191	174	213	194	203
5	206	186	170	211	209
WIS Total	571	570	579	607	626

WMS

2009: WMS pure teaming model established

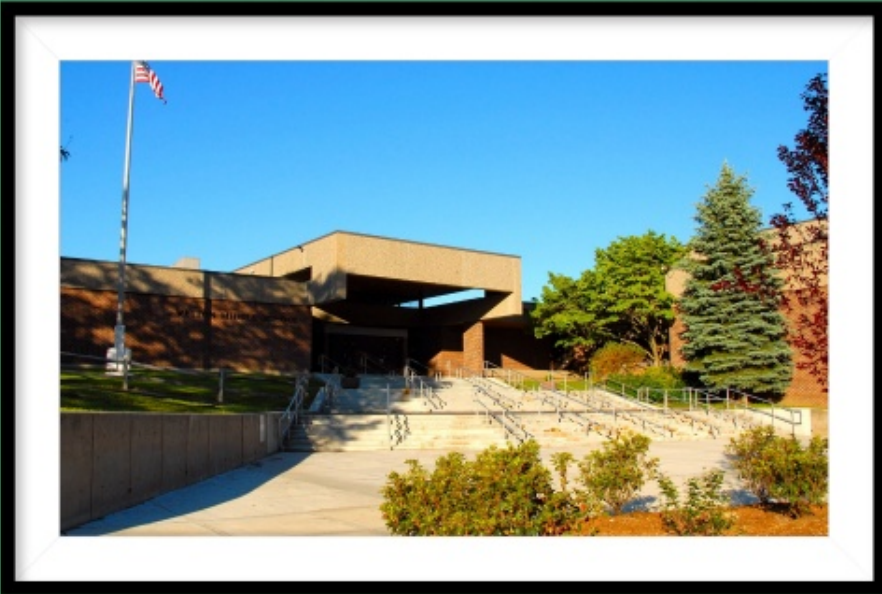
2010: WMS TV Studio installed & Morning Show begins



6th grade science moved into art classrooms due to need for lab space and water

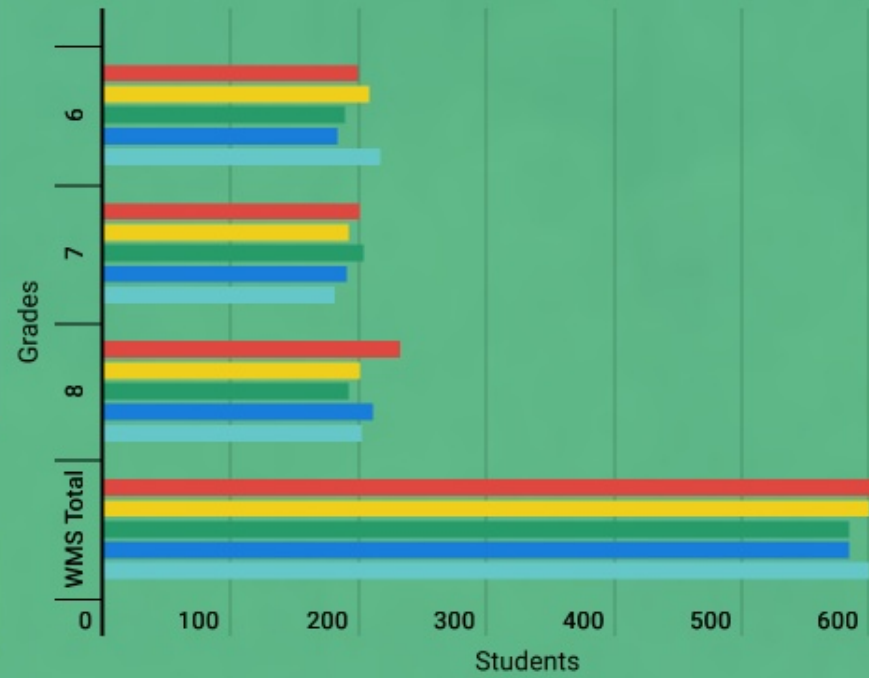


2009: Music Technology courses and lab created



Grades 6-8

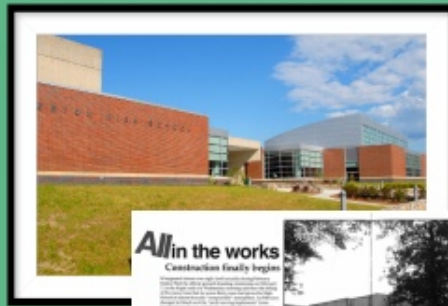
WMS



Looking at the Numbers

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
6	199	208	188	183	217
7	201	191	203	190	181
8	232	201	192	210	202
WMS Total	632	600	583	583	600

WHS



New state-of-the-art science and arts wings; auditorium renovated.

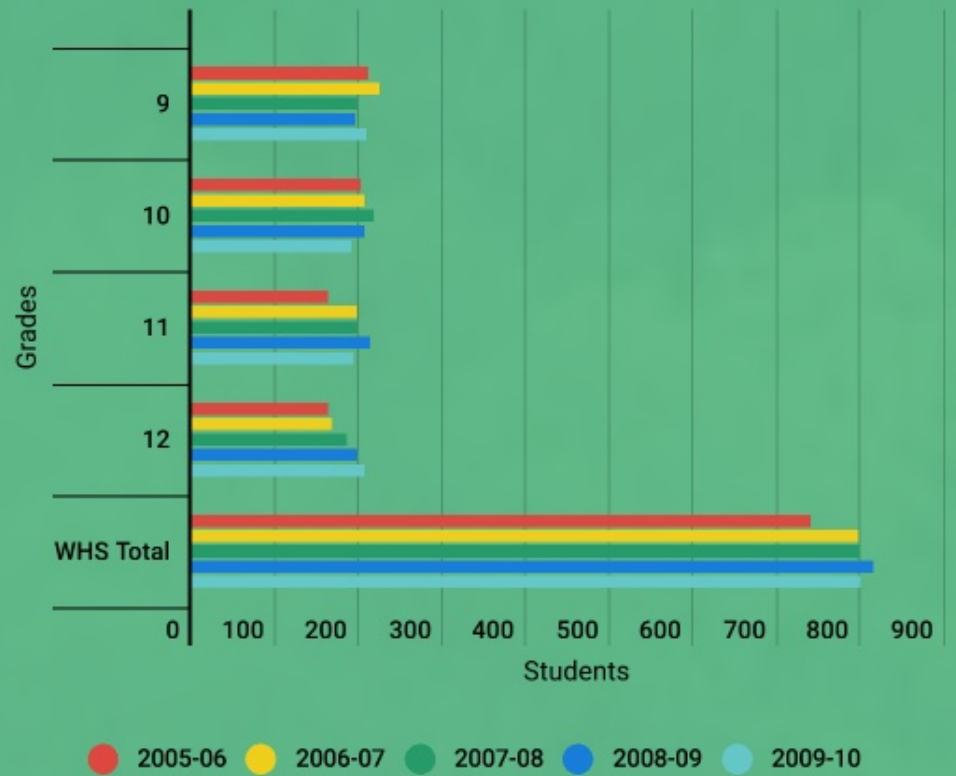
2009: Project Lead the Way added to Program of Studies. 50 students enrolled at that time, now over 100.





WHS

Grades 9-12



Looking at the Numbers

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
9	212	225	197	196	208
10	201	207	219	206	191
11	163	197	197	214	193
12	163	167	185	198	206
WHS Total	739	796	798	814	798

Weston Public Schools 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2006-2010
WIS Opens

2002-2005
Tipping
Point



Our Schools

2012-13 Full-day Kindergarten

2011-2018
Wonder Years -
Fluctuating Enrollment

2018-19: WHS 50-
year anniversary



HES



WIS



WMS



WHS

Libraries transformed into Learning Commons.

Makerspaces added to the model.

2011-12: 2,521 total students

2018-19: 2315 total students

2011: Began implementing K-8 Math in Focus program.

HES



2014-15: New K-2 Spanish Immersion program



2013-14 Laura Kaddis hired as HES principal

Readers and Writers Workshop Approach
Increased emphasis on differentiation



2018 - iPad rollout



Looking at the Numbers

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K	40	30	26	20	32	26	25	27	33
K	159	162	115	136	140	124	128	113	109
1	166	156	157	135	150	141	143	142	128
2	178	177	163	175	146	157	145	147	154
HES Total	543	525	461	466	468	448	441	429	424

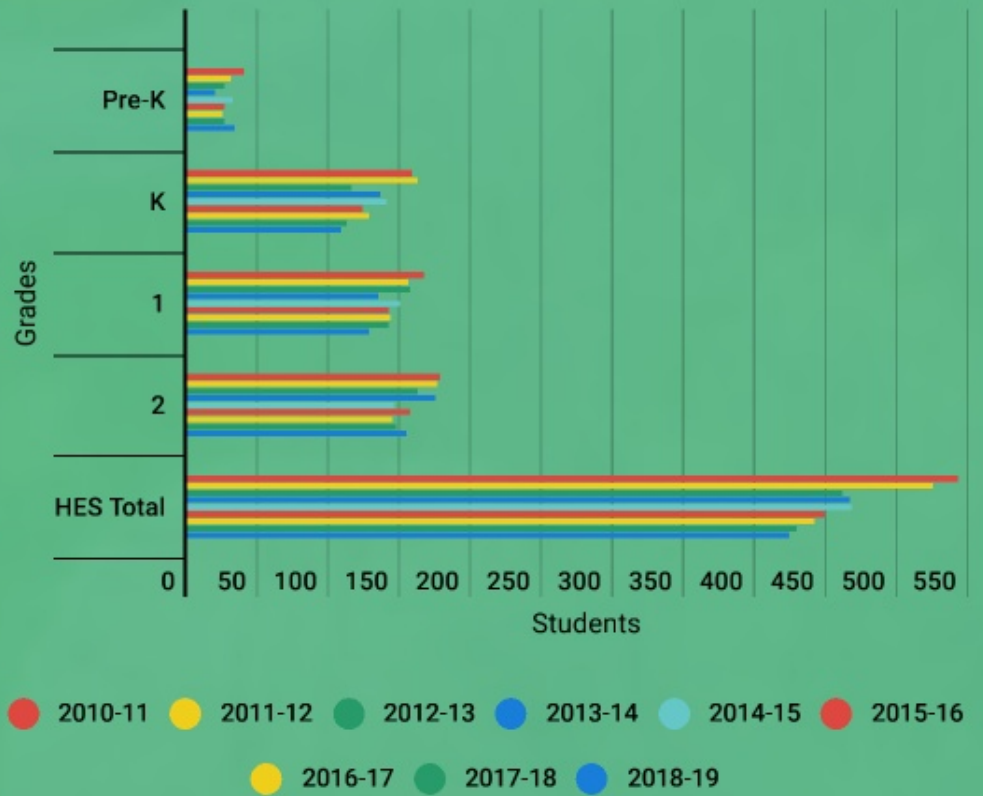


Grades preK-2

2005-06: 627 students

2018-19: 424 students

HES



WIS

2016-17:
Chromebook Initiative transforms
classroom experience



4th grade orchestra
program added.

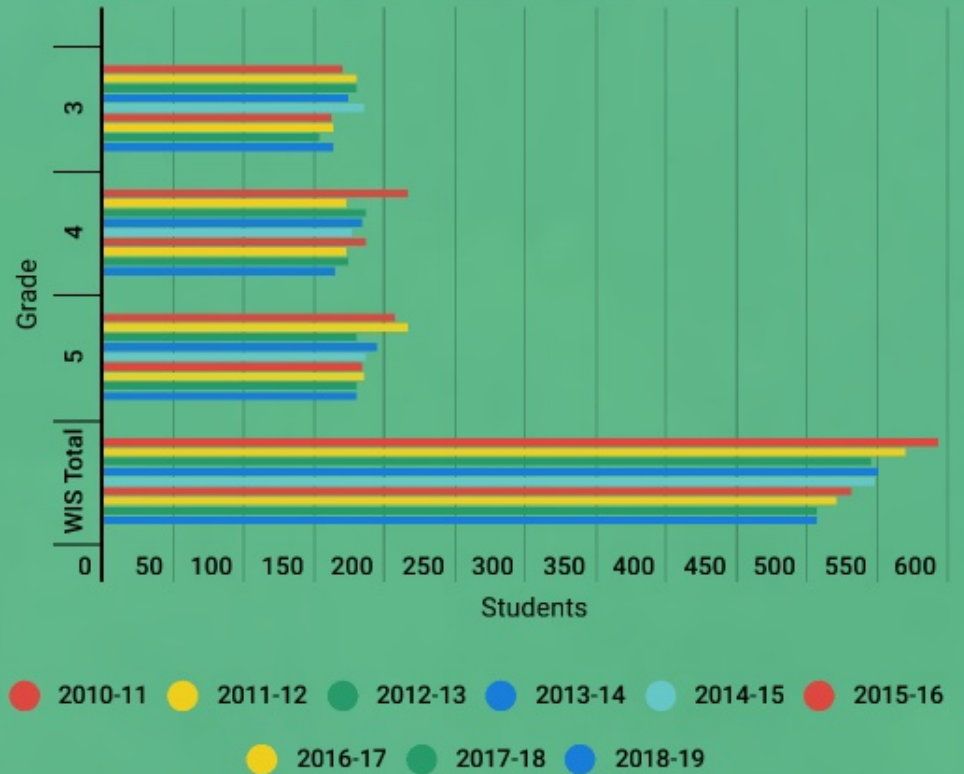
2018: New 5th grade teaming
model and science program.





Grades 3-5
 2005-06: 571 students
 2018-19: 507 students

WIS



Looking at the Numbers

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
3	170	180	180	174	185	161	163	153	163
4	216	173	186	183	177	186	173	174	164
5	207	217	179	194	186	184	185	180	180
WIS Total	593	570	545	551	548	531	521	507	507

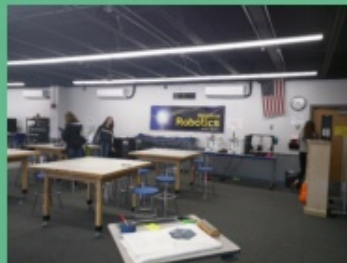
WMS



2015: WMS
Robotics Team
established



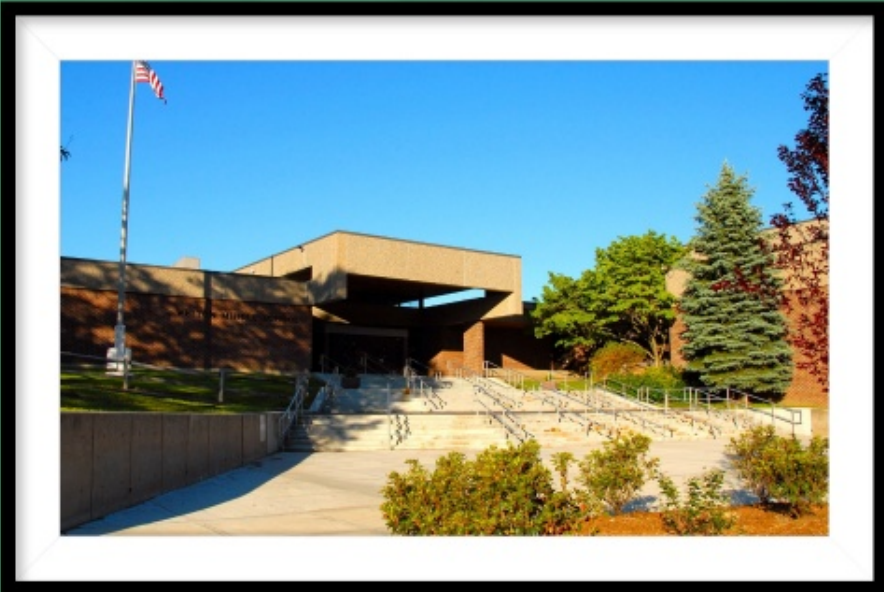
2014-15: Family and Consumer Science
program eliminated; Innovation space
added its place for MS PLTW



2015-16: Dan Doak
hired as WMS Principal



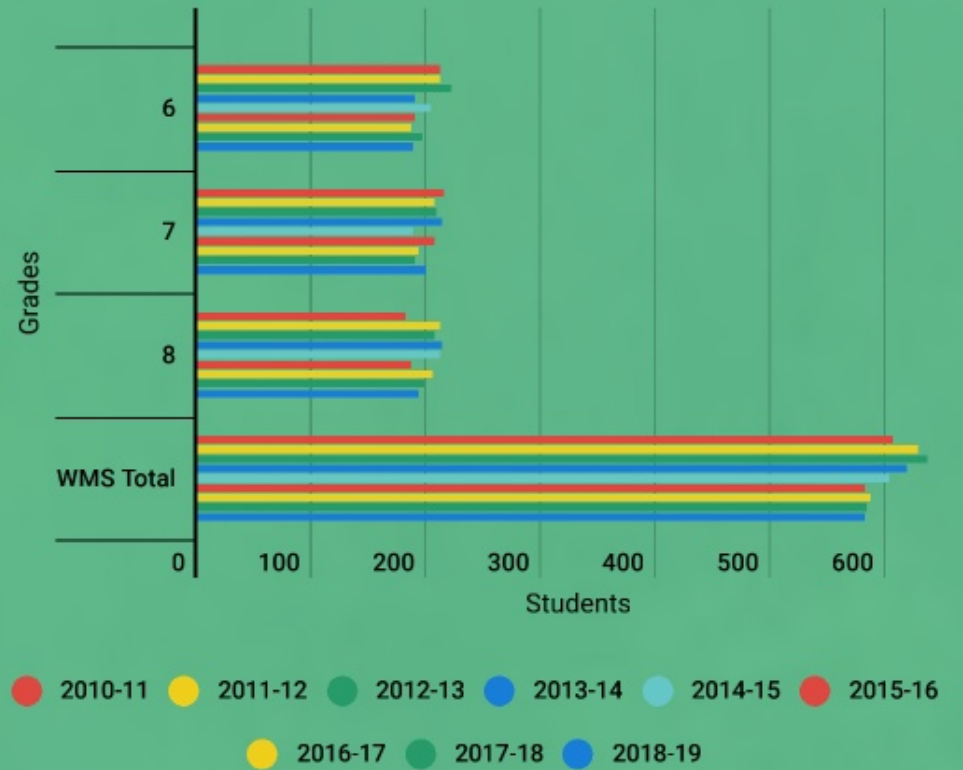
2016: 8th grade
Writing Portfolio
Implemented



Grades 6-8

2005-06: 632
2018-19: 582

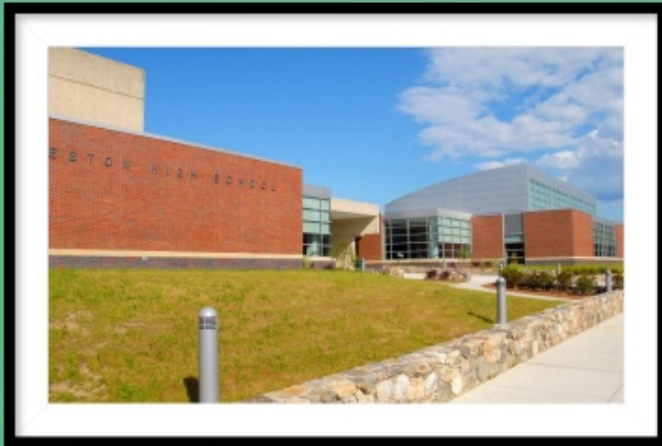
WMS



Looking at the Numbers

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
6	211	211	221	190	203	190	187	196	188
7	215	207	208	214	188	206	194	190	200
8	181	211	207	214	212	186	205	198	194
WMS Total	607	629	636	618	603	582	586	584	582

WHS: 2013 National Blue Ribbon School

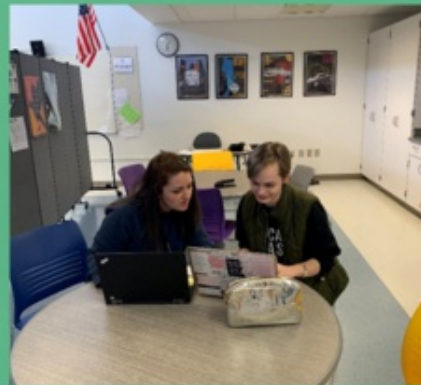


2011: First Community Class at WHS following many years at lower schools

2018-19:
Science Research Lab



2016: Effective School Solutions (ESS)



2014-15: WHS Writing Center and 10th grade portfolio process

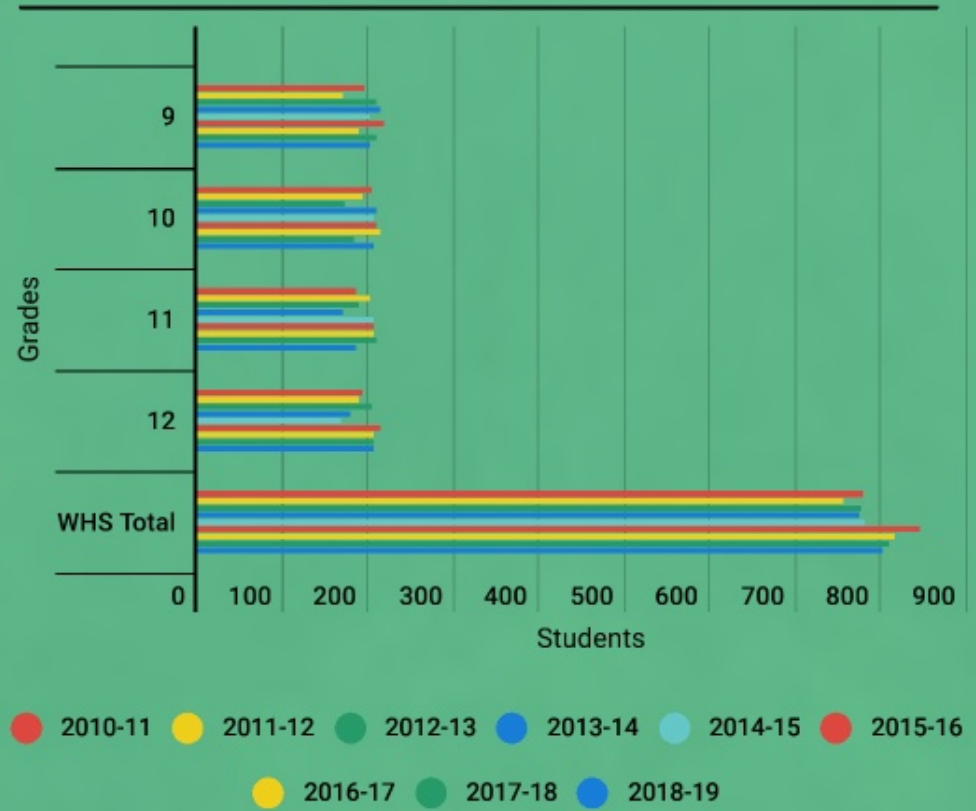


WHS

Grades 9-12

2005-06: 739

2018-19: 802



Looking at the Numbers

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
9	195	170	210	214	201	218	189	210	203
10	205	193	173	209	207	208	213	184	207
11	186	203	188	170	206	206	206	209	185
12	192	189	205	180	167	213	206	206	207
WHS Total	778	755	776	773	781	845	814	809	802

Weston Public Schools 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2002-2005
Tipping
Point

2006-2010
WIS Opens



Questions?



©1999 WESTON HISTORICAL SOCIETY, WESTON CT

Weston Public Schools 1995-Present

Present
Day

1995-2001
Growth
Years

2011-2018
Wonder
Years

2002-2005
Tipping
Point

2006-2010
WIS Opens



Weston Public Schools Historical Enrollment 1995-2019

School	Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<i>Hurlbutt</i>	Pre-K	38	40	35	36	39	40	30	26	20	32	26	25	27	33
	K	182	210	146	166	158	159	162	115	136	140	124	128	113	109
	1	194	194	220	159	171	166	156	157	135	150	141	143	142	128
	2	213	200	191	220	160	178	177	163	175	146	157	145	147	154
	HES Total	627	644	558	581	528	543	525	461	466	468	448	441	429	424

<i>WIS</i>	3	174	210	196	202	214	170	180	180	174	185	161	163	153	163
	4	191	174	213	194	203	216	173	186	183	177	186	173	174	164
	5	206	186	170	211	209	207	217	179	194	186	184	185	180	180
	WIS Total	571	570	579	607	626	593	570	545	551	548	531	521	507	507

<i>Middle School</i>	6	199	208	188	183	217	211	211	221	190	203	190	187	196	188
	7	201	191	203	190	181	215	207	208	214	188	206	194	190	200
	8	232	201	192	210	202	181	211	207	214	212	186	205	198	194
	WMS Total	632	600	583	583	600	607	629	636	618	603	582	586	584	582

<i>High School</i>	9	212	225	197	196	208	195	170	210	214	201	218	189	210	203
	10	201	207	219	206	191	205	193	173	209	207	208	213	184	207
	11	163	197	197	214	193	186	203	188	170	206	206	206	209	185
	12	163	167	185	198	206	192	189	205	180	167	213	206	206	207
	WHS Total	739	796	798	814	798	778	755	776	773	781	845	814	809	802

Yearly Totals*	2569	2610	2518	2585	2552	2521	2479	2418	2408	2400	2406	2362	2329	2315
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*Data as reported by Milone and MacBroom

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: Phase 1 Facilities Feasibility Study Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Michelle Miller (S/P) and Rich Rudl have prepared the attached PowerPoint summary of the Weston Public Schools Facilities Feasibility Study (November 3, 2017). This study is what we commonly are referring to as the "Phase 1 Facility Feasibility Study." The current Phase 2 Feasibility Study is rooted in the comprehensive Phase 1 Study. It is essential that the BOE, given the significant share of new members, receive a refresher on the Phase 1 Study ahead of additional reports from the Phase 2 Study, which are due to the BOE in April 2019.

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, Facilities Feasibility Study and Master Plan.

3-25-2019 BOE Summary of:
BOE Facility Committee
presentation on
11-2-2017



Facilities Study Overview

Effectively a three part
process

I. School Facilities Conditions Analysis

- Narrative and matrix by multi disciplines.
- Floor plans coded in color by educational uses.
- Summary sheets with matrices.

II. Facility Program & Utilization

- Utilization methodologies.
- Enrollment Projections.
- School Educational Program.

III. Conceptual Facilities Design & Master Plan

- Four schools, 3 options at WMS, one for each.
- Central Office, Annex Building & Bus Garage.
- Site Campus Mater Plan with design 2 options.

Assessment of Facilities – Summary of Schools

Schools	School Net Sq Ft	Grades served	Staff Population	2017-18 Student Population
Hurlbutt Elementary School	83,873	Pre-K to 2nd	81	429
Intermediate School	110,452	3rd to 5th	78	507
Middle School	155,622	6th to 8th	80	584
High School	223,539	9th to 12th	111	809
Totals	573,486	PreK to 12th	350	2,329



Facility Conditions Assessment & Needs



Assessment of Facilities - Physical Conditions and Educational Needs

- Aka: Capital Needs, Capital Budgets, General Maintenance & Preventative Maintenance Items
- Draft of facility assessment has been reviewed with WPS Staff, revisions followed, pending approval.
- The facility conditions are prioritized (from 1 to 4), annualized, and presented by design disciplines, i.e., Architectural, Engineering, etc. in narrative and summary matrix format.
- Each condition identified is assigned an *itemized estimated construction cost*. These cost are conceptual in nature, for master planning, and general identification of building needs – order of magnitude. (These are not stand alone projects or costs.)
- Programming meetings at each school and with Administration to identify and prioritized the educational needs. Meeting minutes and design options prepared.




Hurlbutt Elementary School

9 School Road Weston CT


	Student Population:	429	
	Staff Total:	81	
	School Type:	Elementary-Primary	
	Grades:	Pre K-2	
	Original Construction:	1950	
	Significant Alterations:	1997	
Total Area (net):	83,873 NSF		

Floor Plan

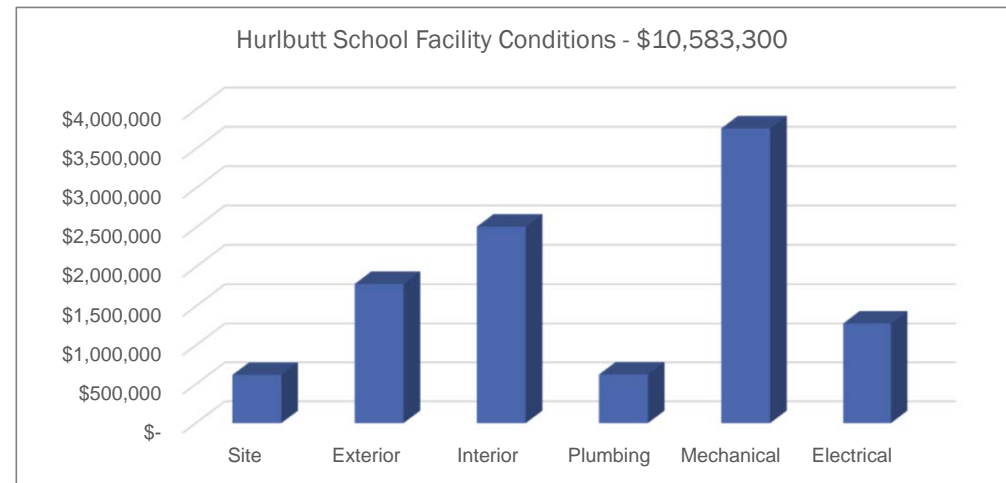
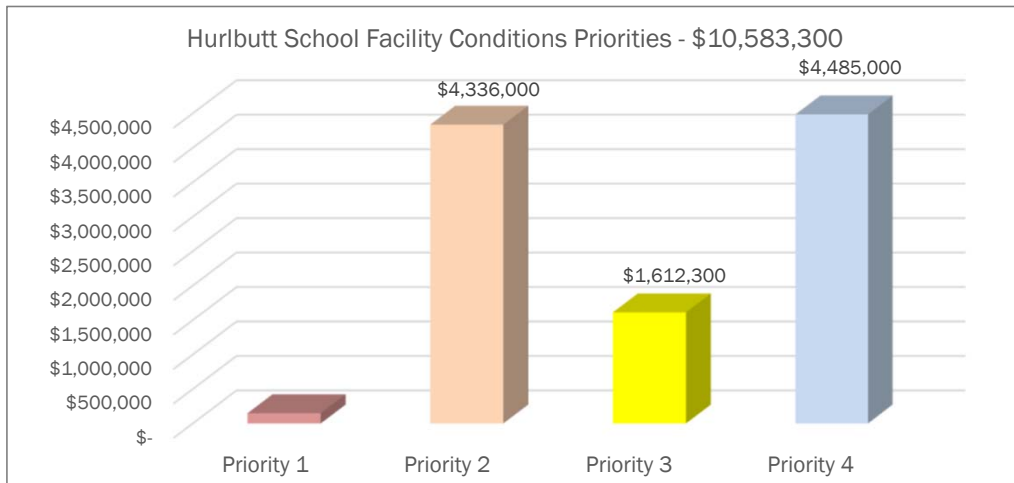


PROGRAM LEGEND	
CLASSROOMS	24,891 NSF
SPECIALS	3,336 NSF
SPECIAL ED.	10,487 NSF
MEDIA CENTER	3,454 NSF
PHYSICAL ED.	2,850 NSF
CAFETERIA	8,001 NSF
AUDITORIUM	416 NSF
ADMINISTRATION	5,092 NSF
BUILDING MPRA	4,565 NSF
CIRCULATION	2,041 NSF
SENIOR CENTER	10,425 NSF
SCHOOL TOTAL	83,873 NSF

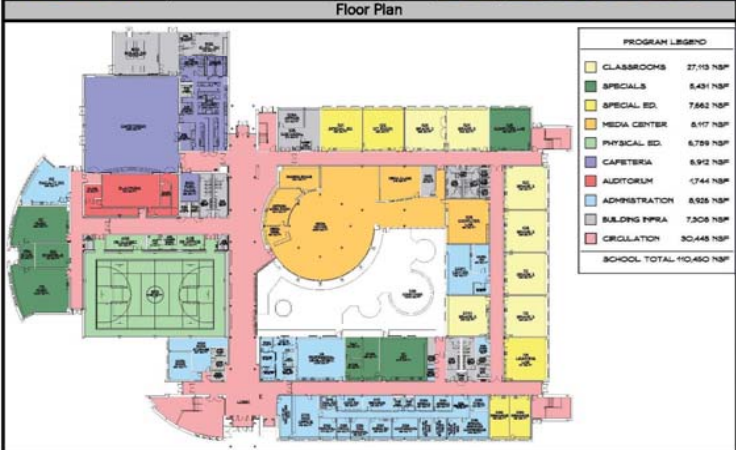
Building Information		Existing Condition	
Construction Type	2B	Ext. Envelope	brick
No. of Floors	2	Roof	age: 1997 +/-
Foundation	partial		type: Ballast, asphalt and EPDM
Classroom Counts		Security	staffed security desk, lockable doors, vestibule
Standard Classroom	27	Heating	varies per house - dual and steam: 10+/- years
Special Ed. Classroom	16	Sprinklered	no n/a
Portable Classroom	0	AC	partial
Priority Projects		Capital Needs Prioritization - \$ 10,233,300	
Add Air Conditioning & Ventilation	\$3,397,500	Discipline	Total Priority 1&2
Air conditioning, ventilation, ceilings & electrical to support		Site	\$621,000 \$407,000
Restroom upgrades	\$1,250,000	Architectural	\$4,295,800 \$1,478,000
Includes cost for all singles and North gang restrooms		Plumbing & FP	\$626,000 \$48,500
Emergency Lighting	\$110,000	Mechanical	\$3,410,000 \$2,422,000
Install code approved emergency lighting system		Electrical	\$1,280,500 \$130,500
		Total:	\$10,233,300 \$4,486,000


SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.
3	Moderate priority - These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.
4	Low priority - These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. <u>These items typically have a remaining useful life of 5-10 years or greater.</u>
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Weston Intermediate School		
95 School Road Weston CT		
	Student Population:	507
	Staff Total:	78
	School Type:	Elementary-Secondary
	Grades:	Grade 3-5
	Original Construction:	2005
	Significant Alterations:	n/a
	Total Area (net):	110,452 NSF



Building Information		Existing Condition	
Construction Type	2B	Ext. Envelope	brick and metal panel
No. of Floors	2	Roof	age: 2005
Foundation	none		type: Ballast
Classroom Counts		Security	staffed security desk, lockable doors, vestibule
Standard Classroom	27	Heating	dual flame - 20 year life expectancy remaining
Special Ed. Classroom	13	Sprinklered	yes
Portable Classroom	0	AC	yes
5-year Priority Projects		Capital Needs Prioritization - \$ 1,379,342	
Gymnasium knee wall	\$264,000	Discipline	Total
Repair and reconstruct		Site	\$33,000
Add exterior doors at Gymnasium	\$25,000	Architectural	\$499,030
Demo wall and add double door		Plumbing & FP	\$20,500
New Flooring at Cafeteria	\$81,180	Mechanical	\$51,600
Remove, prepare slab and replace		Electrical	\$775,212
		Total:	\$1,379,342
			\$533,830

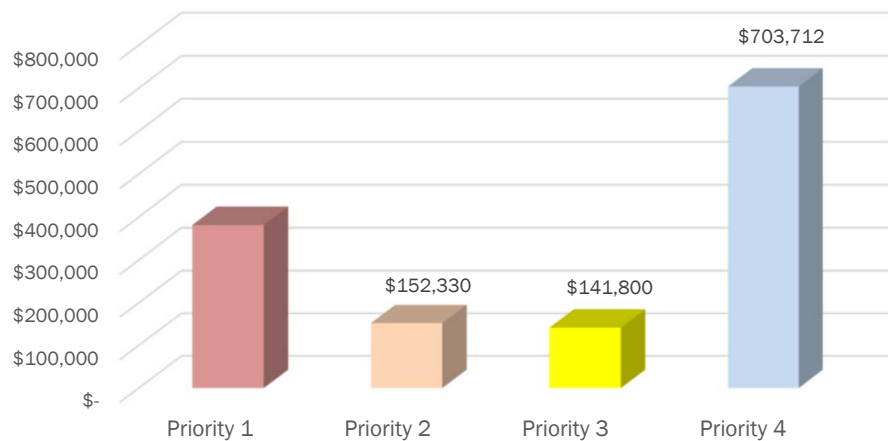


WESTON SCHOOLS - FACILITIES FEASIBILITY STUDY

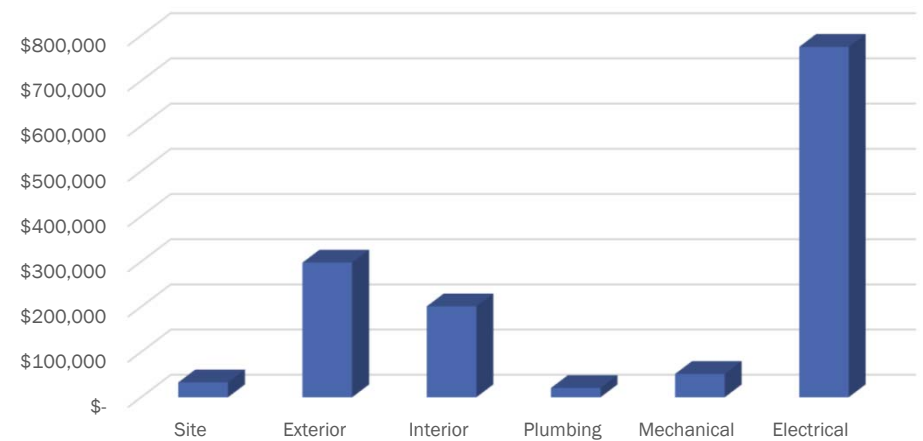
WESTON INTERMEDIATE SCHOOL - FACILITY CONDITIONS ANALYSIS





TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ESTIMATED COST	REMARKS
1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.					
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.					
3	Moderate priority - These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.					
4	Low priority - These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.					

Weston Intermediate School Facility Conditions Priorities \$1,379,342



Weston Intermediate School Facility Conditions - \$1,379,342



Weston Middle School																									
135 School Road Weston CT																									
	Student Population: 584																								
	Staff Total: 80																								
	School Type: Middle																								
	Grades: 6-8																								
	Original Construction: 1960																								
	Significant Alterations: 1970 & 2000																								
	Total Area (net): 155,622																								
																									
Floor Plan																									
																									
<table border="1"> <thead> <tr> <th colspan="2">PROGRAM LEGEND</th> </tr> </thead> <tbody> <tr> <td>CLASSROOMS</td> <td>54,517 NSF</td> </tr> <tr> <td>SPECIALS</td> <td>13,784 NSF</td> </tr> <tr> <td>SPECIAL ED.</td> <td>8,940 NSF</td> </tr> <tr> <td>MEDIA CENTER</td> <td>10,340 NSF</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>30,988 NSF</td> </tr> <tr> <td>CAFETERIA</td> <td>8,873 NSF</td> </tr> <tr> <td>AUDITORIUM</td> <td>0 NSF</td> </tr> <tr> <td>ADMINISTRATION</td> <td>4,917 NSF</td> </tr> <tr> <td>BUILDING OFFICE</td> <td>7,038 NSF</td> </tr> <tr> <td>CIRCULATION</td> <td>38,622 NSF</td> </tr> <tr> <td>SCHOOL TOTAL</td> <td>155,622 NSF</td> </tr> </tbody> </table>		PROGRAM LEGEND		CLASSROOMS	54,517 NSF	SPECIALS	13,784 NSF	SPECIAL ED.	8,940 NSF	MEDIA CENTER	10,340 NSF	PHYSICAL ED.	30,988 NSF	CAFETERIA	8,873 NSF	AUDITORIUM	0 NSF	ADMINISTRATION	4,917 NSF	BUILDING OFFICE	7,038 NSF	CIRCULATION	38,622 NSF	SCHOOL TOTAL	155,622 NSF
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Building Information		Existing Condition																							
Construction Type	2B	Ext. Envelope	brick																						
No. of Floors	2	Roof	age: 2000+/- type: Ballast and EPDM																						
Foundation	partial	Security	security desk, lockable doors, vestibule																						
Classroom Counts		Heating	dual fuel - boilers: nearing end of useful life																						
Standard Classroom	33	Sprinklered	no n/a																						
Special Ed. Classroom	10	AC	partial																						
Portable Classroom	0																								
Priority Projects		Capital Needs Prioritization - \$ 17,298,474																							
Add Air Conditioning & Ventilation	\$3,680,000	Discipline	Total																						
Add throughout the building (NIC electrical)		Site	\$660,000																						
Replace ceilings	\$2,100,000	Architectural	\$9,096,064																						
Replace all old sagging dropped ceilings		Plumbing & FP	\$788,110																						
Emergency lighting	\$50,000	Mechanical	\$5,476,000																						
Install a code approved emergency lighting system		Electrical	\$1,278,300																						
		Total:	\$17,298,474																						
			\$2,746,800																						
 SILVER/PETRUCELLI+ASSOCIATES <i>Architects / Engineers / Interior Designers</i>																									

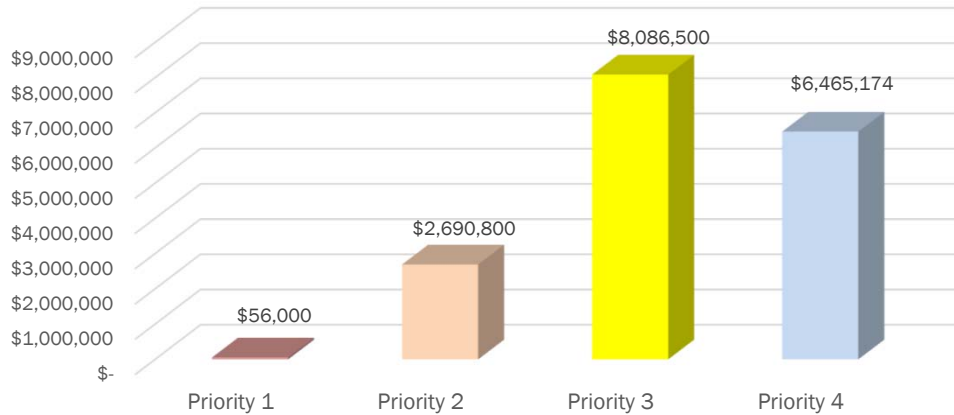


WESTON SCHOOL FACILITIES FEASIBILITY STUDY

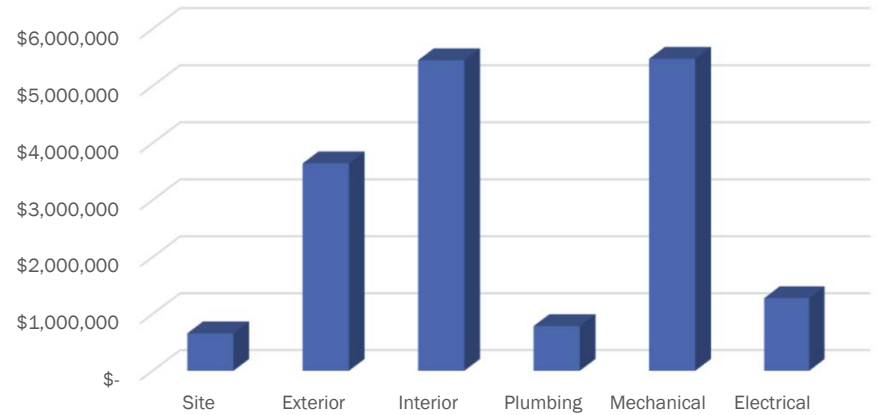
WESTON MIDDLE SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENC E	RANKING	CORRECTIVE ACTION	ITIMIZED ESIMATED COST	REMARKS
1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.					
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.					
3	Moderate priority - These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.					
4	Low priority - These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.					

Weston Middle School Facility Conditions Priorities - \$17,298,474



Weston Middle School Facility Conditions - \$17,298,474



Weston High School

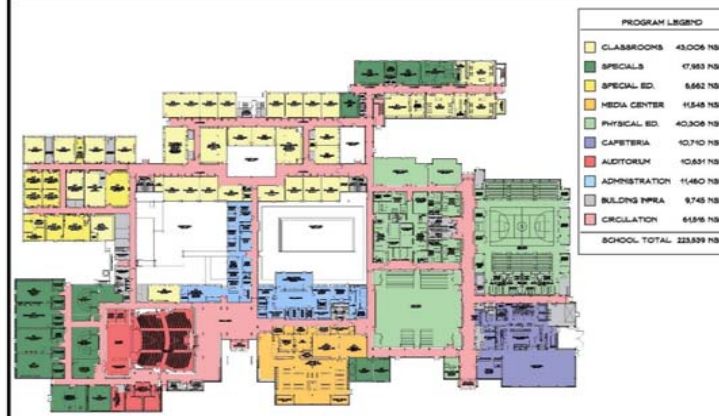
115 School Road Weston CT



Student Population:	809
Staff Total:	111
School Type:	High
Grades:	9 - 12
Original Construction:	1968
Significant Alterations:	2005
Total Area (net)	223,539



Floor Plan



Building Information		Existing Condition	
Construction Type	2B	Ext. Envelope	brick/metal panels
No. of Floors	2	Roof	age: 2000/2005
Foundation	partial		type: Ballast and EPDM
Classroom Counts		Security	security desk, lockable doors, no entry vestibule
Standard Classroom	33	Heating	dual fuel - boilers; 25 years remaining
Special Ed. Classroom	8	Sprinklered	no n/a
Portable Classroom	0	AC	partial
Priority Projects		Capital Needs Prioritization - \$ 9,474,628	
Improve Emergency Lighting	\$71,000	Discipline	Total Priority 1&2
replace /add to twin head & battery ballast distribution		Site	\$233,100 \$160,700
Restroom upgrades	\$300,000	Architectural	\$6,223,028 \$384,500
Includes cost for 6 restroom reconfigurations		Plumbing & FP	\$70,000 \$50,000
Improve courtyard patios	\$160,700	Mechanical	\$1,632,000 \$485,000
Alter drainage, tree roots and repave		Electrical	\$1,316,500 \$114,000
		Total:	\$9,474,628 \$1,194,200



SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

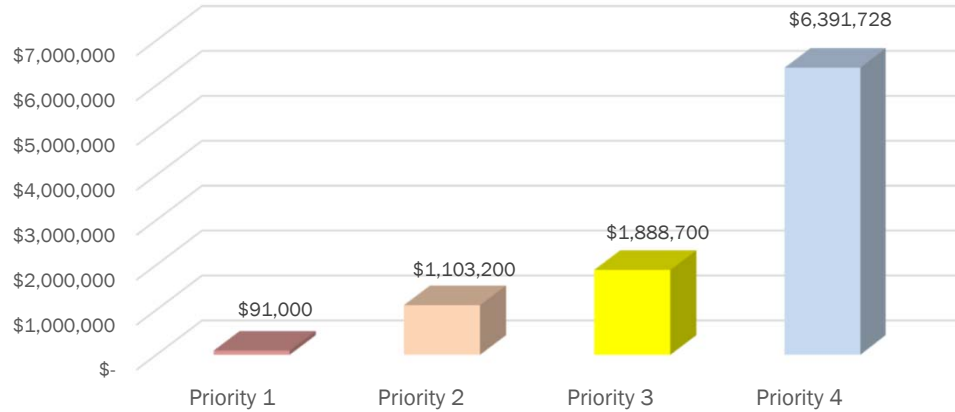


WESTON SCHOOLS FACILITIES FEASIBILITY STUDY

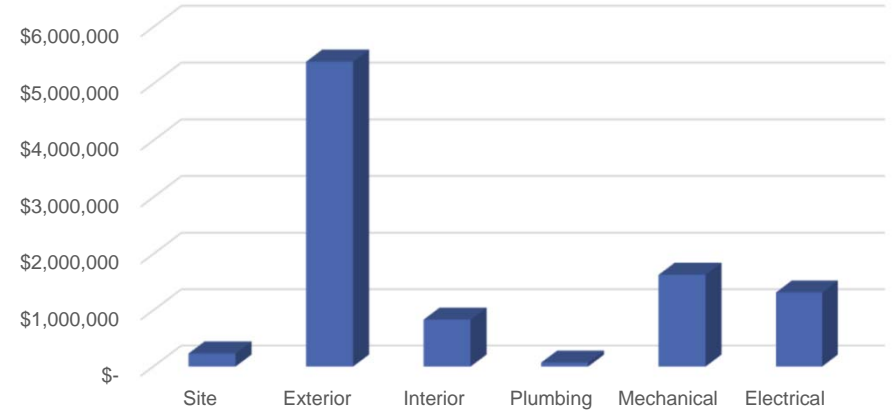
WESTON HIGH SCHOOL - FACILITY CONDITIONS ANALYSIS

TAG NO.	ASSESSMENT	SYSTEM/ CODE REFERENCE	RANKING	CORRECTIVE ACTION	ESTIMATED COST	REMARKS
1	Urgent priority - These items should be corrected as soon as possible and most likely encompass code, health and life safety issues.					
2	High priority - These items should be corrected within a reasonable amount of time after the highest priorities referenced above. These may be associated with high priority maintenance issues or accessibility issues for the physically challenged. Maintenance items have a remaining useful life from 1-3 years.					
3	Moderate priority - These items may be associated with aesthetic or general maintenance issues. Remaining useful life of 3-5 years.					
4	Low priority - These items include maintenance and aesthetic issues that are not in current need of replacement, but should continue to be monitored on a regular basis. These items typically have a remaining useful life of 5-10 years or greater.					

Weston High School Facility Conditions Priorities - \$9,474,628



Weston High School Facility Conditions - \$9,474,628



Facility Conditions Assessment - Summary

Schools	Facility Conditions Assessment
Hurlbutt Elementary School	\$10,583,300
Intermediate School	\$1,379,342
Middle School	\$17,298,474
High School	\$9,474,628
Totals	\$38,735,744

The 10-year Facility Condition Assessment may lead to stand alone projects (aka Capital Needs) or combined with specific educational initiatives resulting in conceptual designs. The Facility Conditions Assessment is an ideal tool for Master Planning and as a “guiding document”.

(See Appendix brief, 4-18-17 for a more detailed description of the Facility Conditions Assessment, Capital Needs, and the school construction process.)



Utilization, Enrollment Projections, & Programming

Facility utilization

Classroom utilization

Enrollment Projections

Programming

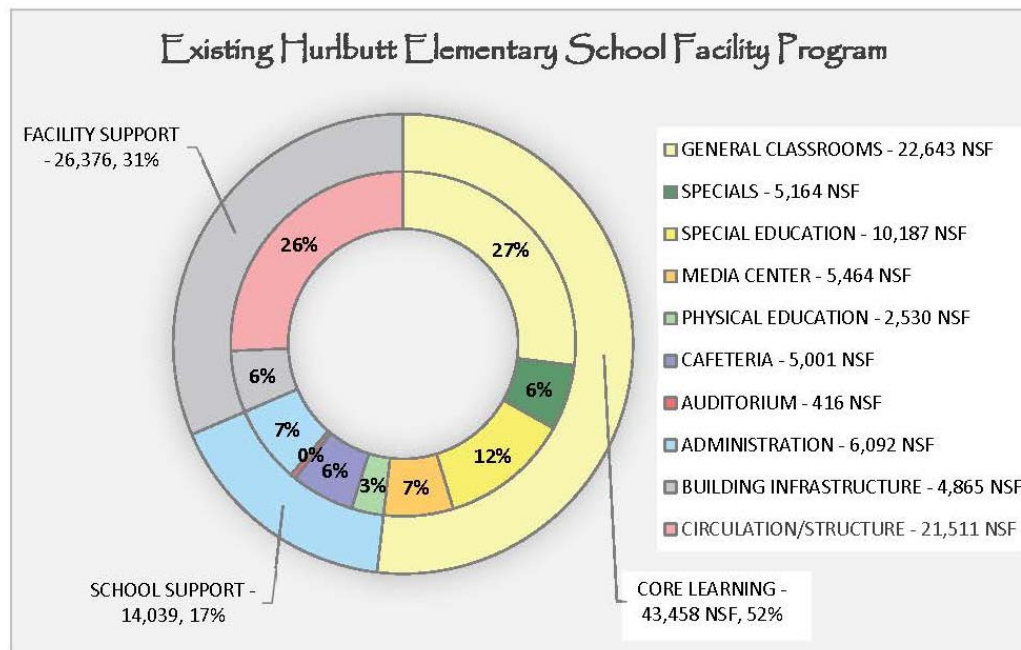
“Building on the foundation” of the Facility Condition Assessment the utilization of the physical space is presented.

The Enrollment Projections delve into the analytical analysis of Town growth and the school age population over time.

Functional utilization based on the educational space classifications reveals the second methodology.

Spatial Programming is then the dynamic process with the educators confirming the space needs and “finishing” the model needed for conceptual design.

Overview Utilization, Enrollment Projections



Each of the four schools is analyzed by the square foot area for “core learning” spaces, educational support spaces, and the facility support spaces.

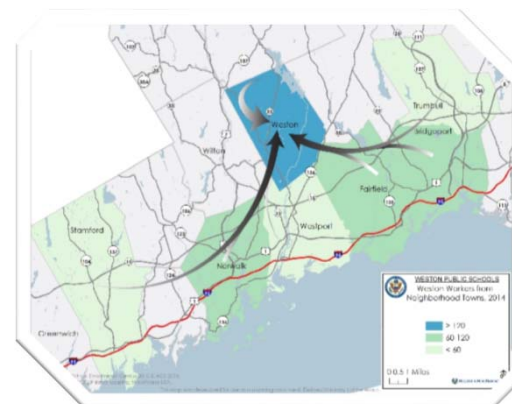
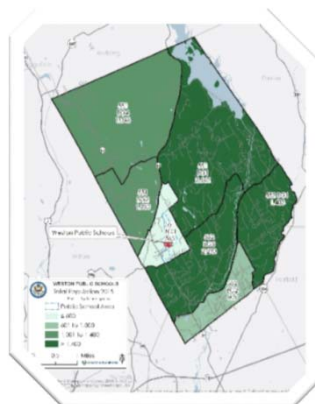
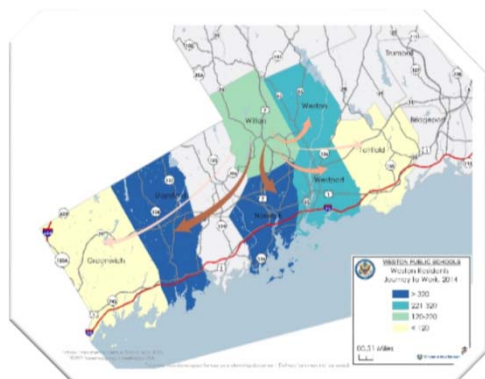
The comparison of these three ratios across all four schools reveals that the core learning and school support percentages are an effective utilization of the school space.

The study focusses on two utilization methods – “facility / ratios & classroom / functional”.





Weston Public Schools Enrollment Projections



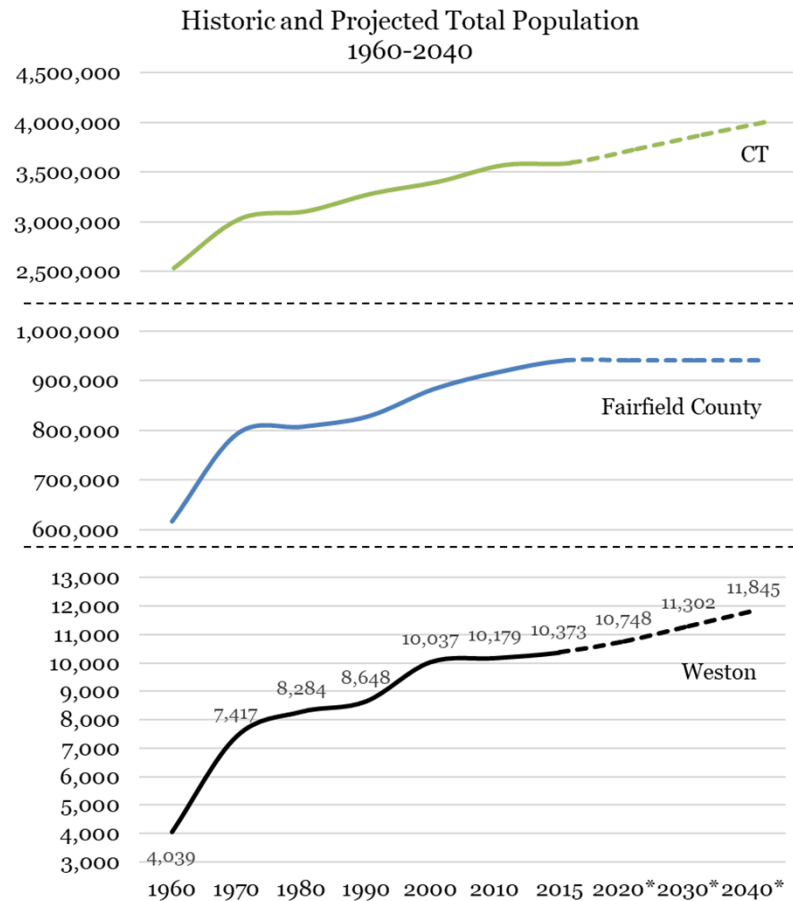
November 2, 2017





Total Population Change

- Total population increased 1.4% from 2000 to 2010, and is estimated to have increased another 2% during 2010-2015
- CT DOT projects steady growth through 2040

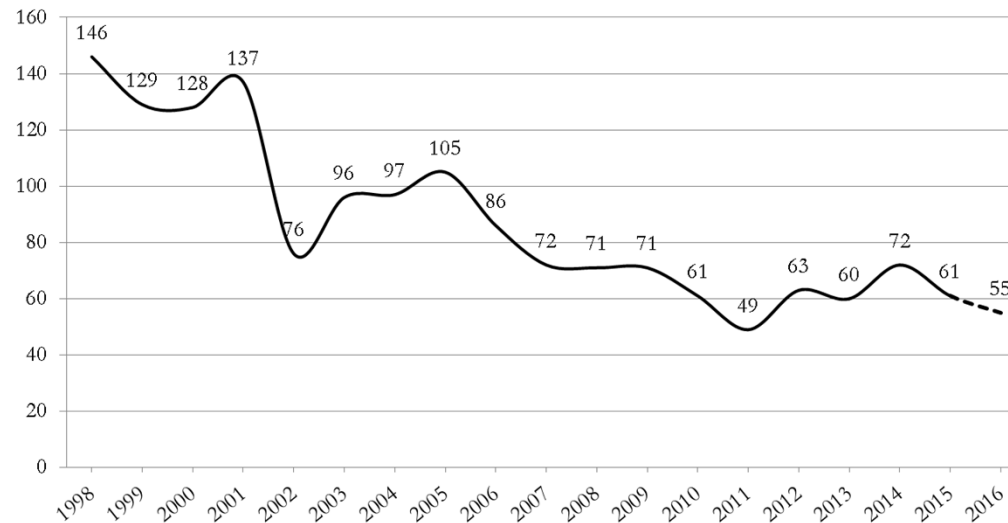


Source: US Census 2000 & 2010, ACS 2010-2015; * indicates CT DOT projections.



Births

Weston Historic Births



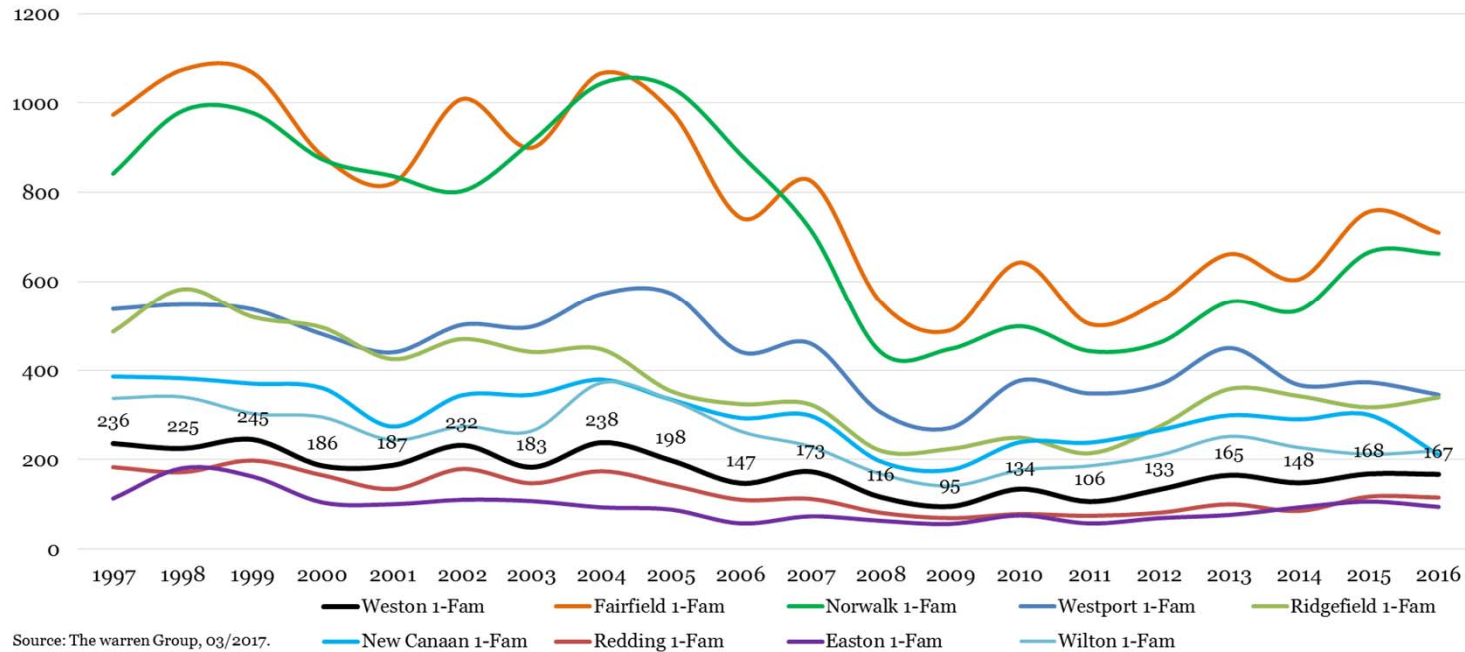
Source: CT Dept. of Public Health with MMI adjustments for estimated out of state births (2013-2016); projections prepared by MMI.

- The small size of the community and low absolute number of births exaggerates small year-to-year changes
- Annual births declined 28% from 2008 to 2016 (based on most recent estimates)
- Moderate increases in births in 2012 and 2014 are tied to 2017-18 and 2019-20's entering kindergarten classes



Housing Sales

Single Family Homes Sales - Weston and Surrounding Towns, 1997-2016

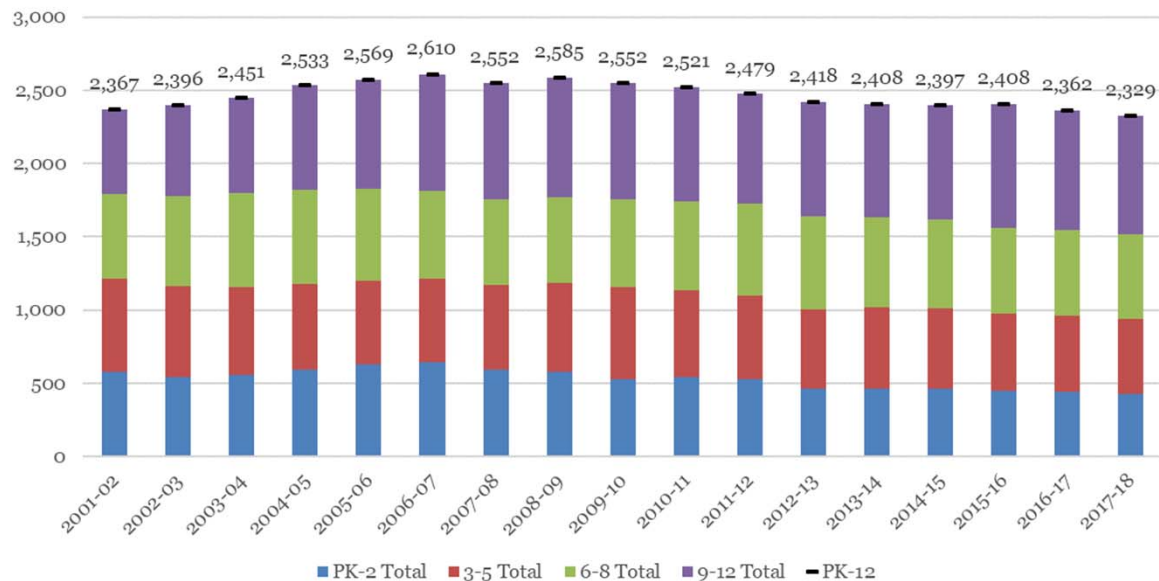


- Pace of housing market activity since the Great Recession has remained fairly stagnant since 2013
- 2016 saw total sales of 167 homes (up 76% from 2009 low)



Historic Enrollment

Weston Historic Enrollments, 2001-02 to 2017-18



- Examining historic enrollment at the unit of each grade level illustrates changing dynamics that sum to the total system-wide change in enrollment



Historic Enrollment

**Weston Public School Enrollment History
Kindergarten through 12th Grade**

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12
2001-02	1996	204	158	210	193	201	226	212	217	181	176	176	135	129	138
2002-03	1997	204	159	170	194	193	201	223	221	209	187	173	175	137	133
2003-04	1998	205	187	163	181	194	195	208	218	215	210	180	167	173	131
2004-05	1999	239	184	204	176	184	201	197	211	226	206	206	169	167	171
2005-06	2000	236	182	194	213	174	191	206	199	201	232	212	201	163	163
2006-07	2001	206	210	194	200	210	174	186	208	191	201	225	207	197	167
2007-08	2002	217	146	220	191	196	213	170	188	203	192	197	219	197	185
2008-09	2003	216	166	159	220	202	194	211	183	190	210	196	206	214	198
2009-10	2004	168	158	171	160	214	203	209	217	181	202	208	191	193	206
2010-11	2005	178	159	166	178	170	216	207	211	215	181	195	205	186	192
2011-12	2006	175	162	156	177	180	173	217	211	207	211	170	193	203	189
2012-13	2007	167	115	157	163	180	186	179	221	208	207	210	173	188	205
2013-14	2008	143	136	135	175	174	183	194	190	214	214	214	209	170	180
2014-15	2009	146	140	150	146	185	177	186	203	188	212	201	207	206	167
2015-16	2010	131	124	141	157	161	186	184	190	209	186	218	208	206	213
2016-17	2011	121	128	143	145	163	173	185	187	194	205	189	213	206	206
2017-18	2012	63	113	142	147	153	174	180	196	190	198	210	184	209	206

State Dept. of Ed. Public School Information System (2001-02 to 2011-12), Weston Public Schools (2012-13 to 2017-18).

- As existing mid-size cohorts matriculate to high school level, moderate declines are likely at upper grade levels
- Current cohorts at grades K-5 are much smaller than historic levels and will continue to impact the system for the next 8-12 years



Projections Primer

- Developed Enrollment Projections from a hybrid methodology utilizes a regression equation for Kindergarten and cohort survival method for 1st – 12th grade.
- Regression-based estimate based on historic births, home sales, and K data.
 - Adjustment to standard methodology
 - Assumes linear relationships between kindergarten enrollment and two variables (home sales and births) based on multiple regression analysis of all available years of data
- The cohort survival methodology relies on observed data from the recent past in order to project the near future
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios



10-Yr Projections By Grade

Medium Regression K (Derived from Medium Regression Births), 3-Year Weighted Average Persistency

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2017-18	2012	63	113	142	147	153	174	180	196	190	198	210	184	209	206	27
2018-19	2013	60	119	125	146	155	162	178	187	200	190	202	207	182	210	45
2019-20	2014	72	130	132	129	154	164	166	185	191	200	194	199	204	183	45
2020-21	2015	61	121	144	136	136	163	168	172	189	191	204	191	196	205	45
2021-22	2016	55	117	134	149	144	144	167	175	175	189	195	201	188	197	45
2022-23	2017	62	125	130	138	158	153	148	173	179	175	193	192	198	189	45
2023-24	2018	60	125	138	134	146	167	157	154	176	179	179	190	189	199	45
2024-25	2019	62	128	138	142	142	155	171	163	157	176	183	176	187	190	45
2025-26	2020	62	129	142	142	150	150	159	178	166	157	180	180	174	188	45
2026-27	2021	64	131	143	146	150	159	154	165	182	166	161	177	178	175	45
2027-28	2022	65	132	145	147	154	159	163	160	168	182	170	159	175	179	45

- Hurlbutt projected to increase slightly & remain stable at ~440 to 470 students throughout projection horizon.
- WIS to experience continued decline through 2025-26 (to ~460 students), then small rebound in last few years.
- WMS to experience decline out to 2025-26 then stabilizing at ~ 500 students.
- WHS to experience a sustained decline as successive smaller cohorts currently in the system matriculate eventually bottoming out at less than 700 students.

School Year	PK-12 Total	K-12 Total	PK-2 Total	3-5 Total	6-8 Total	9-12 Total
2017-18	2,329	2,302	429	507	584	809
2018-19	2,308	2,263	435	495	577	801
2019-20	2,276	2,231	436	484	576	780
2020-21	2,261	2,216	446	467	552	796
2021-22	2,220	2,175	445	455	539	781
2022-23	2,196	2,151	438	459	527	772
2023-24	2,178	2,133	442	470	509	757
2024-25	2,153	2,108	453	468	496	736
2025-26	2,140	2,095	458	459	501	722
2026-27	2,132	2,087	465	463	513	691
2027-28	2,138	2,093	469	476	510	683

5 Year Change					
-5.7%	-6.6%	2.1%	-9.5%	-9.8%	-4.6%
10 Year Change					
-8.2%	-9.1%	9.3%	-6.1%	-12.7%	-15.6%



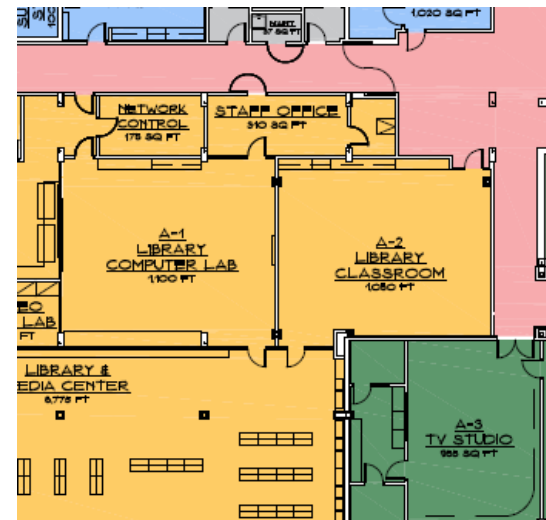
Capacity

- Student capacity is not set in stone—building and system capacity is dependent on programmatic priorities, educational offerings and deployment model
- Functional capacity:
 - Capacity based on current deployment plus full-sized/non-core special rooms that would be suitable for instruction if needed
 - Flexibility in repurposing space is limited by desire to retain current programs that support the district's educational objectives and priorities



Functional Capacity

- Based on SPA building evaluations and focus group meetings with building administration and educators, floorplans describing current use of space were developed and rooms categorized
- Existing grade-level instructional rooms translated into seat capacity per contractual class size limits
- Potentially repurposed non-core specialists (e.g. media center specialist rooms, resource rooms) that are adequately sized for classroom instruction are included in functional capacity for middle and high school
- Adjusting deployment model to yield higher operating capacities would impact Weston's ability to deploy it's educational mission



Model for Utilization Analysis				
Building	Current Capacity (95%)	2016-17 Enrollment	Utilization	Max. Capacity
Hurlbutt	487	441	90.6%	513
Intermediate	616	526	85.4%	648
Middle	603	595	98.7%	634
High	855	835	97.7%	900
System Total	2561	2397	93.6%	2695



Utilization (Functional Capacity)

- Under the assumptions of the medium projection scenario and the functional capacity methodology, building utilization will:
 - Likely increase to within 4% of its elastic limit at Hurlbutt
 - Decline in the next three years at WIS before leveling at around 75-77%
 - Decline steadily through the early 2020s towards ~85% at WMS
 - Decline from 2018-19 through the projection horizon at WHS, ending below 80% utilization

Projected Future Utilization (Medium Scenario)
Current Capacity (95% with flex rooms included)

Building	Hurlbutt	Intermediate	Middle	High
Seats	487	616	603	855
2017-18	88.1%	82.3%	96.8%	94.6%
2018-19	89.3%	80.4%	95.7%	93.7%
2019-20	89.5%	78.6%	95.5%	91.2%
2020-21	91.6%	75.8%	91.5%	93.1%
2021-22	91.4%	73.9%	89.4%	91.3%
2022-23	89.9%	74.5%	87.4%	90.3%
2023-24	90.8%	76.3%	84.4%	88.5%
2024-25	93.0%	76.0%	82.3%	86.1%
2025-26	94.0%	74.5%	83.1%	84.4%
2026-27	95.5%	75.2%	85.1%	80.8%
2027-28	96.3%	77.3%	84.6%	79.9%



Utilization (Functional Capacity)

Projected Future Utilization (Medium Scenario)

Current Capacity (95% with flex rooms included)

Building	Hurlbutt (487 seats)		Intermediate (616 Seats)		Middle (603 Seats)		High (855 Seats)	
	Utilization	Seat +/-	Utilization	Seat +/-	Utilization	Seat +/-	Utilization	Seat +/-
2017-18	88.1%	+58	82.3%	+109	96.8%	+19	94.6%	+46
2018-19	89.3%	+52	80.4%	+121	95.7%	+26	93.7%	+54
2019-20	89.5%	+51	78.6%	+132	95.5%	+27	91.2%	+75
2020-21	91.6%	+41	75.8%	+149	91.5%	+51	93.1%	+59
2021-22	91.4%	+42	73.9%	+161	89.4%	+64	91.3%	+74
2022-23	89.9%	+49	74.5%	+157	87.4%	+76	90.3%	+83
2023-24	90.8%	+45	76.3%	+146	84.4%	+94	88.5%	+98
2024-25	93.0%	+34	76.0%	+148	82.3%	+107	86.1%	+119
2025-26	94.0%	+29	74.5%	+157	83.1%	+102	84.4%	+133
2026-27	95.5%	+22	75.2%	+153	85.1%	+90	80.8%	+164
2027-28	96.3%	+18	77.3%	+140	84.6%	+93	79.9%	+172

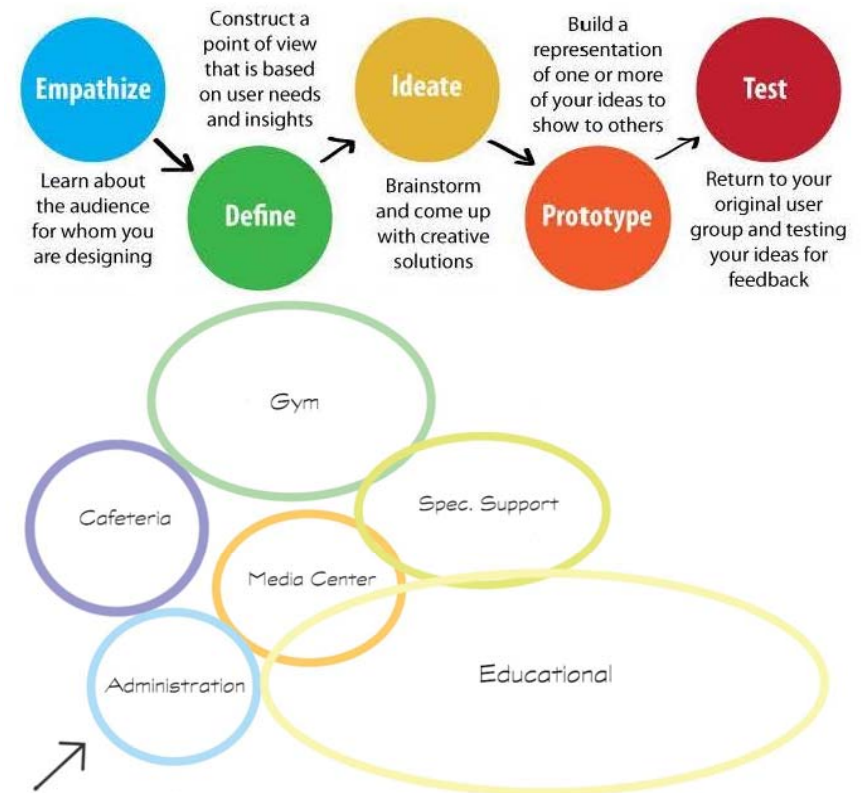
Assessment to Programming

Programming with the educators and staff is a dynamic process, translating the art and science of teaching into future school facility improvements.

The process is one of collaboration and dialog focused on the educational needs, this first translates into diagrams and then as sketches of the floor plans the “test”.

The floor plan options then become the “negotiating tool” that all parties weigh in on.

Project costs at this stage are “decision making” in their magnitude. (*not ready for construction*) The cost help to organize and priorities the programing in the master plan.



Assessment & Programming - Recommendations in Order

1. Weston Middle School

First, based on listed total improvements to date, total Facility needs projected, and educational programming needs. Leading with STEAM(M) focus, the WMS conceptual design options.

2. Weston High School

Second, improvements to approximately one third of the classrooms, limited wall changes, updating technology and classrooms.

3. Hurlbutt Elementary School

Third, improvements to aging infrastructure, fresh air and air conditioning combined with focused repurposing of educational spaces.

4. Weston Intermediate School

Fourth, limited improvements, which may be suitable for summer projects.



School Design Options

“Built from:”

- Conditions Assessment
- Utilization & Projections
- Facility Programming.

Combine relevant assessment cost and estimate total project Costs

Create an order of priority from Physical Conditions Assessment & Program Needs

1. Middle School
2. High school (“other half”)
3. Hurlbutt E. S.
4. Weston Intermediate School

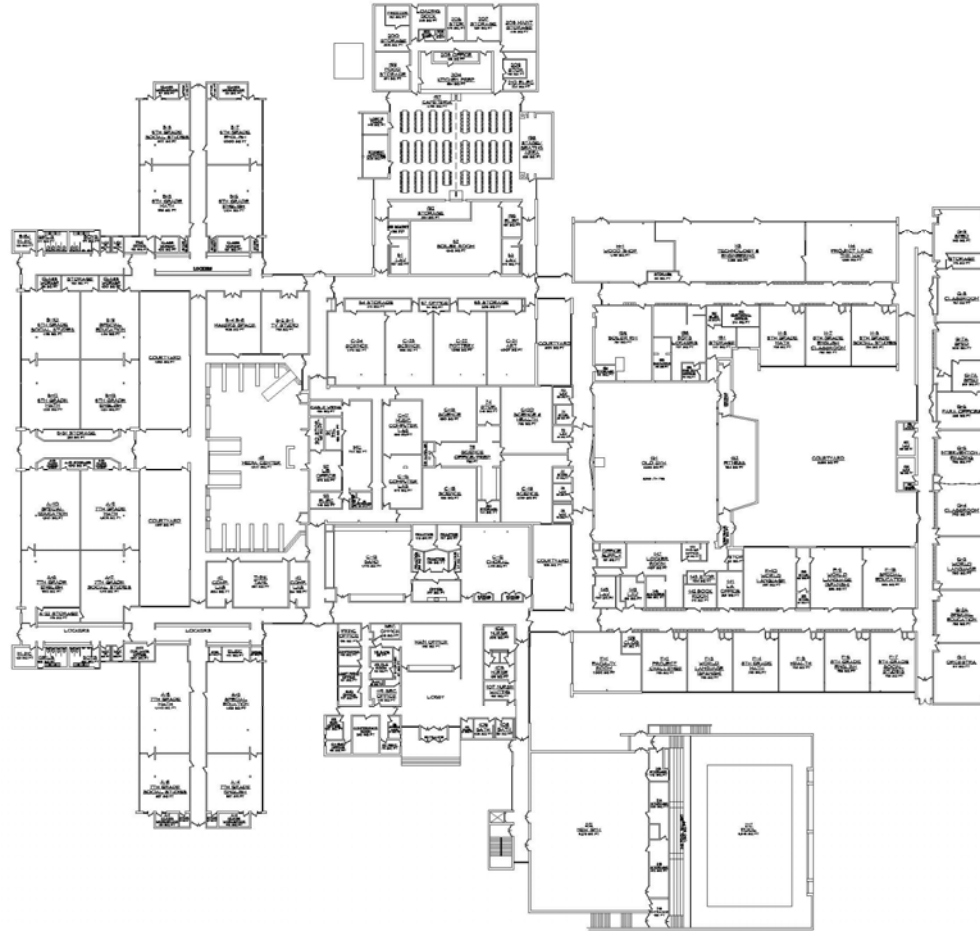
Middle School Design Option 1 - Existing

Priorities:

1. Infrastructure: HVAC, electrical, plumbing
2. Science – New labs with prep
3. Improve Art & Music
4. Improve Gyms & Locker Rooms
5. Administration & Entry



Middle School Design Option 1 - Existing

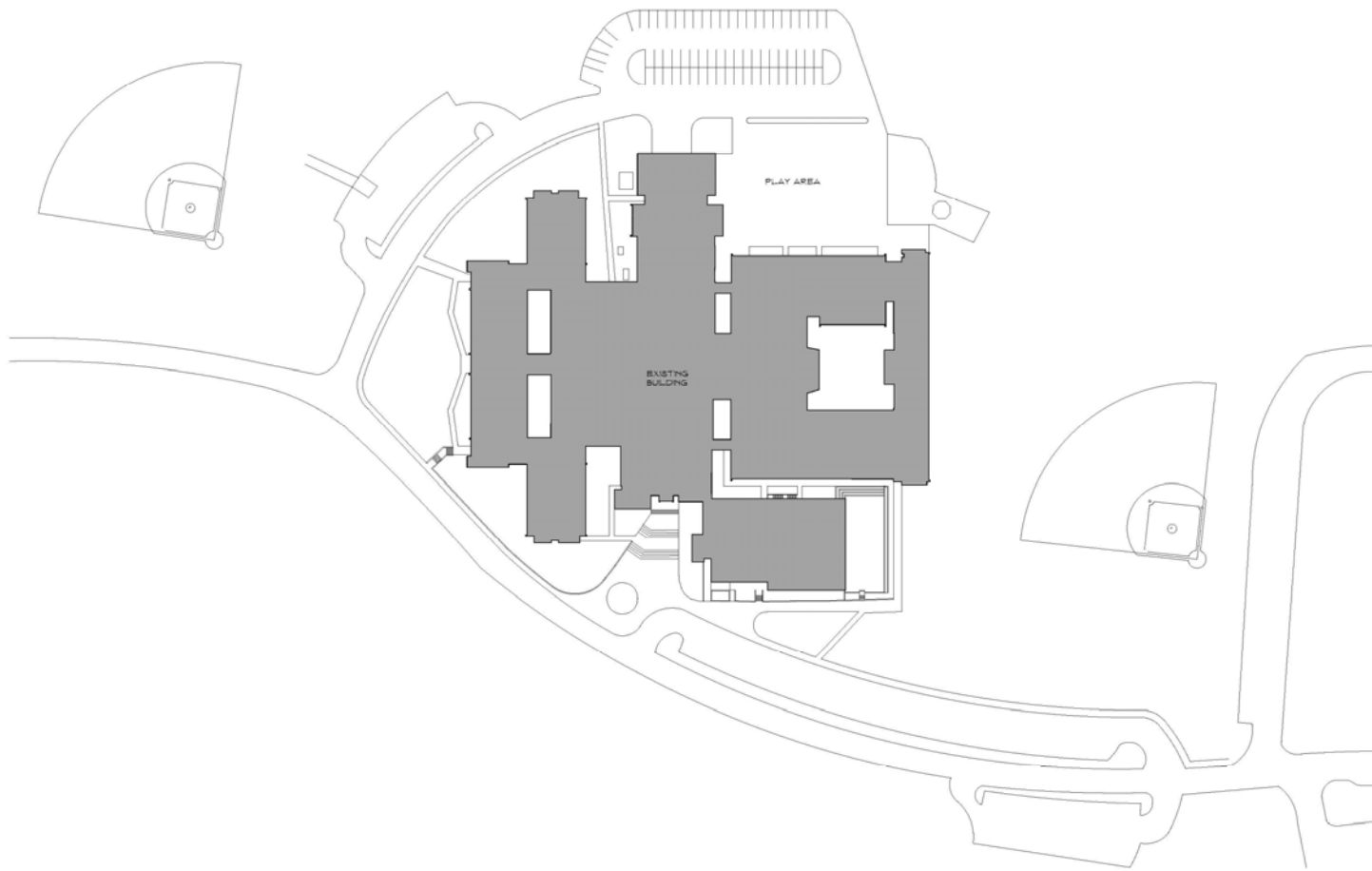


Middle School Design Option 1 - Proposed

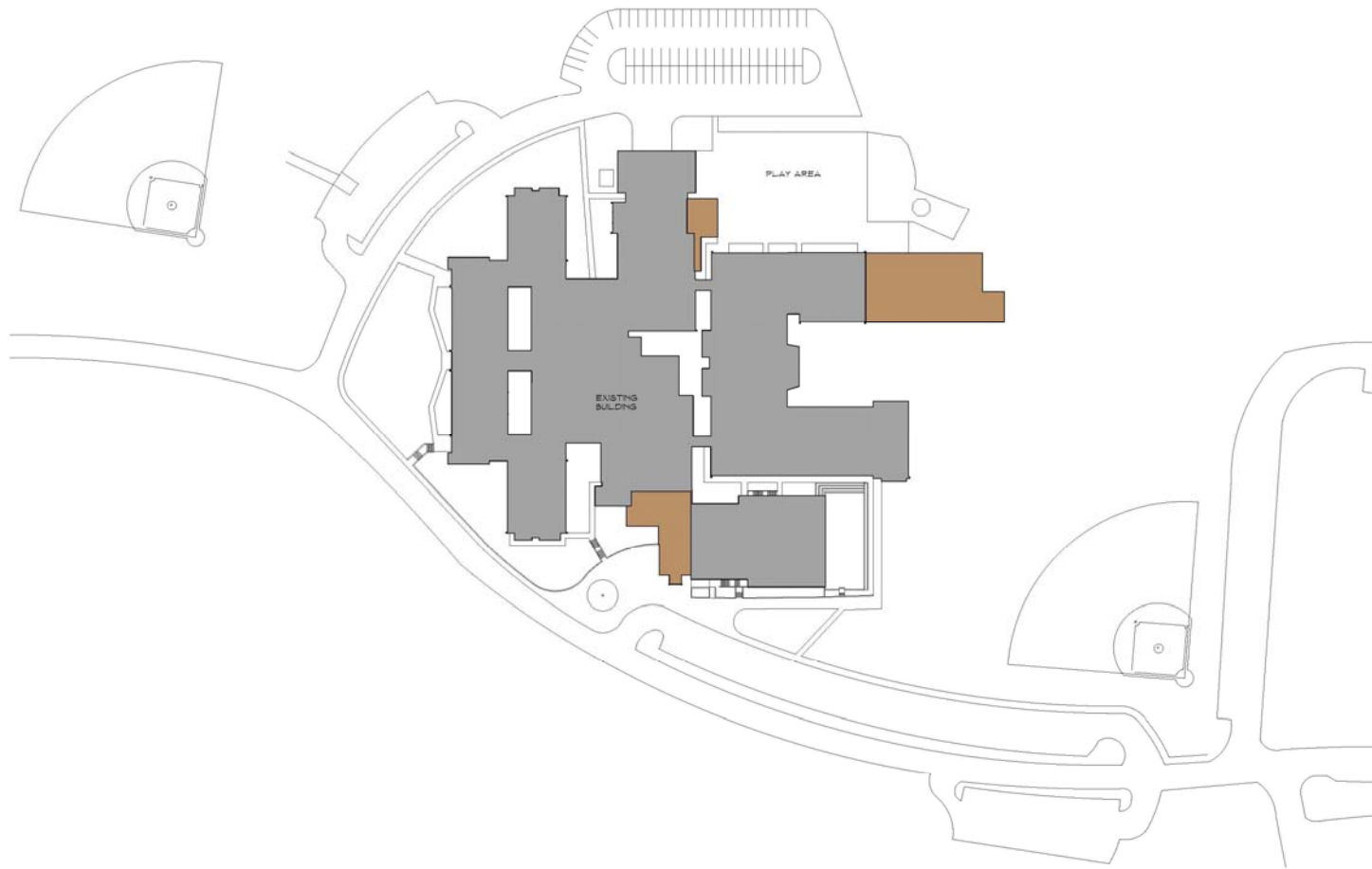


DESIGN LEGEND	
■	RENOVATIONS
■	NEW CONSTRUCTION
▨	DEMOLITION

Middle School Design Option 1 - Existing



Middle School Design Option 1 - Proposed

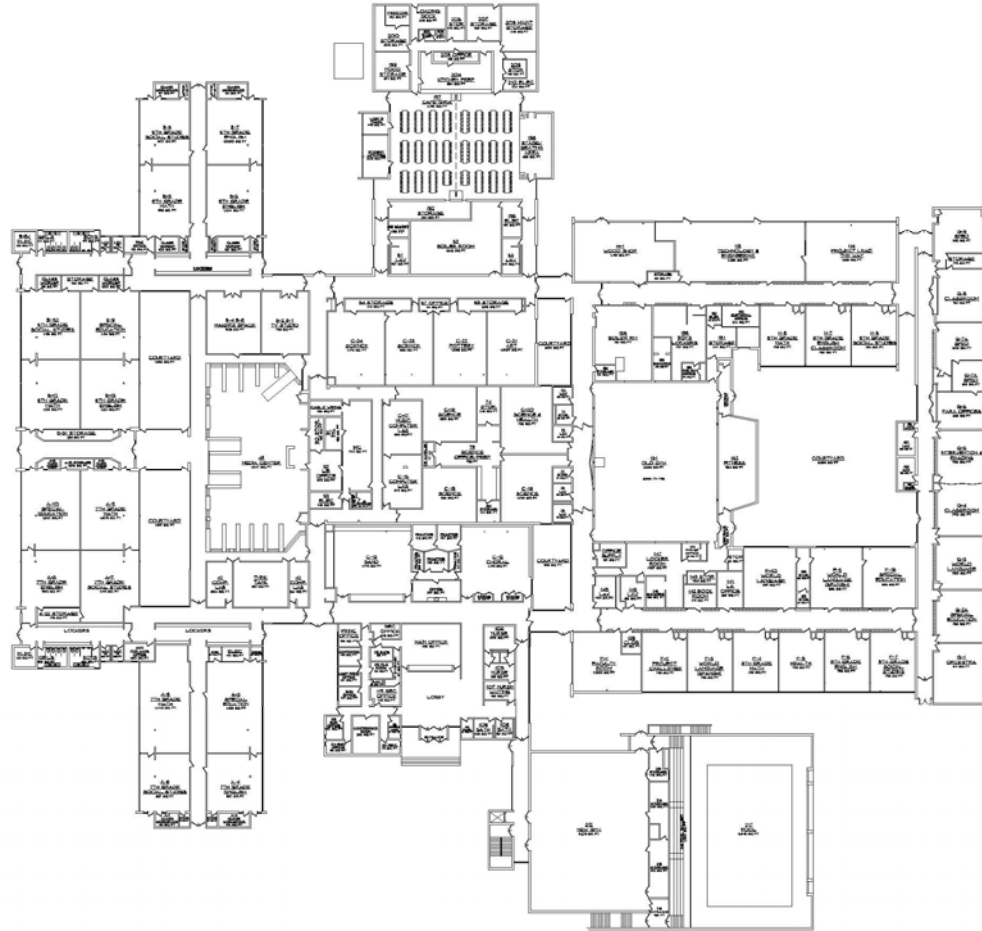


Middle School Design Option 1- Estimate

- DEMOLITION - COST RANGE
 - \$20 per sq ft – Interior demo
 - \$40 per sq ft – Typical building demo
 - \$50 per sq ft – Courtyard demo
- RENOVATION - COST RANGE
 - \$150 per sq ft – Gym renovation - finishes
 - \$300 per sq ft – Typical renovations
 - \$350 per sq ft – Moderate renovations
 - \$400 per sq ft – Extensive renovations
- NEW CONSTRUCTION - COST RANGE
 - \$300 per sq ft – Premanufactured construction
 - \$500 per sq ft – New Construction

WESTON SCHOOLS FACILITIES FEASIBILITY STUDY WESTON MIDDLE SCHOOL - DESIGN OPTION 1 ESTIMATE				
Design Option Projects	Area	Cost Per Sq ft.	Subtotal	Totals
BUILDING INFRASTRUCTURE (Facility Conditions)				
HVAC			\$ 4,284,000	
Electrical - to support HVAC, improve emergency power, new lighting throughout			\$ 935,625	
Ceilings & devices throughout	102,380	\$ 15	\$ 1,535,700	
Restroom Renovations throughout			\$ 525,000	\$ 7,280,325
STUDENT LOCKERS & A-WING				
Hallway reconfigurations, restrooms & lockers	6,916	\$ 400	\$ 2,766,400	\$ 2,766,400
SCIENCE				
Science demolition	3,325	\$ 50	\$ 166,250	
G-wing demolition	7,534	\$ 40	\$ 301,360	
Science Addition	11,119	\$ 500	\$ 5,559,500	\$ 6,027,110
ART, MUSIC & CAFETERIA				
Music Renovations	6,651	\$ 300	\$ 1,995,300	
Art Renovations	2,633	\$ 300	\$ 789,900	
Cafeteria - stage demolition	644	\$ 20	\$ 12,880	
Stage Addition	1,773	\$ 500	\$ 886,500	
Computer Lab expansion/ Eliminate hall	1,589	\$ 300	\$ 476,700	\$ 4,161,280
GYMS & LOCKER ROOMS				
Old Gym Renovation (finishes & equipment)	5,563	\$ 150	\$ 834,450	
Locker Room Reconfiguration	2,224	\$ 300	\$ 667,200	
New Gym Reconfiguration	5,250	\$ 300	\$ 1,575,000	
Pool Locker Rooms reno and conversion	7,683	\$ 350	\$ 2,689,050	\$ 5,765,700
ENTRY & ADMINISTRATION				
Entry & stair demolition	1,504	\$ 40	\$ 60,160	
New Entry (stair & Elevator) & Office Addition	7,091	\$ 500	\$ 3,545,500	
Office Renovations/reconfigurations	2,415	\$ 300	\$ 724,500	\$ 4,330,160
OPTION 1 TOTAL				\$ 30,330,975
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			\$ 17,298,474	
Remaining portions, not addressed above				\$ 7,129,674
				\$ 37,460,649

Middle School Design Option 2 - Existing

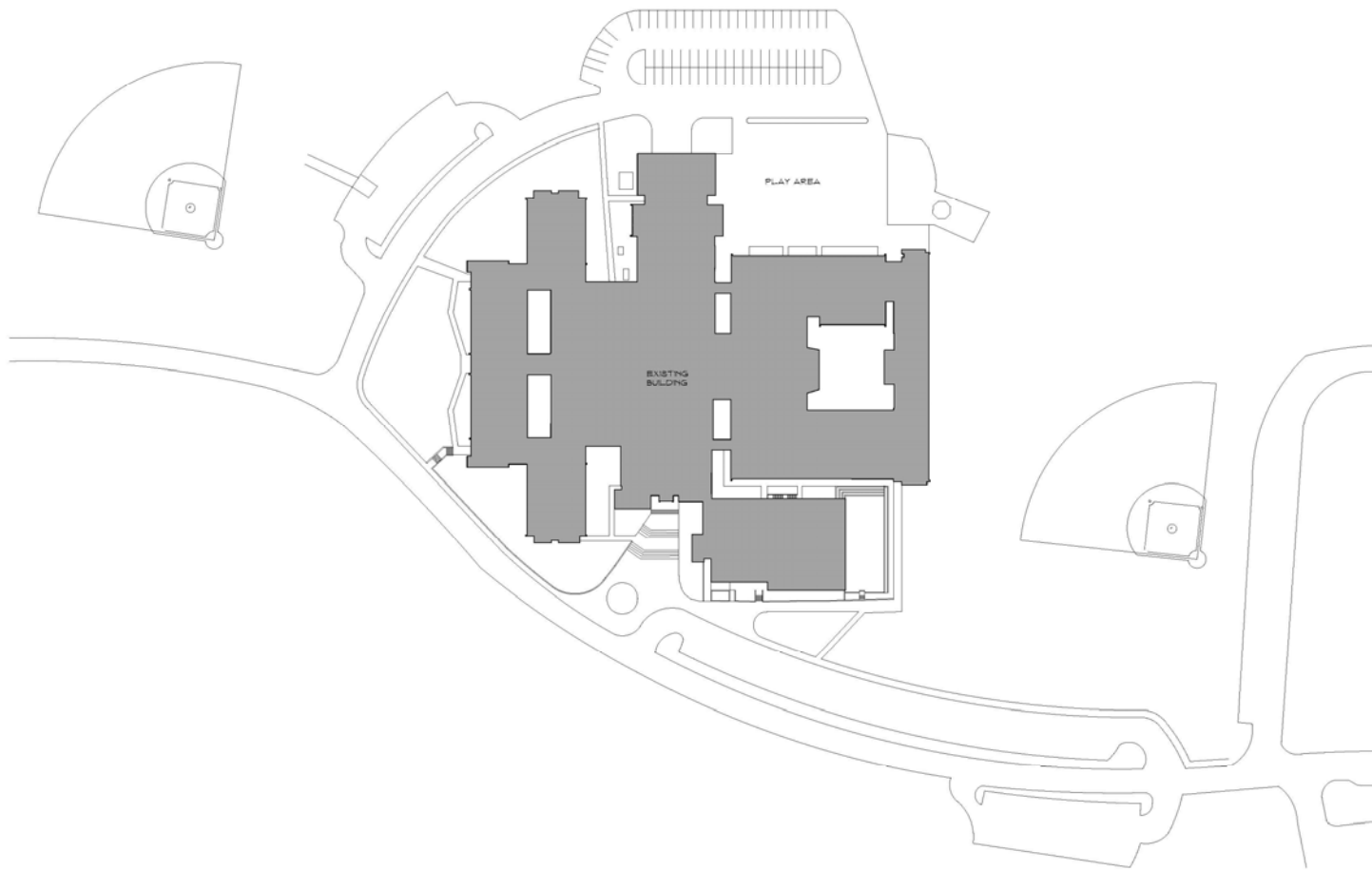


Middle School Design Option 2 - Proposed

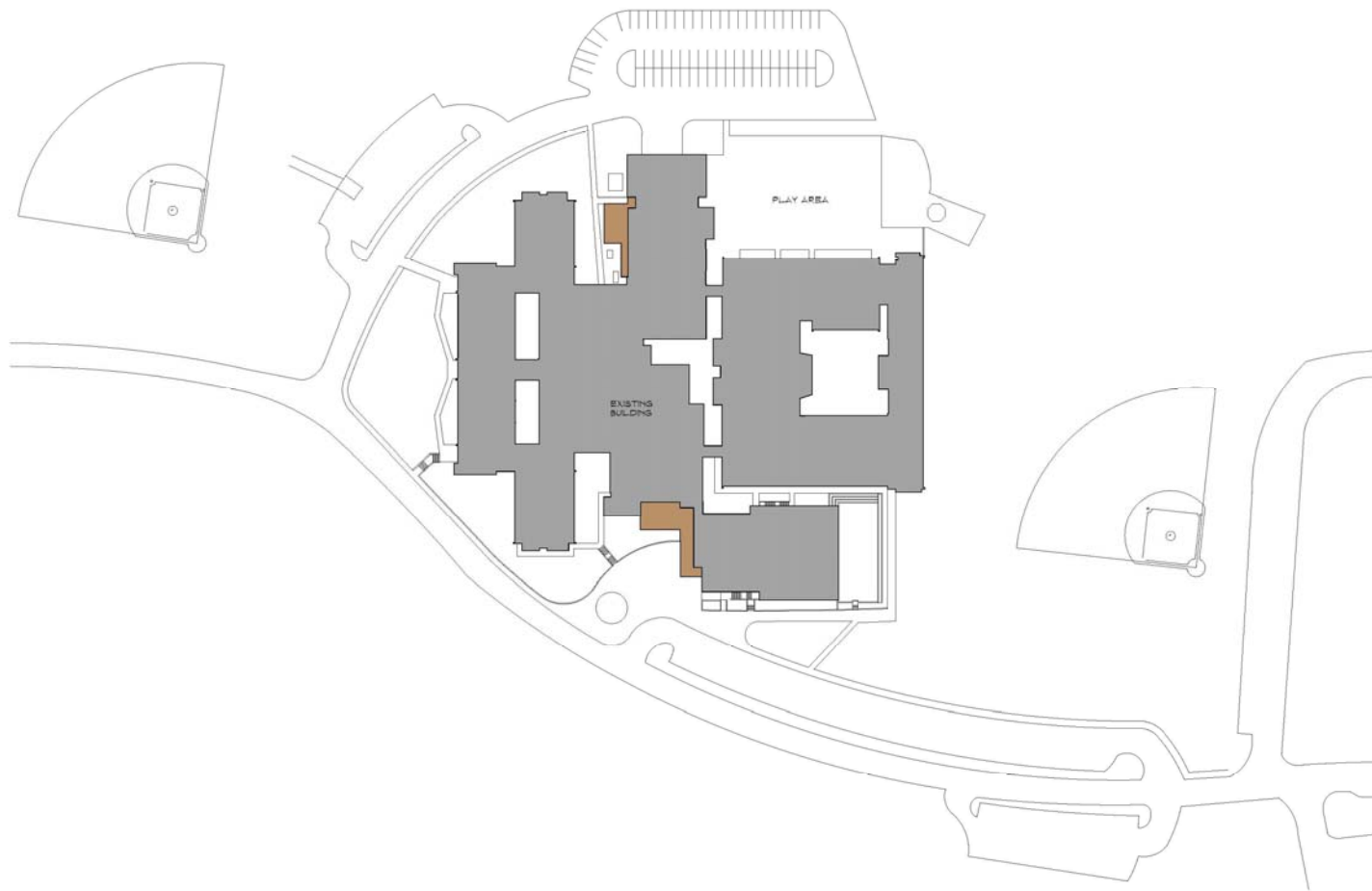


DESIGN LEGEND	
■	RENOVATIONS
■	NEW CONSTRUCTION
▨	DEMOLITION

Middle School Design Option 2 - Existing



Middle School Design Option 2 - Proposed

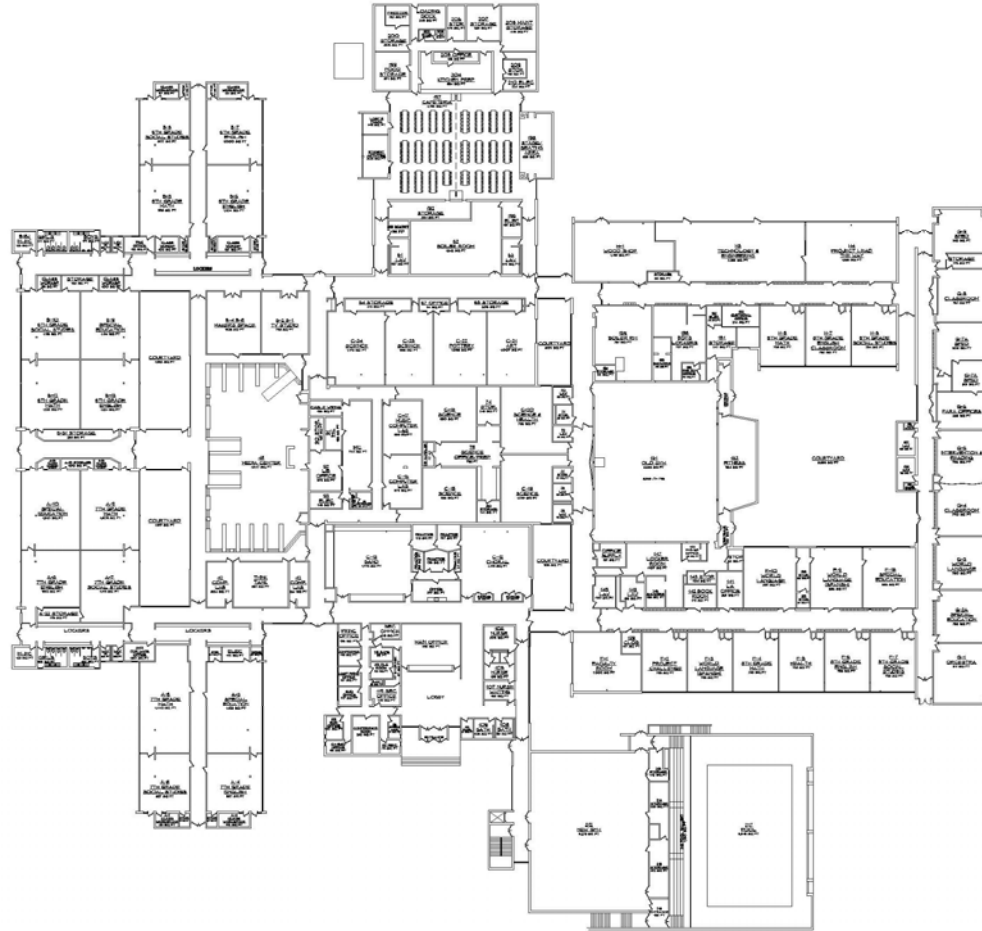


Middle School Design Option 2 - Estimate

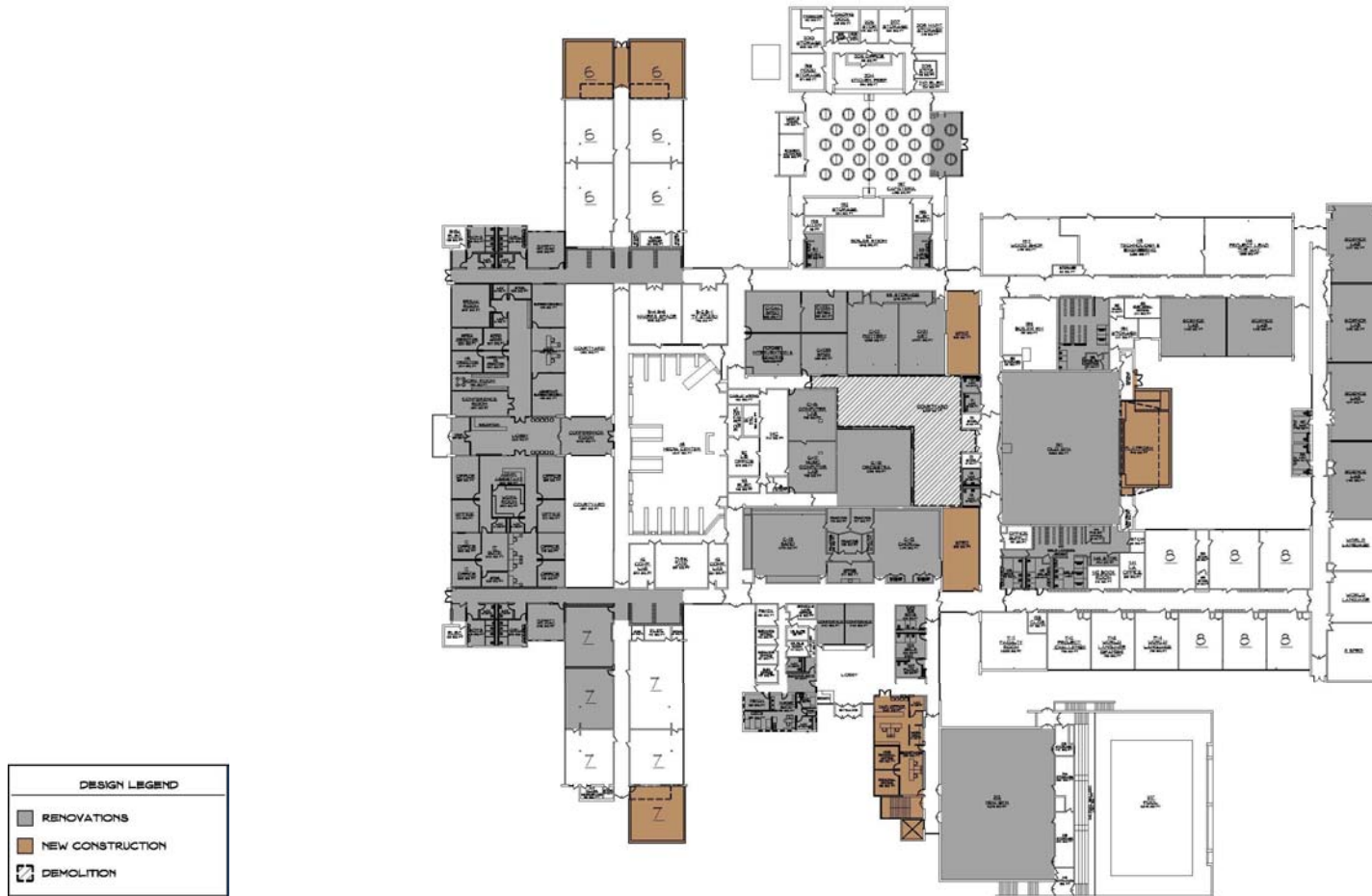
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- NEW CONSTRUCTION - COST RANGE
 - \$300 per sq ft – Premanufactured construction
 - \$500 per sq ft – New Construction

WESTON SCHOOLS FACILITIES FEASIBILITY STUDY WESTON MIDDLE SCHOOL - DESIGN OPTION 2 ESTIMATE				
Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BUILDING INFRASTRUCTURE (Facility Conditions)				
HVAC			\$ 4,165,000	
Electrical - to support HVAC, improve emergency power, new lighting throughout			\$ 935,625	
Ceilings & devices throughout	96,909	\$ 15	\$ 1,453,635	
Restroom Renovations throughout			\$ 875,000	\$ 7,429,260
STUDENT LOCKERS & A-WING				
Hallway reconfigurations, restrooms & lockers	6,916	\$ 400	\$ 2,766,400	\$ 2,766,400
SCIENCE				
Science demolition	3,325	\$ 50	\$ 166,250	
G-wing Science Club Conversion	8,026	\$ 400	\$ 3,210,400	
C-wing (science) Special Education Conversion	2,552	\$ 300	\$ 765,600	\$ 3,376,650
ART & MUSIC				
Music Renovations	6,651	\$ 300	\$ 1,995,300	
Art Renovations	2,833	\$ 300	\$ 789,900	
Cafeteria - stage demolition	644	\$ 20	\$ 12,880	
Cafeteria - Northwest demolition	539	\$ 20	\$ 10,780	
Stage Addition	1,773	\$ 500	\$ 886,500	
Computer Lab expansion/ Eliminate hall	1,589	\$ 300	\$ 476,700	\$ 4,172,060
GYMS & LOCKER ROOMS				
Old Gym Renovation (finishes & equipment)	5,563	\$ 150	\$ 834,450	
Locker Room Reconfiguration	2,224	\$ 300	\$ 667,200	
New Gym Reconfiguration	5,250	\$ 300	\$ 1,575,000	
Pool Locker Rooms	7,683	\$ 350	\$ 2,689,050	\$ 5,765,700
ENTRY & ADMINISTRATION				
Existing entry & stair demolition	1,504	\$ 40	\$ 60,160	
New Entry (Stair & Elevator) & Office Addition	3,874	\$ 500	\$ 1,937,000	
Office Renovations/reconfigurations	2,415	\$ 300	\$ 724,500	\$ 2,721,660
OPTION 2 TOTAL			\$ 26,231,730	
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			\$ 17,298,474	
Remaining portions, not addressed above				\$ 7,248,674
				\$ 33,480,404

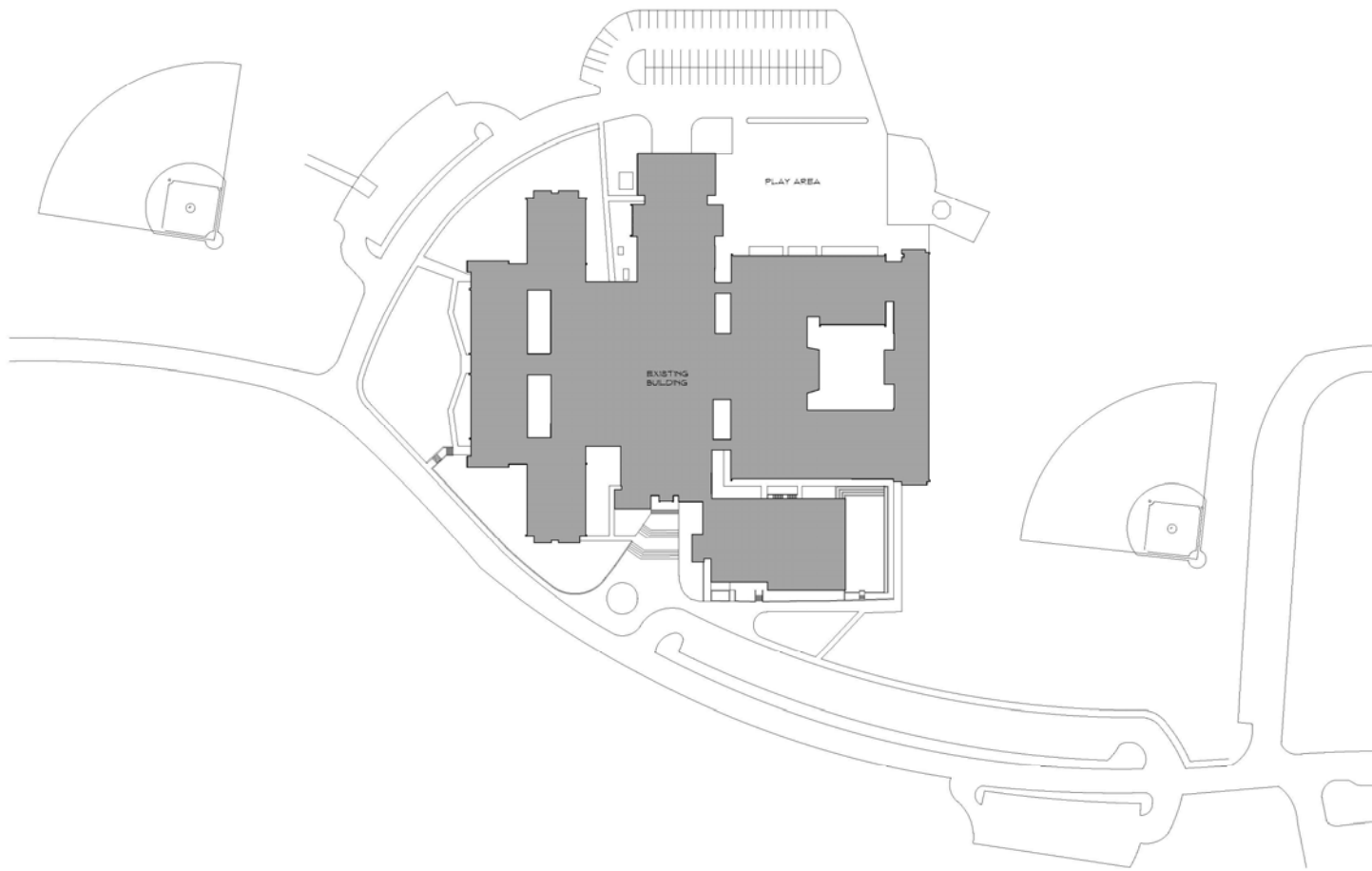
Middle School Design Option 3 - Existing



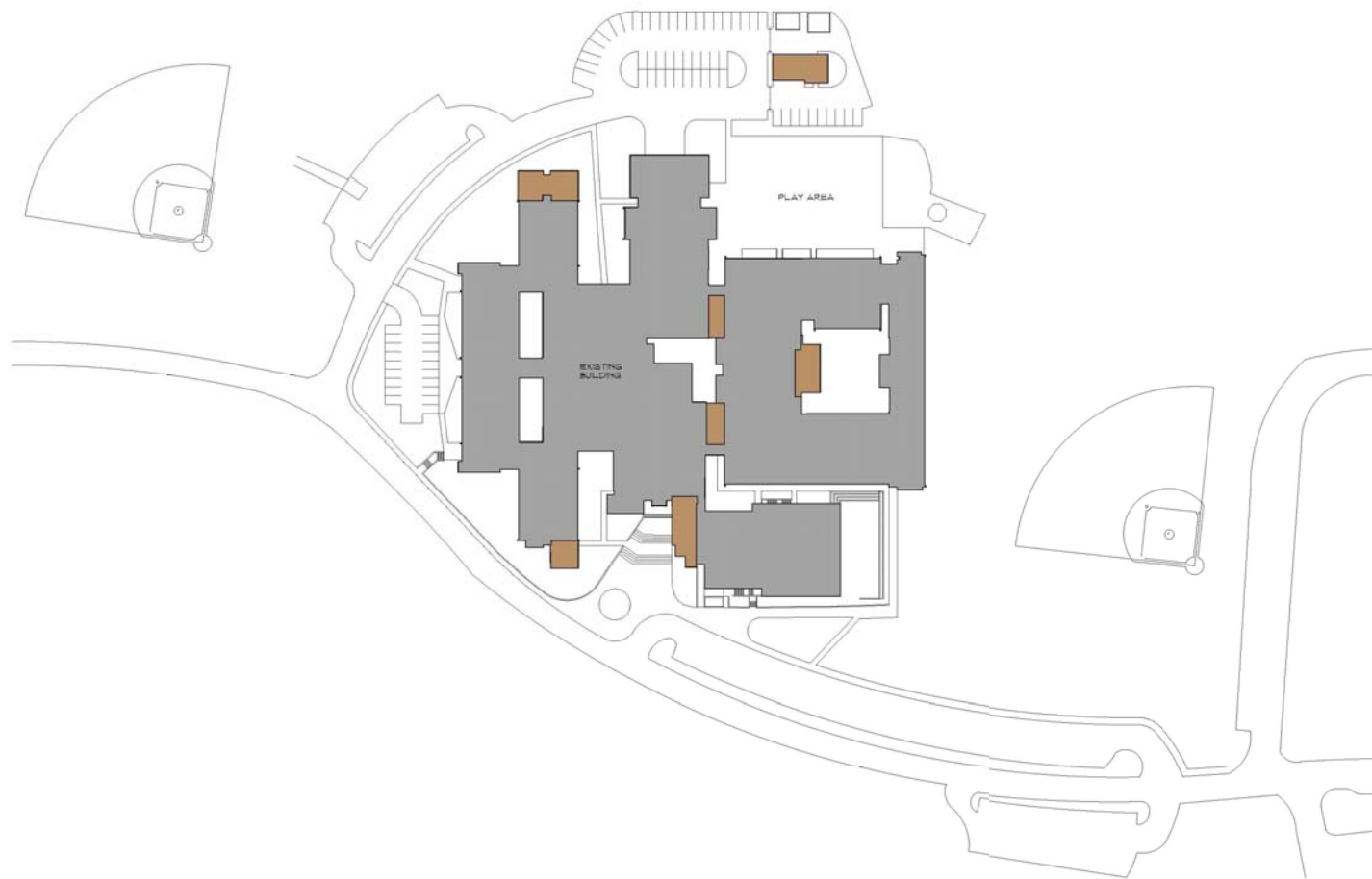
Middle School Design Option 3 - Proposed



Middle School Design Option 3 - Existing



Middle School Design Option 3 - Existing



Middle School Design Option 3 - Estimate

- **DEMOLITION - COST RANGE**
 - \$20 per sq ft – Interior demo
 - \$40 per sq ft – Typical building demo
 - \$50 per sq ft – Courtyard demo
- **RENOVATION - COST RANGE**
 - \$150 per sq ft – Gym renovation - finishes
 - \$300 per sq ft – Typical renovations
 - \$350 per sq ft – Moderate renovations
 - \$400 per sq ft – Extensive renovations
- **NEW CONSTRUCTION - COST RANGE**
 - \$300 per sq ft – Premanufactured construction
 - \$500 per sq ft – New Construction

WESTON SCHOOLS FACILITIES FEASIBILITY STUDY WESTON MIDDLE SCHOOL - DESIGN OPTION 3 ESTIMATE				
Design Option Projects	Area	Cost Per Sq ft	Subtotal	Totals
BUILDING INFRASTRUCTURE (Facility Conditions)				
HVAC			\$ 3,847,000	
Electrical - to support HVAC, improve emergency power, new lighting throughout			\$ 810,875	
Ceilings & devices throughout	83,977	\$ 15	\$ 1,259,655	
Restroom Renovations throughout			\$ 875,000	\$ 6,792,530
STUDENT LOCKERS & A-WING				
Hallway reconfigurations, restrooms & lockers	6,916	\$ 400	\$ 2,766,400	\$ 2,766,400
SCIENCE				
Science demolition	3,325	\$ 50	\$ 166,250	
G-wing Science Club Conversion	7,097	\$ 400	\$ 2,838,800	
C-wing (science) Special Ed Conversion	2,552	\$ 300	\$ 765,600	\$ 3,005,050
ART & MUSIC				
Art & Music Renovations	9,284	\$ 300	\$ 2,785,200	
Cafeteria - stage demolition	644	\$ 20	\$ 12,880	
New windows and door at old stage	340	\$ 125	\$ 42,500	
Gym Stage demolition	1,035	\$ 40	\$ 41,400	
Stage Addition	1,562	\$ 500	\$ 781,000	
Computer Lab expansion/ Eliminate hall	1,589	\$ 300	\$ 476,700	\$ 4,139,680
GYMS & LOCKER ROOMS				
Old Gym Renovation (finishes & equipment)	5,563	\$ 150	\$ 834,450	
Gym and Pool Locker Room Reconfiguration	9,907	\$ 350	\$ 3,467,450	
New Gym Renovation (finishes & equipment)	5,250	\$ 150	\$ 787,500	\$ 5,089,400
ADMINISTRATION & POOL ENTRY				
Entry & stair demolition	1,504	\$ 40	\$ 60,160	
Main Office, Stair, Elevator Addition	2,170	\$ 500	\$ 1,085,000	
Office Renovations/reconfigurations	2,415	300	\$ 724,500	\$ 1,869,660
BOE RELOCATION TO A-WING				
A-Wing BOE office reconfiguration	11,035	\$ 400	\$ 4,414,000	
Classroom ends demolition	463	\$ 40	\$ 18,520	
Classroom additions & courtyard infill	4,841	\$ 500	\$ 2,420,500	
Classroom renovation	1,889	\$ 300	\$ 566,700	
New facility building at rear	2,136	\$ 300	\$ 640,800	\$ 8,060,520
OPTION 3 TOTAL				\$ 31,723,240
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			\$ 17,298,474	
Remaining portions, not addressed above				\$ 7,566,674
				\$ 39,289,914

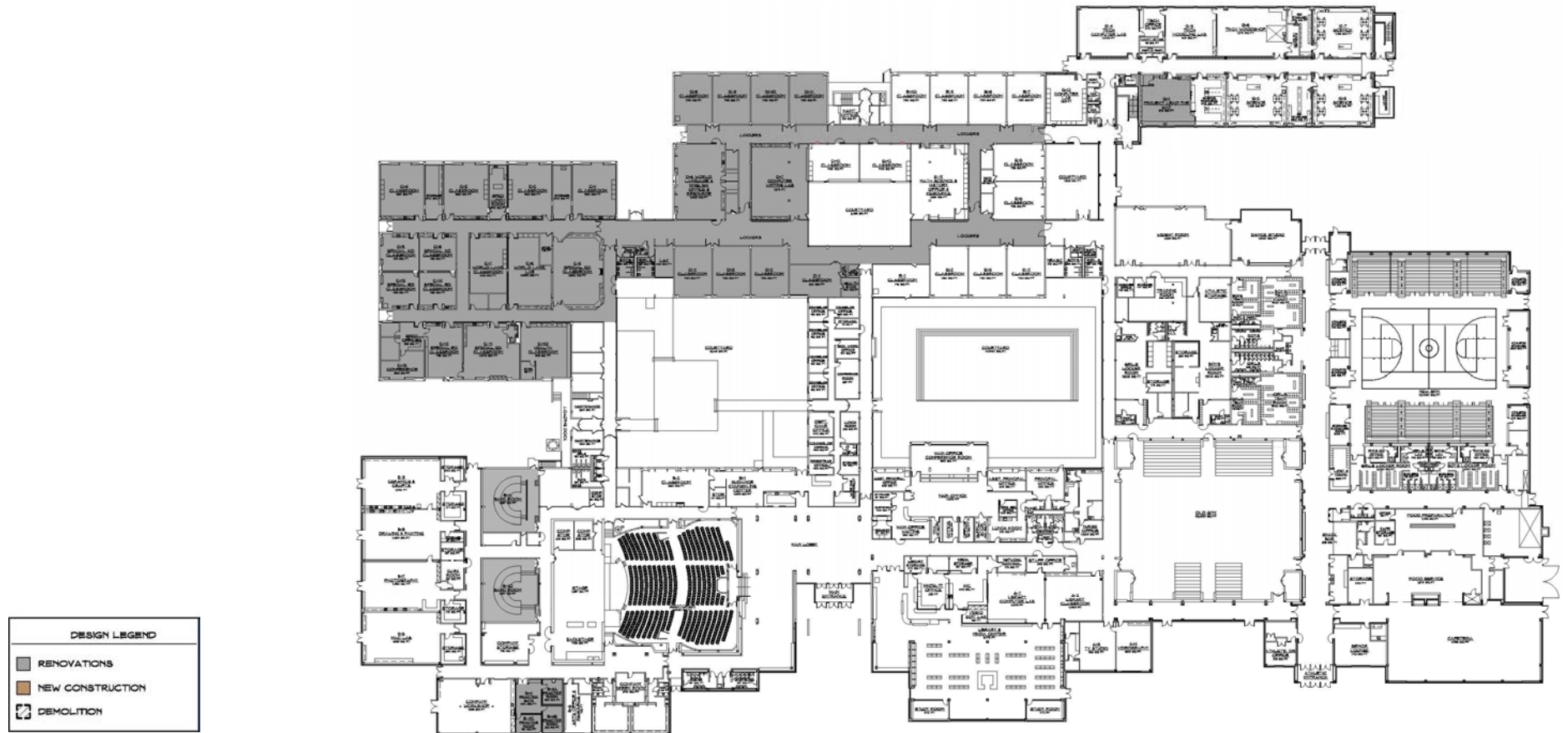
High School Design Option - Existing

Priorities:

1. Renovate remaining portion of building
2. Expand Project Lead the Way Space
3. Improve Music and create practice rooms



High School Design Option - Proposed



High School Design Option - Estimate

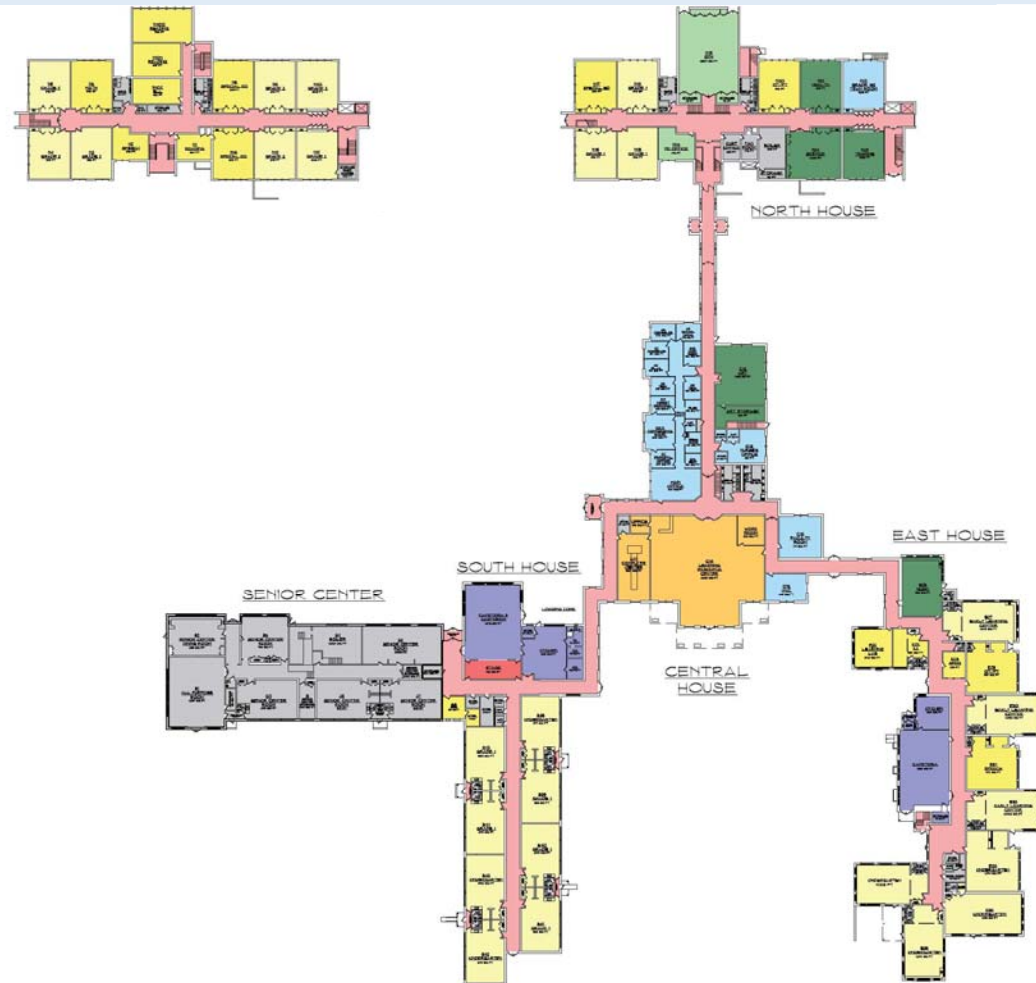
- RENOVATION - COST RANGE
 - \$150 per sq ft – Gym renovation - finishes
 - \$300 per sq ft – Typical renovations
 - \$350 per sq ft – Moderate renovations
 - \$400 per sq ft – Extensive renovations

WESTON SCHOOLS FACILITIES FEASIBILITY STUDY WESTON HIGH SCHOOL - DESIGN OPTION 1 ESTIMATE				
Design Option Projects	Area	Cost Per Sq ft.	Subtotal	Totals
C & D WING RENOVATIONS				
Renovate classrooms, hallways & restrooms: Air conditioning, new finishes, new windows, technology and equipment	35,150	\$ 300	\$ 10,545,000	\$ 10,545,000
PROJECT LEAD THE WAY				
Science Office G-1 Conversion to Project Lead the Way Space	975	\$ 300	\$ 292,500	\$ 292,500
MUSIC				
Classroom B-4 conversion to Practice Rooms	935	\$ 300	\$ 280,500	
Music Rooms Renovations	2,714	\$ 300	\$ 814,200	\$ 1,094,700
OPTION 1 TOTAL				\$ 11,932,200
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			\$ 9,474,628	
Remaining portions, not addressed above				\$ 6,909,328
				\$ 18,841,528

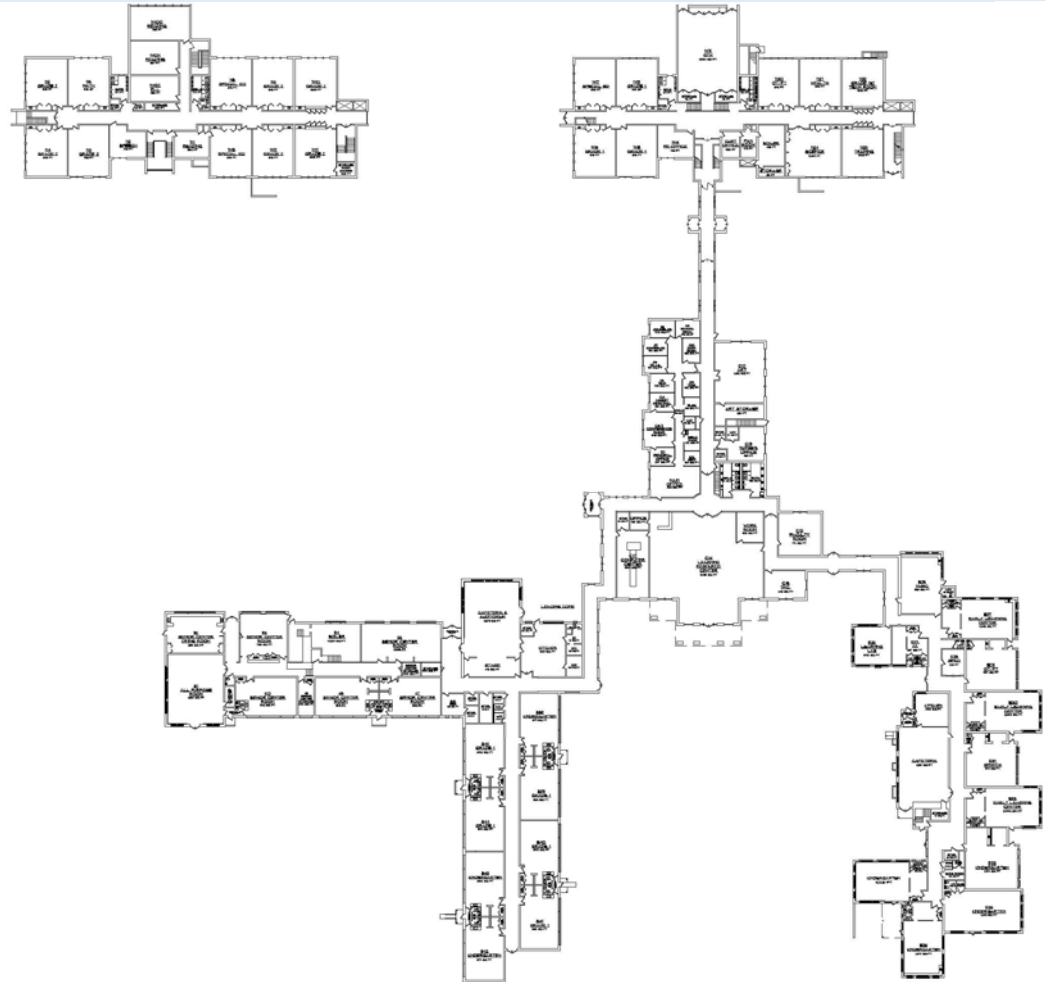
Hurlbutt Elementary School Option - Existing

Priorities:

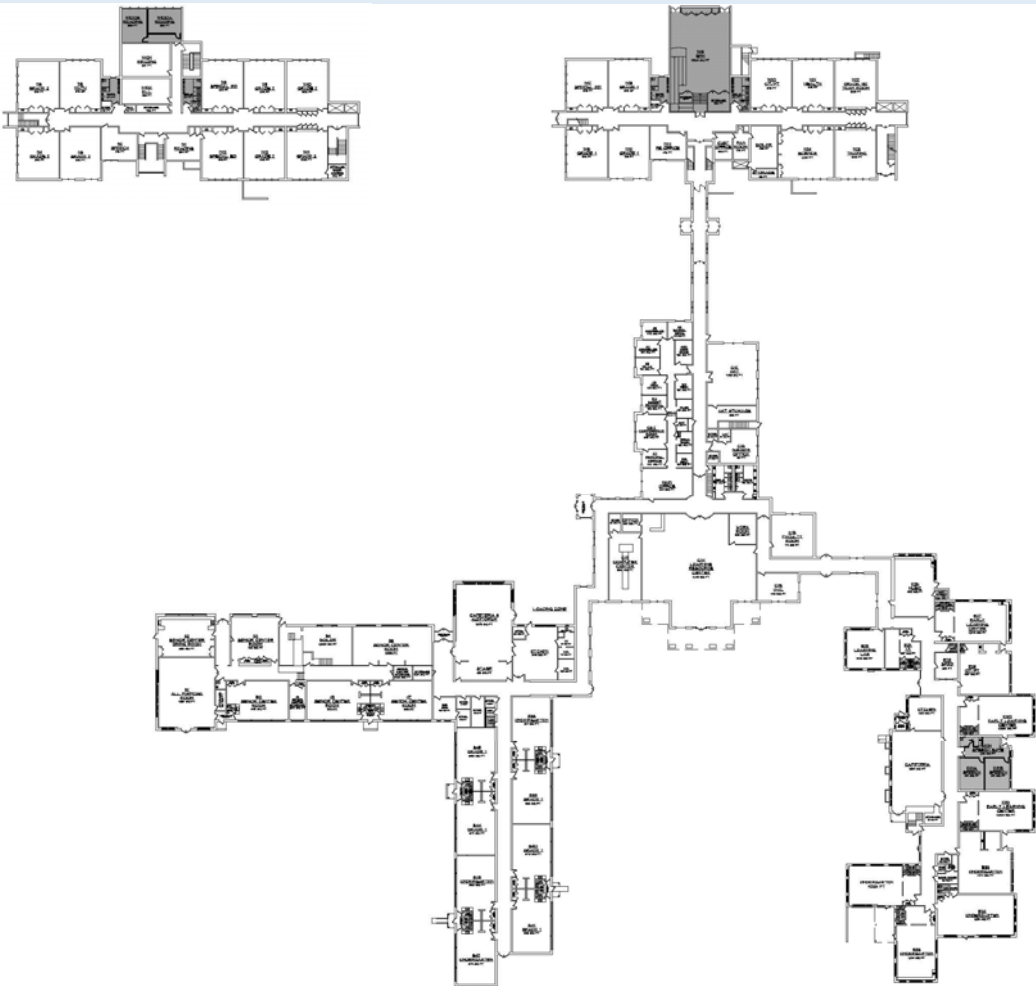
1. Gymnasium – HVAC, flooring, access
2. Special Education – smaller rooms
3. Restroom renovations



Hurlbutt Elementary School Option - Existing



Hurlbutt Elementary School Option - Proposed



DESIGN LEGEND	
■	RENOVATIONS
■	NEW CONSTRUCTION
⊔	DEMOLITION

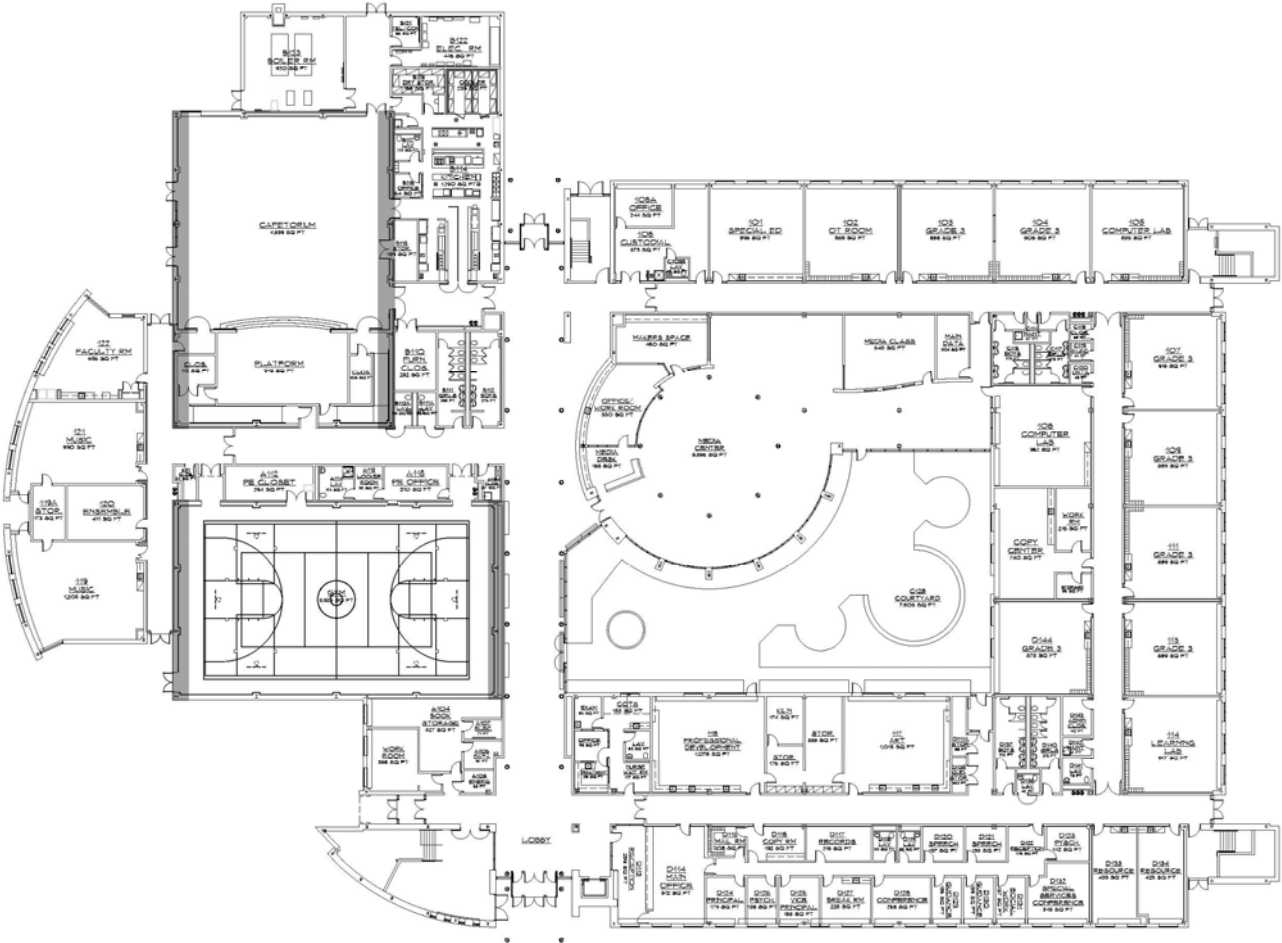
Weston Intermediate School Design Option - Existing

Priorities:

1. Gym & Café wall repair (completed in 2018)
2. Gym egress
3. Interior classroom door removal



Weston Intermediate School Design Option - Proposed



Weston Intermediate School Design Option - Estimate

WESTON SCHOOLS FACILITIES FEASIBILITY STUDY WESTON INTERMEDIATE SCHOOL - DESIGN OPTION 1 ESTIMATE				
Design Option Projects	Length	Cost Per Linear FT	Subtotal	Totals
GYM & CAFÉ WALL REMEDIATION				
Gym wall and gutter rebuild	130	\$ 800	\$ 104,000	
Café wall and gutter rebuild	200	\$ 800	\$ 160,000	
Additional project costs			\$ 92,400	\$ 356,400
REMOVE SHARED CLASS DOORS				
Remove double doors in 3 locations & infill wall (acousitcal insulation & sheetrock, paint)			\$ 20,000	\$ 20,000
NEW EXTERIOR GYM DOOR				
Add new double door to exterior			\$ 25,000	\$ 25,000
OPTION 1 TOTAL				\$ 401,400
FACILITY CONDITIONS				
Items from Facility Conditions Spreadsheets			\$ 1,379,342	
Remaining portions, not addressed above				\$ 1,070,342
				\$ 1,471,742

Gym & Café wall repair (completed in 2018)

Thank you



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: School Start and End Time Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

The preliminary report on school start and end time parent and employee survey update will be posted prior to the Monday, March 25, 2019 Board of Education meeting.

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
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

To: Weston Board of Education
From: William S. McKersie, Ph.D., Superintendent¹
Date: March 25, 2019
Subject: **Preliminary Report on Parent & Employee School Start-End Time Surveys**

Introduction²

The Weston Board of Education (BOE) asked the Superintendent in Spring 2017 to explore changing the start and end times of our four schools. The BOE and Superintendent agree that a change to school bell schedules is important to consider in light of Weston's goal of creating Healthy Learning Environments.

The Superintendent provided the BOE a comprehensive statement on the pros and cons of changing School Start/End Times in November 2017. (Document available at this link: [11-14-17 School Start/End Times Document](#).) The document summarizes the emerging medical research supporting a later daily start time to school, especially for adolescents. It also outlines the logistical issues that must be addressed to achieve the promise of improved outcomes suggested by the medical research. Of the approximately 15 logistical issues, four stand out from experiences in other districts as most pressing: (1) financial impact; (2) traffic patterns and volume in surrounding communities; (3) bus schedules and district/on-campus transportation; and (4) athletics and after-school programs.

In November 2017, the BOE concluded that any changes to School Start/End Times could occur no earlier than Fall 2019. The complexity of the process would require ample time for analysis of the most viable approach, and then significant time for planning if a change is made. Last spring, we decided to delay work on the topic until this fall.

We have been examining the most pressing logistical issues. We have been considering the potential financial impact as we develop the FY 2020 Operating Budget. We are conferring with the Weston Police Department to understand any effects on traffic patterns and volume. We have run a series of alternative

¹ Dr. Craig Tunks and Mrs. Joann Tyborowski designed, constructed and managed the parent and employee surveys, which are the basis of this preliminary report. They also organized and conducted the analysis of data and information, and drafted and reviewed significant sections of the material presented here.

² The content of the Introduction was previously shared in a memorandum to the BOE (Document available at this link: [11-14-17 School Start/End Times Document](#).) It is repeated here so this preliminary survey report is "one-stop document" for background and analysis.

bus schedules relative to varied school bell schedules. We continue to confer with administrators about potential impact on athletics and after-school programs.

Focused Analysis for Potential School Start/End Time Change: 15/20 Minute Change

The Superintendent decided to focus analysis of a potential change in School Start/End Times on an incremental adjustment of 15 minutes for the secondary schools and 20 minutes for the elementary schools. (The time change for the elementary schools would be 20 minutes to allow for ample time between the two sets of bus runs, first for secondary schools and then for elementary schools.)

We believe that a focused approach will make the analysis, discussion and eventual decisions regarding a complicated shift more effective and efficient. This approach is based on the experience in other communities and districts, where similar inquiry processes have started with a consideration of multiple time options and variables. While laudatory, a broadly defined review may lead to extended debates, which can become divisive and stall decisions.

Since November 2017, the Superintendent has listened informally to the thoughts of administrators, staff and parents about a School Start/End change. There is evidence from these preliminary conversations that a 15/20 minute adjustment would be manageable relative to all the logistical factors.

A greater change (such as to 8:30 a.m.) would be difficult for Weston to manage, especially regarding before-school coverage for families requiring early care and a significant hampering of athletics and afterschool programs. Indeed, other districts moving to 8:30 a.m. have faced major implementation problems, both at the start of the day and especially at the end of the day. The challenge of moving to 8:30 has led a number of districts to not make any changes, resulting in a lost opportunity to improve student health and well-being. Increasingly, districts are seeking a modest solution, which 8:00 a.m. provides.

An additional rationale for making a 15/20 minute adjustment is that Weston would be building on the district's previous adjustment to School Start/End times. In 2009, Weston was a leader in shifting from a 7:25 a.m. first bell to the current 7:45 a.m. start time. That change required major planning and adjustments. If we decide to make an additional 15/20 minute adjustment, we would be maximizing the path established in 2009.

Critical Steps to Gauge Interest and Feedback

A critical step is gauging the interest of WPS families, students and staff in making a change to School Start/End Times. Systematic surveys and focus groups of each set of stakeholders is the best approach.

We conducted surveys of WPS parents and employees, with a focus on the proposed 15/20 minute adjustment. However, the survey questions provided opportunity to capture alternative views on the extent of change (i.e., greater or less change than the proposed 15/20 minutes).

The results of the parent and employee surveys are presented in this preliminary report.³ We are holding off on a survey of students or conducting focus groups of parents and employees. Additional surveys and the focus groups will depend on the outcome of discussions with the Board of Education as to the timing plans for future work on School Start/End Times. We intend to review plans for future work when this report is presented to the Board of Education on March 25, 2019.

³ This preliminary report solely provides the major findings from the parent and employee surveys. A final report, including a full listing of all survey questions and the complete set of responses (masked to protect individual respondents), will be submitted to the Board of Education on April 29, 2019. The final report will include analysis of narrative responses.

The most significant questions of the parent and employee surveys examined the extent of support for the proposed 15/20 minute change. We probed the degree of support in terms of “**feelings about the change**” and “**importance of the change.**” One set of questions asked, “How would your family feel about a 15/20 minute later time for the start/end of school?” A second set asked, “How important is it for WPS to continue considering a change in School Start/End time?”

Not surprisingly, we found a difference between parent and employee respondents. Parent respondents were consistent in their cautious support of a change. In contrast, employees were neutral about a change, and raised serious concerns in the comment section. Parent and employee respondents agreed that school start/end times is an area that warrants continued evaluation.

General Survey Results

We administered the surveys to parents and employees simultaneously on December 7, 2019, and left the surveys open until December 21, 2019. Based on periodic checking of response rates while the surveys were open, we were able to close the surveys as scheduled.

We had 195 employee and 703 parent respondents. It is difficult to assign a specific percentage response rate, especially to the parents, since we are not able to track whether or not these were single responses (not multiples). However, we do not see evidence of unusual repeat responses, which may signal multiple surveys from the same individual. As a result, we feel we have a good rate of parents and employees’ response, at least relative to the standard response rates for survey research.

Responses by school and grade level were important to track. We wanted to understand different perspectives based on the age grouping for students. Employees, who were grouped based on the lower and upper schools, had a balanced response rate. Parent responses were numerically and proportionally reflective of our overall student population. We had 476 lower school parents respond, versus 637 upper school responses. The proportional differential in responses (43 percent lower schools versus 53 percent upper schools) tracks well with our overall enrollment differential between the lower schools and upper schools (40 percent versus 60 percent).

In short, we believe we have captured a balanced sample of potential respondents. Surveys are not random measurement instruments, so we cannot claim the results are statistically representative of the total population of parents or employees. However, the total number of responses and the comparative counts across school levels suggest we are hearing from a broad range of respondents.

Overall Impressions

The most significant questions of the parent and employee surveys examined the extent of support for the proposed 15/20 minute change. We probed the degree of support in terms of “**feelings about the change**” and “**importance of the change.**” One set of questions asked, “How would your family feel about a 15/20 minute later time for the start/end of school?” A second set asked, “How important is it for WPS to continue considering a change in School Start/End time?” Three clear findings emerge.

Finding 1: Parents of WPS students are strongly supportive of changing school start/end times. The average response to the direct question regarding their feelings about this adjustment is 2.42 (on a scale from 1-10, with 1 high, 10 low). This score would indicate substantial buy in to the concept of a 15/20 minute later school start/end time among parents.

Finding 2: WPS employees appear to be ambivalent about changing school start/end times. The average response to the direct question regarding their feelings about this adjustment is firmly in the neutral range. The average response was a “4” (on a scale from 1-10, with 1 high, 10 low). While employees are not strongly against the change, they do not really support it.

Finding 3: As a way to probe the depth of support for changing school start/end times, we directly asked about the “importance of continuing to consider a change to school start/end time.” As many might expect, the responses to “feelings” and “importance” tracked closely. Parents rated the importance of “considering a change to school start/end times” more highly than employees. Upper school parents rated the importance as “2” (on a scale from 1-10, with 1 high and 10 low), lower school parents rated the importance as “3,” whereas the average rating for both lower school and upper school employees was “4.” It is typical across districts and communities considering a change to school start/end times that there is stronger interest in the change among parents than among district employees. The statistical difference between ratings of “2” versus “4” is difficult to ascertain, but it is a fair conclusion that parents on average see the school/start time issue as an important priority, while employees are ambivalent about its importance.

Logistical Considerations

The surveys probed on four sets of logistical issues that are most pressing when considering, planning and implementing changes to school start/end times. Helpful findings and insights emerged for future planning and implementation in Weston. We look first at transportation (bus schedules and district transportation), second at traffic patterns and volume, then athletics and after-school programs, and lastly financial impact,

Transportation

Changes to school start/end times potentially affect bus schedules and district/on-campus transportation.

We examined in the survey the likelihood that families would change their mode of transportation to and from school as a result of a later school start/end time. Increases in bus ridership would reduce congestion, but also would increase costs, since additional buses would need to be purchased.

Finding 4: Lower school parents consistently reported in the survey that their students mode of transportation would largely remain unchanged with a 15/20 minute adjustment to school start/end times.

However, there was a difference when asked about school-bound versus home-bound transportation.

- School-Bound: Approximately 92 percent of lower school parent respondents said they would not change their mode of transportation on the way to school. Roughly 2-3 percent would change to riding the bus instead of being driven by an adult, whereas 4-5 percent would shift to being driven by an adult instead of riding the bus.
- Home-Bound: Approximately 86 percent of lower school parents said they would not change their transportation on the way home, with the balance (14 percent) saying they would shift from bus transportation to being driven by an adult.

For the lower schools, it appears that the cost of buses would remain flat, but that we would have to account for an increase in car traffic on campus at the end of the school day.

Finding 5: Upper school parents also reported in the survey that their students’ mode of transportation would largely remain unchanged with a 15/20 minute adjustment to school start/end times. Unlike with the lower school parents, there was no difference when asked about school-bound versus home-bound.

However, among the small share of parents saying they would change the transportation mode, there is variation between the lower and upper school parents as to whether the shift is from car to bus, or vice versa.

- **School-Bound:** Approximately 92 percent of upper school parent respondents said they would not change their mode of transportation on the way to school. Roughly six percent would change to riding the bus instead of being driven (or driving themselves). Roughly two percent would shift to driving (or being driven) instead of riding the bus.
- **Home-Bound:** Approximately 92 percent of upper school parents said they would not change their transportation on the way home. Roughly 2-3 percent said they would change from driving (being driven) to riding the bus. Roughly 4-5 percent said they would shift from bus transportation driving (being driven).

For the upper schools, it appears that the cost of buses would remain flat, and that the shift in car usage is not enough to warrant concerns about increased congestion. However, we would have to double check transportation intentions closer to implementation.

Traffic Patterns and Volume

Changes to school start/end times potentially affect traffic patterns and volume on-campus, as well as in and around the Town of Weston. We know from other districts and communities that traffic studies are necessary when considering and implementing changes to bell schedules. The survey probed aspects of this issue, but separate traffic studies would be required for an accurate understanding and set of findings.

Finding 6: The findings regarding Transportation (Findings 4-5) indicate that on-campus traffic patterns and volume would not be significantly changed by the 15/20 minute adjustment to school start/end time. However, we would need to double check this finding as we move closer to implementation.

Athletics & After-School Programs

Changes to school start/end times always affect athletics and after-school programs. In the least, the later end times for schools delays the start of practices, games, rehearsals, performances and other co-curricular offerings. The later start to these activities either limits the extent of time for each activity, or pushes their completion time later in the day (often into early evening). The surveys probed the extent to which parents and employees consider athletics and after-school programs an issue. Additional work would be required during planning and implementation to determine actual impact and solutions.

Finding 7: In ranking concerns, lower school and upper school parents consistently placed athletics and after-school programs high on the list of issues to be considered for impact. The items ranked consistently as concerns: “impact on WPS athletic scheduling and opportunities,” “non-WPS after school-programs” and “non-athletic WPS after-school programs.”

Finding 8: For upper school parents, and specifically WHS parents, an added concern to note is the “impact on after school job opportunities.”

Finding 9: Employees ranked concerns about athletics & after-school programs similarly to parents. However, as will be explained in another section, employees ranked as comparable concerns the impact of a later bell schedule on their commuting and child care needs.

Budget

Changes to school start/end times potentially affect district budgets and finances. We know from other districts and communities that budget factors must be carefully analyzed. The survey probed elements that could lead to cost increases, but more specific analysis would be required for an accurate information.

Finding 10: As noted with Findings 4-5, it appears that the cost of buses would remain flat, but we would have to double check transportation intentions closer to implementation.

Finding 11: Imbedded in the concerns about impact on athletics and after-school programs is the potential for increased costs for facilities, lighting and personnel coverage. These concerns are not quantified in the survey results, but they were noted as a factor to be considered in planning and implementation.

Major Concerns

The surveys asked respondents to rank potential concerns for changing school/start end times. The listing of potential concerns was expansive and based on issues that have arisen in other districts and communities changing bell schedules. They are listed here in random order:

Impact on elementary (HES and WIS) students having to start and end later.
Impact on family routines (including commuting to work)
Impact on child care arrangements
Impact on WPS teachers and administrators (change in their schedules)
Impact on after school job opportunities
Impact on non-WPS after-school programs
Impact on non-athletic WPS after-school programs
Impact on athletic scheduling and opportunities
Impact on potential early dismissals for WHS extra-curricular activities
Impact on student transportation arrangements to and from school
Impact on other WPS initiatives and priorities
Impact on WPS budget

The intent of these questions was to gather insights on the areas most important to analyze and address in considering, planning and implementing changes to start/end times. Some of the responses have been discussed in this report already, especially as it relates to athletics and after-school activities. Additional findings are important to note now.

Parents

Finding 12: Concerns as ranked by lower school parents fall into three top groupings. The comparative rankings are close, so it appears wise to consider all three areas.

1. Athletics and after-school programs, as noted in previous findings and discussion.
2. The impact of a later bell-schedule for HES and WIS students was listed as an item to examine.
3. Family routines was listed as a major concern, including ranking of child care impact and transportation to and from school.

Finding 13: Concerns as ranked by upper school parents also fall into three top groupings. The comparative rankings are close, so it appears wise to consider all three areas.

1. Athletics and after-school programs, as noted in previous findings and discussion, with the added issue for WHS of after-school employment.
2. The potential for WHS to need early-dismissals to accommodate for athletics and after-school programs.
3. Family routines, including transportation to and from school. (Not surprising, child care was not highly ranked for upper school parents.)

Finding 14: Consistent across lower and upper school parents, the bottom grouping for rankings included three items: impact on WPS Budget, impact on other WPS initiatives and priorities, and impact on WPS teachers and administration (change in their schedules). It appears that among parents they are less concerned with factors that have relatively less direct or immediate impact on their students and families.

Employees

Finding 15: Consistent across lower and upper school employees, the top ranked concerns related to the impact of later bell-schedules on their family routines (including commuting), child care and after-school job opportunities. These concerns were placed above ones related to athletics and after-school programming.

Finding 16: Lower school employees did rank as their top concern the impact of later bell-schedules on elementary age students.

Finding 17: Lower and upper school employees consistently ranked as their least concern the impact of a later bell schedule on the WPS budget or other WPS initiatives and priorities.

Finding 18: Based on information from other districts and communities, we anticipated that employees would be concerned about commuting and child care. Thus, we specifically asked employees, “With a 15/20 minute later time for the Start/End of School, which would be factors for you to manage?” The answer options and responses are listed in the following chart. It confirms that a large percentage of employees would have new challenges to immediately manage with a later bell schedule.

Answer	Lower School Responses	Upper School Responses
<i>Child Care/Coverage Now Required</i>	Before School -- 30% After School --36%	Before School -- 32% After School --47%
<i>Would Make Commute to Work Problematic</i>	51%	57%
<i>Non WPS After School Program</i>	29%	35%
<i>Not Applicable</i>	Before School -- 33% After School --27%	Before School -- 34% After School --27%

Major Benefits

To close this report on a positive note, we turn to what the surveys indicate parents and employees see as the potential major benefits of changing school start/end times. The surveys specifically asked respondents to “Please rank the following potential benefits you would anticipate from a change in school start/end times.” The listing of potential benefits was based on research and insights from other districts and communities changing bell schedules. They are listed here in random order:

Improve middle school and high school attendance
Allow more sleep time for adolescents (middle and high schoolers)
Reduce middle school and high school tardiness
Improve middle school and high school homework completion
Improve middle school and high school academic success
Improve student mental and emotional health
Decrease student behavior issues
Increase student safety

Parents

Finding 19: Lower and upper school parents coalesced in their responses around three lead benefits: allow more sleep for adolescents; improve student mental and emotional health; and, improve middle school and high school academic success. Notably, improve homework completion feel below this top group of benefits.

Finding 20: Lower and upper school parents repeatedly rated as less likely potential benefits the items related to attendance, student safety, and student behavior.

Finding 21: Notably, homework completion ranked in the middle, between the top and lower set of potential benefits.

Employees

Finding 22: Lower and upper school employees consistently cited three top potential benefits to later school start/end times: Allowing more sleep time for adolescents; improving student mental and emotional health; and, reducing middle school and high school tardiness. In short, the belief is that total well-being would be improved.

Finding 23: Lower and upper school employees consistently gave less weight to several academic areas as potential benefits. Academic success, homework completion, school attendance, behavior issues and student safety were typically rated at the lower end of the ranking scale,

The apparent difference between parents and employees as to the perceived academic benefits of a later school start/end time should not be ignored. While parents see it within the top group of benefits, WPS educators rank the impact on academic success as a lower likely outcome. We will want to probe these differentials in future inquiry.

Conclusion

This preliminary report has focused on the major findings from the parent and employee surveys. A final report, including a full listing of all survey questions and the complete set of responses (masked to protect individual respondents), will be submitted to the BOE on April 29, 2019. The final report will include analysis of narrative responses.

In the meantime, we look forward to discussing with the BOE next steps on the viability and timing of changing school start/end times for the Weston Public Schools. We will have to be judicious on when to embark on a fundamental change that, as the survey results underscore, has a range of positive and potentially concerning consequences for students, families and staff.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: Discussion of Approved 2019-2020 Calendar and Proposed 2020-2021 Calendar

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

The attached memorandum outlines the calendar process brings to the Board recommendations for the 2019-2020 Approved Calendar and Proposed 2020-2021 Calendar.

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
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

March 20, 2019

TO: Weston Board of Education
FROM: William S. McKersie, Ph.D., Superintendent
RE: Recommendations for Revised and New Calendars (2019-20 and 2020-21)

Background

Following the template used last year (March 19, 2018), this memorandum presents two sets of recommendations for the Weston Board of Education (BOE) regarding Annual Calendars for the Weston Public Schools. The first set of recommendations pertains to revisions in the 2019-20 Calendar, already adopted by the BOE. The second set of recommendations is for the first and full proposal of the 2020-21 Calendar.

The recommendations are drawn from the work of the WPS Calendar Committee, a representative body of BOE members, administrators, teachers, staff and parents (listed below). The Calendar Committee met on February 12, 2019 and March 6, 2019. The Committee's charge is to analyze options for future year calendars and advise the Superintendent on recommendations to the BOE.

WPS Calendar Committee 2018-19 Members:

Kenneth Craw (WPS)
Matt Filip (WAA)
Roxanne Glazer (AFSCME)
Gabiella Grosso (WTA)
Colleen Lynch (WTA)
William McKersie (WPS)
Dan McNeill (Board)
Roberta Recouper (AFSCME)
Jen Socia (Parent)
Melissa Walker (Board)

For the past several years, a key variable in the work of the Committee and the development of calendar recommendations had been CT State Law (PA 13-247), which mandated "uniform regional school calendars." The guidelines and parameters on developing an annual school calendar now rest solely with each school district. CT State Law (PA 13-247) has been rescinded.

Specifically, “CT Public Act 17-220 provides that, beginning with the 2017-2018 school year, Boards of Education may, but no longer must, adopt the uniform regional school calendar. This change returns calendar decisions to local control (Chris LaBelle, Associate Executive Director of CES, Email dated November 6, 2017).

Overall, the recommendations now presented to the BOE largely continue the design, sequencing and content of the current (2018-19) calendar, which mirrors calendars from recent years. The continuity is based on careful review each year by the Calendar Committee.

This memorandum will refer frequently to three calendars: 2019-20 Current, 2019-20 Modified, and 2020-21 Recommended. These calendars can be found at the end of the memorandum.

Recommended Modifications to 2019-20 Calendar

The 2019-20 Calendar was approved by the BOE at its April 23, 2018 meeting. Based on the advice of the WPS Calendar Committee, the Superintendent is recommending only modest adjustments to the 2019-20 Calendar. The two recommendations are presented in chronological order.

1. Recommendation 1 (2019-20):

The Superintendent recommends a shift in days designated for K-5 Parent Conferences. Teachers felt it was more effective to have three consecutive days in the conference cycle, rather than breaking them up over two weeks. The recommendation is to hold K-5 Parent Conferences on November 6 (delayed opening), 7 (delayed opening), and 8 (early dismissal).

2. Recommendation 2 (2019-20):

The Superintendent recommends that an Early Dismissal be added on Wednesday, February 12, 2020 for Professional Development. This change supports the District’s continuous improvement efforts with additional time built in to the calendar for adult professional learning. An early dismissal in February ahead of the February recess is an ideal time for an early release day.

Recommended 2020-21 Calendar

The recommended Calendar for 2020-21 is similar to the 2018-19 Calendar and the modified Calendar for 2019-20. For ease of review by the BOE, we list essential points for each month of the proposed calendar.

1. August 2020 –

- a. Three days of teacher preparation (August 24, 25 & 26) precede the first day for students.
- b. First Day for Students– Thursday, August 27, 2020

2. September 2020 —

- a. Two School Closure Days
 - i. Labor Day – Monday, September 7
 - ii. Yom Kippur – Monday, September 28

b. Rosh Hashanah – Early Dismissal – Friday, September 18

Comment: Rosh Hashanah begins at sundown on Friday, September 18 and runs until the evening of Sunday, September 20. The District’s practice has been to take off the first day of Rosh Hashanah, but this year the religious observance falls completely on the weekend. The Committee felt that inserting an early dismissal leading up to Rosh Hashanah would allow families and staff time for travel, and it would allow for our sports teams to conclude their practices prior to sundown on Friday.

3. October 2020 –

- a. District Teacher Day (No Students) – Monday, October 12

4. November 2020 —

- a. Election Day/Professional Development – Tuesday, November 3
- b. K-5 Parent Conference – Delayed Opening – Wednesday, November 4
- c. K-5 Parent Conference – Delayed Opening – Thursday, November 5
- d. K-5 Parent Conference – Early Dismissal – Friday, November 6
- e. Extended Thanksgiving Vacation –
 - i. No Students or Teachers, BOE Offices Open -- Wednesday, November 25.
 - ii. Standard Thanksgiving Break – Thursday, November 26 and Friday, November 27.

5. December 2020 –

- a. Early Dismissal/Professional Development – Wednesday, December 9
- b. Winter Recess – Wednesday, December 23, 2020 (early dismissal) – Sunday, January 3, 2021

6. January 2021 –

- a. Dr. Martin Luther King, Jr. Day – Monday, January 18

7. February 2021 —

- a. Early Dismissal/Professional Development – Wednesday, February 10
- b. February Break – Thursday, February 11 – Monday, February 15
 - i. February 11 & 12 would be full days off (No Students or Teachers, BOE Offices Open). This would provide for a five-day weekend in mid-February, approximating the February Break some districts still provide.
 - ii. Monday, February 15 is Presidents’ Day

Comment: The Committee reaffirmed that an extended five-day weekend was preferable to a full week break. The Committee believes that the vast majority of Weston staff and families prefer the chance to end the school year earlier in June. A longer February break would push the June end date later.

8. March 2021 —

- a. K-5 Parent Conference – Delayed Opening – Wednesday, March 17
- b. K-5 Parent Conference – Early Dismissal – Thursday, March 18

- c. K-5 Parent Conference – Early Dismissal – Friday, March 19
 - d. District Teacher Day (No Students) – Monday, March 22
9. April 2021 —
- a. Good Friday – April 2
 - b. Spring Recess – Monday, April 12 – Friday, April 16
10. May 2021 –
- a. Memorial Day – Monday, May 24
11. June 2021 —
- a. Final Day for Students – Thursday, June 10

Comment: This schedule would provide up to six days for school closures due to inclement weather. Weston typically wants to have students finished before the final week of June, which means the last day of school should be no later than Friday, June 18.

Please note the statement at the bottom of the proposed calendar regarding loss of school days due to inclement weather: “For each lost school day due to inclement weather, we add an additional school day to the end of the year up until June 18, 2021. If additional school days are required, the Superintendent will recommend a solution to the Board of Education that may entail holding school in the last week of June, but only after considering the merits of reducing Professional Development Days or Spring Vacation Days.”

- b. District Teacher Day—Friday, June 11

Comment: A full final teacher day has been scheduled the past two years to allow ample time for year-end celebrations and wrap-up after students have departed.

ATTACHMENTS

- 1) Current 2019-20 (approved April 23, 2018)
- 2) Modified 2019-20
- 3) Recommended 2020-21
- 4) Calendar Committee Minutes from February 11, 2019 and March 3, 2019

2019-2020 School Calendar

Weston Public Schools

July 4	Independence Day
August 22-26	Professional Development
August 27	First Day of School
September 2	Labor Day
September 30	Rosh Hashanah
October 9	Yom Kippur
October 14	Columbus Day/Professional Development
October 31	K-5 Delayed Opening/Parent Conferences
November 1	K-5 Delayed Opening/Parent Conferences
November 4	K-5 Early Dismissal/Parent Conferences
November 5	Election Day/Professional Development
November 11	Veterans Day
November 27-29	Thanksgiving Recess
December 11	K-12 Early Dismissal/Professional Development
December 23-January 1	Winter Recess
January 1	New Year's Day
January 20	Martin Luther King Day
February 13-17	February Recess
February 17	Presidents' Day
March 11	K-5 Delayed Opening/Parent Conferences
March 12	K-5 Early Dismissal/Parent Conferences
March 13	K-5 Early Dismissal/Parent Conferences
March 16	Professional Development
April 8	Passover
April 10	Good Friday
April 10-17	Spring Recess
May 25	Memorial Day
June 10	Special Early Dismissal as Follows: WMS/WHS 11:55 a.m. Dismissal HES/WIS 12:45 p.m. Dismissal
June 11	District's Projected Last Day of School, Special Early Dismissal as Follows: WMS and WHS: 10:00 a.m. Dismissal HES and WIS: 10:45 a.m. Dismissal

JULY

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First Day of School

No Students or Teachers, BOE Offices Open

Projected last Day of School

No Students or Teachers, BOE Offices Closed

District Teacher Day — No Students

Early Dismissal — See Legend at Left

Delayed Opening — See Legend at Left

180 School Days 187 Teacher Days

Approved by the Board of Education on April 23, 2018.

The Weston Board of Education reserves the right to modify the school calendar.

Scheduled Early Dismissals: WMS/WHS: 11:45 a.m., HES/WIS: 12:35 p.m. **Scheduled Delayed Openings:** WMS/WHS: 9:45 a.m., HES/WIS: 10:30 a.m.

****For each lost school day due to inclement weather, we add an additional school day to the end of the year up until June 19, 2020. If additional school days are required, the Superintendent will recommend a solution to the Board of Education that may entail holding school in the last week of June, but only after considering the merits of reducing Professional Development Days or Spring Vacation Days.**

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September 30	Rosh Hashanah
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November 5	Election Day/Professional Development
November 6	K-5 Delayed Opening/Parent Conferences
November 7	K-5 Delayed Opening/Parent Conferences
November 8	K-5 Early Dismissal/Parent Conferences
November 11	Veterans Day
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June 12	District Teacher Day

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APRIL (16)








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First Day of School		No Students or Teachers, BOE Offices Open	
Projected last Day of School		No Students or Teachers, BOE Offices Closed	
District Teacher Day — No Students		Early Dismissal — See Legend at Left	
		Delayed Opening — See Legend at Left	

2020-2021 School Calendar—REVISED 3-19-19

Weston Public Schools

July 4	Independence Day
August 24-26	Professional Development
August 27	First Day of School
September 7	Labor Day
September 18	K-12 Early Dismissal/Rosh Hashanah
September 28	Yom Kippur
October 12	Columbus Day/Professional Development
November 3	Election Day/Professional Development
November 4	K-5 Delayed Opening/Parent Conferences
November 5	K-5 Delayed Opening/Parent Conferences
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December 23	K-12 Early Dismissal
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January 18	Martin Luther King, Jr. Day
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March 19	K-5 Early Dismissal/Parent Conferences
March 22	Professional Development
March 27	Passover
April 2	Good Friday
April 12-16	Spring Recess
May 25	Memorial Day
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June 11	District Teacher Day

180 School Days 187 Teacher Days
Approved by the Board of Education on XXX

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JULY

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OCTOBER (21)

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DECEMBER (17)

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MARCH (22)

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APRIL (16)








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JUNE (8)

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First Day of School		No Students or Teachers, BOE Offices Open	
Projected last Day of School		No Students or Teachers, BOE Offices Closed	
District Teacher Day — No Students		Early Dismissal — See Legend at Left	
		Delayed Opening — See Legend at Left	

**Weston Public Schools
Calendar Committee Meeting Minutes**

Monday, February 11, 2019
Central Office Conference Room
2:00 p.m.

Team Members in attendance: Kenneth Craw (WPS), Matt Filip (WAA, Roxanne Glazer (AFSCME), Gabriella Grosso (WTA), Colleen Lynch (WTA), Dan McNeill (Board), Roberta Recouper (AFSCME), Jen Socia (Parent), Melissa Walker (Board)

1. Review Committee Charge and Product

Dr. Craw reviewed the agenda and reminded the Committee that we are no longer required to follow a regional calendar. He reviewed what the Committee is charged to do along with when we need to meet and bring the calendar to the Board of Education for review and approval. The Committee reviewed the five documents that were sent ahead of the first meeting.

2. Crosscutting Calendar Issues

There were a number of questions raised with regard to the calendar.

- a. School Start After Labor Day-A discussion was had as to the ability to start school after Labor Day. It was determined that it is too difficult to add the additional days to the school calendar when a school start day falls after Labor Day.
- b. Holding to Priority of No School Last Week of June-When scheduling the last day of school, the District works to have the last day of school not fall within the last week of June.
- c. Professional Development Days Schedule-Dr. Craw reviewed where the District typically schedules PD days for teachers.
- d. Number of Snow Days Allotted-Dr. Craw reviewed our standard practice of identifying the number of days allotted for snow days.
- e. Jewish Holidays-Dr. Craw looked at where the holidays fall and if we would close school.

3. Revisit 2019-2020 School Calendar-The following are changes recommended for the 2019-2020 Approved Calendar:

- a. Review of which days are designated for November K-5 conferences.
- b. Addition of early dismissal on February 12, 2020 for Professional Development.

4. Develop the 2020-2021 school calendar-The following are items have been incorporated to the Proposed 2020-2021 Calendar:

- a. Recognize both Jewish holidays in September 2020 as no school.
- b. Move March Professional Development day to March 22.

NEXT STEPS

1. Timing of conferences (suggested November 4, 6, and 7) speak to HES and WIS principals and assistant principals PTO families
2. Attendance data from February 13 and March 2019 long weekend (March 16-18) attendance data for the BOE monthly meeting

FUTURE MEETING ITEMS

It was agreed that the next meeting of the Calendar Committee will meet on March 4, 2019 at 2:00 p.m.

**Weston Public Schools
Calendar Committee Meeting Minutes**

Monday, March 3, 2019
Central Office Annex Conference Room
2:00 p.m.

Team Members in attendance: Kenneth Craw (WPS), Matt Filip (WAA, Roxanne Glazer (AFSCME), Gabriella Grosso (WTA), Colleen Lynch (WTA), Dan McNeill (Board), Roberta Recouper (AFSCME), Melissa Walker (Board)

1. Review Committee Minutes from February 11, 2019
2. Dr. Craw reviewed the 2019-20 calendar with the Committee and discussed possible changes to the approved calendar.
 - a. K-5 Conferences – Teachers prefer having continuous days set aside for parent/teacher conferences. Suggested dates were November 6, 7 and 8.
 - b. Professional Development – Addition of an early dismissal day on February 12, 2020 to enable professional development learning.
3. Dr. Craw reviewed the 2020-21 calendar with the committee. A few items were discussed within this specific calendar.
 - a. School Start –Elementary teachers would like to start the year with a two-day week, whereas 6-12 teachers/administrators prefer starting earlier.
 - b. Rosh Hashanah – The holiday begins at sundown on Friday, September 18. A discussion was held whether or not to have the District closed or open. The Committee decided that an early dismissal would be appropriate.
 - c. Professional Development Days Schedule-Dr. Craw reviewed where the District typically schedules PD days for teachers.
 - d. Number of Snow Days Allotted-Dr. Craw reviewed our standard practice of identifying the number of days allotted for snow days.
4. The Committee discussed the overall percent of absenteeism the day prior to the start of the February break. The average ranges from approximately 20%-25% between the four schools.
5. The revised 2019-2020 School Calendar and proposed 2020-21 School Calendar will be reviewed at the monthly March Board of Education meeting and voted on at the monthly April Board of Education meeting.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 3/25/19

Information Only

Action Requested

Agenda Item Subject: Operations update for 2018-19 School Year

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Following is a report that summarizes work priorities, accomplishments and challenges this school year, through January 2019, for the Operations Department.

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

Operations
Organizational Update
for
2018-2019
School Year

Richard Rudl
Director of Finance & Operations



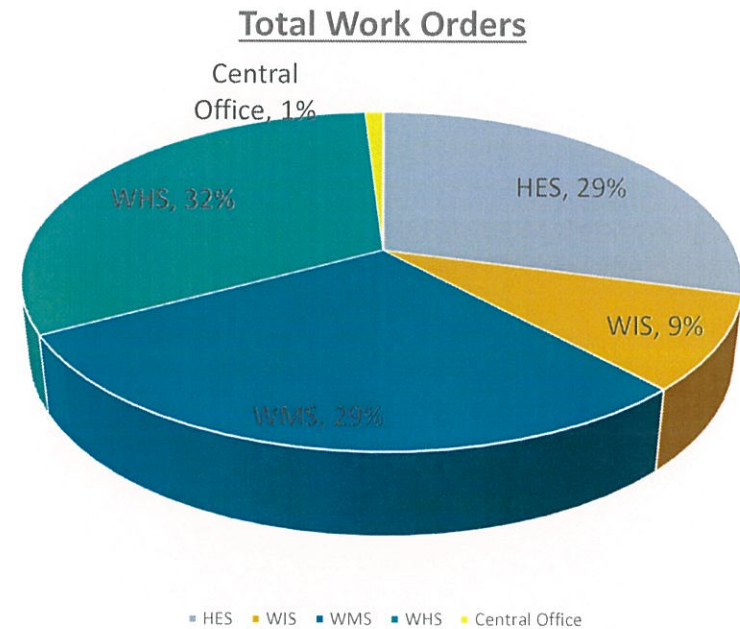
Update Highlights:

1. Facilities
 2. Food Service
 3. Security
 4. Finance
 5. Copy Center
- 

Facilities

Through the first six months of the year, the staff have addressed 892 work orders and major projects, such as:

- Installation of Alertus
- Interactive Classroom White Boards
- Athletic Streaming Camera's
- LED Lighting Upgrades
- Repairs to Boilers
- Repairs to Backflow Preventers



Regular Maintenance Annual Schedule


	July-Sept	Oct-Dec	Jan-Mar	April-June	Daily
Exterminating	X	X	X	X	
Generators		X			
Elevators	X	X	X	X	
Chiller's	X			X	
Fire Alarm Inspection	X	X			
Zenon Plant					X
Emergency Lighting	X				
Septic Cleaning	X		X		
Grease Traps		X		X	
Boiler Cleaning	X				
AC Maintenance	X			X	
Snow Blower Maintenance		X			
Drain Maintenance	X	X	X	X	
Sprinkler Maintenance	X	X	X	X	

Facility Maintenance Scheduling Going Forward


We are currently evaluating and/or writing RFP's to address the following:

1. New elevator preventative maintenance service agreement
2. Dectron preventative maintenance service agreement (WMS pool water temperature)
3. Boiler cleaning preventative maintenance service agreement
4. District-wide Sewer System Analysis
5. Review of our Facilities Chart of Accounts to provide more clarity on what constitutes Preventative Maintenance vs. General Repairs.


Priority Need Areas within Facilities Include:

1. Funding for general repair allowance
 2. Funding for more preventative maintenance service agreements
- 

Food Service

- WPS Food Service Director, Andre Santelli, has worked with the High School and Middle School to incorporate our culinary program into academic offerings. Examples include:
 - Creating a theme menu for French Week in collaboration with the World Language department at Weston High School.
 - Bringing the Dietitian in to work with the Health Department at the Middle School to discuss nutrition.
 - Working with the Science Department at the Middle School to eliminate plastic straws from the cafeteria.
 - Another accomplishment was the renovation of the Middle School cafeteria, which has allowed for a broader menu of offerings.
 - The Food Service Program is in its second year off the NSLP (National School Lunch Program) and continues to have record results, with net profits up 96% year over year
 - WPS won the Chartwells' Platinum Account Award for Quality for both the food program and financial performance.
- 

Security

- **Security Coverage:** We downsized our security personnel from eight to six security specialists. Personnel rotate schools to ensure that adequate security coverage during perimeter walk-throughs and employee breaks. Security Specialists from the High School and Middle School provide coverage to the lower schools. This process has worked seamlessly and enhanced communication and coordination among the security specialists.
 - **Use of Alertus:** We instituted the Alertus, which is a mass notification system used for Lockdowns, Shelter in Place and Secure School drills. This system is used in each of our schools and is activated by the school's Assistant Principal during drills. The Principal, Assistant Principal, Director of Facilities, and Director of Finance & Operations can also launch the system. Each of these administrators can launch the drill through their cell phone with the use of an app. When activated, Alertus announces the type of drill through the fire alarm speakers and displays the specific type of alert message on every computer in the school.
 - **Drill Notifications:** After each drill is completed, a parent notification is sent via email announcing the completion of a drill, its success, and its purpose. This was done to ensure that parents are aware of the types of drills being conducted each year. The notifications are sent from the Central Office, Finance and Operations Office Manager.
 - **Number of Drills:** We instituted more drills than in previous years and also more than is required by the State of Connecticut. The intent is to systematize our drills throughout the school year and to emphasize the importance of ensuring that the drills successfully prepare staff and students.
 - **Raptor:** We instituted the Raptor Visitor Management system at each school. The security specialists have utilized this visitor management system to verify all visitors and ensure we have a log of individuals within the building.
- 

Finance

RFPs Issued: Over the course of the year we have issued RFPs (Request for Proposals) for Zenon Plant Maintenance, Life Insurance, Disability Insurance, Fire Alarm Service Contract, Trash Removal, Propane and Benefit Advisory Services. All have yielded savings of approximately \$101,000.

Cleaning Contract: The department issued an RFP for district-wide cleaning services, as the current contract with Shamrock expires at the end of the fiscal year. A committee was formed to interview five of the contractors which submitted proposals and a recommendation will be made within at the March 25, 2019 BOE Meeting. We were able to work with potential vendors to find solutions to what potentially could have been a much more significant cost to the district.


MUNIS Conversion to the Cloud: We have successfully converted MUNIS, our accounting system, to a cloud based system. This labor intensive process took place over the summer, but we were able to ensure that all the District's financial data was accurately transitioned. It required establishing new user names and passwords for all MUNIS users, and migrating the chart of accounts, requisition entry, payroll and vendor applications to the cloud.

Audit: We have had another successful audit with our outside auditors, Blum Shapiro. We received a clean opinion statement from the auditors.



Copy Center

We reduced staffing for the Copy Center to 1.0 FTE. We took two major steps to promote effectiveness with reduced staff.

- In order to streamline the copying process, the Business Office implemented a program called Paper Cut, which allows staff to upload copy requests electronically in one location, and allows us to better track the processing of jobs through the Copy Center. We can track who submitted the request, when the request was submitted and when the request was completed. We now have better oversight of the Copy Center, ensuring teacher requests are addressed in a timely manner. Additionally, it allows us to make copies remotely from Central Office during times of significant volume.
 - We created a brochure detailing the Copy Center's new guidelines, which was sent to all staff members in order to clarify the new procedures. A key element was encouraging staff to make copies at the building level, to reduce demand on the Copy Center.
- 

Operations Organizational Update for 2018-19 School Year

March 7, 2019

Introduction:

This document summarizes work priorities, accomplishments and challenges this school year, through January 2019, for the Operations Department. The purpose of this report is to provide the Board of Education a more in-depth understanding of the operations of the school district. A similar report was presented to the Board of Education last year as the first in what is expected to be an annual presentation for the BOE.

Facilities:

The maintenance staff is comprised of five employees (Lead Maintenance Mechanic/Plumber, Electrician, Carpenter and two General Mechanics). Through the first six months of the year, our staff has addressed 892 work orders and addressed several major projects throughout the campus. Four special projects are notable:

1. **Alertus:** Two of our five maintenance staff members were tasked with installing Alertus, the district's Mass Notification system for school security. This required significant electrical work including pulling wires, hanging equipment, and connecting all beacons and speakers to the system. The two staff spent approximately 850 hours installing Alertus throughout the campus and in the Police Department. This figure does not reflect the time IT spent configuring Alertus, which as a technology-based system requires IT support.
2. **Interactive Classroom White Boards:** Each summer our carpenter fabricates and hangs white boards for our interactive classroom projectors in each school. This project took approximately 270 hours of man power.
3. **Athletic Streaming Cameras:** A donation of \$18,500 was made to the district for the installation of cameras on the soccer field and the high school gym in order to allow parents to stream video of their student athletes. However, as with many projects, the donation did not cover the cost of the man power for installation. Between our working grounds foreman trenching the field to run the wires, electrical work to install the cameras and also work on the positioning of the cameras, the facilities department spent approximately 50 hours addressing and supervising this project. The district incurred \$2,500 in overtime costs for this project. In addition, the facilities staff had to defer their time from other crucial projects within the district, such as boiler maintenance, unit ventilator maintenance, air conditioner maintenance and other outstanding work orders.

4. **LED Lighting Upgrades:** Our electrician re-lamped and rewired all fixtures with LED lights in rooms B-9 and B-8 at the High School for a total of 180 bulbs. This project took approximately 32 man hours.

The district's 22 boilers have required major resources and man power this year for preventative maintenance.

Through January, the district maintenance staff has spent 1,440 hours (which is the equivalent of 70% of an employee's full time hours) addressing repairs and preventative maintenance work, such as repairs to bumps, motors, shut off valves and steam line piping. Each year the staff checks and adds water as needed, lubricates and inspects coupling from motors to the pumps, and checks and inspects belts and filters. As the boilers continue to age, the complexity of the work grows and it becomes more difficult for our staff to maintain the heating system district wide and ensure they are ready for startup for the heating season.

Other preventative maintenance tasks conducted each year include RTU and unit ventilator maintenance, pneumatic control maintenance, air conditioning maintenance, and drain maintenance. These items account for approximately 942 hours of man power each year by our five maintenance staff members. We also have service contracts to provide preventative maintenance for our kitchen equipment, generators, fire alarm equipment, elevators, sprinklers, and chillers.

Another challenge this year has been the backflow preventer at Weston High School. In early October, the backflow preventer began to fail in boiler room #1 at the High School. During Christmas break the maintenance staff made significant repairs, which required shutting the water supply off to the entire school, draining the system, removing the device and then making the necessary repairs. This project took approximately 12 hours of man power to ensure that water was restored to the school before being re-opened.

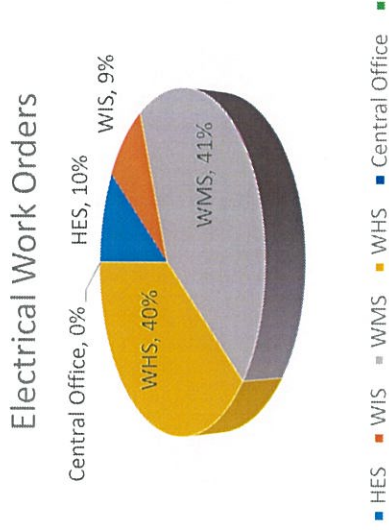
In addition to general work orders and projects, the facilities staff deals with approximately 1,500 calls from staff regarding temperature levels. Whether it is requests for room temperature to be raised or lowered, responding to these work orders takes approximately 600 hours a year.

This year, unlike in previous years, we were short staff during a period in the summer, as well as in the fall. We had a vacancy in the maintenance department, which was not filled until mid-August and then one individual was out on Medical Leave for three weeks. Typically, before overtime is included, we would have 5,200 hours available to address maintenance projects, work orders and emergencies. This year we had available, before overtime, 4,840, or 7% fewer hours than the previous year. Despite this, we have completed 892 work orders this year as compared to 890 work orders last school year during this same period.

Below is a breakdown of work orders by school/location for the first six months of the year, categorized by Electrical, Carpentry, HVAC and Plumbing.

Electrical -- In the first six months of the year, there were 209 electrical work order submissions. This ranged from the replacement of ballasts to repairs of speakers, and rewiring of bell systems.

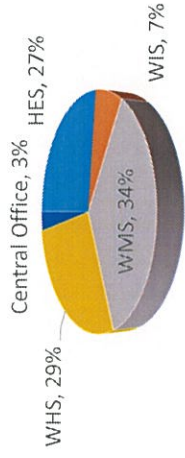
HES	WIS	WMS	WHS	Central Office
10%	9%	41%	40%	0%



Carpentry -- In the first six months of the year, there were 293 carpentry work order submissions. This ranged from repairing bleachers and chairs, to fixing doors and tables and performing cabinetry repairs.

HES	WIS	WMS	WHS	Central Office
27%	7%	34%	29%	3%

Carpentry Work Orders

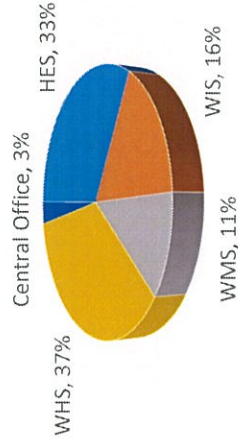


■ HES ■ WIS ■ WMS ■ WHS ■ Central Office

HVAC-- In the first six months of the year there were 224 HVAC work order submissions. This included thermostat repairs, ventilation repairs and temperature adjustment requests.

HES	WIS	WMS	WHS	Central Office
33%	16%	11%	37%	3%

HVAC Work Orders

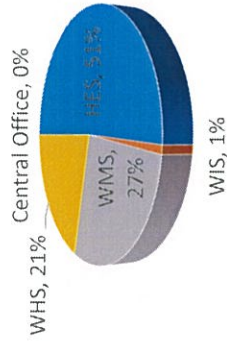


■ HES ■ WIS ■ WMS ■ WHS ■ Central Office

Plumbing-- In the first six months of the year there were 166 plumbing work order submissions. This included sink and bathroom repairs, as well as water discoloration issues.

HES	WIS	WMS	WHS	Central Office
51%	1%	27%	21%	0%

Plumbing Work Orders

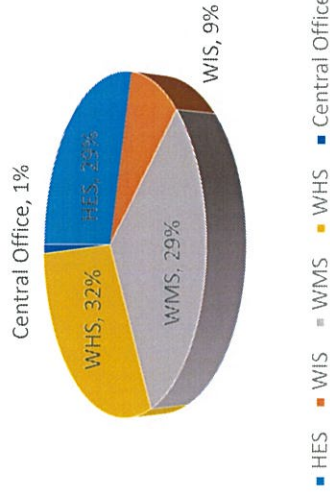


■ HES ■ WIS ■ WMS ■ WHS ■ Central Office

In total, 892 work orders were submitted through the work order system.

HES	WIS	WMS	WHS	Central Office
29%	9%	29%	32%	1%

Total Work Orders



Food Service:

The Food Service department has made great strides in the first half of the 2018-2019 school year. We have added a new photo gallery on our website highlighting the culinary program:

http://www.westonps.org/uploaded/Photo_Gallery.pptx

Our Food Service Director, Andre Santelli, has worked with the High School and Middle School in order to incorporate our culinary program into our academic offerings. Some examples have been:

- Creating a theme menu for French Week in collaboration with the World Language department at Weston High School.
- Bringing the Dietitian in to work with the Health Department at the Middle School to discuss nutrition.
- Working with the Science Department at the Middle School to eliminate plastic straws from the cafeteria.

Other big accomplishments include the renovation of the Weston Middle School cafeteria, which has allowed for a broader menu of offerings. From all reports, the new tables and seating (round instead of rectangles), cafeteria lines and point of sale systems have boosted the quality and efficiency of Food Services at the Middle School, and improved student behavior and interactions. We have also refreshed the High School Café by painting the walls, ceilings and soffits, hanging new art work, and white washing the exposed brick, all with the goal of making the atmosphere feel more like a food court than a typical school cafeteria. From all reports, the impact has been positive.

The program is on its second year off the NSLP (National School Lunch Program) and continues to have record results, with net profits up 96% year over year, and has won the Chartwells' platinum account award for quality for both the food program and financial performance.

Transportation:

Currently, we are evaluating our Transportation Contract with First Student, which expires at the end of FY 20. We currently have an older fleet of buses (2011) with older technology and monitoring capabilities. We have approached First Student about the possibility of upgrading our fleet of buses, and improving camera and GPS technology with app

alerts for administrators. This inquiry is on-going. When we have solid information on options, we will bring the matter first to the BOE Finance Committee then to the full BOE for consideration.

A driver in our inquiry is the anticipated financial pressure that transportation will create for the FY 21 budget. The State-wide average for cost increases with transportation contracts is 27% over five years, or an average of 5.4% annually. We want to get ahead of this challenge and see if an early contract renewal will help financially.

Security:

This school year we instituted a number of changes regarding the operations of school security. The changes include:

1. **Security Coverage:** This year we downsized our security personnel from eight to six security specialists. The schools rotate coverage to ensure that adequate security coverage is available for handling employee breaks and perimeter walk-throughs. Security Specialists from the High School and Middle School will provide coverage to the lower schools during this time period. This process has worked seamlessly since the start of the school year.
2. **Use of Alertus:** We instituted the Alertus system, which is a mass notification system used for Lockdown, Shelter in Place, and Secure School drills. This system is used in each of our schools and is activated by the school's Assistant Principal during drills however the Principal, Assistant Principal, Director of Facilities and Security, and Director of Finance & Operations can also launch the system. When activated, it announces the type of drill through the fire alarm speakers and also displays the specific type of alert message on every computer in the school. Each of the above can launch the drill through their cell phone with the use of an app.
3. **Drill Notifications:** After each drill is completed, a parent notification is sent via email announcing the completion of a drill, its success, and its purpose. This was done to ensure that parents are aware of the types of drills being conducted each year. The notifications are sent from the Central Office, Finance and Operations Office Manager.
4. **Drill Logs:** We log each drill and its success in our system, Navigate Prepared, which is provided to the State of CT by June 30th of each year.
5. **Number of Drills:** We instituted more drills than in previous years and also more than is required by the State of Connecticut, as a means of systematizing our drills throughout the school year and to emphasize the importance of ensuring that the drills are successful and systematic.
6. **Raptor:** We instituted the Raptor Visitor Management system at each school. The security specialists have utilized this visitor management system to verify all visitors and ensure we have a log of individuals within the building.

Finance Department:

The Finance Department, in addition to its day-to-day responsibilities, has completed a number of major projects during the year, as well as taken on some added responsibilities. These include:

1. **RFPs Issued:** Over the course of the year we have issued RFPs (Request for Proposals) for Zenon Plant Maintenance, Life Insurance, Disability Insurance, Fire Alarm Service Contract, Trash Removal, Propane and Benefit Advisory Services. All have yielded savings of approximately \$101,000.
2. **Cleaning Contract:** The department has also issued an RFP for district-wide cleaning services, as the current contract with Shamrock expires at the end of the fiscal year. A committee was formed to interview five of the contractors which submitted proposals and a recommendation will be made within the next month. We were able to work with potential vendors to find solutions to what potentially could have been a much more significant cost to the district.
3. **MUNIS Conversion to the Cloud:** We have successfully converted MUNIS, our accounting system, to a cloud based system. This process took place over the summer and was labor intensive, but we were able to ensure

that all the District's financial data was accurately transitioned. It required establishing all new user names and passwords for all MUNIS users, and migrating the chart of accounts, requisition entry, payroll and vendor applications to the cloud.

4. **MUNIS Upgrade:** We have tentatively scheduled the upgrade for MUNIS from version 10.5 to 11.3 for Friday April 26th. Periodically MUNIS requires version upgrades to ensure the platform is supported.
5. **Audit:** We have had another successful audit with our outside auditors, Blum Shapiro. We received a clean opinion statement from the auditors. Their management notes flagged one item, which was a Town related item, which recommended that the Town implement requisition entries and purchase orders. This process is already in place for the BOE.
6. **Non-Resident Tuition:** The invoicing of parents for non-resident tuition was transitioned from the Superintendent's Office to the Business Office. While this is atypical throughout Public Schools in Connecticut, as this process is often handled by the executive assistant to the Superintendent, this process, while an added layer of work, has gone smoothly.
7. **Special Education Tuition Requisition Entry:** We have transitioned all requisition entries for purchase orders relating to out of district tuition/settlements from the Special Education Office to the Business Office. This was done to ensure that adequate backup/contracts were being provided and to ensure that we had adequate information in order to provide a projection. We have also implemented regular meetings/communication between the Special Education Office and the Business Office.
8. **Medicaid Billing:** The State of CT requires that any district with over 1,000 students to bill for Medicaid Services. As a means to reduce the cost of this mandate, we have identified an employee in the business office to handle this work in addition to their current workload. This will require overtime work by the individual, but we are going to test this arrangement to see if it works successfully. Typically, this work is not done in the Business Office, but out of the Special Education Office. We will be the only district in CT with this work being done in the Business Office.
9. **HES New Playground:** We will be working with the Principal and Assistant Principal of the elementary school to issue an RFQ for playground proposals for their new playground. The HES has donated \$130,000 to the district for the new playground.

Copy Center:

In order to better utilize the District's copy center, and streamline the copying process, the Business Office implemented a program called Paper Cut, which not only allows staff members to upload their copy requests electronically in one location, it also allows us to better track how many jobs are processed through the copy center. We can track who submitted the request, when the request was submitted and when the request was completed. This also allows for better oversight of the copy center to ensure teacher requests are being addressed in a timely manner. Additionally, it allows us to make copies remotely from Central Office during times of significant volume.

The Business Department also created a brochure detailing the copy center's new guidelines, which was sent to all staff members in order to clarify the new procedures. A copy is attached.

Conclusion:

This report should document the extent and efficiency of work being conducted by the various departments within the district's division of operations and finance. Through monthly agenda items in the Finance Committee and Facilities Committee, as well the full BOE Meeting, the BOE and public are made aware of work streams and demands. The annual budget presentations and reviews also raise up the work and demands facing operations and finance. However, summarizing the range and quality of work in a single document, on an annual basis, should be informative to the BOE and provide a comparison point as monthly discussions and decisions occur in Committees and with the full BOE.

Weston Public Schools Regular Maintenance Schedule

The facilities department performs the following routine maintenance on the following items through service contracts:

1. **Exterminator:** ABC Exterminating performs monthly exterminating services at all four schools and provides on call services when necessary.
2. **Generator Maintenance:** North East Generator provides a full service maintenance one time per year in October and two onsite inspections in April and August for all generators on campus.
3. **Elevator Maintenance:** Weston High School and Weston Intermediate School have OTIS Elevators and they have quarterly inspections in July, October, January and April. Hurlbutt and the Middle School have Thyssencorp Elevators who have quarterly inspections in July, October, January and April.
4. **Chiller Maintenance:** Trane Corporation provides inspections in May, July and September with fall shut down maintenance done in October and start up maintenance in April/May.
5. **Fire Alarm Inspection and Certification:** ENCORE provides Fire Protection twice per year in August and December.
6. **Zenon Plant Maintenance:** Veolia provides daily and preventative maintenance on a daily basis, 3 hours per day.
7. **Emergency Lighting:** Lighting Services provides preventative maintenance once per year in either July or August depending on Scheduling.
8. **Septic Cleaning:** Veolia performs Septic Cleaning services at Hurlbutt twice per year in July and December/January. Previously done by Wind River Corporation.
9. **Grease Traps:** Veolia cleans three times per year (MS, WHS and WIS) in June, December and April.
10. **Energy Management System:** Automated Building Systems (ABS) maintains our energy management system and performs maintenance twice per month district wide.
11. **Fire Extinguishers:** Are maintained by Haight Fire Equipment who checks and certifies portable extinguishers annually in July and checks and certifies kitchen hood suppression systems semiannually March/August.
12. **Boiler Cleaning and Tune up:** Pen Mar Boiler cleans our boilers every two to three years. Ideally this would be done annually however lack of operating funds within facilities for years has stretched this task to every two to three years with WPS staff assisting in tune ups and maintenance.

This line item was increased by \$40,000 to perform services annually in FY 20.

- a. Maintenance Staff spend approximately 1,400 hours a year maintaining boilers including belt checks, general operation checks, motor to pump checks.

13. **Air Conditioning Maintenance**: Performed by district Maintenance Staff spend approximately 1,400 hours per year maintaining air conditioners in district including air filters, which are changed 3 times per year, cleaning coils, lubricating fan blades, checking belts, motors and fans and replacing or repairing as necessary.
14. **Snow Blower Maintenance**: Performed by district maintenance staff members. This takes approximately 1 week to complete all units within the district and is typically done in October.
15. **Drain Maintenance**: Performed by our Grounds department quarterly as well as before any anticipated rain storm. This typically occurs in August, December, March and June.
16. **Playground Maintenance**: Performed by our Grounds department each month. The staff checks for damaged chains, missing bolts or any hazard. Then they replace parts on climbing structures as necessary. Playgrounds are also inspected annually by CIRMA.
17. **Plumbing Maintenance/Bathrooms**: This is typically handled by district staff who typically perform maintenance on bathrooms and drains that typically clog on a quarterly basis or as issues arise. Typically issues arise from students/staff putting items down drains.
18. **Kitchen Maintenance**: Commercial Kitchens performs maintenance on a monthly basis. All Kitchen refrigerators, freezers, ice machines, and walk-in-boxes are inspected monthly as well as preventative maintenance performed each August.
19. **Sprinkler System Maintenance**: This is done quarterly by MJ Daly in August, December, March and June. The systems in HES, WIS and WHS are pressure and flow tested and certified as per fire code.

Due to Lack of Funding in the Operating Budget areas that receive less attention include:

- Glycol Testing
- Dectron Pool Unit Testing and Maintenance
- Split System Air Conditioning Maintenance
- Acid Pit Maintenance at the High School
- Science Lab Gas Testing and Maintenance
- Interior Camera Maintenance

DRG A Operating Budget:

Currently the district spends \$7.65 per sq. foot on its facilities operating budget. This is the lowest funding in DRG A. Below is a comparison chart and the funding that would have to be added to the operating budget in facilities to mirror that of our peers:

March 4, 2019

District	Facilities Budget Cost Per Sq. Foot	Difference in Dollars compared to Weston
Weston	\$7.65	
New Canaan	\$7.80	\$88,312
Wilton	\$8.05	\$231,512
Westport	\$8.22	\$328,888
Darien	\$8.72	\$615,288
Ridgefield	\$9.29	\$941,784
Average	\$8.29	\$368,984

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 3/25/19

Information Only

Action Requested

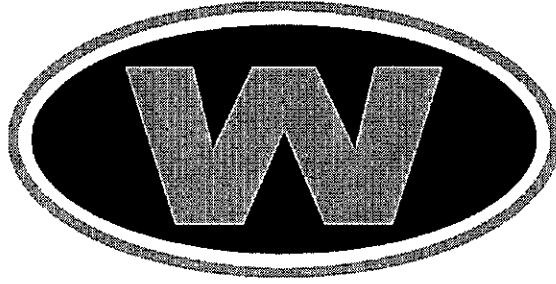
Agenda Item Subject: Approval of Affineco as the District's new janitorial services provider

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Following is a report on the District's RFP for janitorial services. We are recommending that Affineco be awarded the contract for janitorial cleaning services for the period of FY 20 through FY 24.

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



March 7, 2019

To: BOE Facilities Committee

From: Richard Rudl, Director of Finance & Operations

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

Subject: Janitorial Services RFP Recommendation

With the current janitorial services contract with Shamrock expiring on June 30, 2019, we issued an RFP for janitorial services starting July 1, 2019 for a period of 5 years. We received six bid submissions from the following companies:

- ABM
- Affineco
- Shamrock
- SMG
- American Maintenance
- Compass Cleaning

We established a bid review committee to interview the firms and allow the firms an opportunity to present their company and the services that could be provided. On the bid review committee were the following individuals:

- Richard Rudl, Director of Finance & Operations
- Joseph Olenik, Director of Facilities & Security
- Ellen Uzenoff, BOE Facilities Chairperson
- Nicole Wilhelm, Assistant Principal, WIS
- Dru Walters, Assistant Principal, WMS
- Andre Santelli, Director of Food Services
- Chuck Carboni, Lead Custodian, WIS
- Andrew Galli, Finance & Operations Office Manager

After reviewing and meeting with each company, the bid review committee had a strong consensus that Affineco would be the best choice among those who submitted bids. Affineco provides cleaning services to the University of Bridgeport, Norwalk Public Schools, the University of Connecticut (Stamford and Waterbury Campuses), Bridgewater Asset Management, Purdue Pharmaceuticals, and the Maritime Aquarium.

They are a CIMS (Cleaning Industry Management Standard) company, Green Certified and provide a quality assurance program which includes an online work order system, nightly cleaning reports, weekly cleaning inspections, monthly meetings with each school's Assistant Principal and quarterly reviews. They also provide emergency services when necessary.

After calling references and evaluating each company we are strongly recommending Affineco be awarded the contract for Janitorial Cleaning Services for the period of FY 20 through FY 24. We would recommend the contract allow for termination with ninety days' notice should that be necessary.

AFFINECO PROPOSAL

FY 20

<u>Location</u>	<u>Sq Feet</u>	<u>Total Cost</u>	<u>Average Hourly Rate*</u>
Hurlbutt	84,000	\$ 145,699	21.39
Intermediate	111,000	\$ 150,267	21.49
Middle School	146,000	\$ 159,567	22.12
High School	224,000	\$ 267,664	21.52
Central Office	3,800	\$ 16,381	20.31
Central Office Annex	4,000	\$ 16,531	20.46
Total**	572,800	\$ 756,109	

**Includes Fringe Benefits*

***32BJ contract expires December 30, 2019. Included is an anticipated cost of settlement.*

FY 21

<u>Location</u>	<u>Sq Feet</u>	<u>Total Cost</u>	<u>Average Hourly Rate*</u>
Hurlbutt	84,000	\$ 156,109	23.45
Intermediate	111,000	\$ 160,160	23.59
Middle School	146,000	\$ 168,842	24.28
High School	224,000	\$ 280,875	23.34
Central Office	3,800	\$ 21,795	27.58
Central Office Annex	4,000	\$ 21,931	27.73
Total**	572,800	\$ 809,712	

**Includes Fringe Benefits*

***32BJ contract expires December 30, 2019. Included is an anticipated cost of settlement.*

FY 22

<u>Location</u>	<u>Sq Feet</u>	<u>Total Cost</u>	<u>Average Hourly Rate*</u>
Hurlbutt	84,000	\$ 172,659	26.01
Intermediate	111,000	\$ 176,788	26.13
Middle School	146,000	\$ 185,671	26.82
High School	224,000	\$ 303,035	25.26
Central Office	3,800	\$ 25,014	31.65
Central Office Annex	4,000	\$ 25,150	31.80
Total**	572,800	\$ 888,317	

**Includes Fringe Benefits*

***32BJ contract expires December 30, 2019. Included is an anticipated cost of settlement.*

FY 23

<u>Location</u>	<u>Sq Feet</u>	<u>Total Cost</u>	<u>Average Hourly Rate*</u>
Hurlbutt	84,000	\$ 180,315	27.19
Intermediate	111,000	\$ 184,571	27.32
Middle School	146,000	\$ 193,628	28.02
High School	224,000	\$ 316,709	26.45
Central Office	3,800	\$ 25,985	32.88
Central Office Annex	4,000	\$ 26,122	33.03
Total**	572,800	\$ 927,329	

**Includes Fringe Benefits*

***32BJ contract expires December 30, 2019. Included is an anticipated cost of settlement.*

FY 24

<u>Location</u>	<u>Sq Feet</u>	<u>Total Cost</u>	<u>Average Hourly Rate*</u>
Hurlbutt	84,000	\$ 191,273	28.89
Intermediate	111,000	\$ 195,663	29.02
Middle School	146,000	\$ 204,901	29.72
High School	224,000	\$ 337,278	28.23
Central Office	3,800	\$ 26,817	33.93
Central Office Annex	4,000	\$ 26,955	34.08
Total**	572,800	\$ 982,887	

**Includes Fringe Benefits*

***32BJ contract expires December 30, 2019. Included is an anticipated cost of settlement.*

Cleaning Charts – (frequency)

Site Specific Scope of Work for the WESTON PUBLIC SCHOOLS Sites

An actual detailed description of service required is located in Appendix A.

FREQUENCY CHART

Service Days per Week	Service days per year
Five Day per week Service	181
Three day per week service	120
Once per week service	40
Once every two weeks service	20
Once per month service	12
Once per quarter service	4
Twice per year service	2
Once per year service	1

Lobby/Conference Rooms

	School Year	Holiday & Spring Break	Winter Break	Summer
1. Empty all trash containers and retine, place refuse in container supplied by WESTON PUBLIC SCHOOLS,	X	X	X	X
2. Collect recyclable items and place in containers supplied by WESTON PUBLIC SCHOOLS,	X	X	X	X
3. Spot clean glass entrance doors	X	X	X	X
4. Dust mop hard floor surfaces in offices and common areas	X	X	X	X

	School Year	Holiday & Spring Break	Winter Break	Summer
5. Sanitize and disinfect water fountains	X	X	X	X
6. Spot clean vertical surfaces to hand height	x			
7. Detail Vacuum all carpeted areas	x	X	X	X
8. Spot clean partition and interior door glass	x	X	X	X
9. Dust all horizontal surfaces to hand height to include ledges, cabinets, and available desk area	x	X	X	X
10. Burnish vinyl tile flooring in common areas, lobby and offices	x	X	X	X
11. Detail clean entrance glass	x	X	X	X
12. Spot clean carpeted areas	x	X	X	X
13. Dry shampoo all carpeted areas	X	X	X	X
14. Vacuum wipe ceiling diffusers		X		X
15. Machine scrub and refinish vinyl tile flooring	X	X		X
16. Shampoo and Extract carpeted flooring				X
17. Strip and refinish vinyl tile flooring				X

Restrooms

	School Year	Holiday & Spring Break	Winter Break	Summer
1. Sanitize and disinfect all fixtures; sinks, toilets, urinals	X	X	X	X
2. Empty trash and reline containers, Refill all dispensers	X	X	X	X

		School Year	Holiday & Sp. Break	Winter Break	Summer
3.	Dust mop/damp mop floors with germicidal disinfectant	X	X	X	X
4.	Spot clean mirrors	X	X	X	X
5.	Spot wash partitions, door, and walls. Dust horizontal surfaces	X	X	X	X
6.	Machine scrub floors	X	X	X	X

Cafeterias

		School Year	Holiday & Sp. Break	Winter Break	Summer
1.	Empty trash and recyclables and reline	X	X	X	X
2.	Dust mop/damp mop hard floor surfaces	X	X	X	X
3.	Vacuum all carpeted areas	X	X	X	X
4.	Damp wipe counters, tables, chairs, vending machines, walls	X	X	X	X
5.	Damp wipe and disinfect kitchenette counter, microwave oven, cabinets, and cupboards	X	X	X	X
6.	Detail clean glass and mirrors	X	X	X	X
7.	Wash/wipe trash containers	X	X	X	X
8.	Damp wipe horizontal surfaces, walls, and doors	X	X	X	X
9.	Burnish resilient tile flooring	X	X	X	X
10.	Machine scrub and refinish vinyl tile flooring	X	X	X	X
11.	Strip and refinish vinyl tile flooring		X		X
12.	Clean Exhaust hood, drip pans, filters	X			
13.					

Classroom space

		School Year	Holiday & Sp. Break	Winter Break	Summer
1. Empty all trash in designated container supplied by WESTON PUBLIC SCHOOLS,		X	X	X	X
2. Collect recyclables and transport to designated container supplied by WESTON PUBLIC SCHOOLS,,		X	X	X	X
3. Dust mop/damp mop all rooms		X	X	X	X
4. Burnish resilient tile floors		X	X	X	X
5. Machine scrub and recoat resilient tile flooring		X	X	X	X
6. Strip and recoat resilient tile flooring			X		X

Library's

		School Year	Holiday & Sp. Break	Winter Break	Summer
1. Empty trash and recyclables and reline		X	X	X	X
2. Dust mop/damp mop hard floor surfaces		X	X	X	X
3. Vacuum all carpeted areas		X	X	X	X
4. Damp wipe counters, tables, chairs, vending machines, walls		X	X	X	X
5. Damp wipe and disinfect kitchenette counter, microwave oven, cabinets, and cupboards		X	X	X	X

Reference charts.

Daily

1. Dust and spot clean, desk tops, counter tops, window sills and ledges, file cabinet tops, desk lamps, radiator tops, shelves, ventilators, chalk and marker trays, etc.
2. Clean all sinks, faucets and water fountains.
3. Spot clean interior glass both sides.
4. Spot clean walls.
5. Hard surface floors – wash/spot clean as necessary
6. HEPA vacuum all floor surfaces
7. Spot clean carpets, including gum removal.
8. Empty waste baskets and pencil sharpeners.
9. Collect recyclable items and place in containers.
10. Sanitize and disinfect water fountains.
11. Clean and remove all cobwebs.
12. Clean all sinks and countertops.
13. Remove Graffiti
14. Remove gum from floors
15. Sweep gym floors

Every Other Day:

1. Cafeteria exhaust hoods, drip pans, filters

Weekly

1. HEPA vacuum and clean all corners and edges.
2. Wash all hard surface floors.
3. Pile lift carpets (high traffic areas only)
4. Burnish vinyl tile flooring in hallways, offices and lobby's.
5. Machine wash and refinish floors on all hallways and cafeteria's.
6. Vacuum fabric furniture.

Monthly

Clean supply and return grill vents.

Quarterly

1. Shampoo carpets
2. Wash all interior hallway and lobby windows.

Holiday and Spring Break

1. Carpeting:
 - a. Holiday – Clean all carpet areas by encapsulation method or equal. Pile lift carpets and remove all spots and gum.
 - b. Spring break – steam extraction
2. Wash all interior glass, both sides.
3. Wash all desks and furniture
4. Clean supply and return grill vents.

February Break

1. Clean and sanitize all lavatories.
2. Address any cleaning issues which need attention.

Summer Breaks – Detail Cleaning:

1. Clean all light fixtures, lamps and light shades
2. Clean all window blinds and shades
3. Wash all walls.
4. Clean high ledges such as doors, shelves, clocks, blackboards, maps, etc.
5. Clean all window sills, ledges, counter tops, book shelves, chalk and marker trays, file cabinets, furniture and supply and return grill vents.
6. Clean student desks, teacher desks and office chairs.
7. Scour all sinks and chrome.
8. Clean all radiator covers.
9. Strip all hard surface floors, remove total finish and build up including baseboards. Apply minimum of one coat of sealer, if necessary, and six coats of floor finish (minimum),
10. Clean all carpet areas by encapsulation method or equal. Pile lift carpet. Remove all spots including gum.
11. Move Furniture to clean classroom floors.

II. Areas to Clean: Common Areas

Corridors, lobbies, stairways, entrances, exits and foyers.

Daily

1. HEPA vacuum thoroughly all floor surfaces, including carpeting.
2. Wash spot clean hard surface floors as necessary
3. Remove gum and spot clean the carpets.
4. Spot clean walls, doors, interior glasses, ledges.
5. Clean all entrance and exit door glasses. Remove finger prints.
6. Clean and sanitize drinking fountains.
7. Carpeted entrances and entrance mats must be HEPA vacuumed and spot cleaned, hard surface floors must be HEPA vacuumed and washed as necessary.
8. Auto scrub and burnish tiled corridors (maintain a minimum of six coats of floor finish).

Weekly:

1. HEPA vacuum and clean all corners and edges.
2. Pile lift carpet areas (high traffic)
3. Wash and recoat with floor finish all hard floor surface areas as necessary.

Quarterly:

1. Strip and supply 4 coats of floor finish to all VCT and terrazzo floors.
2. Shampoo carpets.

Holiday and Spring Break

1. **Carpeting:**
 - c. **Holiday** – Clean all carpet areas by encapsulation method or equal. Pile lift carpets and remove all spots and gum.
 - d. **Spring break** – steam extraction
2. Wash all interior glass, both sides.
3. Wash all desks and furniture
4. Clean supply and return grill vents.

February Break

1. Clean and sanitize all lavatories.
 2. Clean all main entrance areas and corridors.
 3. Scrub and wash and apply four coats of floor finish to all tiled areas.
4. Clean all carpet areas by encapsulation method or equal. Pile lift carpets and remove all spots and gum.
1. Address any cleaning issues which need attention.

Summer Breaks – Detail Cleaning:

1. Clean all light fixtures, lamps and light shades
2. Clean all walls.
3. Clean all window sills, ledges, radiator covers and supply and return grill vents.
4. Strip all hard surfaces floors, including baseboards. Remove total finish and buildup. Clean all corners and edges. Apply minimum one coat of sealer if necessary and three coats of floor finish (minimum – six coats – burnished areas).
5. HEPA vacuum with pile lifter all carpeted areas including corners and edges. Clean all carpet areas by encapsulation method or equal. Pile lift carpets and remove all spots and gum.
6. Clean all doors.
7. Clean both sides of all interior and exterior glass removing all types of soil, including tape and paint.
8. Clean all handrails.

Flu Season:

1. Extra attention to disinfecting Door knobs, bannisters, desks, countertops or any area with high traffic of hand touching.

III. Areas to Clean: All lavatories, cafeteria

Daily

1. Clean and sanitize all lavatories.
2. Clean mirrors, glass and chrome fixtures.
3. Spot clean walls, doors, remove fingerprints and water marks.
4. Spot clean wall/stall partitions and ledges. Remove markings, dust, etc.
5. Wash and sanitize entire floor.
6. Empty and disinfect waste receptacles.

Every Other Day:

1. Cafeteria exhaust hoods, drip pans, filters

Weekly:

Wash and scrub floors.

Monthly:

Clean supply and return grill vents.

Holiday and Spring Break

1. Clean and sanitize all lavatories
2. Wash walls, doors, remove fingerprints, water marks from floor to ceiling, supply and return grill vents.
3. Wash walls partitions and ledges. Remove markings, dust, etc.
4. Machine scrub flooring.

February Break

1. Clean and sanitize all lavatories.
2. Address any cleaning issues which need attention.

Summer Breaks – Detail Cleaning:

1. Wash walls, doors, remove fingerprints, water marks from floor to ceiling, supply and return grill vents
2. Wash walls, partitions and ledges. Remove markings, dust, etc.
3. Scrub and sanitize bathroom floors.
4. Wash supply and return grill vents.
5. Cafeteria – complete a detailed cleaning including floor care.

Safety Program

AffinEco knows safety is among your topmost priorities, as it is for us, so we pursue it with the same vigor that we pursue our goals for growth and profitability. Accordingly, we have a comprehensive and exacting safety program of integrated policies, procedures and practices that ensure continual attention to the welfare of both your building occupants and our employees.

Our safety programs work. With each new strategy we implement, we experience a reduction in incidents. In fact, our insurance company tells us it's unseen in our industry to have a rate of incidents per employee as low as ours. They evaluate our safety experience, commitment and performance so favorably, that they give us one of the lowest "modification rates," or "MOD rates," in the industry. Ours is .65, which means for every insurance dollar charged, we pay 65 cents. And that reduces our premiums, which means more savings we can pass on to you.

The key elements of our safety program include:

- ✓ Education and Training
- ✓ Motivation and Incentives
- ✓ Prevention Guidelines and Processes
- ✓ Rules and Regulations
- ✓ Committees, Monitors and Inspections
- ✓ Equipment and Protective Clothing

We want to highlight just two of these elements:

1. *Education and Training*

We know every client has unique safety concerns. We work with you to gain a full understanding of your needs and customize safety training for employees who work in your facility in order to meet your requirements.

In addition, all AffinEco employees receive our standard Safety Training Handbook upon hire and are expected to read and understand its contents, which range from slip and fall prevention to fluids cleanup to elevator and ladder safety. Each new employee also goes through an in-depth safety orientation and training prior to his/her start date.

Further, our supervisors and safety managers provide staff with ongoing instruction on specific safety principles and techniques. This includes on-the-job instruction and routine follow-up on such topics as:

- First Aid
- Hazardous Chemical Communications
- Emergency Evacuation
- Defensive Safe Driving
- Drug and Alcohol Abuse Recognition and Response
- Material Handling
- Fire Prevention and Protection
- Good Manufacturing Practices (GMP)

2. *Safety Motivation and Incentives*

We actively promote and maintain an interest in safety on a routine basis in various ways, such as:

- **Safety Bingo:** Every day, a safety message is delivered to each employee when he/she clocks in via our telephone timekeeping system, and each message is tied to a Safety Bingo number. The program is designed to help focus staff attention on safety issues in a way that's fun and that offers the chance to win prize money.
- **Safety Milestones:** We take the time to call attention to and celebrate achievements like incident-free periods of time, specific contributions to building occupant safety and individual acts that spotlight the benefits of safe work.

For a closer look at some of the standard safety resource material we provide to our employees, please review our Safety Training Handbook.

2017 Edition

***AffinEco LLC
Company Safety
Training Handbook***



Safety & Health Policy

AffinEco LLC is committed to having a workplace that maintains the highest possible standard of safety, health, and wellbeing for all of our employees. Our goal is to maintain a workplace that is free of hazards, and a workforce that is highly trained in the safest work methods, so that we can reduce accidents and injuries to an absolute minimum.

We believe in these goals with such conviction, that we will pursue them with the same vigor that we pursue our goals for growth and profitability. We have an excellent safety program for our people, and we will provide our employees with the best financial rewards and incentives to help accomplish our safety goals.

All that we ask from our employees is that they help us maintain these high safety standards by being receptive to our training efforts, and by following our safety rules. In this way we become partners in maintaining the safest possible workplace, and in reducing accidents and injuries to a minimum.

Environmental Policy

AffinEco LLC believes that it has a responsibility to protect the environment and its resources. To that end we have initiated these company practices:

- 1. Aerosol dispensers should be compatible with our desire for clean air. Ingredients known to deplete ozone, like CFC's, will not be used. Other ingredients will also affect our choice for use, utilizing the most effective materials with the least environmental impact.*
- 2. All environmental regulations governing the storage, use, and disposal of materials will be followed. This includes disposal of regulated materials by evaporation, dumping into sanitary sewers, landfill, or runoff.*
- 3. AffinEco LLC will strive to reduce and eliminate waste in its operations, including any materials, time, packaging, labor, energy, or other resource.*
- 4. All Environmental Policies and Rules of our customers will be followed by AffinEco LLC at each location that we serve.*
- 5. Any Notification Requirements of our customers for Spills or other Emergencies will be followed by AffinEco LLC at each location that we serve.*
- 6. When necessary, the use of new materials or changes in equipment will be first cleared with our customer when that use involves environmental impact, such as the indoor use of LPG-powered equipment.*

AffinEco LLC's Environmental Policy will be followed by all Company employees, supervisors, and managers. It will also be a requirement of any subcontractors that they follow our Environmental Policies and any additional EMS Policies of our customers. This policy will be reviewed and modified by AffinEco LLC corporate headquarters as needed.

01 - ACCIDENT REPORTING

1. All accidents and injuries must be reported immediately to your Supervisor. Even small accidents or injuries that do not require medical treatment must still be reported.
2. You should tell your Supervisor in person first, (or by phone if not immediately available) about the accident. If, for some reason, your Supervisor is not available, or on vacation, then you must report to the next higher manager. If you have difficulty, then call the Corporate Safety Department from the numbers listed below.
3. Accident Reports must be filled out both by the Supervisor and the Employee. The Supervisor or lead person at each account must insure that these reports are completed.
4. Some shifts may not have a supervisor or lead person to complete accident forms and call in accidents to the hotline below. Some examples are where there is only a day porter or day matron present. In these cases, it will be the responsibility of the Area Manager or Operations Manager to insure that the employee present has been trained in accident reporting procedures.
5. The Supervisor will report the accident promptly to the Safety Department by calling (203) 878-0638, [1 800 972-4079 long distance] and dialing extension 203 for the personnel director. If an accident occurs at night, it must be put on the answering service at the above number on the same night.
6. If someone falls in a building, offer help first. Then contact your Supervisor and the Safety Department immediately so that a full investigation can be made. Take names if there were any witnesses present. Even if the person says that he is not hurt, the accident must still be reported and investigated. Sometimes a person who was not hurt may later decide to get a lawyer and try to obtain money. We will almost certainly want to take pictures of the area right away with the portable cameras.

MEDICAL TREATMENT & MAINTAINING YOUR PAYCHECK

1. First Aid will be provided to any employees injured on the job, and outside medical care will be provided, when needed. All employees treated at an outside clinic will also be tested for the presence of controlled substances and alcohol. There will be no exceptions to this rule. If the employee decides later to go to a doctor of his or her own choosing, a drug and alcohol test must still be given by An AffinEco LLC authorized clinic within 24 hours.
2. AffinEco LLC will make every effort to return employees to work after an accident or injury. We will pay for any medical bills associated with the injury. We work closely with the medical professionals to give your "light" or "limited" duty, so that you do not have to miss any work or any pay! Medical experts now realize that a lack of activity does not promote healing.
3. If you are not satisfied with the care you are getting following an injury, call the Personnel Director at the following number:

Connecticut: (203) 878 0638 Extension 203

Long Distance (800) 972-4079 Extension 203

If no answer Leave a message and also tell the phone number and time and when you can best be reached.

02 - SECURITY

1. Employees must report to their workstation at their designated start time wearing the required uniform or attire for the job. Employees who are not properly dressed, or do not have the required safety wear can be sent home.
2. When facility keys or key cards are issued to employees, they must not be lost or misplaced. When these entry keys or cards fall into the wrong hands, they can be used to steal or destroy property. If we lose a key or especially a master key, the facility may decide to replace all of the door locks in the whole facility, to make sure that the person who found the key cannot get in. This can cost as much as \$30,000.00, and AffinEco LLC will have to pay the full cost! Keys are important. Take care of them. Losing a key is a serious offence. You may be required to pay any costs for a lost key.
3. When doing our job, we sometimes have to enter locked doors. Some doors may always be left open. It is very important to always lock the doors that are supposed to be locked when we are finished doing our work there. Failing to lock a door will allow unauthorized people to enter and steal. Some people might steal computers, phones, or other valuables if we do not lock the doors that we are supposed to. AffinEco LLC will have to pay for any property stolen or damaged because of an unlocked door.
4. AffinEco LLC employees may not allow pets, relatives, spouses, children, or other guests, or strangers to enter any building where you are working. It is not permitted to use a key or pass card even to allow the entry of people we believe are regular employees of the facility. If they need in, they will have their own access key or card or method of getting in if they lose their card. Unlawful entry can lead to violence, theft, or terrorism and danger to our people, our customers, and their property. Breaking this rule may lead to termination.
5. If you see any suspicious person that you do not believe is authorized to be present, report this to your Supervisor at once. Report such strangers to security also if there is a security force present.
6. You are not allowed to be in areas where you are not required to work. Your presence in these areas is a serious violation of company rules that may result in termination.
7. AffinEco LLC has the right to inspect persons and property when leaving our facility or the facility where we are working. Sometimes this practice may become necessary to control theft. Theft is reason for immediate dismissal.
8. The unauthorized use of phones, computers, or copying machines throughout the facility is prohibited. Phones and computers leave records about the use. Using these items without permission is considered to be theft, and may result in immediate termination.
9. You are not allowed to use vehicles, forklifts, bikes, golf carts, or any other machines belonging to the facility, unless you are authorized to do so. Violation of this rule will be considered as theft.
10. Do not open any drawers or files or cabinets that do not belong to AffinEco LLC. If you encounter a drawer that is already open, it is best to work around it, leaving it open. If someone sees you closing it, they may think that you are stealing.

11. Some facilities may have additional security rules to protect their property and employees. Failure to follow any of our customer's rules may also result in termination.
12. If you find any jewelry, coins, office supplies, or any property on the floor while you are cleaning, you must turn it in to your supervisor. You may not keep it.
13. You may not even remove any property from the trash containers at a facility where we are working. Some people may try to "hide" property in their trashcan, and then steal it later, while they are taking the trash out. The safest policy is AffinEco LLC's policy to take nothing from the facility, not even trash. That way we can never be accused of stealing.
14. Because janitors often work while few other employees are present, and have access to most areas of a facility, we often may come under suspicion if something is missing. Sometimes it may be necessary to take a polygraph to prove that we are innocent. Submitting to a polygraph if it becomes necessary is a condition of employment at AffinEco LLC. Refusing a polygraph would make you look guilty even if you were innocent.
15. ***Any employee caught removing any property from a desk, office, or building will be immediately terminated and prosecuted to the fullest extent of the law. At AffinEco LLC we simply do not tolerate theft of any kind.***

03 – SLIP-FALL PREVENTION

1. Whenever someone falls in a building, the janitor is usually blamed. That is because we are responsible for floor care. But when you have done your job as we lay out for you in this chapter, you will not be blamed by us. Some people fall because they are in a hurry, or because they are not paying enough attention. Your job is to be sure and follow all of our rules.
2. Always use wet floor signs when you mop. The wet floor signs should be set out just before you actually begin mopping. You must have a sign at every entrance to the area that you are mopping.
3. The WET FLOOR signs must stay out until the floor is dry.
4. Your Supervisor will let you know what the best schedule is for mopping, but usually it is done when there are the fewest people in the building or the least traffic.
5. Always use WET FLOOR signs, even when no one is in the building. There can be security people, construction workers, or other people who may return to work briefly to pick up something they had forgotten.
6. When there is rain, ice, or snow that is getting tracked in, always put out WET FLOOR signs. If there are extra floor mats available, make sure that the wet ones are replaced with dry mats as they get wet. If there are not enough replacement mats, using a carpet extractor can help keep the mats dry.
7. When ice-melting salts have been used outside, some of the salt may get tracked in, leaving a slippery film on the floor. This film can be removed by mopping with warm water, although a neutralizer in the water will work even better.

8. If you are doing waxing or wax stripping, you must keep people off that area of the floor altogether. You should use DO NOT ENTER tape, or signs that say "DO NOT ENTER HAZARDOUS FLOOR SURFACE". Barricades and fences are also ideal. Wet waxes are slick, but nothing is worse than a floor with wax stripper on it.
9. Put the DO NOT ENTER tape up just before you start. The tape should surround the whole area where the work will take place. Or you can put it across each doorway that opens into the area. Put the tape at chest level (about 4½ feet off the floor) where it will be seen easily. Put the tape across the doorway so that an opening door will not break it.
10. Leave the tape up until the wax is stripped and the floor is dry or until the fresh wax is dry.
11. ***Failure to use wet floor signs at all entrances to the area you are mopping will result in discipline, up to, and including termination.***
12. ***Failure to use the required warning signs or tape at all entrances to the area you are stripping or waxing will result in discipline, up to, and including termination.***

04 - Material Hazards or HAZCOM

1. All cleaning chemicals or materials that we use must have a label. Never remove the label from any container.
2. The label must have the following information on it:
 - a. The name of the hazardous chemical(s) involved. (For example, in some window cleaners the hazardous chemicals would be ammonia and isopropyl alcohol)
 - b. The name and address of the manufacturer
 - c. The type of physical or health hazard that is present. (For example: it can burn your eyes, or it is flammable, or it can cause kidney damage).
3. If a container does not have a label, do not use it. Report it to your supervisor.
4. If you must transfer material from a bulk container to a smaller container like a spray bottle, this bottle must have a label also. If you do not have a label, then one must be made. It must contain all of the information listed in item number 2. It must be easy to read, and should be replaced if it smears or wears out.
5. You may not bring any cleaning materials from home. The only materials that we can use are those that AffinEco LLC supplies, or those that the facility provides specifically for us. All of these approved materials should be listed in the MSDS book.
6. Never mix cleaning materials together. Mixtures can be explosive and liberate poisonous gas. Never mix bleach with ammonia or wax strippers.

7. There are some helping symbols that may be found on a label. They give us some idea about how harmful a hazard might be. With most of these symbols, 4 means the most harmful hazard 3 is still quite harmful, 2 is less, 1 means a mild hazard, and 0 means that there is no hazard present.
8. Most of the label symbols use a color code to indicate what type of hazard is present. Usually the code reads: Red for Flammability, Blue for health, and Yellow for Reactivity (Does this chemical react easily with other chemicals)

See examples:

- 0 for flammable means it will not burn
- 4 in flammable means it burns very easily
- 1 in Health is mild like causing skin redness
- 3 in health means quite harmful

9. MSDS stands for Material Safety Data Sheet. The MSDS contains much more detailed information about material hazards than a label does. The MSDS will tell physical properties like whether the product is flammable. It will tell what PPE is required for use of the material. It will tell all about any health hazards. It will give environmental and spill information. There must be an MSDS Book at each job site that lists the cleaning materials that are used at your location.
10. If a material is not listed in the index of your MSDS book, then it may not be used on the job. If you believe that you must have a different, unlisted material, then your Supervisor will contact the Operations Manager. After the Operations Manager has reviewed and approved the MSDS for the new product, he must submit a ***New Material Application Request***. If the Director of Operations approves the request, it will be submitted to the Safety Department. The material may only be used if the Safety Department also approves it.
11. Training about material hazards comes from the Safety Film that is shown to all new employees, and reviewed annually. It also comes in the form of Toolbox Talks or monthly safety topics reviewed in a Safety Meeting at each account. It also comes from listening to or reading the minutes from the monthly Safety Committee meeting. Training also comes Safety Posters, from your Supervisor, and the daily slogans of the Safety Bingo game.
12. Most of the materials used in this business are simple cleaning materials that are not much more harmful than the dishwashing soap that you might use at home. They might cause the most sensitive skin to turn red, or burn if they got in your eyes.
13. A few materials are quite hazardous. One of the more hazardous is any kind of floor ***wax stripper***. When the stripper is applied to the floor, it becomes very slick and it is difficult to stand without special shoes. Always use signs, barricades or tape that says "Do Not Enter" to keep people out of an area where stripper is to be applied. It is a caustic (like ammonia) and can burn or even eat through your skin if not washed off. If it soaks in your shoes or socks and sits against your skin for 15 minutes to an hour, it will cause burns. Always wear safety glasses with these products, and rubber gloves. If you splash any on your skin, clothes, or eyes, wash it out immediately with plenty of water.
14. Another hazardous material is any kind of ***toilet bowl de-limer*** used for taking the yellow stains out of toilets. These materials contain acid. The phosphoric or hydrochloric acid present can also

burn your skin and damage your eyes. Use gloves and safety glasses. If you splash any on your skin, clothes, or eyes, wash it out immediately with plenty of water.

15. Be aware that some aerosol spray cans may contain flammable materials. Some furniture polishes may be extremely flammable. You should not be smoking on the job, not should you ever use flammable products around candles, smoking materials, or other ignition sources.
16. Furniture polish and stainless steel polish can be very hazardous if the spray is allowed to get on the floor or carpet. Always spray these materials directly on the cloth, holding the cloth over your brute, to keep the spray off the floor. With this spray on your shoes, you could fall quickly when you step on a tile floor.
17. Bleach is not normally used at most accounts because a few drops can destroy thousands of dollars' worth of carpeting. If you find this material in your area, report it to your supervisor.
18. If you need more information about the hazards of any material that you work with, ask your Supervisor. You may also ask your Supervisor to see the MSDS information for any product.
19. This company also has a Written HAZCOM Program that tells just exactly how we are going to handle labels and MSDS, and how employees will be trained to know about all these things. You also have the right to look at our Written Program if you desire.

05 - PPE OR PERSONAL PROTECTIVE EQUIPMENT

1. Each facility and area will have a distinct policy for the wearing of Personal Protective Equipment, or PPE. Some examples of PPE are safety glasses, rubber gloves, hard hats, steel toe shoes, etc. Make sure that you follow the PPE requirements of your facility and your area.
2. More specific information regarding the use of PPE can be found in some of the chapters of this book like "Bloodborne Pathogens" and "Material Hazards". Further details may also be found in written programs like "Aerial Work Platforms", "Hearing Conservation", or "Respiratory Protection". You may also learn more about the proper use of PPE from your Supervisor. If you do not understand how to fit and wear your PPE, the supervisor will help you.
3. Safety Glasses and rubber or plastic gloves are always required in any facility for restroom cleaning.
4. When you take off a pair of the disposable rubber or plastic gloves, make sure that you are careful to turn them inside out, not touching the outside of the glove. This keeps you from being contaminated with biohazards or chemicals. Always wash your hands after removing these gloves.
5. Do not wear safety glasses riding up above your forehead. They are meant to protect your eyes. Keep them over your eyes.
6. Some facilities (usually manufacturing sites) require hard hats in some areas. For all areas where they are required, all employees must wear hard hats. Hard hats should be worn with the brim or bill facing the front, as they were designed.

7. Some facilities (usually manufacturing sites) require steel-toed safety shoes or boots. You will not be allowed to work without this required equipment.
8. Some facilities may require hearing protectors to prevent loss of hearing. Follow all rules regarding their use. Get more information from the Hearing Conservation Film.
9. This company does not supply back supports. NIOSH research does not support the theory that back supports reduce injuries. Back supports are allowed when authorized by a licensed medical practitioner. In these cases, the employee would be responsible for the cost.
10. The Safety Department does not allow the use of Respirators by any employee without specific authorization. A written respiratory protection program is first required, including a medical fitness determination, fit testing, and training as described in the written program. Such a program must be written for a specific location and specific use before using a respirator. If you have any questions about respirators that your Supervisor cannot answer, contact the Safety Department.

06 - BLOOD, VOMIT & BODY FLUIDS

1. In some accounts, our employees clean up blood and vomit. In other accounts, our employees do not. Find out from your Supervisor what the policy is at your account. *[The procedures that follow are for those accounts that do clean up blood or vomit]. Always follow the proper procedures for your location.*
2. Always wear PPE (Personal Protective Equipment) when you encounter blood, vomit, or other body materials. The minimum PPE required for this work is ***safety glasses & rubber gloves.***
3. ***Universal Precautions*** will be used around any blood or body material spill. Universal Precautions means that any blood or body material will be treated by us as though we are certain that it contains dreadful diseases like AIDS or Hepatitis B. No matter how clean someone may look, use universal precautions with their blood or body materials.
4. Always wear PPE when cleaning restrooms. The minimum PPE that must be worn is ***safety glasses and rubber gloves.***
5. Never allow blood, vomit, or other body materials to touch your skin. If you become contaminated, or you are stuck with a needle from a syringe, contact your Supervisor immediately. The supervisor will need to schedule you for medical care.
6. Never stick your hands into a trash container, and do not let trash bags bump against your body. There could be a hidden needle in there. Use a small waste can to tamp trash down.
7. It is important not to contaminate yourself with germs. Even with rubber gloves on, you cannot rub your eyes, nose, or put your fingers to your mouth. The germs could easily gain access to your body from these contacts. For this reason, when you are cleaning restrooms, you may not eat, apply make-up, or smoke.
8. In a few of our accounts you would be more likely to encounter blood, such as medical offices or medical research facilities. At those locations, you may be offered a Hepatitis B vaccination.

Vaccinations are not mandatory, but you will have to sign a waiver if you refuse the shots. Your Supervisor will inform you if Hepatitis B shots are required for your location.

9. Always wash your hands after you take off rubber gloves. Washing provides an extra measure of safety if you picked up contamination as you removed the gloves, or you had a pinhole in them.
10. Never stick your hand in a bag for sanitary napkin disposal.

07 - VOMIT CLEAN-UP PROCEDURES

1. Materials needed for clean-up: safety glasses, rubber gloves, mop bucket, WET FLOOR SIGN, dustpan, cloth or broom, paper towels or other absorbent, 2 small clean trash bags.
2. Guard the spill. Put up a temporary barricade like a chair until you can get a "WET FLOOR SIGN" and clean-up equipment. Wait until you can get someone else to guard it if you cannot make a temporary barricade. Then put up WET FLOOR signs.
3. The supervisor will be notified, and investigate the spill. If there is any evidence of blood in the spill, the Supervisor will take charge of it. The supervisor may direct another employee in the actual clean up.
4. Universal precautions should be used with all spills from the body.
5. If no blood is present, the spill may be cleaned up without the use of biohazard bags. Red bags are only required for blood. (Some facilities may have special bags for all body fluids).
6. An absorbent like kitty litter or paper towels may be put over the spill to absorb the excess liquid.
7. Then the spill may be pushed with a mop, cloth, or broom into a dustpan.
8. The dustpan can then be emptied into a small trash bag. Discard paper towels in the bag also. Seal the bag by tying it in a knot.
9. Take the sealed bag and place it inside of another bag. Tie it in a knot also.
10. After the solid material has been double-bagged, the floor should be mopped. If the spill was on carpet or fabric, the spot should be wiped with a damp cloth, or an extractor can be used.
11. As soon as the floor has been mopped, the trash bags may be taken directly to the dumpster. Do not deposit these bags in regular waste cans or brutes. (Other waste may break the bag).
12. Dump the mop water, and wash out your mop and rags.
13. Then remove your gloves near the sink and wash your hands.
14. A record of the spill and the employees who cleaned it up should be kept in the Supervisor's log. If the identity of the sick person was known, that should be recorded too. The record should also detail the building, time, and location of the spill.

08 - BLOOD CLEAN-UP PROCEDURES

1. Some facilities may have a policy that **AffinEco LLC** does NOT handle blood spills. They may have security respond to the spills, or they may even use a HAZMAT team. In any case where a facility has a policy that conflicts with this policy, the facility policy shall prevail over this one. It is the responsibility of the local cleaning staff to be aware of the blood spill policy of the facility where they work, and to follow that policy.
2. Materials needed for clean-up: safety glasses, rubber gloves, mop bucket, WET FLOOR SIGN, cloth, paper towels or other absorbent, pack of 2 biohazard bags, and Envirocide®.
3. Guard the spill. Put up a temporary barricade like a chair until you can get a "WET FLOOR SIGN" and clean-up equipment. Wait until you can get someone else to guard it if you cannot make a temporary barricade. Then put up WET FLOOR signs.
4. The supervisor (or senior employee) will investigate and take charge of the spill. Any semen, vaginal fluid, embryonic fluid, spinal fluid, flesh or organ tissue, or other unknown body material will be treated as blood. The supervisor may direct another employee in the actual clean-up. That way the new employees will have someone to direct them, and will be safe.
5. Red biohazard bags will be used with the materials listed above. (They are not required for vomit, urine, human waste, and saliva).
6. Universal Precautions will be used around a blood or OPIM spill. [Rubber gloves and safety glasses will be used and the blood will be regarded as though it were laden with disease].
7. Biohazard bags are not required for soiled feminine napkins (at most facilities). But use universal precautions, PPE, and never stick your hand into a feminine hygiene waste container.
8. Envirocide is applied directly to the spill to decontaminate the blood. Apply an amount of Envirocide that is equal to the amount of blood.
9. Let the decontaminating envirocide solution stand for 10 minutes to neutralize the pathogens in the blood. Stay with the spill during this time.
10. After the 10 minutes an absorbent like kitty litter or paper towels may be put over the spill to absorb or blot up the excess liquid.
11. Then the spill may be pushed with a mop, cloth, or broom into a dustpan.
12. The dustpan can then be emptied into a red biohazard bag. Discard paper towels in the bag also. Seal the bag by tying it in a knot.
13. Take the sealed bag and place it inside of another bag. Tie it in a knot also.
14. After the material has been double-bagged, the floor should be mopped. Use a little more Envirocide to clean up the floor. If the spill was on carpet or fabric, the spot should be wiped with a damp cloth, or an extractor can be used.

15. As soon as the floor has been mopped, the red biohazard bags may be removed. At sites with a biohazard collection area, the bags should be taken there. At all other sites, they should be taken to the janitor's closet and placed in a protected area. Do not put these bags in the dumpster! They must only be removed by a Biohazard waste hauler.
16. Dump the mop water, and wash out the soiled mop and rags.
17. Then remove your gloves by a sink and wash your hands with soap and water. The gloves can be discarded in the trash.
18. Notify Security (or Facility Management) that you have red bags for their disposal. Put on a clean pair of gloves if you handle them again. Surrender the biohazard bags to them. Do not transport these bags in your car. That is illegal. Do not put them in a dumpster or with regular trash.
19. Then remove the clean gloves near the sink and wash your hands with soap and water.
20. A record of the spill and the employees who cleaned it up should be kept in the Supervisor's log. If the identity of the person who lost the blood was known, that should be recorded too. The record should also detail the building, time, and location of the spill.
21. If there is any needlestick, or blood contact with the skin, the area should be washed immediately. Wash thoroughly with plenty of soap and water. Notify the Supervisor. The Supervisor will fill out a ***Bloodborne Pathogens Incident Report***, and report the incident to the Safety Department. The victim would be given medical attention.

09 - ELECTRICAL SAFETY

1. Electricity can be dangerous in 4 ways: An electrical spark or short or overheated circuit can start fires, burn your tissues, cause you pain, or even death.
2. Never use a machine that has the ground prong broken off the plug. If electricity "shorts out" or escapes its normal circuits, it will seek the easiest path to ground. The ground prong allows shorted electricity to escape through the ground prong into the building's ground wire and grounding system. Without this prong, the shorted electricity may flow through your body and electrocute you.
3. Ground prongs are most often broken by jerking on the cord to unplug an appliance or tool. Never jerk on a cord. Grasp the plug firmly in your fingers to unplug it.
4. If you have a machine with a broken prong, exposed or defective wiring, put a tag on it that says "DO NOT USE". Report it to your supervisor at once.
5. Electrical repairs must only be done by someone that is trained and qualified in this type of repair. Your supervisor will know who is qualified for this task.
6. Water can improve grounding properties. Standing in water will make your body a very good ground. In water, your body will probably be a better ground than the ground wire. Shorted electricity may travel through your body instead of the ground wire even when the ground prong is present. Never start or use a vacuum cleaner or electrical tool while standing in water or on a wet surface.

7. Even sweat can make your body a better ground. The salt in sweat makes this water an excellent electrical conductor. Dry off sweat before you use an electrical tool or machine. Shorted electricity may prefer a sweaty body to the ground wire, even when your ground prong is present.
8. In an emergency, maintenance men may need access to electrical panels. Do not store your equipment in front of these boxes. Allow a 3-foot clear space in front of any junction box or electrical panel. [Allow a 3-foot clear space in front of any gas main and water main controls too.]
9. If you, or another employee ever feels the slightest shock from an electrical tool or appliance, stop using it at once. *Unplug it, and tag it with a tag or sign that says: "DO NOT USE". Write on the tag that it shocks.* Then go directly to your supervisor and report it. Everyone's body has a different resistance to electricity. Your own body will have differing resistance at different times. [Resistance goes down when you are sweaty or have a cut, or have leather soles on your shoes]. A mild shock to one person may kill the next person!
10. When a machine is broken or being serviced, a "Lockout-Tagout" is used. Usually locks are applied to the main power source to the machine so that it cannot be started while another employee is inside working on it. In this way the locks and tags prevent serious injury and death. A tag is usually attached to the main controls to inform others that the lockout and service is in progress. Always respect these signs, and avoid areas around machines with a Tag on them. See the example at the right.
11. Never enter a trash compactor without a Lockout-Tagout in place. There must be more than just a lock and tag for this type of work. Employees and Supervisors must first have special training. This training will include exactly where the lock should be applied, what things should be done first, and who should keep the key. If there are not maintenance men present who have already been trained to perform this task safely for you, then you must contact the Corporate Safety Department before proceeding.
12. Some accounts may use a GFCI, or ground fault circuit interrupter as a safety device. This device helps prevent an electrical short circuit from using people as grounds and shocking them. It detects any current lost from the circuit and immediately shuts the power off, before someone can get shocked badly.

10 – LADDER SAFETY

1. Always inspect a ladder before you use it. The side rails and steps should be checked to make sure that they are not cracked or broken.
2. If you are using a stepladder, both spreaders must be able to lock into place. It must also sit squarely on the floor.
3. Check the rung locks on any extension ladder. Also check the pulleys, rope and feet.
4. There should be a sticker on a ladder that gives the type or load limit. Some of those limits go as follows:
Type III: limit 200 lbs. Never use a type III on any job
Type II: limit 225 lbs. Non-manufacturing job sites only

Type I: limit 250 lbs. For use anywhere

Type IA limit 300 lbs. For use anywhere

Type IAA limit 375 lbs. For use anywhere

These load limits are the total weight allowed including any tools you may be carrying. If you do not have a ladder that is rated for your weight, then you may not use a ladder. Let your supervisor know if your weight exceeds the acceptable loads for the ladders available. He will get another ladder, or assign you to a different task.

5. If a ladder fails your inspection, do not use it. Tag it as "DO NOT USE", and report it to your supervisor so that he can exchange it. Write on the tag what is wrong with it. If you cannot find the weight sticker on a ladder, you may not use it. Tag it as above.
6. When selecting a ladder, you must not use an aluminum ladder if you have electrical work to do. Only ladders with wooden, plastic, or fiberglass side rails may be used for this work. (Electrical work may be chores like: changing a light bulb or using an electric drill).
7. If you are using a stepladder, never lean it against a wall or other object. They should only be used with all 4 legs extended and the spreaders locked.
8. Before you set up a ladder, you should check above to make sure that there are no electrical wires.
9. Always set up barricades, cones, or tape around any area where you are going to use a ladder. That will keep people from bumping into your ladder, and it will keep people away in case you drop something from the ladder.
10. If a doorway opens into your ladder set up, then you will have to take precautions to prevent an accident. You may put a sign on the door and lock it, or you may have another employee guard the other side. Never set up in a doorway without such precautions.
11. You are not supposed to put bricks or stacks of shims under a ladder leg to level it. These items can buckle and allow the ladder to fall. If you do not have a level place for the ladder set up, then ladders with built-in leg levelers must be used.
12. Ladder work should not be done outside during an electrical storm, or during high winds. If the wind speed is 25 mph or more, ladder work must stop.
13. Proper shoes should be worn for work on a ladder. No high heels are allowed. The soles of your shoes must not be flimsy, bending easily, as they must support you while standing on the rungs.
14. You must always face a ladder whether going up or down.
15. Keep 3 points of contact with the ladder at all times. (2 feet and one hand or 2 hands and one foot). If you must take up tools, use your pocket or a tool belt. Otherwise, tools must be pulled up later in a bucket hung from a rope.
16. Only one person may climb on a ladder at a time. Never allow 2 people on a ladder.
17. No person may climb on the back braces of a stepladder.

18. You belt buckle or "belly button" must stay between the 2 side rails of any ladder at all times. If you lean so far that your belt buckle is outside the side rails, you will have the ladder off balance, and could cause it to fall.
19. You may not stand or step on the top 3 steps of an extension ladder, or the top 2 steps of a stepladder. You may not step on the paint shelf of a stepladder either.
20. If you use a ladder to climb up to another floor level or roof, your ladder must extend at least 3 feet beyond the point where it makes contact with that level.
21. When you set up an extension ladder, it must be set at the safest angle. The base of the ladder should be one foot out from the wall for every 4 feet up to the point it makes contact. A handy way to estimate this is to do this: Stand with your feet at the base of the ladder. Hold each side rail with each hand. When your arms are fully extended, the angle should be correct.

11 - VIOLENCE & TERRORISM

This company does not tolerate acts of workplace violence committed by or against employees or visitors or tenants. This includes any verbal or physical conduct that harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment.

Prohibited conduct includes, but is not limited to:

- Injuring another person physically or threatening to do so
- Engaging in behavior that creates a reasonable fear of injury in another person
- Engaging in behavior that subjects another individual to extreme emotional distress
- Damaging property intentionally or threatening to damage property
- Committing injurious acts motivated by, or related to, domestic violence or sexual harassment

Any instance of these behaviors, or the breaking of the following rules will lead to serious discipline, up to, and including termination.

1. No knives, guns, or other weapons are allowed on AffinEco LLC property, or on the property of any of our customers. Report any possession of weapons to your Supervisor immediately. If there is a security force at your facility, you must also report the incident to security right away.
2. If you encounter an armed assailant, try to keep the person calm. Be cooperative, and try to use conversation that does not result in anger. If talking is permitted, try to talk about family and things that remind the assailant that you are a human being.
3. No fighting, threats, or threatening gestures or behavior will be tolerated by AffinEco LLC employees. Such behavior will result in termination.

4. People who talk about hurting other people or threaten to do such violence should be reported at once to your supervisor. We have learned from the workplace violence that you hear about in the news. Often, before a violent episode at work happens, there are warning signs like employee threats and violent talk, and preoccupation with weapons. Report this behavior to your supervisor.
5. If you find a suspicious package or parcel (especially in an unusual place) do not touch it. Report it to your supervisor, and to security if a security force is present.
6. If you get a threatening call on the phone, where someone threatens the use of violence, bombs, or other terrorist activities, put your phone on "speaker" immediately, so that others can hear. Motion with your arm for others to come over and help you hear and remember. All listeners should begin writing down everything they can, including accent, background noises, etc. Ask the caller as many questions as you can, like: Why are you doing this? Who do you know here? Where is the bomb? What kind is it?
7. AffinEco LLC employees are not authorized to clean materials connected with bioterrorism. Before you may clean up any materials that are suspected to be connected with bioterrorism, officials from the Police, FBI, CDC or Emergency Management Agency must first determine that these materials are safe.
8. Follow all of AffinEco LLC's security procedures about locking doors, suspicious persons, and unauthorized entry. Follow any additional security procedures of our customer. These policies are very important in eliminating violence and terrorism.
9. AffinEco LLC employees do not provide decontamination or cleaning of suspected bioterrorism attacks or contamination. Before any such clean-up may proceed, a recognized expert from the FBI, CDC, Police, or local Emergency Management Organization must first declare that the substance found is safe, and not a biological or chemical threat to our employees. Then we may clean the areas as needed.
10. AffinEco LLC does not tolerate the teasing or harassing of other employees or persons about their religion, their race, their sexual orientation, their handicaps, or their physical appearance. Any teasing, harassing, insulting, or other such cruel or offensive behavior towards other employees or persons will not be tolerated, whether by groups or by individuals.

12 – BACK SAFETY & SAFE LIFTING

1. Back Safety and Safe Lifting Procedures are not just hopeful advice. At AffinEco LLC they are requirements for safe working!
2. Always get help with heavy objects. Do not try to lift them by yourself. If you are not sure who can help you, ask your Supervisor.
3. Some heavy loads can be moved safely with a dolly or hand truck. Always use these safe methods when the load is heavy and these aids are available.

4. Your legs are much stronger than your back. Bend your knees and squat down near the object. Keep your back fairly straight. Grasp the object and lift mainly with your legs. As you straighten your legs, the object is lifted. Keep it close to your body.
5. Back strains from lifting out trash bags are unacceptable. When you are filling up a trash brute, and the trash is running heavy or wet, tie the bag off when it is half full, and then start another bag on top of it. This way, the 2 smaller bags are easier to unload than one large one.
6. A trash bag can sometimes stick very tightly in a brute because it is held by vacuum pressure. If your brute is not equipped with a vacuum vent channel, turn it on its side to remove the trash bag.
7. Never turn or twist your body when you are lifting or carrying a load. Movements like this can injure strain your back. Instead, move your whole body with your feet so that you and your load face the desired direction.
8. When under a load, your muscles are very tense. Do not make any sudden movements while you are carrying a load. Even turning your head suddenly to look at something may cause a strain.
9. Some objects may be difficult to lift because they are very bulky, or they have an unusual center of gravity. One end may be very heavy while the other end is light. When you have a load to lift that is extremely awkward, be sure to get enough help to lift it safely. Sometimes these awkward objects will require two other helpers to lift.
10. When two or more people are lifting a load together, make sure that your movements are coordinated. One person should serve as the leader and call out each movement. He should be toward the rear, and call out the lift, the move, and the set-down.
11. It is better to set heavy loads where they are slightly off the floor level, like on the next-to-the-bottom shelf. They are easier to get your hands under, and you don't have to reach as far when you squat to pick them up.
12. Do not store heavy items on upper shelves. It is more difficult to manage a heavy load when your arms are over your head.
13. When you have lighter loads that must be stored overhead, use a ladder or step stool to reach them safely.
14. Make sure that you can see well in front of you, or over the top of a load that you are carrying.
15. Squat down to pick up something from the floor like a piece of trash. Do not just bend over.
16. A well-rested body is more resistant to strains. Get plenty of rest before your work shift.
17. Stretching and warm-up exercises will better prepare your back to resist injury.
18. Remember and practice all these rules for safe lifting. Practice using them when you are off the job at home also. Teach them freely to others.

13 – ASBESTOS AWARENESS

1. Asbestos is a fibrous mineral that has been used in the past to make other materials much stronger and to increase their resistance to heat.
2. By 1980, there was strong evidence that exposure to asbestos could be hazardous to your health. Since 1980, asbestos is no longer used as a building material. Health problems are most likely to occur from prolonged exposure to fine asbestos dusts for many years. Two of these problems are asbestosis, a lung condition that can be fatal, and lung cancer.
3. Because of the hazards listed, our employees will not be working with asbestos. Working with asbestos requires special suits, training, and certifications. None of our employees will be allowed to participate in work projects with asbestos or asbestos removal. The information that we provide here is to teach you to avoid asbestos.
4. Many buildings built before 1980 do have asbestos materials in them. Just because the asbestos is present, does not mean that it is hazardous. In fact, virtually all asbestos materials are completely harmless to your health if left alone, and will not cause the diseases listed above.
5. Asbestos is only harmful when it is reduced into fine dust particles and breathed into the lungs. Activities that can reduce construction materials to dust like sawing, sanding, and demolition are most likely to create a harmful dust.
6. You should know how asbestos was used to help you identify it. It was commonly used in pipe duct insulation, putties, floor tiles, roofing shingles, and siding. One thing that should be evident here is that you cannot tell the difference between asbestos materials and other harmless materials. For this reason, if you must do any kind of work that might reduce a material to dust, contact your Supervisor to help you discover the following:
 - a) Will your work create a dust from construction materials?
 - b) Was the building built before 1980?
 - c) What do the building's engineer and facility manager say about the materials in question?
7. Any areas where dangerous asbestos removal is ongoing will be marked with signs, as required by law. Our employees will not enter these areas for any reason.
8. The particular facility where you are working may have other rules or policies about asbestos, in addition to these. Ask your Supervisor or the Facility Manager if you have any questions about the work or policies in your building.

14-Lead Awareness

1. Lead is a common metal used in many applications and other compounds. In the pure state, it is soft, heavy and malleable. A good example is a lead weight used as a sinker in fishing.

2. Besides sinkers, lead may be found in gun loads, weights, and tire balancing weights. Lead is also a residue emitted from muzzles in gaseous form at firing ranges. Although the lead in metallic form may seem rather harmless, the dust from this lead is quite hazardous since it can be easily inhaled or ingested.
3. Lead is often found in older paints, especially those that are white in color.
4. Lead is often mixed with tin in solder for wires or copper pipe connections.
5. Buildings or areas with radiation shielding may use lead. Some buildings have used lead for shielding from sound.
6. Lead is also a very toxic metal. It can accumulate in our bodies in the soft tissues such as the liver, kidneys, blood and bones. It can cause reproductive problems. Lead can also accumulate in the body until there is enough present to kill us.
7. For these reasons, our employees will not be working with lead.
8. Before any employee may work with lead in any form, he must get approval from the Safety Department. He must also have advanced training in lead safety and the personal protective equipment required, and this training must be administered or approved by the Safety Department.
9. It will be the responsibility of the building facility management to notify our employees of any lead hazards in the area, and to put up the required signs.
10. It will be our responsibility as employees to report any suspected lead that we may uncover in our work. Report it to your Supervisor or the Facility Manager at once.

15-Fire Prevention & Protection

There are many things that a company can do to reduce injury and damage if a fire should occur. But the most sensible policy on fires is to have a strong prevention program, to keep fires from starting. It is the policy of this company to practice a sound policy of fire prevention as described below.

1. Do not leave needless paper trash lying around in the janitor's closets or other areas. Keep this material removed so that it is not available as a fuel source.
2. Aisles and walkways should also be kept free of trash and clutter, so that they are not obstructed if an evacuation were necessary.
3. No smoking is allowed in any part of any of the company branch offices. Do not discard any smoldering smoking materials. Put them out in designated receptacles.
4. Follow all of the posted regulations and written policies for smoking in all buildings.
5. No smoking is allowed when using flammable aerosols, flammable paints, or other flammable materials, no matter what the posted smoking regulations may be posted in the area.
6. Follow all regulations regarding flammable substances. Do not bring any unauthorized flammables into a building. Do not use unauthorized flammable chemicals as "cleaning fluids".
7. Make sure that any flammable material is stored in approved containers and in the proper area.
8. Do not pour flammable materials down the drain.
9. Any waste rags or refuse that has been contaminated with flammables must be removed from the building daily.
10. Do not store paint or other flammable materials under a stairway, or in any place that would place an exit at risk.
11. Gasoline may not be stored inside any building. It must be locked in a cage outside. It may not be used as a cleaner or solvent.
12. Fire extinguisher training must be provided if there is an extinguisher in our office or closets. This training may be provided by any qualified person. Contact the Safety Department for more information about training. [Be aware that some accounts forbid our employees to fight fires]. Find out what the policy is at your account.
13. On one side of the tag there is a place to mark the year and month of the last annual servicing. All fire extinguishers must be checked annually. Report to your Supervisor any fire extinguisher in your area whose last inspection was more than a year ago.
14. On the other side of the tag there is usually a place for the monthly inspection of the fire extinguisher. The record should be initialed and dated monthly by the Supervisor or designated person. The following items should be checked monthly:

- a. The needle on the gage must be in the green range.
 - b. Is the annual service due yet?
 - c. Are the pin and the safety seal both still intact? (Once an extinguisher has been even partially used, it should be recharged and serviced again).
 - d. Is there any sign of leakage, corrosion, or damage?
 - e. Any deficiencies in these items require service for the extinguisher.
15. Even where fire extinguisher use is allowed for our employees, their use and limitations must be understood. Fires extinguishers are only intended to be used to extinguish small, incipient fires like a fire in a small wastebasket. They are not meant to be used as a piece of fire fighting apparatus.
 16. No employee of this company is authorized as a fire fighter, or member of a fire brigade. These people have special training, confined respiratory supplies, and protective clothing. Your primary responsibility in a fire is to get out of the building to your designated meeting spot, and stay there for the head count.
 17. If you must use a fire extinguisher, it may have a removable tamper seal. Jerk it off. Then pull the pin and remove the hose from its cradle. Hold the extinguisher with one hand and aim the hose with the other hand.
 18. Fires are best extinguished by moving the spray from the nozzle back and forth at the base of the flames.
 19. When allowed to use fire extinguishers, our people must only use them to put out a small fire that is just beginning. Even then, they must not stay and fight a fire with no other people present. You may also use an extinguisher, if necessary, to knock down flames that are blocking your exit path.
 20. Make sure that you know what the alarm is supposed to sound like in the building where you work.
 21. In an evacuation, the supervisor or lead person at the account will do a head count, and report any missing employees and their last known whereabouts to professional rescue personnel. Under no circumstances will any of our people try to search for missing employees. This job is meant for professionals with rescue apparatus and training.

16. Elevator Safety

Elevators are quite safe, especially when we are better educated about their safety, their use, and how to practice good manners on one. They are very unlikely to ever fall as in the movies, because they are suspended by 4 to 8 cables, and any one of them could support the full weight of the elevator.

1. Watch your step as you enter or leave an elevator. Sometimes the car is not quite level with the floor presenting a trip hazard.
2. Remember when on an elevator that there are almost always hidden cameras inside. Don't do anything on an elevator that you would not want to be seen doing on TV.
3. Always stand aside and let passengers off an elevator before you try to enter. This is a standard rule of elevator courtesy and you should always show that you know and practice this rule.
4. Do not try to grab elevator doors as they are closing. They vary a lot in closing pressures, and not all of them will re-open. Grabbing a door could injure your arm. Wait for the next one. Try pushing the "open door" button instead of grabbing the door if you are inside and want to hold the door for others.
5. Do not stand too near the door where your clothing may be caught. Stand to the rear of the elevator and face the door.
6. If you are alone, and someone enters the elevator who makes you feel uncomfortable, get off at the next floor.
7. If the elevator is very full just wait for the next one.
8. If you have small children with you, hold their hand and stand against the back wall.
9. Never use an elevator to escape a building in case of fire or other emergency. Use the stairs.
10. If you lose something like a key or ID card down the crack in an elevator door, do not try to get it. Report the loss to Security or Maintenance. They must retrieve it for you. No employee of this company is allowed in the service room below an elevator!

What to do if an elevator gets stuck

11. Make contact with people on the outside. Use the emergency phone in the elevator, or use your cell phone to alert people to the problem.
12. Do not panic. You will probably be out in 5 or 10 minutes.
13. Do not try to pry the doors open. Never try to climb out through the top like they do in the movies. This could be fatal if the car began moving again.
14. Do not panic if the lights go out. Most buildings have back-up power for lights.
15. Consider sitting down. Some people have fallen when the elevator suddenly started after being idle for several minutes.

Safety Rules on Elevator Cleaning

16. Use the keys or stop button in order to stop an elevator to clean the tracks.
17. Do not take a vacuum cleaner into an elevator unless the elevator is locked out with a key. If not properly locked out, the elevator could begin moving with the live cord still attached to the vacuum.
18. Elevators should be cleaned at the lobby level. Employees are not to ride up and down in an elevator while cleaning. There is no reason to give employees access to every floor just to clean the elevator car.
19. Do not try to hold an elevator by jamming things in the door. Do not try to prop the doors open with pieces of wood, broom handles, or brutes. Get the key or Security to lock the elevator out.
20. When cleaning the stainless steel in elevators, do not spray directly onto the walls. The spray will fall to the rug. Then it will be picked up on peoples shoes, and when these slick shoes hit the tile outside the elevator, they may fall down. Always spray the stainless polish directly on a cloth, holding it directly over a brute to keep the over-spray from hitting the floor.

17. Spill Containment Plan

Spilled Liquid

1. Alert other persons to the spill and the need to evacuate the area
2. Determine the degree of hazard before attempting clean up and take the necessary preventive measures (i.e., protective equipment, eye protection, etc.)
3. Confine or contain spill to smallest area possible.
4. Wear personal protective equipment, goggles and face shield, gloves appropriate for the situation.
5. For small quantities of Acids, use a neutralizing agent or absorbent mixture (i.e., soda ash, sodium bicarbonate, or diatomaceous earth). Bases can be neutralized by using citric acid or boric acid. Check area with pH indicating paper to insure complete neutralization.

NOTE: Acids/bases that have been absorbed, but not neutralized can still cause burns to the skin and eyes. **HANDLE WITH CAUTION.**

6. For small quantities of flammable/combustible liquids, a commercially purchased Spill Pillow (specifically designed for solvents) can be used. Mineral absorbent materials, such as vermiculite or kitty litter can be used, but fumes can still volatilize from these materials. Commercial absorbent powders are available for purchase

7. For small quantities of other materials, absorb the materials with non-reactive materials (i.e., vermiculite, clay, dry sand or towels)
8. Non-reactive absorbents, such as oil dry, vermiculite or commercially available absorbent pads should be available for liquid spills.

NOTE: Paper towels may be used for incidental spills and for final wipe up operations, but caution should be exercised because some chemicals, such as oxidizers, may cause ignition through reactions.
9. Mop up the spill, wringing out the mop in a sink or pail equipped with rollers. Do not use your hands.
10. Carefully pick up any broken glass using mechanical means such as tongs or broom and dustpan.
11. Carefully pick up and clean any cartons, bottles or equipment that may have been splashed and contaminated.
12. If absorbent has been used to clean up flammable or volatile chemicals, it must be stored in a well-ventilated area, away from sources of heat or ignition.
13. Double bag contaminated clean up materials and seal. These materials must be disposed of as hazardous waste.
14. When clean-up operations are complete, wash hands with soap and water for at least 1 minute. Check any non-disposable personal protective equipment (boots, respirators) for contamination. Clean, dry completely and place back in storage.

Spill Solids

1. Alert other persons to the spill and the need to evacuate the area.
2. Determine the degree of hazard before attempting clean up and take the necessary preventive measures (i.e., protective equipment, eye protection, etc.)
3. Generally, solids of low toxicity can be swept up into a dustpan and place into a container compatible with the chemical. Damp toweling should be used to pick up and transfer materials of a higher toxicity level to a compatible waste container. Make sure the material is not water sensitive before using this procedure.
4. Dispose of residue as hazardous waste, remembering brooms, dustpans and other items may require disposal as hazardous waste also.
5. Double bag contaminated clean up materials and seal. When cleanup operations are complete, wash hands with soap and water for at least 1 minute. Check any non-disposable personal protective equipment (boots, respirators) for contamination. Clean, dry completely and place back in storage.

Security

These days, more than ever, security is a chief concern for building owners and managers. At AffinEco, we appreciate your concern, and are highly invested in keeping your building secure and designing a plan that addresses your specific needs. We achieve this through procedures, policies and customized training that ensure our supervisors and staff operate in ways that safeguard your premises at all times.

In addition to training our workforce on security protocols devised specifically for your facility, we instruct them to follow strict security standards, including all of the following.

AffinEco employees must:

- ✓ clock in and out for every shift.
- ✓ remain in their assigned work areas.
- ✓ wear the required uniform and display their ID badges at all times.
- ✓ immediately notify supervisors of any accidents or incidents.
- ✓ lock all interior doors that have been designated to remain locked.
- ✓ alert supervisors or onsite security personnel to suspicious individuals/strangers or packages.
- ✓ turn in to supervisors any found items such as jewelry, wallets, money, smartphones and watches.
- ✓ adhere to any client-specific security rules.

Further, our staff are not allowed to:

- ✓ change the day or time of their shifts.
- ✓ admit an un authorized persons into the premises at any time.
- ✓ have alcohol, weapons or drugs onsite at any time.
- ✓ move any paper records, files, etc. from or within any client areas.
- ✓ use client/occupant telephones, computers or other office equipment.

Customized Security Protocols

AffinEco serves a wide variety of clients, and we recognize that some of you have more complex requirements for security and confidentiality due to the nature of your business. We are happy to work with you to develop protocols specific to your needs and train our personnel accordingly. We are accustomed to creating and implementing customized rules and procedures for existing clients with higher-level security needs, and have not had any violations or incidents in 10 years of doing so.

Key Control

In addition, your Site Supervisor manages our key control procedure. At the end of each shift, he or she collects all specified keys and—based on your directions—either gives them to security personnel or places them in your designated lockbox.

Green Cleaning Program

AffinEco's green cleaning program provides tremendous value to your building, to the health of its occupants, to its sustainability and to the environment.

To demonstrate our commitment to providing you with the best in green cleaning, we pursued and—in 2012—became the first provider in the region to be Green Building-certified by the International Sanitary Supply Association (ISSA), the worldwide leading cleaning industry trade association. An additional benefit of this certification is that our green cleaning solutions can help you achieve points for LEED certification.

How our green cleaning program benefits you and your building's occupants:

- ✓ Eliminates exposure to toxic and harmful chemicals associated with such health issues as cancer, asthma and allergies
- ✓ Improves Indoor Air Quality (IAQ)
- ✓ Reduces energy and water consumption and associated costs
- ✓ Curtails dust, pollen, mold and other allergens
- ✓ Employs more effective and efficient cleaning equipment, such as backpack HEPA filtration vacuums and microfiber cloths
- ✓ Increases the use of recycled and reused materials
- ✓ Decreases the amount of trash sent to landfills
- ✓ Assists in meeting new government regulations for environmentally sound business practices and purchasing
- ✓ Meets LEED building certification prerequisites
- ✓ Minimizes environmental harm
- ✓ Supports Corporate Social Responsibility (CSR) programs and initiatives
- ✓ Boosts building sustainability

The AffinEco Approach

Green cleaning means emphasizing the environmental sustainability of maintenance services and cleaning operations to improve overall building health (i.e. indoor air quality) and not solely evaluating building hygiene based on appearance. At AffinEco, this means more than just replacing toxic cleaning chemicals with EPA-endorsed/industry-certified alternatives. It also involves specific processes and practices, such as:

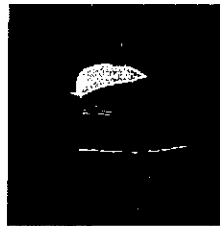
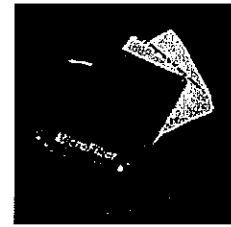
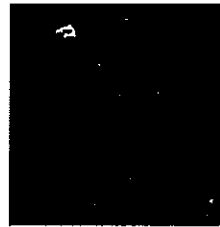
- ✓ Identifying opportunities, means and methods for conserving energy, water and trash, including programs like our proprietary Synchronized Cleaning System (SCS) and Day Cleaning
- ✓ Ensuring safe and efficient application of green cleaning products and equipment
- ✓ Providing comprehensive green cleaning training to our staff

- ✓ Assessing the entire life cycle of products and favoring concentrated goods that are packaged in reduced, refillable or recyclable packaging
- ✓ Seeking and acquiring new equipment and technologies that support green cleaning
- ✓ Staying in touch and achieving compliance with new federal, state and local government regulations
- ✓ Heeding advice from organizations like Green Seal, US Green Building Council (USGBC) and Leadership in Energy and Environmental Design (LEED)
- ✓ Advising contractors about products that minimize volatile organic compounds and other airborne hazards (when we are involved in construction and renovation projects)

We want you to understand and feel confident in the level of experience AffinEco has with green cleaning. Ahead of the industry curve, our companies began instituting green cleaning initiatives and practices more than a decade ago.

AFFINECO

**THE ART *of* ...
Green
Cleaning**



**High Performance
Cleaning
Training Program**



REQUIREMENTS FOR PRODUCTS, SUPPLIES, AND EQUIPMENT

Environmentally Preferable Cleaning Products and Supplies

For the following categories of cleaning products and supplies, we shall use only environmentally preferable products:

- General-purpose cleaners, floor cleaners, bathroom cleaners, glass cleaners, and carpet cleaners;
- Floor finishes and floor strippers;
- Liquid hand soap;
- Toilet tissue and facial tissue;
- Paper towels and napkins.

Plastic trash can liners shall contain a minimum of 10% post-consumer recycled content.

Powered Cleaning Equipment

All new, powered janitorial equipment purchased in this category shall meet the Green Building criteria. These products include powered floor scrubbers, burnishers, steam extractors, vacuum cleaners, and power washers, and other powered cleaning equipment.

CLEANING PROCEDURE REQUIREMENTS

Reducing Chemical Waste/Efficient Use of Chemicals

Provide easily understood directions to cleaning staff in appropriate written languages or graphic representation for the dilution of chemical cleaning products.

- Track the quantities of chemicals consumed over time by cleaning operations on at least a quarterly basis.
- Use a chemical measuring and dilution control system that limits worker exposure to chemical concentrates while facilitating the proper dilution of chemical concentrates.
- Use the appropriate technology (coarse spray bottles, automatic chemical dispensers on powered equipment, etc.) for applying the chemical product in a manner that does not result in overuse and waste of the product.
- Provide directions for the proper rinsing and disposal of used or expended chemical solutions or empty chemical containers.
- Prevent other building areas from being adversely affected.
- Reduce, minimize, or eliminate the need for using cleaning chemicals wherever possible.

Reducing Solid Waste

- Purchase chemical products and supplies in quantities that minimize the amount of packaging and container waste generated.
- Whenever practicable, use reusable cleaning cloths or microfiber technology in lieu of paper products. Within 2 hours of use, dispose of, rinse, or place in a sealable container (i.e., metal flammable rag canister, locking plastic bag, etc.) that minimizes evaporation of cleaning product from all cleaning towels, cloths, and materials. Reusable cleaning cloths or microfiber must be cleaned or laundered prior to reuse.
- Segregate and recycle all waste items from cleaning operations, including paper, glass, plastics, cardboard, other packaging materials, empty chemical containers, and worn equipment that are acceptable for recycling in the community.

Vacuum Use/Maintenance

The following requirements apply to the use of vacuum cleaners:

- Vacuums shall be equipped with the proper filter or bag; the filters shall be changed or cleaned consistent with the manufacturer's recommendations.
- Vacuum bags or canisters shall be inspected at least every 2 hours and changed or replaced when half full or when indicated by a bag sensor, if vacuum is so equipped.
- Precautions shall be taken to limit worker exposure to dust and particulate matter when cleaning and replacing bags and filters.

Entryways

Keep outside entryways clean and free of debris through daily cleaning.

- Ensure the use of walk-off matting both inside and outside building entryways that, at a minimum, meets the following requirements: 6-10 feet of scraper/wiper matting, followed by 6-10 feet of wiper matting, for an overall total of 12-20 feet of matting for every entry point to the building.
- Vacuum matting daily or more frequently, if required (e.g., high traffic areas) to prevent migration of contaminants into the building.

Floor Care

Floor care operations covered under the Green Building standard include those for hard floors (e.g., resilient flooring) and carpets.

Hard Floor Maintenance

For routine hard floor maintenance, USA, an AffinEco LLC Company shall:

- Vacuum to remove and contain particulate matter from flooring surfaces, or alternatively, use mops equipped with reuseable/cleanable collection heads or equivalent. Hard floors shall be cleaned on a predetermined schedule of frequency, and as needed, to restore them to a clean appearance. At a minimum, the schedule for cleaning shall be:
 - Daily: heavy traffic areas, including entrances, corridors, break areas, congested areas, main passageways, and primary work or office areas.
 - Scheduled, as appropriate, to maintain cleanliness: light traffic areas including conference rooms, administrative offices, auditoriums, media centers, limited access areas, and other areas or spaces with limited or periodic use.

For periodic maintenance of hard floors, USA, an AffinEco LLC Company shall:

- Provide reasonable notice to building management prior to the commencement of non-routine floor cleaning operations. The timing and method of the notice shall be established by building management in consultation with USA, an AffinEco LLC Company.
- Perform periodic maintenance only if sufficient floor finish exists on the floor surface to protect the underlying flooring from being degraded during the restoration process.
- When floor restoration chemicals are used, apply with mop-on or auto scrubber methods rather than spray application.
- Use burnishing or buffing equipment with controls or other devices sufficient for capturing and collecting particulates generated during the use of the equipment.

For restorative maintenance USA, an AffinEco LLC Company shall:

- Perform restoration on an as-needed basis to maintain the appearance and integrity of the floor finish, rather than on a predetermined schedule.
- Ventilate the area, to the outside if possible, both during and after stripping or floor scrubbing and recoat operations to ensure adequate ventilation.
- Schedule floor stripping and refinishing to coincide with a period of minimum occupancy.

- Provide reasonable notice to building management prior to the commencement of non-routine floor maintenance operations. The timing and method of the notice shall be established by building management in consultation with USA, an AffinEco LLC Company.

Carpet Maintenance

Routine carpet maintenance criteria include the following:

Carpets shall be vacuumed on a predetermined schedule of frequency, and as needed, to restore them to a clean appearance. At a minimum, the schedule for vacuuming shall be:

- Vacuum daily: heavy traffic areas, including entrances, corridors, break areas, congested areas, main passageways, and primary work or office areas.
- Vacuum to maintain cleanliness: light traffic areas including conference rooms, administrative offices, auditoriums, media centers, limited access areas, and other areas or spaces with limited or periodic use.

Periodic light carpet cleaning is necessary to maintain carpeted floors. Restorative deep carpet cleaning operations are appropriate when light carpet cleaning is insufficient to clean carpeted areas in heavy use areas. For periodic and restorative cleaning, USA, an AffinEco LLC Company shall:

- Provide reasonable notice to building management prior to the commencement of non-routine carpet cleaning operations. The timing and method of the notice shall be established by building management in consultation with USA, an AffinEco LLC Company.
- Perform carpet extraction on an as-needed basis rather than according to a regular schedule.
- Remove sufficient water from the carpet and provide sufficient airflow (e.g., use of blowers, increased outdoor air exchange) so that the carpet will dry in less than 12-hours when cleaning carpets or performing carpet extraction.
- Schedule carpet extraction to coincide with a period of minimum building occupancy.

Disinfection

For cleaning operations that involve disinfection USA, an AffinEco LLC Company shall:

- Perform disinfection in areas or on surfaces where pathogens can collect and breed such as in restrooms or on door handles, bathroom faucets, and other items. Use disinfectants only where required.
- Perform disinfection using only EPA-registered disinfectants or EPA-registered disinfection devices.
- When using chemical disinfectants or cleaner/disinfectants, follow product label directions for preparation of disinfecting solutions (e.g., dilution rate), and the appropriate disinfecting and cleaning method for the area to be cleaned (e.g., dwell time and whether pre-cleaning is required).

Restroom Care

The following requirements apply:

- Perform restroom cleaning from high to low, toward the doorway, with dry cleaning tasks performed prior to wet cleaning operations.
- Daily clean and disinfect surfaces touched by hands (e.g., door knobs, light switches, handles, etc.); clean and disinfect more frequently as traffic requires.
- Control and remove standing moisture from floor and bathroom surfaces in a timely manner.
- Use restroom cleaning equipment specifically for restroom cleaning only. Restroom cleaning equipment, excepting powered equipment, shall not be used to clean any other areas of the building. Specific situations where it is more efficient and sanitary to clean otherwise are exempt, such as hospital patient rooms with restrooms.
- Pull bathroom trash liners daily at a minimum and disinfect the trash receptacle.
- Fill all drain traps on a regular basis.

Dining Areas and Break Rooms

Requirements for the cleaning of dining areas and break rooms shall include the following:

- Clean and sanitize surfaces in food preparation and consumption areas on a daily basis or as required to protect human health.
- Daily clean and sanitize surfaces that hands touch (e.g., faucet handles, drinking fountains, cafeteria lines).
- Equip waste containers likely to collect food waste with a cover, and empty once per day or when full; clean and sanitize daily.

Trash Collection and Recycling

Trash collection criteria includes the following:

- Remove trash and replace liners only when they are soiled from wet trash, become broken, or as required; remove and dispose of trash before weekends and holidays.
- Dispose of trash in external, covered containers away from the immediate exterior of the building.
- In those situations where building management has implemented a recycling program, USA, an AffinEco LLC Company shall play a supporting role by conducting the following activities:
- Mark recycling stations clearly; stations shall be accessible to building occupants.
- Collect and remove from the building food-related recyclables (e.g., soda cans) prior to weekends and holidays.
- Inspect and clean recycling areas daily, including collection containers. Collect soda and other beverage containers weekly or more frequently as required.

Work with building management to determine the following:

- Procedures for rinsing and separation of recyclables.
- Location and procedures for collecting recyclables.
- Periodic status of the recycling program including effectiveness and any problems regarding separation or collection of potential recyclable content.

Indoor Plants

Maintenance of indoor plants shall include the following:

- Collect and dispose of plant debris, such as fallen leaves and flower petals.
- Ensure that plants are not in direct contact with carpet.
- Move plants away from HVAC vents.

In the event that indoor plant care is not the responsibility of USA, and shall notify building management of situations where indoor plants are interfering with or compromising cleaning such as instances not in compliance with the above-listed criteria.

Vulnerable Populations

In situations where cleaning operations have the potential to adversely affect any identified members of a vulnerable population, USA, an AffinEco LLC Company shall:

- Schedule daily cleaning activities to avoid exposure of vulnerable populations to the cleaning process.
- Adopt alternative cleaning practices that minimize or make unnecessary the use of cleaning chemicals.
- Use cleaning chemicals in areas only where sufficient ventilation is present to allow chemicals to dissipate before the area becomes repopulated. Provide additional ventilation through the use of blowers to enhance the rate of chemical dissipation.
- Conduct cleaning operations in a manner that prevents the transfer of impacts to other areas of the building that may contain vulnerable populations.

Other Sustainability Practices

In addition to our green cleaning program, we provide other sustainability practices that support your Corporate Social Responsibility (CSR) mission and/or your pursuit of LEED points. These include:

Energy Conservation: Low-energy consuming vacuums and other equipment. Additionally, our Synchronized Cleaning System™ (SCS) enables us to turn off lights early to save energy along with water conservation practices. Plus, our Day Cleaning service prevents keeping the lights and heating/cooling systems on past normal hours of operation.

Water Conservation: Low-moisture machines, microfiber mopping systems and multi-surface cloths. The microfiber mops and cloths enable re-use. They can be laundered up to 500 times without affecting performance. They also reduce chemical and water waste by up to 30%.

Green/Sustainable Equipment and Consumables: Investing in green/sustainable equipment (e.g., low-decibel, low-energy consuming backpack vacuums with advanced HEPA filtration), offering a variety of green consumables (e.g., coreless toilet paper rolls) and supporting the vendors and distributors who supply those goods.

Low-Impact Supply Chain: Local sourcing of supplies with delivery points located near your facility, which reduces fuel consumption and carbon emissions.

Noise Reduction: Low decibel-generating equipment.

Client/Account Management – Overview

Management Profile

As a client-focused company, AffinEco invests heavily in providing you with dedicated, expert account management and support. Approximately 90% of our revenue dollar is spent on site costs to perform our work. In addition, we invest in qualified management and ongoing training and incentives to keep our focus on you.

As an AffinEco customer, you are assigned an Account Support Team consisting of:

- Managing Partner
- Chief Operating Officer
- VP/General Manager
- VP of Sales
- Director of Operations
- Area Manager
- Site Supervisor

Site Supervisor and Area Manager will be actively involved in the daily management of your account, with the Site Supervisor handling most of your routine tasks under the supervision of Area Manager. For tasks that are not routine or, in a rare instance, are not being addressed to your satisfaction, Director of Operations and/or VP/GM will step in to provide a speedy and thorough resolution. Director of Operations and/or VP/GM will also monitor all tasks in order to maintain a “big picture” view of your account. If, at any time, a problem arises which is not being handled by a member of the team to your satisfaction, you are encouraged seek support from a higher-level manager or senior executive.

We take a proactive management approach, which means providing you with innovative solutions to new circumstances as they arise. We never let industry parameters interfere with our ability to address a situation. This approach also means searching for ways to improve our staff’s productivity with the goal of enhancing the quality of our services and reducing costs for you.

Service Partnership

In order to achieve the highest level of performance, we set out to form a true partnership with you. To fulfill our side of this relationship, we must fully understand all of your needs and expectations, and we feel it is our obligation to drive this process.

We do this is through pre-transition meetings with you, followed by quarterly review meetings. The initial and ongoing meetings help us serve you best by:

- ✓ Informing our design of a customized maintenance program
- ✓ Creating a “buy-in” to our programs
- ✓ Enabling a continuous review of our service delivery
- ✓ Guiding adjustments to the established maintenance program design
- ✓ Ensuring our attention to and resolution of any issues

In addition, we recommend forming a Service Excellence Committee that meets regularly (on a schedule you determine) to discuss ways to improve service in your building. This extension of our service partnership

approach underscores a team atmosphere, with representatives from your staff and ours united on the committee. We've found the work of such a committee further enhances the overall impression your building makes on its occupants and visitors.

Customer Service

We are available whenever you need us; AffinEco is a 24/7 operation. The main toll-free customer service number is (800) 972-4079. All representatives staffing that line are full-time employees of ours, and we utilize a rotating weekend schedule of knowledgeable and dedicated managers to be available for emergencies.

We view customer service as a critical function of our business. As such, both the COO and Managing Partner get involved in solving customer service issues.

We can communicate with you by phone, email, fax or text, depending on your preferences. Each request or complaint you submit generates a work order, which is tracked by management until it is closed out with a completion action, date and time.

In addition, all members of your Account Support Team and AffinEco's management team have smartphones that are always on. A list of these individuals and their phone numbers will be provided to you, and we encourage you to call or text anytime, including after normal business hours.

The overall goal behind your Account Support Team, our mutual service partnership and our customer service is to consistently meet or exceed your needs and expectations throughout the duration of your service contract.

Weston Public Schools Transition/Start-up Plan

Task Description	Assigned To	Week 4	Week 3	Week 2	Week 1	Start Week
Initial Meeting	MP, COO, VP, OM					
Weekly Joint Startup Meeting	VP, OM, C					
Initial Needs Assessment	MP, COO, VP, OM					
Discuss Current Employees	MP, COO, VP, OM					
Transition Start Up Meeting	MP, COO, VP, OM					
Job Summary Completed	VP					
Implement Recruitment Plan	VP, OM					
Prepare Equipment/Materials PO	VP					
Arrange Communications	OM, VP					
Internal USA Startup Meeting	MP, COO, VP, OM					
Place Equipment/Material Order	VP					
Safety - PPE Walkthrough	S					
Full Access to Site	VP, OM					
Begin Recruiting Staff	OM					
Interview Prospective Staff	OM					
Prepare Periodic Schedule	VP, OM					
Arrange for Certificate of Insurance	A					
Start Hiring Process	S					
Prepare Work Assignments	OM, VP					
Point Person Night Visit	OM, SUP					
Prepare Account Manual	VP, OM, A					
Complete Hiring Process	S, OM					
Submit Periodic Schedules	VP, OM					
Full Access Night and Day	SUP					
Prepare MSDS Books	VP, OM					
Site Supervisor Starts	OM, Sup					
Deliver Equipment/Materials	OM, Sup					
Verify Equipment/Material Delivery	OM, Sup					
Perform Employee Orientation	OM, S, Sup					
Perform Employee Training	OM, S, Sup					
Equipment Tested	SUP, OM					
Keys and Codes Established	VP, OM					
Assume Full Operations	VP, OM					
Refine Work Assignments	VP, OM, Sup					
Start Periodic Work	OM, Sup					
Institute QC Program	VP, OM, Sup					
Provide Daily Status to Client	Sup					

Legend

MP= Managing Partner
 C= Client
 Sup= Supervisor
 VP= VP & GM
 COO= Chief Operating Officer

OM= Operations Manager
 S= Safety Mgr/HR
 A= Admin Team

Services

AffinEco provides sustainable and green cleaning in a multitude of settings such as corporate headquarters, multi-tenant office buildings, medical/healthcare facilities and educational institutions, as well as multi-family residential settings. We offer you Daily Contract Services and Additional/Specialized Services. With our expertise and efficiencies, we can accommodate whatever combination of services you require and be your single-source, cost-effective solution.

Daily Contract Services

Among our typical services are:

- Nightly Janitorial Services
- Synchronized Cleaning System™ (SCS)
- Day Cleaning
- Window Washing
- Window Caulking
- Parking Lot Care
- Concierge, Doorman and Porter/Matron Services

Nightly Janitorial Services

The AffinEco crew assigned to your building handles all of the typical services you would associate with nightly cleaning. They take care of your restrooms, offices, conference rooms, cafeterias/break rooms, lobby and other common areas. Their tasks can include:

- Vacuuming
- Dusting
- Disinfecting/Sanitizing
- Restocking supplies
- Cleaning glass
- Collecting trash and recycling

Synchronized Cleaning System™ (SCS)

SCS is the groundbreaking janitorial workflow strategy we devised to improve our efficiency and productivity, decrease your costs and boost results for you and your building occupants. It represents a significant departure from the way conventional companies perform. Using SCS in over 30 million square feet of facilities, we have increased our productivity 25-60% while also improving quality and appearance. This engineered approach allows us to design all cleaning tasks to be as efficient as possible and to customize that design for your individual building.

AffinEco crews work systematically to complete tasks in ways that provide three primary benefits to you:

- lower maintenance services costs
- reduced energy and water consumption and costs
- improved indoor air quality

Day Cleaning

Our Day Cleaning services offer you significant financial and sustainability advantages. As its name indicates, Day Cleaning is an approach through which our staff perform the majority of their tasks during the day, as opposed to at night when buildings are closed.

The result is a significant cost savings, plus:

- increased productivity
- decreased turnover
- reduced direct supervision
- eliminated duplicate services
- improved building security

Your largest cost savings from Day Cleaning are in energy. By having most routine tasks performed while buildings are open, you can avoid keeping the lights and heating/cooling systems on past normal hours of operation. According to *CM Management* magazine, some larger facilities have saved as much as \$100,000 per year by implementing Day Cleaning.

Additional/Specialized Services

AffinEco offers additional and specialized services, including:

- Final Construction Cleanup
- Painting
- Carpentry
- Millwork
- Pest Control
- Carpeting Installation
- Locksmith/24-hour Emergency Access
- Workstation installation
- Acoustic Ceiling Tile Installation/Restoration
- Concrete Repair & Deck Coating

Quality Control Process

AffinEco designed our Quality Control Process to ensure you receive consistently outstanding service delivery and customer service. It enables us to maintain the highest level of performance possible in your building on a constant basis. The two main components are Inspections and Quarterly Review Meetings.

Inspections

Inspection Technology

All divisions of AffinEco use multiple integrated features of TEAM Software—a modern, cloud-based financial, operations and workforce management system designed specifically for building service and security contractors—to streamline procedures and controls in ways that save us time and save you money.

The Quality Assurance (QA) module of TEAM empowers us to employ an innovative new tactic for building inspections that saves countless hours of work and altogether eliminates the need for making hard copies of related paperwork.

The QA module allows us to create and edit inspection templates that transform a building's floor map into an interactive model of offices, common areas, hallways, stairwells, etc. Once those areas are defined, we can name them in a logical way and place them in "walking order" so, when onsite, our staff can use tablets to log into an integrated self-service Web portal and mobile app feature of TEAM called eHub, and simply swipe to move from room to room as they proceed through a building.

When we create the template, we are able to delineate area-specific lists of inspection items drawn from 32 different categories. We specify the routine and special items that need to be checked—according to your contract and any changes, work orders, etc. that arise along the way—and type in ratings and notes for each. We also pre-program shortcuts for common phrases, like WS for wall scratches, and use those shortcuts to make even quicker work of note-taking during an inspection. And, the templates are extremely flexible and easy to adapt if/when there are changes in your building.

Upon completion of an inspection, the ratings and notes are electronically submitted, and all of that automatically fed into the TEAM database. Within TEAM, the data for each building is managed and sorted (e.g., by area type, inspection item, rating) to suit any purpose. The data can also be exported to an Excel spreadsheet and transformed into pivot tables, charts and line chart analysis. This advanced reporting power allows us to immediately identify how we are performing—historically and in real time—at your location. This represents a huge time-savings, turning a five-hour report generation process into a three-minute one.

A variety of inspection reports can be auto-generated and shared with you and your building managers so you can identify priorities for us. In addition, we are able to note issues that are "out-of-scope," i.e., issues or problems that aren't AffinEco's responsibility, but that we believe you would want to know. For internal purposes, we create a scoring table to generate a building success rate that can be tracked historically to reveal performance trends. The data in TEAM is also used to evaluate the efficiency of our inspections.

Inspection Plan

We have designed the following comprehensive inspection plan to ensure your satisfaction with our services by quickly detecting and resolving any deficiencies or omissions and identifying new items requiring our attention.

Your Site Supervisor performs nightly building inspections designed to give him/her an overall view of each of your cleaner's performance. He/she evaluates such factors as cleanliness, consistency and progress/completion of any additional assigned tasks. If your Site Supervisor finds any work to be unsatisfactory, a detailed inspection is performed with the involved AffinEco employee and immediate corrective action is implemented. All findings and corrective actions are reported to you daily via email.

Several times a month, your Area Manager will visit your facility to inspect and review our overall performance. Once a month, you receive an inspection report documenting these visits. The Area Manager also meets with you or any authorized representative you choose to gather feedback. Your Area Manager supplements the work and perspective of your Site Supervisor.

One of our Directors of Operations or Branch Managers is also personally involved in the service delivery for your account. He/she performs a monthly detailed inspection of your building to further assess our effectiveness and ensure your needs are being met. He/she also performs unannounced inspections in order to gauge the consistency of our service. What's more, he/she meets with you regularly to solicit your opinions and feedback, spending whatever time it takes to make sure that we are doing the best job possible delivering services and that you are completely satisfied with our work.

Quarterly Review Meetings

We hold quarterly review meetings with you to thoroughly examine and evaluate all aspects of our services. This meeting approaches our services from a high-level view and ensures we are completely aligned with you on all aspects of our partnership. Your Account Support Team and assigned Site Supervisor attend, and we invite you to include any of your company representatives.

At each meeting, we ask you for a "wish list." We then work together to refine that list into specific action items, prioritized by your input. We have found this works because we are able set realistic expectations and achieve them in the designated time frame. As a result, you get what you need, and we earn credibility with you and your staff.

A typical quarterly meeting agenda includes a combination of the following:

- Discuss, refine and prioritize your wish list
- Confirm minutes from previous meetings and report on resulting activities
- Review inspection reports and any open job status reports
- Review the historical log of property activities
- Discuss adjustments and changes to your customized maintenance program
- Present new cleaning technologies and products
- Discuss any concerns or issues you have
- Recommend new ideas and strategies
- Make recommendations about potential issues our staff have observed
- Set goals and objectives to be completed by the next meeting

- Confirm your billing information

Computerized Maintenance Management System (CMMS)

In addition to our inspections and quarterly review meetings, we are accustomed to teaming with clients on their building management systems to communicate about requested work and track progress. We can easily integrate your Computerized Maintenance Management System (CMMS) into our quality control process. When you or your building tenants log into your CMMS and create a work ticket, our staff can pick up that ticket and respond immediately with a plan of action. We then report our progress in your CMMS until the matter is resolved to your satisfaction and the ticket is closed.

Performance Metrics

At AffinEco, we provide you with the highest quality cleaning and maintenance services. That means we continually look for ways to evaluate our work throughout the duration of your contract. And we do this with transparency, which means we share with you our performance metrics data as agreed upon.

We approach operations from a preventive, rather than a strictly reactive, stance. As an example, when we carry out our regular inspection procedures (see Quality Control Process - Inspections, p. x), we look to identify issues to correct or improve at a greater frequency than any reports from clients. Our typical ratio is 5 to 1, where we find more to correct than is reported. This ensures we stay ahead of the curve, recognizing and resolving matters behind the scenes before they even come to your attention. That's part of what we believe you pay a good service to do.

We measure quality as it relates to how satisfied you are with the services being performed in your building, as well as how quickly and completely issues are dealt with. We consistently benchmark our performance to determine areas of strength or weakness. When our metrics reveal an area of weakness, we take corrective action to resolve the concern to your satisfaction, and we track our response time internally to be certain the fixes are done as soon as possible.

At every one of our client sites we compile metrics to track if there is repetition or fluctuations in issues so we can shift our staff accordingly to respond to your building's needs. The facilities we service are constantly evolving and creating new demands, our performance metrics process allows us to remain proactive in our service delivery.

Our teams can also track metrics tied to indoor air quality, floor gloss and surface germs. Gathering, analyzing and responding to these metrics helps us constantly improve our performance and your satisfaction.

As your service provider we are constantly looking for trends and data to guide our responses to your needs, as well as searching for the newest technology and equipment that afford us the most efficient and savvy approach to monitoring our work together.

Budget & Inventory Management

With our streamlined client budget, inventory management procedures and quality controls, AffinEco saves you money.

Our Operations Managers routinely receive and review automated reports on supplies and other expenses tied to your building. You can opt in to receive such reports as well.

Our TEAM Software feeds into another program, SAP's Business Intelligence, which automates a variety of paperless job management reports related to budget and supplies. For instance, one routine report shows whether the company is over or under budget at a given client site. Other reports allow for tracking supply orders, inventory and more. They enable quick and easy identification of over- or under-ordering, which helps us adjust future orders accordingly.

As one more detailed example, on a monthly basis, we generate and analyze reports that compare supply budgets versus actual usage. The results of this analysis impact future ordering and budget maintenance done by our Operations team. As needed on a quarterly basis, we reconcile usage with you, especially on consumable products like hand towels, soap and toilet paper.

Reporting & Tracking; Emergency Response

At AffinEco, you will always hear from us, and you are always heard.

We view communication as a vital component of our service partnership and design it to suit your requirements. You can reach us anytime day or night, and we initiate and maintain ongoing interaction via technologies that make it easy and convenient for you. We communicate with you by phone, email, fax or text—or a combination thereof—depending on your stated preferences.

AffinEco managers and supervisors at all levels utilize smartphones, tablets, specialized software and other means to ensure well-structured communication that lets us stay in close contact with you and with our onsite cleaners. This means we are able to respond to situations at a moment's notice and keep you apprised of conditions at your building on a real-time basis.

Additionally, to support the highest level of quality communication with you, our design features:

- Bilingual managers and supervisors
- Voicemail for all managers and administrative staff
- A nightly/weekend manager-on-call to respond to you outside of normal business hours
- Telephone timekeeping with Caller ID to ensure staff clock in and out daily

Reporting & Tracking

Our utilization of TEAM Software—a modern, cloud-based financial, operations and workforce management system designed specifically for building service and security contractors—supports streamlined reporting and tracking that we share with you. For example, when your Area Manager makes an onsite visit, he or she inputs information electronically to create a record of the visit and all related communications. All visits can be tracked by date and include details such as with whom the Area Manager met onsite, the issues discussed and the plan of action. What's more, electronic reporting and tracking is in place for all of your nightly and monthly inspections, as well as work orders and action items generated during our quarterly review meetings with you and your staff. The software further allows us to track budgets and inventory management, which gives you a clear vision of how expenses are controlled.

If you opt in, we give you an online TEAM link to generate work orders, or notify us if any issues or problems that arise. For each such entry, TEAM auto-generates an email to your AffinEco Area Manager or Site Supervisor, and records subsequent emails and other communication between you and these staff. This ensures problems are dealt with quickly and correctly.

Emergency Response

As previously stated: AffinEco is a 24/7 operation, and that goes for our main toll-free customer service number, (800) 972-4079, too. During the week, each of our branch offices is responsible for ensuring a prompt response to the needs and emergencies of the clients in its territory. On weekends and other times outside of normal business hours, that switches to our hotline system through which an on-call manager handles crisis situations. We have a rotating schedule of knowledgeable and dedicated managers assigned to respond to any emergency you might have.

Affinco LLC
 855 Main Street. Suite 905
 Bridgeport, CT 06604

203-487-3851

INVOICE NO.	36058
DATE	07/02/14

CUSTOMER

ATTN: CONTACT NAME
 CUSTOMER NAME
 ADDRESS 1
 ADDRESS 2
 CITY, ZIP 00000

SERVICE LOCATION

SERVICE LOCATION ADDRESS
 - THIS IS A SAMPLE INVOICE FORMAT -

TERMS: Net 30	CUSTOMER NO. 194		P.O. NO.	
Description	Quantity	Unit of Measure	Price	Amount
SERVICES FOR MONTH & DAY, 2014	1.00		0.00	0.00
JANITORIAL SERVICES	1.00		0.00	0.00
DAY STAFF				
			Sub-Total	0.00
			Sales Tax	
			TOTAL	

TO ENSURE PROPER CREDIT, PLEASE DETACH AND MAIL BOTTOM PORTION WITH YOUR PAYMENT

ATTENTION:
 ATTN: CONTACT NAME
 CUSTOMER NAME
 ADDRESS 1
 ADDRESS 2
 CITY, ZIP 00000

Customer No.	194
Job No.	1075
Invoice No.	36058
Invoice Date	07/02/14
Amount Due	\$0.00
Amount Remitted	

PLEASE SEND REMITTANCE TO:

Affinco LLC
 855 Main Street
 Suite 905
 Bridgeport, CT 06604



Quality Assurance NIGHT JOB STATUS REPORT

DATE: _____ INSPECTED BY: _____

ACCOUNT NAME: _____ ACCOUNT#: _____

ACCOMPLISHMENTS SINCE LAST INSPECTION:

CURRENT PROBLEMS:

PROPOSED CORRECTIVE ACTION:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CLIENT COMMENTS:

CLIENT EVALUATION PERFORM BY VP/GM

Please Circle Overall Performance Quality

1= Outstanding – We recommend your services

2= Good

3= Satisfactory

4= Marginal

5= Needs Improvement

6= Unacceptable

Affineco Representative: _____

Client Signature: _____

Selecting & Screening Employees

In order to attract the highest quality candidates for your building and turn them into employees in an efficient, well-organized way, AffinEco has greatly simplified and streamlined our hiring process.

We utilize a Web-based solution from Kwantek that enable the seamless online management of job postings, applications, background checks, employee onboarding and more. It eliminates paper, reduces the likelihood of bad hires, and cuts back on hours of overhead work. This means we can more effectively screen candidates to identify the cream of the crop and ensure compliance with your contract as well as internal policies—all the while saving you money.

Job Postings & Application Process

AffinEco creates job listings in Kwantek and, with one click, posts them on its website and on indeed.com. Behind the scenes, we customize the information we require for each specific job. Candidates apply online, creating a profile that guides them through position-specific criteria, questions and requirements as well as typical application data such as contact information, background/experience and certifications.

The process is easy, bilingual and responsive, meaning it can be done via computer, tablet or smartphone. Making the process so simple is a great advantage in terms of widening our pool of applicants. And, again with one click, candidates submit their applications. The information from the online applications auto-populates applicant profiles and a candidate management interface for us.

Through Kwantek, we select the applicants we want to interview for any given position, and the system automatically generates an email invitation to those individuals. We can also send rejection emails at the touch of a button. Once an applicant has been selected to fill a position, we send a formal offer email to that person via Kwantek.

Internally, our process varies slightly based on whether the open position is full- or part-time. For part-time positions, your Director of Operations reviews the candidate list and narrows the list to the top two or three individuals to be interviewed. Both the Director of Operations and your Site Supervisor conduct the interviews and collectively decide on one finalist to move forward through the next stages of our hiring process. For full-time positions, your Vice President/General Manager also interviews the candidate (in addition to your Director of Operations and Site Supervisor) and all three must be in agreement about a finalist.

For all positions being filled in your building, you are welcome to meet or interview finalists once their qualifications, references and other pertinent information have been verified, but prior to background checks and/or drug testing being performed.

Tracking, Reporting & Metrics

A real-time analytics interface informs our managers on the progress of open positions and keeps track of where candidates are in the process. All of our involved personnel are able to quickly collaborate and avoid redundancy of tasks. We can easily see a wide range of information related to any open position, including the number of applicants and the progress of required forms per applicant. We enter notes throughout the interview process, automatically share those notes with others in the company and track all of that information.

Psychological Screening

We use an Orion psychological test to protect your interests and ours by detecting an applicant's propensities for theft, workplace violence, drug use and other detrimental behaviors. This 96-question test in both English and Spanish carries a 98% accuracy rating and has proven successful in prescreening employees. It also enables us to better know our employees and manage them more effectively.

Background Checks & Drug Testing

If you require background checks and drug testing, we have a simple, automated way to perform them. This part of the hiring process occurs when we have narrowed the pool of applicants to those whom we want to extend an offer. If the checks come back clear, we can then simply hit a button to extend a formal offer.

Kwantek offers a robust background check system that is tied to all possible county, state and federal records. It verifies/checks social security traces, personal references, certifications, sex offender registries, citations and arrests, and motor vehicle records.

In addition, Kwantek has partner facilities throughout the country for drug testing. We can trigger Kwantek to send a consent form, which the candidate electronically acknowledges. The system sends the applicant an appointment date and time at a facility based on their location. The results are fed by the testing facility into Kwantek, and we are notified.

New Hires & Onboarding

Another advantage of using Kwantek is the huge reduction in time spent on employee onboarding tasks.

When an applicant electronically accepts our formal offer of a position, Kwantek quickly generates forms, such as I-9s and W-4s, and electronically processes them between the new hire and us. It also immediately verifies if prospective employees are eligible to work in the US through its Department of Homeland Security certified integration with the USCIS E-Verify system.

What's more, Kwantek automatically identifies Work Opportunity Tax Credit (WOTC) hires. WOTC involves individuals who traditionally have some difficulty finding work, such as veterans, the long-term unemployed and food stamp recipients. Not only are WOTC hires good for us, they're also good for the community at large and for the economy.

Finally, all of the information, forms, etc. gathered in Kwantek for an applicant integrates with our TEAM Software to seamlessly create an employee file at the time of hire.

All of these technological efficiencies in our hiring process contribute to our ability to offer you the most competitive pricing possible for our services.

Managing Employees

AffinEco's principal mindset is continuous improvement for the benefit of our customers and our organization, which is why we consistently apply proven and effective management techniques with our workforce.

We have developed comprehensive internal training programs, which we supplement with proven third-party tools. We invest time and resources to properly equip and motivate our workforce—from day cleaners to vice presidents—to ensure they are prepared to effectively respond to our clients' needs and react to changes in the industry.

Training Cleaning & Maintenance Staff

Internal Training Program

AffinEco believes it is essential to create an effective and productive work environment for our cleaning and maintenance staff. This gives them a stronger sense of responsibility for their job plus a greater sense of satisfaction when they succeed. It adds up to a higher level of service to you.

Our specialized training programs teach workers how to best perform their tasks. Since the inception of these training programs, clients are more satisfied and more employees are staying in their jobs. This stable workforce is instrumental to our service delivery. What's more, we hold our supervisory personnel accountable for fully training, monitoring, inspecting and enforcing (through disciplinary action) all performance issues in maintaining your building.

Employee training begins in a classroom with a series of audiovisual presentations that focus on individual cleaning and maintenance tasks and their onsite performance. We developed a workbook and test to accompany each presentation. The topics include:

- Basic building cleaning
- Restroom cleaning
- Ground rules for professional custodians
- Janitorial equipment maintenance
- Floor care maintenance
- OSHA compliance
- Safety procedures

At the conclusion of the classroom training sessions, the employee enters the onsite orientation program. This part of our training is specific to your facility. The topics include:

- Site introduction and briefing
- Required tasks
- Specified equipment, chemicals and consumables
- Safety and emergency procedures

Finally, the employee is trained on his/her specific work assignments and is walked through his/her regular routine. This training is also performed onsite.

CleanCheck Training System

In addition to our internally-developed training program for cleaning and maintenance staff, AffinEco utilizes the CleanCheck Training System from Spartan Chemical, which for more than 60 years has supplied cleaning products, custodial management software, apps, and employee training programs.

CleanCheck provides training in English and in Spanish focused on best cleaning practices specific to such building areas and surfaces as restrooms, offices and carpets. There are also sections with guidance on common safety issues and types of facilities (e.g., education and healthcare). All of the information is presented in a clear format and presented step-by-step. Each training section contains:

- A video tutorial
- A training manual
- CleanCheck Cards: checklists reinforcing daily/nightly and periodic cleaning routines in these areas; can be downloaded and laminated
- A certification test to validate understanding of the presented material

By utilizing this third-party tool, we reinforce our internal training program and allow our employees to take a “refresher” at any time on a given topic, because the CleanCheck Training System is delivered via an online platform.

Training Managers & Supervisors

We recognize that one of the main reasons clients opt to contract for services from AffinEco is because of our management expertise and professional supervision. Our managers and supervisors are trained and re-trained throughout the duration of their employment to make sure we continuously cultivate and enhance their skills.

We offer an independent work-study program, which includes comprehensive required and optional courses through the resources of the Building Service Contractors Association International (BSCAI). Among the topics taught are:

- Introduction to the Building Service Contractors Industry
- Account Management
- Communications in Management
- Human Behavior & Motivation
- Personnel Recruitment, Selection, Policies, Discipline & Forms
- Personnel Training, Evaluation, & Professional Development
- Equal Opportunity Employment
- Awareness of Discrimination & Sexual Harassment
- What Managers & Supervisors Should Know About Unions
- Safety Programs
- Security in Building Maintenance
- Service Procedures
- Carpet Care

- Floor Care Chemicals & Resilient Floors
- Microbiology, Blood Borne Pathogens & Infectious Waste
- OSHA Compliance
- HAZMAT Procedures
- Productivity Improvement Techniques
- Customer Service Techniques
- Personal Protective Equipment

Through this and our other training methodologies, we ensure that our managers and supervisors develop detailed, up-to-the-minute knowledge and skills, all to better serve you and your facilities.

Monitoring & Controlling the Workforce

Our utilization of TEAM Software—a modern, cloud-based financial, operations and workforce management system designed specifically for building service and security contractors—supports our ability to monitor and control our workforce and streamline our payroll process. It incorporates a telephone timekeeping system, which has eliminated our use of paper time sheets altogether.

Employees punch in and out by calling into the system when they arrive at and depart from job sites. At your location, we designate a phone from which employees call, and that phone number is automatically recognized by TEAM and affiliated with your site. The punch in/out information automatically populates a spreadsheet noting the exact times in increments of 15 minutes that each employee works on a daily basis.

Through eHub, your Area Manager can remotely access and review employee time sheets via smartphone, tablet or computer, and can verify or edit information as needed before submitting it for payroll. Also through eHub, our employees can access, view and print their pay stubs and W2s, further reducing paper use as well as postage or staff hours for onsite delivery of pay stubs.

Equipment

We recognize your needs and desires for Corporate Social Responsibility (CSR). CSR is a growing trend and can significantly impact the tenants, occupants and workforce a business or property attracts. We also realize more buildings are pursuing LEED points. We work to contribute however we can to support your CSR mission and/or your pursuit of LEED points.

Beyond our green cleaning program and sustainability practices, AffinEco is dedicated to utilizing green/sustainable equipment and giving you options for green consumables.

Green/Sustainable Equipment

As part of our commitment to providing you with the best in green cleaning—imparting tremendous value to your building, to the health of its occupants, to its sustainability and to the environment—we actively seek equipment that is green-certified and energy-rated. And we make purchases from vendors whose equipment achieves quality cleaning performance and:

- ✓ significantly reduces environmental impact by decreasing noise, chemical/detergent use, water use, dust/exhaust emissions, waste, etc.
- ✓ has the highest proven Life Cycle Assessments (LCAs), i.e., most durable/long-lasting and most environmentally-compatible design, production, packaging and delivery “cradle-to-grave”
- ✓ involves (in its development) suppliers and manufacturers that operate under their own sustainable practices to reduce emissions, waste, and energy, fuel and water consumption
- ✓ improves indoor air quality, e.g., vacuums with HEPA filtration

Green Consumables

More and more of our clients include provisions for green consumables in their RFPs. We stand ready to recommend and supply environmentally-friendly products for your building that increase its sustainability. One of the most impactful building areas for this is restrooms.

We work directly with distributors that offer Green Seal- or ECOLOGO-certified products, which verify environmental preferability. When it comes to paper (paper towels, toilet paper) and soap products, they have numerous different options, each with its own degree of sustainability determined by:

- the type of materials from which the products are made or sourced
- the size of the product packaging
- the amount of waste the delivery system can reduce

We can help you make a plan and choose the products and delivery systems that are effective and cost-efficient.

By investing in green/sustainable equipment, offering a variety of green consumables and supporting the vendors and distributors who supply those goods, we help you create cleaner, safer, healthier buildings for your tenants and visitors.

Technology

At AffinEco, part of our job is to find and implement new technologies that save money and enhance the services you receive. It's one reason why we are active members of such associations as the Building Service Contractors Association International (BSCAI), Building Owners and Managers Association (BOMA) and International Facility Management Association (IFMA). Through the shared knowledge that comes through participation in these organizations, we stay ahead of the curve on the latest operational advancements and can provide for you the insight and expertise necessary to determine how they can impact your properties.

Here are just a few examples of the state-of-the-art technologies we use to increase our precision and efficiency, boost productivity, decrease paperwork and paper use, decrease hours of overhead work—and reduce your costs.

TEAM Software

Multiple integrated features of TEAM Software—a modern, cloud-based financial, operations and workforce management system designed specifically for building service and security contractors—enable us to streamline procedures and controls in ways that save you money. As detailed previously, TEAM includes specific modules devised for building inspections, safety, customer service, accounting and payroll.

Kwantek

The tools we use from Kwantek, a Web-based solutions platform, have greatly simplified and streamlined our hiring process. As previously described, Kwantek helps us to attract the best candidates for your building and turn them into employees in an efficient, well-organized way. Kwantek empowers us to seamlessly manage job postings, applications, background checks, employee onboarding and more—all online.

SageQuest's Mobile Control

SageQuest's award-winning Software-as-a-Service (SaaS) platform, Mobile Control, helps us track and manage our fleet of vans. By connecting to the GPS devices in each of our vehicles, Mobile Control provides real-time data and automated reports that support our fleet management, including reducing costs, which means savings for you. And it helps us run a greener fleet by preventing wasteful practices and reducing carbon emissions.

With Real-Time Mapping, we know exactly where each of our vehicles is at any given moment. This is particularly valuable if you have an emergency for which we need to dispatch a vehicle. We can immediately locate the closest vehicle, alert and redirect the driver, and provide you with an estimated arrival time. Alerts warn us of wasteful and unsafe behavior, like excessive idling or speeding. Travel and Stop Reports provide detailed location and time data that help us reconcile and manage time spent at a specific location with the related workload or project. Fuel Consumption and Fuel Slippage Alerts show vehicle-specific fuel purchases and identify any suspicious consumption.

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 8 of 12
July 2018-February 2019

The financial report for the FY 2019 Operating Budget can be found on pages 4 through 36 of this document. The financial information presented in this section of the report includes the adopted budget, special appropriations, adjusted 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 dental insurance can be found on pages 37-38.

FY 2019 Budget	\$	51,444,906
FY 2019 Supplemental Appropriations	\$	38,910
FY 2019 Adjusted Budget	\$	51,483,816
FY 2019 YTD Actuals	\$	32,428,920
FY 2019 Encumbrances	\$	17,876,453
FY 2019 SPED Encumbrance Holds	\$	140,000
FY 2019 Anticipated	\$	1,149,720
FY 2019 Balance Excluding SPED Encumbrance Holds	\$	28,723
FY 2019 Balance Including SPED Encumbrance Holds	\$	(111,277)

There are transfers totaling \$128,886 before the Board of Education for its approval. Of these transfers there are 5 in excess of \$5,000.

Hurlbutt:

To:	Certified Salaries (HES)	\$	45,434	
From:	Sick Bank (Employee Benefits)	\$		39,834
From:	Certified Salaries (WIS)	\$		2,800
From:	Certified Salaries (WMS)	\$		2,800

Leave of Absence Teacher Hired at \$644 per day.

Special Education:

To:	Tuition (Special Education)	\$	45,252	
From:	Equipment (Special Education)	\$		3,436
From:	Non Certified Salaries (PPS)	\$		10,000
From:	Non Certified Salaries (HES)	\$		1,544
From:	Non Certified Stipends (PPS)	\$		2,386
From:	Non Certified Salaries (WHS)	\$		97
From:	Non Certified Salaries (WMS)	\$		24
From:	Certified Salaries (Special Education)	\$		616
From:	Non Certified Salaries (WIS)	\$		639
From:	Non Certified Salaries (Special Education)	\$		181
From:	Consulting (Special Education)	\$		5,000
From:	Sick Bank (Employee Benefits)	\$		5,166
From:	SPED Transportation (Transportation)	\$		5,482
From:	Contracted Services (Special Education)	\$		10,265
From:	Non Certified Salaries (Special Education)	\$		415

To partially extinguish the Special Education Settlement Deficit

To:	Legal Fees (Special Education)	\$	5,000	
From:	Equipment Repairs (Special Education)	\$		350
From:	Software (Special Education)	\$		750
From:	Equipment (Special Education)	\$		1,000
From:	Non Certified Salaries (PPS)	\$		2,764
From:	Equipment Repair (PPS)	\$		136

Special Education Legal fees

Facilities:

To:	Overtime (Facilities)	\$	12,500	
From:	Snow Removal (Facilities)	\$		12,500

Accounting Transfer for snow removal

**WESTON PUBLIC SCHOOLS
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District Administration:

To:	Legal Fees (District Administration)	\$	5,100		
From:	General Liability Insurance (District Wide)			\$	5,100

*District Legal Fees***Security:**

To:	Police/Fire (Security)	\$	3,000		
From:	Certified Salaries (WIS)			\$	3,000

*Mile of Safety***Facilities:**

To:	Maintenance Materials (Facilities)	\$	3,595		
From:	Repair Allowance (Facilities)			\$	900
From:	Equipment Repair (Facilities)			\$	2,695

Light bulbs

To:	Other Professional Technical Services (Facilities)	\$	1,440		
From:	Custodial Supplies (Facilities)			\$	1,440

Boiler Permits

To:	Fire Alarm (Facilities)	\$	1,216		
From:	Equipment Repair (Facilities)			\$	1,216

Fire Alarm Repairs

To:	License and Fees (Facilities)	\$	960		
From:	Equipment Repair (Facilities)			\$	960

Boiler Inspections

To:	Locks (Facilities)	\$	572		
From:	Equipment Repair (Facilities)			\$	572

Repair to HS Locks

To:	Glass (Facilities)	\$	300		
From:	Exterminator (Facilities)			\$	200
From:	Repair Allowance (Facilities)			\$	100

*Glass Repair***High School:**

To:	Books (WHS)	\$	1,916		
From:	Materials (WHS)			\$	816
From:	Travel (WHS)			\$	1,100

Classroom books

To:	Equipment Repair (WHS)	\$	340		
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**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 8 of 12
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From:	Materials (WHS)		\$	340
To:	Materials (WHS)		\$	14
From:	Other Professional Technical Services (WHS)		\$	14
	<i>Health Materials</i>			
District Administration				
To:	Other Professional Technical Services (District Administration)		\$	863
From:	Travel and Conferences (Curriculum)		\$	863
	<i>Milone and MacBroom Report prepared for BOE Budget Questions</i>			
Middle School:				
To:	Other Professional Technical Services (WMS)		\$	585
From:	Equipment Repairs (WMS)		\$	200
From:	Dues, Fees, Memberships (WMS)		\$	385
	<i>Lifeguard Training</i>			
Copy Center:				
To:	Postage (Copy Center)		\$	500
From:	Overtime (District Administration)		\$	500
	<i>Postage</i>			
Weston Intermediate School:				
To:	Certified Stipends (WIS)		\$	300
From:	Other Professional Technical Services (WIS)		\$	300
	<i>Piano Accompanist accounting transfer</i>			

**WESTON PUBLIC SCHOOLS
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Period: 8 of 12**

Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
WESTON PUBLIC SCHOOLS											
Salaries & Wages (1000s)											
	Certified Staff	\$24,769,907	\$0	(\$98,114)	\$36,218	\$24,671,793	-0.4%	\$14,142,870	\$10,354,375	\$174,548	\$ 0
	Non Certified Staff	\$6,359,029	\$15,978	\$91,529	(\$15,665)	\$6,450,558	1.4%	\$4,191,231	\$2,144,908	\$114,419	\$ (1)
	Overtime	\$173,340	\$0	\$26,321	\$12,000	\$199,661	15.2%	\$126,929	\$0	\$72,733	\$ (0)
	Certified Stipends	\$819,582	\$0	\$8,631	\$300	\$828,213	1.1%	\$422,080	\$75,203	\$330,931	\$ -
	Non Certified Stipends	\$259,967	\$0	(\$19,410)	(\$2,386)	\$240,557	-7.5%	\$147,990	\$49,321	\$43,246	\$ 0
	Turnover Savings	(\$137,271)	\$0	\$137,271	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	Salary Differential	\$87,030	\$0	(\$87,030)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$32,331,584	\$15,978	\$59,199	\$30,467	\$32,390,783		\$19,031,099	\$ 12,623,807	\$ 735,877	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$59,199</i>					
	<i>Group change %:</i>					<i>0.2%</i>					
Benefits (2000's)											
	2000 Health Insurance	\$7,357,280	\$0	\$209,189	\$0	\$7,566,469	2.8%	\$4,996,718	\$2,440,229	\$129,523	\$ (0)
	2022 Premium Cost Share	(\$1,312,771)	\$0	(\$46,135)	\$0	(\$1,358,906)	3.5%	(\$834,513)	\$0	(\$524,393)	\$ (0)
	2001 Social Security	\$556,730	\$0	\$4,536	\$0	\$561,266	0.8%	\$374,147	\$0	\$187,119	\$ (0)
	2002 Medicare	\$457,884	\$0	(\$13,669)	\$0	\$444,215	-3.0%	\$278,183	\$0	\$166,032	\$ (0)
	2003 Workers Compensation	\$238,335	\$0	(\$2,559)	\$0	\$235,776	-1.1%	\$235,776	\$0	\$0	\$ -
	2004 Unemployment Compensation	\$37,066	\$0	(\$19,510)	\$0	\$17,556	-52.6%	\$5,556	\$12,000	\$0	\$ -
	2005 Early Retirement Incentive	\$167,347	\$0	\$80,214	\$0	\$247,561	47.9%	\$247,561	\$0	\$0	\$ (0)
	2007 Pension Contributions	\$903,900	\$0	\$6,961	\$0	\$910,861	0.8%	\$588,337	\$0	\$322,524	\$ -
	2010 Tuition Reimbursement	\$80,000	\$0	(\$10,000)	\$0	\$70,000	-12.5%	\$0	\$0	\$70,000	\$ -
	2011 Life Insurance	\$94,554	\$0	(\$35,235)	\$0	\$59,319	-37.3%	\$39,498	\$19,821	\$0	\$ 0
	2012 Disability Insurance	\$19,306	\$0	(\$14,699)	\$0	\$4,607	-76.1%	\$2,512	\$2,095	\$0	\$ 0
	2014 Sick Bank	\$45,000	\$0	(\$45,000)	(\$45,000)	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$8,644,631	\$0	\$114,093	(\$45,000)	\$8,758,724		\$5,933,776	\$ 2,474,144	\$ 350,805	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$114,093</i>					
	<i>Group change %:</i>					<i>1.3%</i>					
Professional & Technical Services (3000s)											
	3210 Contracted Services Educational	\$388,625	\$0	(\$62,414)	(\$10,265)	\$326,211	-16.1%	\$146,244	\$134,967	\$45,000	\$ -
	3220/3221 Consulting Services	\$150,700	\$0	(\$10,363)	(\$5,000)	\$140,337	-6.9%	\$67,655	\$53,423	\$19,259	\$ -
	3235 Testing	\$96,600	\$0	(\$2,500)	\$0	\$94,100	-2.6%	\$80,210	\$11,489	\$2,400	\$ 0
	3239 Other Pupil Services	\$173,075	\$0	(\$6,625)	\$0	\$170,450	-3.7%	\$105,493	\$53,504	\$11,453	\$ -
	3303 Management Services	\$78,855	\$0	(\$4,229)	\$0	\$74,626	-5.4%	\$45,372	\$29,254	\$0	\$ 0

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	3304 License Fees-Facilities	\$3,500	\$0	\$1,115	\$960	\$4,615	31.9%	\$4,615	\$0	\$0	\$ -
	3306 Legal Fees	\$105,000	\$0	\$95,100	\$10,100	\$200,100	90.6%	\$142,050	\$58,050	\$5,300	\$ (5,300)
	3308 Police/Fire	\$64,020	\$22,932	\$1,995	\$3,000	\$88,947	38.9%	\$46,311	\$39,340	\$3,296	\$ -
	3309 Professional Technical Services	\$139,419	\$0	\$29,129	\$2,574	\$168,548	20.9%	\$119,241	\$37,586	\$11,721	\$ (1)
	3310 Sports Officials	\$48,649	\$0	\$0	\$0	\$48,649		\$48,649	\$0	\$0	\$ -
		\$1,252,443	\$22,932	\$64,140	\$1,369	\$1,316,583		\$805,841	\$ 417,612	\$ 98,429	\$ (5,300)
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$64,140</i>					
	<i>Group change %:</i>					<i>5.1%</i>					
Property Services (4000s)											
	4200 Cleaning Services	\$602,979	\$0	(\$5,204)	\$0	\$597,775	-0.9%	\$398,517	\$199,258	\$0	\$ -
	4202 Rubbish Removal	\$78,245	\$0	(\$27,045)	\$0	\$51,200	-34.6%	\$32,455	\$18,745	\$0	\$ -
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$0	\$5,250		\$3,041	\$2,209	\$0	\$ -
	4204 Exterminator	\$8,000	\$0	(\$950)	(\$200)	\$7,050	-11.9%	\$4,988	\$1,812	\$250	\$ -
	4302 Equipment Repairs	\$158,738	\$0	(\$34,494)	(\$5,789)	\$124,244	-21.7%	\$70,087	\$32,335	\$21,821	\$ 1
	4400 Equipment Rental	\$435,487	\$0	(\$48,055)	\$0	\$387,432	-11.0%	\$104,180	\$283,127	\$125	\$ 1
	4401 Rental of Facilities	\$4,675	\$0	(\$128)	\$0	\$4,547	-2.7%	\$3,041	\$1,506	\$0	\$ -
	4500 Repair Allowance	\$127,000	\$0	\$43,346	(\$1,000)	\$170,346	34.1%	\$151,936	\$13,592	\$4,818	\$ (0)
	4508 Generator Repairs	\$3,420	\$0	\$3,401	\$0	\$6,821	99.5%	\$0	\$6,821	\$0	\$ -
	4509 Septic Cleaning	\$50,825	\$0	\$2,854	\$0	\$53,679	5.6%	\$52,679	\$1,000	\$0	\$ (0)
	4510 Asbestos Abatement	\$5,000	\$0	(\$5,000)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4511 Elevator Contract	\$14,350	\$0	(\$1,323)	\$0	\$13,027	-9.2%	\$11,266	\$1,761	\$0	\$ (0)
	4512 Emergency Lights	\$11,570	\$0	(\$11,570)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4513 Generator Contract	\$8,230	\$0	(\$3,530)	\$0	\$4,700	-42.9%	\$1,388	\$3,313	\$0	\$ -
	4514 Fire Alarm System	\$30,000	\$0	\$8,594	\$1,216	\$38,594	28.6%	\$36,807	\$1,787	\$0	\$ 0
	4515 Fire Protection System	\$9,605	\$0	(\$331)	\$0	\$9,274	-3.4%	\$8,074	\$1,200	\$0	\$ 0
	4516 UST Testing	\$6,896	\$0	(\$6,896)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$0	\$4,858		\$2,466	\$2,392	\$0	\$ -
	4518 Sewer System Plant Maintenance	\$89,579	\$0	\$0	\$0	\$89,579		\$59,719	\$29,860	\$0	\$ (0)
	4530 Parks & Recreation	\$73,954	\$0	(\$3,000)	\$0	\$70,954	-4.1%	\$42,103	\$28,851	\$0	\$ -
	4531 Drain System	\$5,575	\$0	(\$1,000)	\$0	\$4,575	-17.9%	\$3,561	\$11	\$1,003	\$ -
	4533 Glass Replacement	\$5,000	\$0	\$4,300	\$300	\$9,300	86.0%	\$7,270	\$1,920	\$110	\$ -
	4534 Roof Repair	\$7,000	\$0	\$4,206	\$0	\$11,206	60.1%	\$10,890	\$316	\$0	\$ 0
	4535 Window Treatments	\$3,000	\$0	(\$3,000)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4536 Air Filter HVAC System	\$4,500	\$0	(\$1,140)	\$0	\$3,360	-25.3%	\$2,379	\$981	\$0	\$ 0
	4538 Chiller Contract	\$13,150	\$0	(\$5,822)	\$0	\$7,328	-44.3%	\$7,328	\$0	\$0	\$ -
	4539 Energy Management System	\$21,020	\$0	\$0	\$0	\$21,020		\$21,020	\$0	\$0	\$ -
	4540 Athletic Facilities Repairs	\$8,000	\$0	(\$2,774)	\$0	\$5,226	-34.7%	\$5,226	\$0	\$0	\$ -
	4542 Contracted Services	\$22,850	\$0	\$21,218	\$0	\$44,068	92.9%	\$40,601	\$3,467	\$0	\$ 0
	4543 Paving	\$8,500	\$0	\$2,000	\$0	\$10,500	23.5%	\$10,500	\$0	\$0	\$ -
	4600 Special Projects	\$20,000	\$0	\$3,968	\$0	\$23,968	19.8%	\$23,494	\$474	\$0	\$ (0)
	4602 Tree Service	\$7,500	\$0	(\$7,500)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4603 Exterior Lighting	\$0	\$0	\$0	\$0	\$0	0.0%	\$0	\$0	\$0	\$ -

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	4604 Snow Plowing	\$12,500	\$0	(\$12,500)	(\$12,500)	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4605 Signage	\$2,500	\$0	(\$1,254)	\$0	\$1,246	-50.2%	\$1,178	\$0	\$68	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	(\$4,331)	\$0	(\$1,331)	-144.4%	(\$1,331)	\$0	\$0	\$ -
	4610 Playground Repairs	\$5,000	\$0	(\$3,334)	\$0	\$1,666	-66.7%	\$0	\$0	\$1,666	\$ -
	4701 Security System Monitoring	\$21,570	\$0	(\$1,407)	\$0	\$20,163	-6.5%	\$13,407	\$6,624	\$133	\$ (0)
	4702 Locks/Keys	\$8,500	\$0	(\$2,428)	\$572	\$6,072	-28.6%	\$3,404	\$2,668	\$0	\$ -
	4705 United Alarm	\$650	\$0	(\$650)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$1,908,476	\$0	(\$100,777)	(\$17,401)	\$1,807,699		\$1,131,674	\$ 646,030	\$ 29,994	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$100,777)</i>					
	<i>Group change %:</i>					<i>-5.3%</i>					
Other Services (5000s)											
	5100 Regular Transportation	\$1,300,548	\$0	(\$3,603)	\$0	\$1,296,945	-0.3%	\$1,289,356	\$5,939	\$1,650	\$ (0)
	5101 SPED Transportation	\$92,182	\$0	(\$29,608)	(\$5,482)	\$62,574	-32.1%	\$36,390	\$8,184	\$18,000	\$ (0)
	5104 Athletic Transportation	\$87,143	\$0	\$0	\$0	\$87,143		\$36,397	\$29,957	\$20,790	\$ (1)
	5105 Extra Curricular Transportation	\$8,465	\$0	(\$2,000)	\$0	\$6,465	-23.6%	\$1,376	\$4,689	\$400	\$ 0
	5200 General Liability Insurance	\$112,340	\$0	(\$18,621)	(\$5,100)	\$93,719	-16.6%	\$93,719	\$0	\$0	\$ (0)
	5202 Athletic Insurance	\$29,939	\$0	(\$7,410)	\$0	\$22,529	-24.8%	\$22,529	\$0	\$0	\$ -
	5205 Property Insurance	\$107,763	\$0	\$3,101	\$0	\$110,864	2.9%	\$110,864	\$0	\$0	\$ -
	5300 Communications	\$106,055	\$0	\$3,267	\$0	\$109,322	3.1%	\$69,523	\$39,799	\$0	\$ (0)
	5400 Postage	\$22,533	\$0	\$3,394	\$500	\$25,927	15.1%	\$20,083	\$5,542	\$302	\$ 0
	5500 Advertising	\$8,000	\$0	(\$2,564)	\$0	\$5,436	-32.0%	\$3,287	\$2,127	\$22	\$ (0)
	5501 Printing	\$21,633	\$0	(\$3,849)	\$0	\$17,784	-17.8%	\$8,891	\$1,400	\$7,493	\$ -
	5600 Tuition	\$2,654,155	\$0	\$203,013	\$45,252	\$2,857,168	7.6%	\$1,842,136	\$1,122,454	\$1,400	\$ (108,822)
	5605 Tuition-ESS	\$280,908	\$0	(\$408)	\$0	\$280,500	-0.1%	\$196,350	\$84,150	\$0	\$ -
	5800,5802-5880 Travel & Conference	\$60,682	\$0	(\$6,764)	(\$1,963)	\$53,919	-11.1%	\$30,186	\$5,675	\$18,058	\$ (0)
	5801 Mileage Reimbursement	\$30,355	\$0	(\$19,422)	\$0	\$10,933	-64.0%	\$4,805	\$1,015	\$5,113	\$ 0
	5900 Other Purchased Services	\$24,285	\$0	(\$1,418)	\$0	\$22,867	-5.8%	\$10,968	\$9,210	\$2,689	\$ 0
		\$4,946,986	\$0	\$117,109	\$33,208	\$5,064,095		\$3,776,861	\$ 1,320,141	\$ 75,917	\$ (108,825)
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$117,109</i>					
	<i>Group change %:</i>					<i>2.4%</i>					
Supplies & Materials (6000's)											
	6110 Materials	\$546,796	\$0	(\$24,541)	(\$1,142)	\$522,255	-4.5%	\$354,745	\$72,460	\$95,050	\$ 0
	6120 Office Materials	\$36,210	\$0	(\$6,733)	\$0	\$29,477	-18.6%	\$15,685	\$5,159	\$8,632	\$ 0
	6130 Maintenance Materials	\$179,444	\$0	(\$28,589)	\$3,595	\$150,855	-15.9%	\$138,017	\$12,505	\$334	\$ (0)
	6131 Custodial Materials	\$77,000	\$0	(\$4,205)	(\$1,440)	\$72,795	-5.5%	\$40,666	\$15,294	\$16,834	\$ 0
	6132 Security Materials	\$12,500	\$0	\$7,757	\$0	\$20,257	62.1%	\$17,909	\$2,348	\$0	\$ 0
	6140 Software	\$458,548	\$0	\$9,226	(\$750)	\$467,774	2.0%	\$458,964	\$3,926	\$4,884	\$ (0)
	6270 Diesel Fuel	\$99,160	\$0	\$6,453	\$0	\$105,613	6.5%	\$73,159	\$32,454	\$0	\$ (0)
	6410 Books	\$163,126	\$0	(\$1,416)	\$1,916	\$161,710	-0.9%	\$114,970	\$14,989	\$31,751	\$ (0)
	6510 Heating Oil	\$370,893	\$0	\$0	\$0	\$370,893	0.0%	\$244,416	\$126,477	\$0	\$ 0
	6520 Electricity	\$817,228	\$0	(\$88,307)	\$0	\$728,921	-10.8%	\$441,724	\$242,789	\$44,408	\$ 0

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	6530 Propane gas	\$5,000	\$0	(\$1,626)	\$0	\$3,374	-32.5%	\$1,340	\$2,034	\$0	\$ -
	<i>Group \$ transfer in/(transfer out):</i>	\$2,765,905	\$0	(\$131,980)	\$2,179	\$2,633,925		\$1,901,596	\$ 530,436	\$ 201,893	\$ 0
	<i>Group change %:</i>					(\$131,980)					
						-4.8%					
Equipment (7000's)											
	7300 Equipment	\$505,966	\$0	(\$10,972)	(\$4,436)	\$494,994	-2.2%	\$488,259	\$1,895	\$4,840	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>	\$505,966	\$0	(\$10,972)	(\$4,436)	\$494,994		\$488,259	\$ 1,895	\$ 4,840	\$ (0)
	<i>Group change %:</i>					(\$10,972)					
						-2%					
Other Objects (8000's)											
	8100 Dues, Fees and Memberships	\$90,139	\$0	(\$3,269)	(\$385)	\$86,870	-3.6%	\$79,577	\$1,033	\$6,260	\$ 1
	8900 Other Objects	\$26,395	\$0	(\$101)	\$0	\$26,294	-0.4%	\$16,103	\$9,896	\$295	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>	\$116,534	\$0	(\$3,370)	(\$385)	\$113,164		\$95,679	\$ 10,929	\$ 6,555	\$ 1
	<i>Group change %:</i>					(\$3,370)					
						-2.9%					
Revenues (9000's)											
	9200 Technology Revenue	(\$52,129)	\$0	(\$72,099)	\$0	(\$124,228)	138.3%	(\$124,228)	\$0	\$0	\$ 0
	9201 Participation Fees, Athletics	(\$84,555)	\$0	\$0	\$0	(\$84,555)		(\$29,000)	\$0	(\$55,555)	\$ -
	9202 Gate Receipts, Athletics	(\$13,500)	\$0	\$0	\$0	(\$13,500)		(\$11,533)	\$0	(\$1,967)	\$ -
	9205 Excess Cost SPED	(\$591,917)	\$0	\$0	\$0	(\$591,917)		(\$376,560)	\$0	(\$218,203)	\$ 2,846
	9206 Pre School Tuition SPED	(\$96,000)	\$0	\$8,950	\$0	(\$87,050)	-9.3%	(\$76,560)	\$0	(\$10,490)	\$ -
	9207 Regular Ed. Tuition	(\$19,438)	\$0	(\$9,382)	\$0	(\$28,820)	48.3%	(\$20,279)	(\$8,540)	\$0	\$ (0)
	9208 Revenue from Town for Fields	(\$44,580)	\$0	\$0	\$0	(\$44,580)		(\$25,834)	\$0	(\$18,746)	\$ -
	9209 Parking Fees	(\$30,000)	\$0	\$0	\$0	(\$30,000)		(\$30,000)	\$0	\$0	\$ -
	9210 Theater Receipts	(\$78,000)	\$0	\$4,000	\$0	-\$74,000		(\$33,121)	\$0	(\$40,879)	\$ -
	9212 Facility Use Rental	(\$17,500)	\$0	\$0	\$0	(\$17,500)		(\$8,750)	\$0	(\$8,750)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>	\$ (1,027,619)	\$ -	\$ (68,531)	\$ -	\$ (1,096,150)		\$ (735,865)	\$ (8,540)	\$ (354,591)	\$ 2,846
	<i>Group change %:</i>					\$ (68,531)					
						7%					
Total:		\$51,444,906	\$38,910	\$0.00	\$0.00	\$51,483,816		\$32,428,920	\$ 18,016,453	\$ 1,149,720	\$ (111,277)

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Hurlbutt Elementary										
Salaries & Wages (1000s)										
	Certified Staff	\$2,942,559	\$32,372	\$45,434	\$2,974,931	1.1%	\$1,641,115	\$ 1,317,488	\$ 16,328	\$ 0
	Non Certified Staff	\$322,919	(\$4,059)	(\$1,544)	\$318,860	-1.3%	\$203,436	\$ 115,424	\$ -	\$ (0)
	Overtime	\$1,500	(\$324)	\$0	\$1,176	-21.6%	\$431	\$ -	\$ 745	\$ -
	Certified Stipends	\$19,021	(\$86)	\$0	\$18,935	-0.5%	\$8,670	\$ 7,431	\$ 2,834	\$ -
		<u>\$3,285,999</u>	<u>\$27,904</u>	<u>\$43,890</u>	<u>\$3,313,903</u>		<u>\$1,853,652</u>	<u>\$ 1,440,343</u>	<u>\$ 19,907</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$27,904</i>					
	<i>Group change %:</i>				<i>0.8%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		<u>\$250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$250</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 250</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,590	(\$450)	\$0	\$1,140	-28.3%	\$528	\$ -	\$ 612	\$ -
		<u>\$1,590</u>	<u>(\$450)</u>	<u>\$0</u>	<u>\$1,140</u>		<u>\$528</u>	<u>\$ -</u>	<u>\$ 612</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$450)</i>					
	<i>Group change %:</i>				<i>-28.3%</i>					
Other Services (5000s)										
	5105 Extra Curricular Transportation	\$350	\$0	\$0	\$350		\$0	\$ 350	\$ -	\$ -
	5400 Postage	\$100	(\$95)	\$0	\$5	-95.0%	\$0	\$ -	\$ 5	\$ -
	5501 Printing	\$500	(\$100)	\$0	\$400	-20.0%	\$0	\$ 400	\$ -	\$ -
	5800,5802-5880 Travel & Conference	\$750	(\$450)	\$0	\$300	-60.0%	\$0	\$ -	\$ 300	\$ -
	5801 Mileage Reimbursement	\$300	\$0	\$0	\$300		\$75	\$ -	\$ 225	\$ -

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		\$2,000	(\$645)	\$0	\$1,355		\$75	\$ 750	\$ 530	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$645)					
	<i>Group change %:</i>				-32.3%					
Supplies & Materials (6000's)										
	6110 Materials	\$54,132	(\$950)	\$0	\$53,182	-1.8%	\$39,976	\$ 5,930	\$ 7,277	\$ -
	6120 Office Materials	\$2,000	\$83	\$0	\$2,083	4.2%	\$1,975	\$ 75	\$ 33	\$ 0
	6410 Books	\$18,250	(\$800)	\$0	\$17,450	-4.4%	\$10,405	\$ 5,086	\$ 1,959	\$ -
		<u>\$74,382</u>	<u>(\$1,667)</u>	<u>\$0</u>	<u>\$72,715</u>		<u>\$52,356</u>	<u>\$ 11,090</u>	<u>\$ 9,269</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,667)					
	<i>Group change %:</i>				-2.2%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$738	(\$281)	\$0	\$457	-38.1%	\$97	\$ 96	\$ 264	\$ -
		<u>\$738</u>	<u>(\$281)</u>	<u>\$0</u>	<u>\$457</u>		<u>\$97</u>	<u>\$ 96</u>	<u>\$ 264</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$281)					
	<i>Group change %:</i>				-38.1%					
Total:		<u>\$3,364,959</u>	<u>\$24,860</u>	<u>\$43,890</u>	<u>\$3,389,819</u>		<u>\$1,906,708</u>	<u>\$ 1,452,279</u>	<u>\$ 30,832</u>	<u>\$ 0</u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Weston Intermediate School										
Salaries & Wages (1000s)										
	Certified Staff	\$3,601,337	(\$44,300)	(\$5,800)	\$3,557,037	-1.2%	\$2,024,417	\$ 1,512,433	\$ 20,187	\$ 0.00
	Non Certified Staff	\$242,970	(\$3,921)	(\$639)	\$239,049	-1.6%	\$152,417	\$ 86,632	\$ -	\$ -
	Overtime	\$750	\$0	\$0	\$750		\$43	\$ -	\$ 707	\$ -
	Certified Stipends	\$25,802	\$213	\$300	\$26,015	0.8%	\$8,932	\$ 7,169	\$ 9,914	\$ -
		\$3,870,859	(\$48,008)	(\$6,139)	\$3,822,851		\$2,185,810	\$ 1,606,233	\$ 30,808	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$48,008)</i>					
	<i>Group change %:</i>				<i>-1.2%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$315	\$0	\$0	\$315	100.0%	\$105	\$ -	\$ 210	\$ -
	3309 Professional Technical Services	\$900	(\$300)	(\$300)	\$600	100.0%	\$0	\$ -	\$ 600	\$ -
		\$1,215	(\$300)	(\$300)	\$915		\$105	\$ -	\$ 810	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$300)</i>					
	<i>Group change %:</i>				<i>100.0%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,805	(\$531)	\$0	\$1,274	-29.4%	\$970	\$ 235	\$ 69	\$ 0
		\$1,805	(\$531)	\$0	\$1,274		\$970	\$ 235	\$ 69	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$531)</i>					
	<i>Group change %:</i>				<i>-29.4%</i>					
Other Services (5000s)										
	5501 Printing	\$500	\$0	\$0	\$500		\$60	\$ -	\$ 440	\$ -
	5800,5802-5880 Travel & Conference	\$500	(\$250)	\$0	\$250	-50.0%	\$0	\$ -	\$ 250	\$ -
	5801 Mileage Reimbursement	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		\$1,250	(\$250)	\$0	\$1,000		\$60	\$ -	\$ 940	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$250)</i>					

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<i>Group change %:</i>					-20.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$38,141	(\$2,751)	\$0	\$35,390	-7.2%	\$23,757	\$ 2,230	\$ 9,403	\$ -
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$960	\$ 307	\$ 733	\$ -
	6410 Books	\$38,830	(\$2,594)	\$0	\$36,236	-6.7%	\$30,558	\$ 4,007	\$ 1,671	\$ 0.00
		<u>\$78,971</u>	<u>(\$5,345)</u>	<u>\$0</u>	<u>\$73,626</u>		<u>\$55,275</u>	<u>\$ 6,544</u>	<u>\$ 11,807</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,345)					
	<i>Group change %:</i>				-6.8%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,066	(\$499)	\$0	\$567	-46.8%	\$431	\$ -	\$ 136	\$ -
		<u>\$1,066</u>	<u>(\$499)</u>	<u>\$0</u>	<u>\$567</u>		<u>\$431</u>	<u>\$ -</u>	<u>\$ 136</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$499)					
	<i>Group change %:</i>				-46.8%					
	Total:	<u>\$3,955,166</u>	<u>(\$54,933)</u>	<u>(\$6,439)</u>	<u>\$3,900,233</u>		<u>\$2,242,651</u>	<u>\$ 1,613,011</u>	<u>\$ 44,570</u>	<u>\$ 0</u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Weston Middle School										
Salaries & Wages (1000s)										
	Certified Staff	\$4,524,390	(\$56,894)	(\$2,800)	\$4,467,496	-1.3%	\$2,574,061	\$ 1,867,244	\$ 26,192	\$ (0)
	Non Certified Staff	\$191,778	\$1,938	(\$24)	\$193,716	1.0%	\$124,230	\$ 69,486	\$ -	\$ (0)
	Overtime	\$0	\$0	\$0	\$0	0.0%	\$0	\$ -	\$ -	\$ -
	Certified Stipends	\$88,280	(\$1,000)	\$0	\$87,280	-1.1%	\$46,044	\$ 10,209	\$ 31,027	\$ -
		<u>\$4,804,448</u>	<u>(\$55,956)</u>	<u>(\$2,824)</u>	<u>\$4,748,492</u>		<u>\$2,744,336</u>	<u>\$ 1,946,938</u>	<u>\$ 57,219</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$55,956)</i>					
	<i>Group change %:</i>				<i>-1.2%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$1,610	(\$600)	\$0	\$1,010	-37.3%	\$0	\$ -	\$ 1,010	\$ -
	3309 Professional Technical Services	\$3,920	(\$35)	\$585	\$3,885	-0.9%	\$1,510	\$ 68	\$ 2,308	\$ -
		<u>\$5,530</u>	<u>(\$635)</u>	<u>\$585</u>	<u>\$4,895</u>		<u>\$1,510</u>	<u>\$ 68</u>	<u>\$ 3,318</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$635)</i>					
	<i>Group change %:</i>				<i>-11.5%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$4,220	(\$2,150)	(\$200)	\$2,070	-50.9%	\$580	\$ 375	\$ 1,115	\$ -
		<u>\$4,220</u>	<u>(\$2,150)</u>	<u>(\$200)</u>	<u>\$2,070</u>		<u>\$580</u>	<u>\$ 375</u>	<u>\$ 1,115</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,150)</i>					
	<i>Group change %:</i>				<i>-50.9%</i>					
Other Services (5000s)										
	5105 Extra Curricular Transportation	\$8,115	(\$2,000)	\$0	\$6,115	-24.6%	\$1,376	\$ 4,339	\$ 400	\$ 0
	5400 Postage	\$297	\$0	\$0	\$297		\$0	\$ -	\$ 297	\$ -
	5501 Printing	\$3,250	(\$767)	\$0	\$2,483	-23.6%	\$356	\$ -	\$ 2,127	\$ -
	5600 Tuition	\$2,755	(\$574)	\$0	\$2,181	-20.8%	\$781	\$ -	\$ 1,400	\$ -
	5800,5802-5880 Travel & Conference	\$1,020	(\$520)	\$0	\$500	-51.0%	\$0	\$ -	\$ 500	\$ -
	5801 Mileage Reimbursement	\$555	\$0	\$0	\$555		\$0	\$ 111	\$ 444	\$ -
		<u>\$15,992</u>	<u>(\$3,861)</u>	<u>\$0</u>	<u>\$12,131</u>		<u>\$2,513</u>	<u>\$ 4,450</u>	<u>\$ 5,168</u>	<u>\$ 0</u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	<i>Group \$ transfer in/(transfer out):</i>				(\$3,861)					
	<i>Group change %:</i>				-24.1%					
Supplies & Materials (6000's)										
	6110 Materials	\$67,115	(\$5,041)	\$0	\$62,074	-7.5%	\$33,700	\$ 10,508	\$ 17,866	\$ -
	6120 Office Materials	\$3,669	(\$752)	\$0	\$2,917	-20.5%	\$1,168	\$ 566	\$ 1,183	\$ -
	6410 Books	\$24,432	(\$2,986)	\$0	\$21,446	-12.2%	\$14,557	\$ -	\$ 6,889	\$ -
		<u>\$95,216</u>	<u>(\$8,779)</u>	<u>\$0</u>	<u>\$86,437</u>		<u>\$49,426</u>	<u>\$ 11,074</u>	<u>\$ 25,937</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$8,779)					
	<i>Group change %:</i>				-9.2%					
Equipment (7000's)										
	7300 Equipment	\$11,068	\$752	\$0	\$11,820	6.8%	\$11,820	\$ -	\$ -	\$ -
		<u>\$11,068</u>	<u>\$752</u>	<u>\$0</u>	<u>\$11,820</u>		<u>\$11,820</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$752					
	<i>Group change %:</i>				7%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$8,084	(\$728)	(\$385)	\$7,356	-9.0%	\$4,584	\$ -	\$ 2,772	\$ 1
		<u>\$8,084</u>	<u>(\$728)</u>	<u>(\$385)</u>	<u>\$7,356</u>		<u>\$4,584</u>	<u>\$ -</u>	<u>\$ 2,772</u>	<u>\$ 1</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$728)					
	<i>Group change %:</i>				-9.0%					
	Total:	\$4,944,558	(\$71,357)	(\$2,824)	\$4,873,201		\$2,814,768	\$ 1,962,904	\$ 95,528	\$ 0

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Weston High School										
Salaries & Wages (1000s)										
	Certified Staff	\$6,136,285	\$97,453	\$0	\$6,233,738	1.6%	\$3,530,447	\$ 2,675,229	\$ 28,061	\$ 1
	Non Certified Staff	\$276,353	(\$2,120)	(\$97)	\$274,233	-0.8%	\$172,116	\$ 101,731	\$ 386	\$ (0)
	Overtime	\$250	(\$171)	\$0	\$79	-68.4%	\$73	\$ -	\$ 6	\$ 0
	Certified Stipends	\$97,605	\$3,956	\$0	\$101,561	4.1%	\$52,531	\$ -	\$ 49,030	\$ -
		<u>\$6,510,493</u>	<u>\$99,119</u>	<u>(\$97)</u>	<u>\$6,609,611</u>		<u>\$3,755,167</u>	<u>\$ 2,776,961</u>	<u>\$ 77,484</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$99,119					
	<i>Group change %:</i>				1.5%					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$2,070	(\$370)	\$0	\$1,700	-17.9%	\$982	\$ 500	\$ 218	\$ -
	3309 Professional Technical Services	\$11,880	(\$1,018)	(\$14)	\$10,862	-8.6%	\$5,057	\$ 1,281	\$ 4,524	\$ (1)
		<u>\$13,950</u>	<u>(\$1,388)</u>	<u>(\$14)</u>	<u>\$12,562</u>		<u>\$6,039</u>	<u>\$ 1,781</u>	<u>\$ 4,743</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,388)					
	<i>Group change %:</i>				-9.9%					
Property Services (4000s)										
	4302 Equipment Repairs	\$7,690	(\$3,254)	\$340	\$4,436	-42.3%	\$1,846	\$ 90	\$ 2,500	\$ -
	4400 Equipment Rental	\$3,625	\$0	\$0	\$3,625		\$0	\$ 3,500	\$ 125	\$ -
		<u>\$11,315</u>	<u>(\$3,254)</u>	<u>\$340</u>	<u>\$8,061</u>		<u>\$1,846</u>	<u>\$ 3,590</u>	<u>\$ 2,625</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$3,254)					
	<i>Group change %:</i>				-28.8%					
Other Services (5000s)										
	5100 Regular Transportation	\$3,500	(\$1,000)	\$0	\$2,500	-28.6%	\$1,370	\$ -	\$ 1,130	\$ -
	5400 Postage	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
	5501 Printing	\$14,133	(\$1,732)	\$0	\$12,401	-12.3%	\$7,191	\$ 1,000	\$ 4,210	\$ -
	5600 Tuition	\$0	\$4,900	\$0	\$4,900		\$4,900	\$ -	\$ -	\$ -
	5800,5802-5880 Travel & Conference	\$2,000	(\$1,100)	(\$1,100)	\$900	-55.0%	\$0	\$ 900	\$ -	\$ -
	5801 Mileage Reimbursement	\$2,750	\$0	\$0	\$2,750	0.0%	\$438	\$ 536	\$ 1,776	\$ 0
	5900 Other Purchased Services	\$1,200	(\$200)	\$0	\$1,000	-16.7%	\$84	\$ 667	\$ 249	\$ -

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
		\$23,583	\$868	(\$1,100)	\$24,451		\$13,983	\$ 3,103	\$ 7,365	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$868					
	<i>Group change %:</i>				3.7%					
Supplies & Materials (6000's)										
6110	Materials	\$134,830	(\$10,166)	(\$1,142)	\$124,664	-7.5%	\$90,764	\$ 15,101	\$ 18,799	\$ 0
6120	Office Materials	\$7,172	(\$2,000)	\$0	\$5,172	-27.9%	\$874	\$ 99	\$ 4,199	\$ -
6410	Books	\$23,527	\$2,064	\$1,916	\$25,591	8.8%	\$25,262	\$ 248	\$ 82	\$ (0)
		\$165,529	(\$10,102)	\$774	\$155,427		\$116,900	\$ 15,448	\$ 23,079	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$10,102)					
	<i>Group change %:</i>				-6.1%					
Equipment (7000's)										
7300	Equipment	\$3,180	(\$139)	\$0	\$3,041	-4.4%	\$3,041	\$ -	\$ -	\$ -
		\$3,180	(\$139)	\$0	\$3,041		\$3,041	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$139)					
	<i>Group change %:</i>				-4%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$14,536	(\$978)	\$0	\$13,558	-6.7%	\$12,133	\$ -	\$ 1,425	\$ -
8900	Other Objects	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$14,536	(\$978)	\$0	\$13,558		\$12,133	\$ -	\$ 1,425	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$978)					
	<i>Group change %:</i>				-6.7%					
Revenues (9000's)										
9209	Parking Fees	\$ (30,000)	\$ -	\$0	(\$30,000)		(\$30,000)	\$ -	\$ -	\$ -
		\$ (30,000)	\$0	\$0	(\$30,000)		\$ (30,000)	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
Total:		\$6,712,586	\$84,126	(\$97)	\$6,796,711		\$3,879,109	\$ 2,800,882	\$ 116,721	\$ (0)

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Athletics										
Salaries & Wages (1000s)										
	Certified Staff	\$157,718	\$0	\$0	\$157,718		\$109,189	\$ 48,529	\$ -	\$ -
	Non Certified Staff	\$55,236	\$9	\$0	\$55,245	0.0%	\$35,484	\$ 19,761	\$ -	\$ 0
	Certified Stipends	\$383,655	\$0	\$0	\$383,655		\$188,935	\$ -	\$ 194,720	\$ -
	Non Certified Stipends	\$85,782	\$0	\$0	\$85,782		\$57,887	\$ 14,028	\$ 13,867	\$ -
		<u>\$682,391</u>	<u>\$9</u>	<u>\$0</u>	<u>\$682,400</u>		<u>\$391,496</u>	<u>\$ 82,317</u>	<u>\$ 208,587</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$9					
	<i>Group change %:</i>				0.0%					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$3,500	\$0	\$0	\$3,500		\$3,293	\$ -	\$ 207	\$ -
	3308 Police/Fire	\$2,980	\$0	\$0	\$2,980		\$2,002	\$ -	\$ 978	\$ -
	3310 Sports Officials	\$48,649	\$0	\$0	\$48,649		\$48,649	\$ -	\$ -	\$ -
		<u>\$55,129</u>	<u>\$0</u>	<u>\$0</u>	<u>\$55,129</u>		<u>\$53,944</u>	<u>\$ -</u>	<u>\$ 1,185</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$20,000	\$0	\$0	\$20,000		\$863	\$ 15,000	\$ 4,137	\$ -
		<u>\$20,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,000</u>		<u>\$863</u>	<u>\$ 15,000</u>	<u>\$ 4,137</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
Other Services (5000s)										
	5104 Athletic Transportation	\$87,143	\$0	\$0	\$87,143		\$36,397	\$ 29,957	\$ 20,790	\$ (1)
	5202 Athletic Insurance	\$29,939	(\$7,410)	\$0	\$22,529	-24.8%	\$22,529	\$ -	\$ -	\$ -
5800,5802-5880	Travel & Conference	\$5,100	\$0	\$0	\$5,100		\$4,500	\$ 600	\$ -	\$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		\$122,182	(\$7,410)	\$0	\$114,772		\$63,426	\$ 30,557	\$ 20,790	\$ (1)
	<i>Group \$ transfer in/(transfer out):</i>				(\$7,410)					
	<i>Group change %:</i>				-6.1%					
Supplies & Materials (6000's)										
6110	Materials	\$57,750	\$0	\$0	\$57,750		\$24,866	\$ 16,919	\$ 15,964	\$ -
		\$57,750	\$0	\$0	\$57,750		\$24,866	\$ 16,919	\$ 15,964	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$17,635	\$0	\$0	\$17,635		\$17,635	\$ -	\$ -	\$ -
		\$17,635	\$0	\$0	\$17,635		\$17,635	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
Revenues (9000's)										
9201	Participation Fees, Athletics	\$ (84,555)	\$0	\$0	(\$84,555)		(\$29,000)	\$ -	\$ (55,555)	\$ -
9202	Gate Receipts, Athletics	\$ (13,500)	\$0	\$0	(\$13,500)		(\$11,533)	\$ -	\$ (1,967)	\$ -
9212	Facility Use Rental	\$ (17,500)	\$0	\$0	(\$17,500)		(\$8,750)	\$ -	\$ (8,750)	\$ -
		\$ (115,555)	\$0	\$0	(\$115,555)		\$ (49,283)	\$ -	\$ (66,272)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
Total:		\$839,532	(\$7,401)	\$0	\$832,131		\$502,948	\$ 144,793	\$ 184,391	\$ (1)

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Theater										
Salaries & Wages (1000s)										
	Certified Stipends	\$86,702	(\$1,430)	\$0	\$85,272	-1.6%	\$45,867	\$ -	\$ 39,405	\$ -
		<u>\$86,702</u>	<u>(\$1,430)</u>	<u>\$0</u>	<u>\$85,272</u>		<u>\$45,867</u>	<u>\$ -</u>	<u>\$ 39,405</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,430)</i>					
	<i>Group change %:</i>				<i>-1.6%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$1,295	(\$35)	\$0	\$1,260	-2.7%	\$630	\$ -	\$ 630	\$ -
	3309 Professional Technical Services	\$13,850	\$1,159	\$0	\$15,009	8.4%	\$11,145	\$ -	\$ 3,864	\$ -
		<u>\$15,145</u>	<u>\$1,124</u>	<u>\$0</u>	<u>\$16,269</u>		<u>\$11,775</u>	<u>\$ -</u>	<u>\$ 4,494</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$1,124</i>					
	<i>Group change %:</i>				<i>7.4%</i>					
Supplies & Materials (6000's)										
	6110 Materials	\$48,250	(\$1,194)	\$0	\$47,056	-2.5%	\$16,900	\$ 11,782	\$ 18,373	\$ -
		<u>\$48,250</u>	<u>(\$1,194)</u>	<u>\$0</u>	<u>\$47,056</u>		<u>\$16,900</u>	<u>\$ 11,782</u>	<u>\$ 18,373</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,194)</i>					
	<i>Group change %:</i>				<i>-2.5%</i>					
Revenues (9000's)										
	9210 Theater Receipts	\$ (78,000)	\$4,000	\$ -	\$ (74,000)		(\$33,121)	\$ -	\$ (40,879)	\$ -
		<u>\$ (78,000)</u>	<u>\$4,000</u>	<u>\$0</u>	<u>\$ (74,000)</u>		<u>\$ (33,121)</u>	<u>\$ -</u>	<u>\$ (40,879)</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$4,000</i>					
	<i>Group change %:</i>				<i>-5%</i>					
	Total:	\$72,097	\$2,500	\$0	\$74,597		\$41,421	\$ 11,782	\$ 21,394	\$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Copy Center										
Salaries & Wages (1000s)										
	Non Certified Staff	\$49,730	\$1,189	\$0	\$50,919	2.4%	\$32,239	\$ 16,397	\$ 2,283	\$ -
		\$49,730	\$1,189	\$0	\$50,919		\$32,239	\$ 16,397	\$ 2,283	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$1,189					
	<i>Group change %:</i>				2.4%					
Property Services (4000s)										
	4400 Equipment Rental	\$127,152	\$6,528	\$0	\$133,680	5.1%	\$91,296	\$ 42,384	\$ -	\$ 0
		\$127,152	\$6,528	\$0	\$133,680		\$91,296	\$ 42,384	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$6,528					
	<i>Group change %:</i>				5.1%					
Other Services (5000s)										
	5400 Postage	\$18,836	\$4,000	\$500	\$22,836	21.2%	\$18,919	\$ 3,917	\$ -	\$ 0
		\$18,836	\$4,000	\$500	\$22,836		\$18,919	\$ 3,917	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$4,000					
	<i>Group change %:</i>				21.2%					
Supplies & Materials (6000's)										
	6110 Materials	\$17,895	(\$1,895)	\$0	\$16,000	-10.6%	\$12,293	\$ 3,707	\$ -	\$ -
		\$17,895	(\$1,895)	\$0	\$16,000		\$12,293	\$ 3,707	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,895)					
	<i>Group change %:</i>				-10.6%					
	Total:	\$213,613	\$9,823	\$500	\$223,436		\$154,746	\$ 66,406	\$ 2,283	\$ 0

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Curriculum & Instruction										
Salaries & Wages (1000s)										
	Certified Staff	\$851,165	(\$23,279)	\$0	\$827,886	-2.7%	\$495,676	\$ 306,464	\$ 25,746	\$ -
	Non Certified Staff	\$65,216	\$1,630	\$0	\$66,846	2.5%	\$46,278	\$ 20,568	\$ -	\$ -
	Certified Stipends	\$88,780	(\$948)	\$0	\$87,832	-1.1%	\$48,142	\$ 35,690	\$ 4,000	\$ -
		\$1,005,161	(\$22,597)	\$0	\$982,564		\$590,097	\$ 362,722	\$ 29,746	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$22,597)</i>					
	<i>Group change %:</i>				<i>-2.2%</i>					
Professional & Technical Services (3000s)										
3220/3221	Consulting Services	\$55,700	(\$10,153)	\$0	\$45,547	-18.2%	\$19,393	\$ 22,855	\$ 3,299	\$ -
3235	Testing	\$43,600	(\$2,000)	\$0	\$41,600	-4.6%	\$33,564	\$ 6,180	\$ 1,856	\$ 0
		\$99,300	(\$12,153)	\$0	\$87,147		\$52,957	\$ 29,035	\$ 5,155	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$12,153)</i>					
	<i>Group change %:</i>				<i>-12.2%</i>					
Property Services (4000s)										
Other Services (5000s)										
5800,5802-5880	Travel & Conference	\$41,750	(\$4,363)	(\$863)	\$37,388	-10.4%	\$19,210	\$ 1,175	\$ 17,003	\$ -
5801	Mileage Reimbursement	\$6,000	(\$6,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
5900	Other Purchased Services	\$7,500	(\$125)	\$0	\$7,375	-1.7%	\$1,184	\$ 3,751	\$ 2,440	\$ -
		\$55,250	(\$10,488)	(\$863)	\$44,763		\$20,393	\$ 4,926	\$ 19,443	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$10,488)</i>					
	<i>Group change %:</i>				<i>-19.0%</i>					
Supplies & Materials (6000's)										

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6110 Materials	\$55,664	\$3,505	\$0	\$59,169	6.3%	\$58,625	\$ -	\$ 544	\$ 0
	6120 Office Materials	\$4,800	(\$1,505)	\$0	\$3,295	-31.4%	\$1,549	\$ 696	\$ 1,051	\$ -
	6410 Books	\$54,487	\$3,500	\$0	\$57,987	6.4%	\$32,382	\$ 5,649	\$ 19,956	\$ 0
		<u>\$114,951</u>	<u>\$5,500</u>	<u>\$0</u>	<u>\$120,451</u>		<u>\$92,556</u>	<u>\$ 6,345</u>	<u>\$ 21,551</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$5,500</i>					
	<i>Group change %:</i>				<i>4.8%</i>					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$12,810	\$0	\$0	\$12,810		\$12,419	\$ -	\$ 391	\$ (0)
		<u>\$12,810</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,810</u>		<u>\$12,419</u>	<u>\$ -</u>	<u>\$ 391</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
	Total:	<u>\$1,287,472</u>	<u>(\$39,737)</u>	<u>(\$863)</u>	<u>\$1,247,735</u>		<u>\$768,421</u>	<u>\$ 403,028</u>	<u>\$ 76,285</u>	<u>\$ 0</u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
District Administration										
Salaries & Wages (1000s)										
	Certified Staff	\$635,745	\$20,304	\$0	\$656,049	3.2%	\$454,188	\$ 201,861	\$ -	\$ -
	Non Certified Staff	\$410,749	\$10,252	\$0	\$421,001	2.5%	\$310,287	\$ 159,658	\$ (48,944)	\$ 0
	Overtime	\$1,000	(\$500)	(\$500)	\$500	-50.0%	\$283	\$ -	\$ 217	\$ -
	Non Certified Stipends	\$6,000	\$0	\$0	\$6,000		\$4,000	\$ -	\$ 2,000	\$ -
		<u>\$1,053,494</u>	<u>\$30,056</u>	<u>(\$500)</u>	<u>\$1,083,550</u>		<u>\$768,758</u>	<u>\$ 361,519</u>	<u>\$ (46,727)</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$30,056					
	<i>Group change %:</i>				2.9%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$15,000	(\$4,022)	\$0	\$10,978	-26.8%	\$7,483	\$ 3,495	\$ -	\$ (0)
	3306 Legal Fees	\$50,000	\$15,100	\$5,100	\$65,100	30.2%	\$53,632	\$ 11,468	\$ 5,300	\$ (5,300)
	3309 Professional Technical Services	\$12,500	\$25,383	\$863	\$37,883	203.1%	\$25,507	\$ 12,376	\$ -	\$ -
		<u>\$77,500</u>	<u>\$36,461</u>	<u>\$5,963</u>	<u>\$113,961</u>		<u>\$86,621</u>	<u>\$ 27,339</u>	<u>\$ 5,300</u>	<u>\$ (5,300)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$36,461					
	<i>Group change %:</i>				47.0%					
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	(\$575)	\$0	\$1,925	-23.0%	\$732	\$ 1,193	\$ -	\$ -
	5500 Advertising	\$8,000	(\$2,564)	\$0	\$5,436	-32.0%	\$3,287	\$ 2,127	\$ 22	\$ (0)
	5501 Printing	\$1,250	(\$1,250)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$12,500	(\$5,922)	\$0	\$6,578	-47.4%	\$4,256	\$ 368	\$ 1,954	\$ -
		<u>\$24,250</u>	<u>(\$10,311)</u>	<u>\$0</u>	<u>\$13,939</u>		<u>\$8,275</u>	<u>\$ 3,688</u>	<u>\$ 1,976</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$10,311)					
	<i>Group change %:</i>				-42.5%					

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Supplies & Materials (6000's)										
	6120 Office Materials	\$15,850	(\$2,040)	\$0	\$13,810	-12.9%	\$9,159	\$ 3,417	\$ 1,234	\$ 0
		\$15,850	(\$2,040)	\$0	\$13,810		\$9,159	\$ 3,417	\$ 1,234	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,040)					
	<i>Group change %:</i>				-12.9%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$29,630	(\$25)	\$0	\$29,605	-0.1%	\$29,033	\$ 300	\$ 273	\$ -
	8900 Other Objects	\$12,395	\$2,040	\$0	\$14,435	16.5%	\$7,589	\$ 6,550	\$ 295	\$ 0
		\$42,025	\$2,015	\$0	\$44,040		\$36,622	\$ 6,850	\$ 568	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$2,015					
	<i>Group change %:</i>				4.8%					
	Total:	\$1,213,869	\$56,075	\$5,463	\$1,269,944		\$910,079	\$ 402,814	\$ (37,649)	\$ (5,299)

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
District Wide										
Salaries & Wages (1000s)										
	Certified Staff	\$63,520	(\$63,520)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Turnover Savings	(\$137,271)	\$137,271	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Salary Differential	\$87,030	(\$87,030)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$13,279</u>	<u>(\$13,279)</u>	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$13,279)</i>					
	<i>Group change %:</i>				<i>-100.0%</i>					
Other Services (5000s)										
	5200 General Liability Insurance	\$112,340	(\$18,621)	(\$5,100)	\$93,719	-16.6%	\$93,719	\$ -	\$ -	\$ (0)
		<u>\$112,340</u>	<u>(\$18,621)</u>	<u>(\$5,100)</u>	<u>\$93,719</u>		<u>\$93,719</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$18,621)</i>					
	<i>Group change %:</i>				<i>-16.6%</i>					
Revenues (9000's)										
	9207 Regular Ed. Tuition	\$ (19,438)	(\$9,382)	\$0	(\$28,820)		(\$20,279)	\$ (8,540)	\$ -	\$ (0)
	9990 Unallocated	\$ -	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		<u>\$ (19,438.00)</u>	<u>\$ (9,382)</u>	<u>\$ -</u>	<u>\$ (28,820)</u>		<u>\$ (20,279)</u>	<u>\$ (8,540)</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$9,382)</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
	Total:	\$106,181	(\$41,282)	(\$5,100)	\$64,899		\$73,440	\$ (8,540)	\$ -	\$ (1)

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Employee Benefits										
Benefits (2000's)										
	2000 Health Insurance	\$7,357,280	\$209,189	\$0	\$7,566,469	2.8%	\$4,996,718	\$ 2,440,229	\$ 129,523	\$ (0)
	2022 Premium Cost Share	(\$1,312,771)	(\$46,135)	\$0	(\$1,358,906)		(\$834,513)	\$ -	\$ (524,393)	\$ (0)
	2001 Social Security	\$556,730	\$4,536	\$0	\$561,266	0.8%	\$374,147	\$ -	\$ 187,119	\$ (0)
	2002 Medicare	\$457,884	(\$13,669)	\$0	\$444,215	-3.0%	\$278,183	\$ -	\$ 166,032	\$ (0)
	2003 Workers Compensation	\$238,335	(\$2,559)	\$0	\$235,776	-1.1%	\$235,776	\$ -	\$ -	\$ -
	2004 Unemployment Compensation	\$37,066	(\$19,510)	\$0	\$17,556	-52.6%	\$5,556	\$ 12,000	\$ -	\$ -
	2005 Early Retirement Incentive	\$167,347	\$80,214	\$0	\$247,561	47.9%	\$247,561	\$ -	\$ -	\$ (0)
	2007 Pension Contributions	\$903,900	\$6,961	\$0	\$910,861	0.8%	\$588,337	\$ -	\$ 322,524	\$ -
	2010 Tuition Reimbursement	\$80,000	(\$10,000)	\$0	\$70,000	-12.5%	\$0	\$ -	\$ 70,000	\$ -
	2011 Life Insurance	\$94,554	(\$35,235)	\$0	\$59,319	-37.3%	\$39,498	\$ 19,821	\$ -	\$ 0
	2012 Disability Insurance	\$19,306	(\$14,699)	\$0	\$4,607	-76.1%	\$2,512	\$ 2,095	\$ -	\$ 0
	2014 Sick Bank	\$45,000	(\$45,000)	(\$45,000)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$8,644,631	\$114,093	(\$45,000)	\$8,758,724		\$5,933,776	\$ 2,474,144	\$ 350,805	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$114,093</i>					
	<i>Group change %:</i>				<i>1.3%</i>					
Professional & Technical Services (3000s)										
	3303 Management Services	\$62,855	\$591	\$0	\$63,446	0.9%	\$37,687	\$ 25,759	\$ -	\$ 0
		\$62,855	\$591	\$0	\$63,446		\$37,687	\$ 25,759	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$591</i>					
	<i>Group change %:</i>				<i>0.9%</i>					
Property Services (4000s)										
	Total:	\$8,707,486	\$114,684	(\$45,000)	\$8,822,170		\$5,971,463	\$ 2,499,903	\$ 350,805	\$ (0)

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Facilities										
Salaries & Wages (1000s)										
	Non Certified Staff	\$1,247,826	(\$12,914)	\$0	\$1,234,912	-1.0%	\$803,652	\$ 425,907	\$ 5,353	\$ 0
	Overtime	\$137,400	\$17,602	\$12,500	\$155,002	12.8%	\$93,810	\$ -	\$ 61,192	(\$0)
	Non Certified Stipends	\$70,158	(\$11,583)	\$0	\$58,575	-16.5%	\$38,004	\$ 20,415	\$ 156	\$ -
		<u>\$1,455,384</u>	<u>(\$6,895)</u>	<u>\$12,500</u>	<u>\$1,448,489</u>		<u>\$935,467</u>	<u>\$ 446,322</u>	<u>\$ 66,701</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$6,895)</i>					
	<i>Group change %:</i>				<i>-0.5%</i>					
Professional & Technical Services (3000s)										
	3304 License Fees-Facilities	\$3,500	\$1,115	\$960	\$4,615	31.9%	\$4,615	\$ -	\$ -	\$ -
	3309 Professional Technical Services	\$4,250	\$19,500	\$1,440	\$23,750	458.8%	\$16,250	\$ 7,500	\$ -	\$ -
		<u>\$7,750</u>	<u>\$20,615</u>	<u>\$2,400</u>	<u>\$28,365</u>		<u>\$20,865</u>	<u>\$ 7,500</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$20,615</i>					
	<i>Group change %:</i>				<i>266.0%</i>					
Property Services (4000s)										
	4200 Cleaning Services	\$602,979	(\$5,204)	\$0	\$597,775	-0.9%	\$398,517	\$ 199,258	\$ -	\$ -
	4202 Rubbish Removal	\$78,245	(\$27,045)	\$0	\$51,200	-34.6%	\$32,455	\$ 18,745	\$ -	\$ -
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$5,250		\$3,041	\$ 2,209	\$ -	\$ -
	4204 Exterminator	\$8,000	(\$950)	(\$200)	\$7,050	-11.9%	\$4,988	\$ 1,812	\$ 250	\$ -
	4302 Equipment Repairs	\$65,728	(\$12,138)	(\$5,443)	\$53,590	-18.5%	\$40,161	\$ 8,131	\$ 5,298	\$ 0
	4400 Equipment Rental	\$21,110	\$1,432	\$0	\$22,542	6.8%	\$12,884	\$ 9,658	\$ -	\$ (0)
	4401 Rental of Facilities	\$4,675	(\$128)	\$0	\$4,547	-2.7%	\$3,041	\$ 1,506	\$ -	\$ -
	4500 Repair Allowance	\$127,000	\$43,346	(\$1,000)	\$170,346	34.1%	\$151,936	\$ 13,592	\$ 4,818	\$ (0)
	4508 Generator Repairs	\$3,420	\$3,401	\$0	\$6,821	99.5%	\$0	\$ 6,821	\$ -	\$ -
	4509 Septic Cleaning	\$50,825	\$2,854	\$0	\$53,679	5.6%	\$52,679	\$ 1,000	\$ -	\$ (0)
	4510 Asbestos Abatement	\$5,000	(\$5,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4511 Elevator Contract	\$14,350	(\$1,323)	\$0	\$13,027	-9.2%	\$11,266	\$ 1,761	\$ -	\$ (0)
	4512 Emergency Lights	\$11,570	(\$11,570)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4513 Generator Contract	\$8,230	(\$3,530)	\$0	\$4,700	-42.9%	\$1,388	\$ 3,313	\$ -	\$ -
	4514 Fire Alarm System	\$30,000	\$8,594	\$1,216	\$38,594	28.6%	\$36,807	\$ 1,787	\$ -	\$ 0
	4515 Fire Protection System	\$9,605	(\$331)	\$0	\$9,274	-3.4%	\$8,074	\$ 1,200	\$ -	\$ 0
	4516 UST Testing	\$6,896	(\$6,896)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$2,466	\$ 2,392	\$ -	\$ -

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4518	Sewer System Plant Maintenance	\$89,579	\$0	\$0	\$89,579		\$59,719	\$ 29,860	\$ -	\$ (0)
4530	Parks & Recreation	\$73,954	(\$3,000)	\$0	\$70,954	-4.1%	\$42,103	\$ 28,851	\$ -	\$ -
4531	Drain System	\$5,575	(\$1,000)	\$0	\$4,575	-17.9%	\$3,561	\$ 11	\$ 1,003	\$ -
4533	Glass Replacement	\$5,000	\$4,300	\$300	\$9,300	86.0%	\$7,270	\$ 1,920	\$ 110	\$ -
4534	Roof Repair	\$7,000	\$4,206	\$0	\$11,206	60.1%	\$10,890	\$ 316	\$ -	\$ 0
4535	Window Treatments	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
4536	Air Filter HVAC System	\$4,500	(\$1,140)	\$0	\$3,360	-25.3%	\$2,379	\$ 981	\$ -	\$ 0
4538	Chiller Contract	\$13,150	(\$5,822)	\$0	\$7,328	-44.3%	\$7,328	\$ -	\$ -	\$ -
4539	Energy Management System	\$21,020	\$0	\$0	\$21,020		\$21,020	\$ -	\$ -	\$ -
4540	Athletic Facilities Repairs	\$8,000	(\$2,774)	\$0	\$5,226	-34.7%	\$5,226	\$ -	\$ -	\$ -
4542	Contracted Services	\$22,850	\$21,218	\$0	\$44,068	92.9%	\$40,601	\$ 3,467	\$ -	\$ 0
4543	Paving	\$8,500	\$2,000	\$0	\$10,500	23.5%	\$10,500	\$ -	\$ -	\$ -
4600	Special Projects	\$20,000	\$3,968	\$0	\$23,968	19.8%	\$23,494	\$ 474	\$ -	\$ (0)
4602	Tree Service	\$7,500	(\$7,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
4604	Snow Plowing	\$12,500	(\$12,500)	(\$12,500)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
4605	Signage	\$2,500	(\$1,254)	\$0	\$1,246	-50.2%	\$1,178	\$ -	\$ 68	\$ -
4606	Sprinkler Repairs	\$3,000	(\$4,331)	\$0	(\$1,331)	-144.4%	(\$1,331)	\$ -	\$ -	\$ -
4610	Playground Repairs	\$5,000	(\$3,334)	\$0	\$1,666	-66.7%	\$0	\$ -	\$ 1,666	\$ -
4702	Locks/Keys	\$8,500	(\$2,428)	\$572	\$6,072	-28.6%	\$3,404	\$ 2,668	\$ -	\$ -
4705	United Alarm	\$650	(\$650)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$1,379,519	(\$27,527)	(\$17,055)	\$1,351,992		\$997,046	\$ 341,732	\$ 13,213	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				(\$27,527)					
	<i>Group change %:</i>				-2.0%					
Other Services (5000s)										
5205	Property Insurance	\$97,835	\$2,862	\$0	\$100,697	2.9%	\$100,697	\$ -	\$ -	\$ -
5801	Mileage Reimbursement	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
5900	Other Purchased Services	\$15,585	(\$1,093)	\$0	\$14,492	-7.0%	\$9,700	\$ 4,792	\$ -	\$ 0.00
		\$116,420	(\$1,231)	\$0	\$115,189		\$110,397	\$ 4,792	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,231)					
	<i>Group change %:</i>				-1.1%					
Supplies & Materials (6000's)										
6130	Maintenance Materials	\$179,444	(\$28,589)	\$3,595	\$150,855	-15.9%	\$138,017	\$ 12,505	\$ 334	\$ (0)
6131	Custodial Materials	\$77,000	(\$4,205)	(\$1,440)	\$72,795	-5.5%	\$40,666	\$ 15,294	\$ 16,834	\$ 0
6510	Heating	\$370,893	\$0	\$0	\$370,893	0.0%	\$244,416	\$ 126,477	\$ -	\$ 0
6520	Electricity	\$817,228	(\$88,307)	\$0	\$728,921	-10.8%	\$441,724	\$ 242,789	\$ 44,408	\$ 0
6530	Propane gas	\$5,000	(\$1,626)	\$0	\$3,374	-32.5%	\$1,340	\$ 2,034	\$ -	\$ -
		\$1,449,565	(\$122,726)	\$2,155	\$1,326,839		\$866,163	\$ 399,099	\$ 61,576	\$ 0

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	<i>Group \$ transfer in/(transfer out):</i>				(\$122,726)					
	<i>Group change %:</i>				-8.5%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,480	\$165	\$0	\$1,645	11.1%	\$1,450	\$ 195	\$ -	\$ -
	8900 Other Objects	\$14,000	(\$2,141)	\$0	\$11,859	-15.3%	\$8,513	\$ 3,345	\$ -	\$ (0)
		\$15,480	(\$1,976)	\$0	\$13,504		\$9,963	\$ 3,540	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,976)					
	<i>Group change %:</i>				-12.8%					
Revenues (9000's)										
	9208 Revenue from Town for Fields	\$ (44,580)	\$0	\$0	(\$44,580)		\$ (25,834)	\$ -	\$ (18,746)	\$ -
		\$ (44,580)	\$0	\$0	\$ (44,580)		\$ (25,834)	\$ -	\$ (18,746)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
	Total:	\$4,379,538.00	(\$139,740)	\$0	\$4,239,798		\$2,914,066	\$ 1,202,986	\$ 122,744	\$ 1

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Special Education										
Salaries & Wages (1000s)										
	Certified Staff	\$4,121,593	(\$44,904)	(\$616)	\$4,076,689	-1.1%	\$2,372,319	\$ 1,646,336	\$ 58,035	\$ (0)
	Non Certified Staff	\$1,588,452	\$17,449	(\$596)	\$1,605,901	1.1%	\$1,038,150	\$ 501,671	\$ 66,080	\$ (1)
	Overtime	\$250	(\$200)	\$0	\$50	0.0%	\$0	\$ -	\$ 50	\$ -
	Non Certified Stipends	\$31,900	(\$2,680)	\$0	\$29,220	-8.4%	\$14,980	\$ -	\$ 14,240	\$ -
		<u>\$5,742,195</u>	<u>(\$30,335)</u>	<u>(\$1,213)</u>	<u>\$5,711,860</u>		<u>\$3,425,449</u>	<u>\$ 2,148,007</u>	<u>\$ 138,405</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$30,335)</i>					
	<i>Group change %:</i>				<i>-0.5%</i>					
Professional & Technical Services (3000s)										
3220/3221	3210 Contracted Services Educational Consulting Services	\$388,625	(\$62,414)	(\$10,265)	\$326,211	-16.1%	\$146,244	\$ 134,967	\$ 45,000	\$ -
	3235 Testing	\$70,000	(\$7,000)	(\$5,000)	\$63,000	-10.0%	\$18,633	\$ 30,568	\$ 13,800	\$ -
	3306 Legal Fees	\$53,000	(\$500)	\$0	\$52,500	-0.9%	\$46,646	\$ 5,309	\$ 544	\$ 0
		\$55,000	\$80,000	\$5,000	\$135,000	145.5%	\$88,419	\$ 46,581	\$ -	\$ -
		<u>\$566,625</u>	<u>\$10,086</u>	<u>(\$10,265)</u>	<u>\$576,711</u>		<u>\$299,941</u>	<u>\$ 217,426</u>	<u>\$ 59,344</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$10,086</i>					
	<i>Group change %:</i>				<i>1.8%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$750	(\$693)	(\$350)	\$57	-92.4%	\$57	\$ -	\$ -	\$ -
	4400 Equipment Rental	\$1,250	(\$1,250)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$2,000</u>	<u>(\$1,943)</u>	<u>(\$350)</u>	<u>\$57</u>		<u>\$57</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,943)</i>					
	<i>Group change %:</i>				<i>-97.2%</i>					
Other Services (5000s)										
	5600 Tuition	\$2,651,400	\$198,687	\$45,252	\$2,850,087	7.5%	\$1,836,455	\$ 1,122,454	\$ -	\$ (108,822)
	5605 Tuition-ESS	\$280,908	(\$408)	\$0	\$280,500		\$196,350	\$ 84,150	\$ -	\$ -
	5801 Mileage Reimbursement	\$1,500	(\$1,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		\$2,933,808	\$196,779	\$45,252	\$3,130,587		\$2,032,805	\$ 1,206,604	\$ -	\$ (108,822)
	<i>Group \$ transfer in/(transfer out):</i>				\$196,779					
	<i>Group change %:</i>				6.7%					
Supplies & Materials (6000's)										
	6110 Materials	\$26,969	\$1,281	\$0	\$28,250	4.7%	\$24,125	\$ 2,183	\$ 1,942	\$ -
	6120 Office Materials	\$719	(\$519)	\$0	\$200	-72.2%	\$0	\$ -	\$ 200	\$ -
	6140 Software	\$26,989	(\$750)	(\$750)	\$26,239	-2.8%	\$24,378	\$ 496	\$ 1,365	\$ -
	6410 Books	\$3,600	(\$600)	\$0	\$3,000	-16.7%	\$1,806	\$ -	\$ 1,194	\$ -
		\$58,277	(\$588)	(\$750)	\$57,689		\$50,309	\$ 2,679	\$ 4,701	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$588)					
	<i>Group change %:</i>				-1.0%					
Equipment (7000's)										
	7300 Equipment	\$34,430	(\$25,345)	(\$4,436)	\$9,085	-73.6%	\$4,804	\$ 782	\$ 3,500	\$ (0)
		\$34,430	(\$25,345)	(\$4,436)	\$9,085		\$4,804	\$ 782	\$ 3,500	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$25,345)					
	<i>Group change %:</i>				-74%					
Revenues (9000's)										
	9205 Excess Cost SPED	\$ (591,917)	\$0	\$0	(\$591,917)		(\$376,560)	\$ -	\$ (218,203)	\$ 2,846
	9206 Pre School Tuition SPED	\$ (96,000)	\$8,950	\$0	(\$87,050)	-9.3%	(\$76,560)	\$ -	\$ (10,490)	\$ -
		\$ (687,917)	\$8,950	\$0	(\$678,967)		\$ (453,120)	\$ -	\$ (228,693)	\$ 2,846
	<i>Group \$ transfer in/(transfer out):</i>				\$8,950					
	<i>Group change %:</i>				-1%					
Total:		\$8,649,418	\$157,604	\$28,238	\$8,807,022		\$5,360,245	\$ 3,575,498	\$ (22,743)	\$ (105,977)

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Pupil Services										
Salaries & Wages (1000s)										
	Certified Staff	\$1,735,596	(\$15,346)	\$0	\$1,720,251	-0.9%	\$941,458	\$ 778,792	\$ -	\$ (0.00)
	Non Certified Staff	\$715,628	\$13,819	(\$12,764)	\$729,447	1.9%	\$428,807	\$ 269,413	\$ 31,227	\$ 0
	Overtime	\$0	\$225	\$0	\$225	100.0%	\$161	\$ -	\$ 64	\$ -
	Certified Stipends	\$29,737	\$7,925	\$0	\$37,662	26.7%	\$22,958	\$ 14,704	\$ -	\$ 0
	Non Certified Stipends	\$42,387	(\$2,753)	(\$2,386)	\$39,634	-6.5%	\$22,428	\$ 14,877	\$ 2,328	\$ 0
		<u>\$2,523,348</u>	<u>\$3,871</u>	<u>(\$15,150)</u>	<u>\$2,527,219</u>		<u>\$1,415,812</u>	<u>\$ 1,077,787</u>	<u>\$ 33,619</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$3,871					
	<i>Group change %:</i>				0.2%					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$173,575	(\$6,625)	\$0	\$166,950	-3.8%	\$102,200	\$ 53,504	\$ 11,246	\$ -
		<u>\$173,575</u>	<u>(\$6,625)</u>	<u>\$0</u>	<u>\$166,950</u>		<u>\$102,200</u>	<u>\$ 53,504</u>	<u>\$ 11,246</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$6,625)					
	<i>Group change %:</i>				-3.8%					
Property Services (4000s)										
	4302 Equipment Repairs	\$775	(\$361)	(\$136)	\$414	-46.6%	\$414	\$ -	\$ -	\$ -
		<u>\$775</u>	<u>(\$361)</u>	<u>(\$136)</u>	<u>\$414</u>		<u>\$414</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$361)					
	<i>Group change %:</i>				-46.6%					
Other Services (5000s)										
	5400 Postage	\$800	\$64	\$0	\$864	8.0%	\$432	\$ 432	\$ -	\$ -
	5501 Printing	\$2,000	\$0	\$0	\$2,000		\$1,285	\$ -	\$ 715	\$ -
	5801 Mileage Reimbursement	\$500	\$0	\$0	\$500		\$35	\$ -	\$ 465	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		\$3,300	\$64	\$0	\$3,364		\$1,752	\$ 432	\$ 1,180	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$64					
	<i>Group change %:</i>				1.9%					
Supplies & Materials (6000's)										
	6110 Materials	\$14,900	(\$3,400)	\$0	\$11,500	-22.8%	\$5,200	\$ 1,761	\$ 4,539	\$ -
		\$14,900	(\$3,400)	\$0	\$11,500		\$5,200	\$ 1,761	\$ 4,539	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$3,400)					
	<i>Group change %:</i>				-22.8%					
Equipment (7000's)										
	7300 Equipment	\$0	(\$530)	\$0	(\$530)	0.0%	(\$530)	\$ -	\$ -	\$ 0
		\$0	(\$530)	\$0	(\$530)		(\$530)	\$ -	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$530)					
	<i>Group change %:</i>									
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$650	\$0	\$0	\$650		\$650	\$ -	\$ -	\$ -
		\$650	\$0	\$0	\$650		\$650	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
	Total:	\$2,716,548	(\$6,981)	(\$15,286)	\$2,709,567		\$1,525,498	\$ 1,133,484	\$ 50,584	\$ 1

**WESTON PUBLIC SCHOOLS
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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Transportation										
Salaries & Wages (1000s)										
	Non Certified Staff	\$289,573	\$30	\$0	\$289,603	0.0%	\$204,045	\$ 29,523	\$ 56,035	\$ (0)
		\$289,573	\$30	\$0	\$289,603		\$204,045	\$ 29,523	\$ 56,035	\$ (0)
	Group \$ transfer in/(transfer out):				\$30					
	Group change %:				0.0%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$1,000	(\$798)	\$0	\$202	-79.8%	\$202	\$ -	\$ -	\$ 0
		\$1,000	(\$798)	\$0	\$202		\$202	\$ -	\$ -	\$ 0
	Group \$ transfer in/(transfer out):				(\$798)					
	Group change %:				-79.8%					
Property Services (4000s)										
	4302 Equipment Repairs	\$25,000	\$0	\$0	\$25,000		\$17,201	\$ 3,531	\$ 4,268	\$ -
		\$25,000	\$0	\$0	\$25,000		\$17,201	\$ 3,531	\$ 4,268	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5100 Regular Transportation	\$1,297,048	(\$2,603)	\$0	\$1,294,445	-0.2%	\$1,287,986	\$ 5,939	\$ 520	\$ (0)
	5101 SPED Transportation	\$92,182	(\$29,608)	(\$5,482)	\$62,574	-32.1%	\$36,390	\$ 8,184	\$ 18,000	\$ (0)
	5205 Property Insurance	\$9,928	\$239	\$0	\$10,167	2.4%	\$10,167	\$ -	\$ -	\$ -
		\$1,399,158	(\$31,972)	(\$5,482)	\$1,367,186		\$1,334,543	\$ 14,124	\$ 18,520	\$ (1)
	Group \$ transfer in/(transfer out):				(\$31,972)					
	Group change %:				-2.3%					
Supplies & Materials (6000's)										
	6270 Diesel Fuel	\$99,160	\$6,453	\$0	\$105,613	6.5%	\$73,159	\$ 32,454	\$ -	\$ (0)
		\$99,160	\$6,453	\$0	\$105,613		\$73,159	\$ 32,454	\$ -	\$ (0)
	Group \$ transfer in/(transfer out):				\$6,453					
	Group change %:				6.5%					
	Total:	\$1,813,891	(\$26,287)	(\$5,482)	\$1,787,604		\$1,629,151	\$ 79,632	\$ 78,822	\$ (1)

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Technology											
Salaries & Wages (1000s)											
	Non Certified Staff	\$651,307	\$15,978	\$53,330	\$0	\$720,615	10.6%	\$482,825	\$ 235,790	\$ 2,000	\$ -
	Overtime	\$5,000	\$0	\$9,000	\$0	\$14,000	180.0%	\$13,769	\$ -	\$ 231	\$ (0)
		<u>\$656,307</u>	<u>\$15,978</u>	<u>\$62,330</u>	<u>\$0</u>	<u>\$734,615</u>		<u>\$496,595</u>	<u>\$ 235,790</u>	<u>\$ 2,231</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$78,308</i>					
	<i>Group change %:</i>					<i>11.9%</i>					
Professional & Technical Services (3000s)											
	3220/3221 Consulting Services	\$25,000	\$0	\$6,790	\$0	\$31,790	27.2%	\$29,630	\$ -	\$ 2,160	\$ -
	3309 Professional Technical Services	\$92,119	\$0	(\$15,560)	\$0	\$76,559	-16.9%	\$59,773	\$ 16,361	\$ 425	\$ (0)
		<u>\$117,119</u>	<u>\$0</u>	<u>(\$8,770)</u>	<u>\$0</u>	<u>\$108,349</u>		<u>\$89,403</u>	<u>\$ 16,361</u>	<u>\$ 2,585</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$8,770)</i>					
	<i>Group change %:</i>					<i>-7.5%</i>					
Property Services (4000s)											
	4302 Equipment Repairs	\$30,430	\$0	(\$14,811)	\$0	\$15,619	-48.7%	\$6,823	\$ 4,974	\$ 3,822	\$ (0)
	4400 Equipment Rental	\$282,350	\$0	(\$54,765)	\$0	\$227,585	-19.4%	\$0	\$ 227,585	\$ -	\$ 0
		<u>\$312,780</u>	<u>\$0</u>	<u>(\$69,576)</u>	<u>\$0</u>	<u>\$243,204</u>		<u>\$6,823</u>	<u>\$ 232,558</u>	<u>\$ 3,822</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$69,576)</i>					
	<i>Group change %:</i>					<i>-22.2%</i>					
Other Services (5000s)											
	5300 Communications	\$106,055	\$0	\$3,267	\$0	\$109,322	3.1%	\$69,523	\$ 39,799	\$ -	\$ (0)
5800,5802-5880	Travel & Conference	\$7,062	\$0	(\$81)	\$0	\$6,981	-1.1%	\$3,976	\$ 3,000	\$ 5	\$ (0)
	5801 Mileage Reimbursement	\$3,000	\$0	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$116,117</u>	<u>\$0</u>	<u>\$186</u>	<u>\$0</u>	<u>\$116,303</u>		<u>\$73,500</u>	<u>\$ 42,799</u>	<u>\$ 5</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$186</i>					
	<i>Group change %:</i>					<i>0.2%</i>					
Supplies & Materials (6000's)											
	6110 Materials	\$31,150	\$0	(\$3,930)	\$0	\$27,220	-12.6%	\$24,538	\$ 2,339	\$ 343	\$ 0

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	6140 Software	\$431,559	\$0	\$9,976	\$0	\$441,535	2.3%	\$434,586	\$ 3,430	\$ 3,519	\$ (0)
		\$462,709	\$0	\$6,046	\$0	\$468,755		\$459,124	\$ 5,769	\$ 3,862	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>					\$6,046					
	<i>Group change %:</i>					1.3%					
Equipment (7000's)											
	7300 Equipment	\$457,288	\$0	\$14,290	\$0	\$471,578	100.0%	\$469,125	\$ 1,113	\$ 1,340	\$ 0
		\$457,288	\$0	\$14,290	\$0	\$471,578		\$469,125	\$ 1,113	\$ 1,340	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>					\$14,290					
	<i>Group change %:</i>					100%					
Other Objects (8000's)											
	8100 Dues, Fees and Memberships	\$3,510	\$0	(\$923)	\$0	\$2,587	-26.3%	\$1,145	\$ 442	\$ 1,000	\$ (0)
		\$3,510	\$0	(\$923)	\$0	\$2,587		\$1,145	\$ 442	\$ 1,000	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>					(\$923)					
	<i>Group change %:</i>					-26.3%					
Revenues (9000's)											
	9200 Technology Revenue	\$ (52,129)	\$ -	(\$72,099)	\$0	(\$124,228)	138.3%	(\$124,228)	\$ -	\$ -	\$ 0
		\$ (52,129)	\$ -	(\$72,099)	\$0	(\$124,228)		(\$124,228)	\$ -	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>					(\$72,099)					
	<i>Group change %:</i>					138%					
	Total:	\$2,073,701	\$15,978	(\$68,516)	\$0	\$2,021,163		\$1,471,487	\$ 534,832	\$ 14,845	\$ (1)

**WESTON PUBLIC SCHOOLS
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Object	Account	FY Adopted Budget	FY 2019	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Supplemental	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Security											
Salaries & Wages (1000s)											
	Non Certified Staff	\$251,292	\$0	(\$1,082)	\$0	\$250,210	-0.4%	\$157,263	\$ 92,947	\$ -	\$ 0
	Overtime	\$27,190	\$0	\$689	\$0	\$27,879	2.5%	\$18,359	\$ -	\$ 9,520	\$ 0
	Non Certified Stipends	\$23,740	\$0	(\$2,394)	\$0	\$21,346	-10.1%	\$10,690	\$ -	\$ 10,656	\$ -
		<u>\$302,222</u>	<u>\$0</u>	<u>(\$2,787)</u>	<u>\$0</u>	<u>\$299,435</u>		<u>\$186,312</u>	<u>\$ 92,947</u>	<u>\$ 20,176</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):					(\$2,787)					
	Group change %:					-0.9%					
Professional & Technical Services (3000s)											
	3308 Police/Fire	\$55,500	\$22,932	\$3,000	\$3,000	\$81,432	46.7%	\$42,592	\$ 38,840	\$ -	\$ -
		<u>\$55,500</u>	<u>\$22,932</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$81,432</u>		<u>\$42,592</u>	<u>\$ 38,840</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):					\$25,932					
	Group change %:					46.7%					
Property Services (4000s)											
	4701 Security System Monitoring	\$21,570	\$0	(\$1,407)	\$0	\$20,163	-6.5%	\$13,407	\$ 6,624	\$ 133	\$ (0)
		<u>\$21,570</u>	<u>\$0</u>	<u>(\$1,407)</u>	<u>\$0</u>	<u>\$20,163</u>		<u>\$13,407</u>	<u>\$ 6,624</u>	<u>\$ 133</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):					(\$1,407)					
	Group change %:					-6.5%					
Other Services (5000s)											
	5800,5802-5880	\$2,500	\$0	\$0	\$0	\$2,500		\$2,500	\$ -	\$ -	\$ -
		<u>\$2,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,500</u>		<u>\$2,500</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):					\$0					
	Group change %:					0.0%					
Supplies & Materials (6000's)											
	6132 Security Materials	\$12,500	\$0	\$7,757	\$0	\$20,257	62.1%	\$17,909	\$ 2,348	\$ -	\$ 0
		<u>\$12,500</u>	<u>\$0</u>	<u>\$7,757</u>	<u>\$0</u>	<u>\$20,257</u>		<u>\$17,909</u>	<u>\$ 2,348</u>	<u>\$ -</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):					\$7,757					
	Group change %:					62.1%					
	Total:	<u>\$394,292</u>	<u>\$22,932</u>	<u>\$6,563</u>	<u>\$3,000</u>	<u>\$423,787</u>		<u>\$262,720</u>	<u>\$ 140,758</u>	<u>\$ 20,308</u>	<u>\$ 0</u>

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

Fiscal Year Ended	Actual 2018
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance -July 1, 2018	\$ 1,842,092
Revenues:	
General Fund Appropriation (July-October)	\$ 218,000
Reimbursements	\$ 32,630
Total Contributions	\$ 250,630
Total Revenues (A)	\$ 250,630
Expenditures	
Delta Dental:	
Claims	\$ 219,958
Administrative Fees	\$ 13,369
Total Health Plan Costs (B)	\$ 233,326
Net Change (A-B)	\$ 17,304
Fund balance June 30, 2019	\$ 1,859,396
Medical Cost	\$ 303,779
Fund balance June 30, 2019	\$ 1,555,616

Balance Sheet:

Assets:	
Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 1,842,092
Year End Accounts Payable	\$ -
Net Change	\$ (286,476)
Total Assets	\$ 1,555,616
Liabilities:	
Year End Accounts Payable	\$ -
Total Liabilities	\$ -
Beg Year Fund Balance	\$ 1,842,092
End of Year Net Change	\$ (286,476)
Total Fund Balance	\$ 1,555,616
Total Liabilities + Fund Balance	\$ 1,555,616

**WESTON PUBLIC SCHOOLS
INSURANCE FUNDS**

Month	Delta Dental			
	Expected Claims	Actual Claims	% of Total	Variance
Jul-17	\$ 27,250	\$ 32,424	15%	\$ (5,174)
Aug-17	\$ 27,250	\$ 24,492	11%	\$ 2,758
Sep-17	\$ 27,250	\$ 34,558	16%	\$ (7,308)
Oct-17	\$ 27,250	\$ 20,216	9%	\$ 7,034
Nov-17	\$ 27,250	\$ 34,818	16%	\$ (7,568)
Dec-17	\$ 27,250	\$ 25,909	12%	\$ 1,341
Jan-18	\$ 27,250	\$ 23,044	10%	\$ 4,206
Feb-18	\$ 27,250	\$ 24,497	11%	\$ 2,753
Mar-18	\$ 27,250		0%	\$ 27,250
Apr-18	\$ 27,250		0%	\$ 27,250
May-18	\$ 27,250		0%	\$ 27,250
Jun-18	\$ 27,250		0%	\$ 27,250
Total	\$ 327,000	\$ 219,958	100%	\$ 107,042

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Student Privacy

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Policy 5125.1, Student Privacy as recommended by Shipman and 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>

Students

Student Privacy

In accordance with federal law, the Weston Board of Education adopts, in consultation with parents, the following provisions related to student privacy.

I. Definitions

- A. *"Invasive physical examination"* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- B. *"Parent"* includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
- C. *"Personally identifiable information"* includes, but is not limited to,
 - 1. the student's name;
 - 2. the name of the student's parent or other family members;
 - 3. the address of the student or student's family;
 - 4. a personal identifier, such as the student's social security number, student number, or biometric record;
 - 5. other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
 - 6. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- D. *"Personal information"* means individually identifiable information including -
 - 1. a student's or parent's first and last name;

2. a home or other physical address (including a street name and the name of a city or town);
 3. a telephone number; or
 4. a Social Security identification number.
- E. "Survey" includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. Student Surveys

- A. Surveys Funded in Whole or in Part by the U.S. Department of Education:
1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.
 2. The administration shall obtain the prior written consent of the parent or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's parent;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

- g. religious practices, affiliations, or beliefs of the student or of the student's parent; or
- h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

B. Surveys Funded by Sources Other than the U.S. Department of Education:

1. Third Party Surveys

- a. Prior to distributing any third party survey, the administration shall give notice to parents of the district's intent to distribute a survey on behalf of a third party.
- b. Upon request, the administration shall permit parents to inspect any third party survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the survey within a reasonable period of time after a parental request is received.
- c. Student responses to third party surveys that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.

2. Confidential Topic Surveys

- a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):
 - i) political affiliations or beliefs of the student or the student's parent,
 - ii) mental or psychological problems of the student or the student's parent,
 - iii) sex behavior or attitudes,
 - iv) illegal, anti-social, self-incriminating, or demeaning behavior,

- v) critical appraisals of other individuals with whom respondents have close family relationships,
 - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
 - vii) religious practices, affiliations, or beliefs of the student or of the student's parent,
 - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).
- b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.
 - c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered, distributed or used by a school to or with a student. The administration shall grant reasonable access to the Confidential Topic Survey within a reasonable period of time after a parental request is received.
 - d. Student responses to any Confidential Topic Survey that contains personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
 - e. Upon written request, the administration shall permit the parent or student (if an adult or emancipated minor) to opt out of participation in any Confidential Topic Survey described in this subparagraph.

III. Collection of Personal Information

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose.

- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.
- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. Upon written request, the administration shall permit parents (or students aged eighteen (18) or older or emancipated minors) to opt out of participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.
- E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
1. college or other post-secondary education recruitment, or military recruitment*;
 2. book clubs, magazines, and programs providing access to low-cost literary products;
 3. curriculum and instructional materials used by elementary schools and secondary schools;
 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
 5. the sale by students of products or services to raise funds for school-related or education-related activities;
 6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. Non-Emergency Invasive Physical Examinations and Screenings:

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
 - 1. they are required as a condition of attendance;
 - 2. they are administered by the school and scheduled by the school in advance;
 - 3. they are not necessary to protect the immediate health and safety of the students; and
 - 4. they are not required by state law.

- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/ screening(s) described above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s) / screening(s).

- C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

V. Complaint Procedure

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, SW

Washington, D.C. 20202-8520

ADOPTED: _____

Policy References:

Policy and Administrative Regulation 5125, Confidentiality and Access to Student Records

Legal References:

Family Educational Rights and Privacy Act (FERPA), codified at 20 U.S.C. § 1232g; 34 CFR Part 99

Protection of Pupil Rights Amendment, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Notification of Rights Under the Protection of Pupil Rights Amendment (“PPRA”)

[Note: Districts must send this notification to parents and/or eligible students annually, at the beginning of the school year, and within a reasonable period of time after any substantive change to its PPRA policies.]

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student’s parent;
 - b. mental or psychological problems of the student or the student’s family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student’s parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
5. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent’s first and last name, a home or other physical address; a telephone number or a social security number;

6. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h); or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities; and
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, Weston Public Schools has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Restraint and Seclusion and Use of Exclusionary Time Out

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Policy and Regulation 5142, Restraint and Seclusion and Use of Exclusionary Time Out, recommended by Shipman and 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>

To Policy Committee, March 6, 2019

4118.26

5142

~~Students~~ **TUDENTS**

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~~Restraint and Seclusion~~ **RESTRAINT AND SECLUSION of OF PERSONS AT RISK** Students and Use of Exclusionary Time Out

The Weston Board of Education (“the Board”) seeks to foster a safe and positive learning environment for all students. ~~In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students.~~ Board employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. ~~However,~~ Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this Policy and accompanying regulations and applicable.

~~The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of persons at risk in the Weston Public Schools. The Board authorizes the Superintendent to implement the related Administrative Regulations (R 5142) in accordance with this Policy and applicable law.~~ The Board of Education mandates compliance with this Policy and the and the associated Administrative Regulations ~~regulation~~ at all times. Violations of this Policy and/or the associated Administrative Regulations by a Board ~~regulation~~ by a Board ~~of Education~~ staff member or other individual working at the direction of, or under the supervision of, the Board ~~of Education~~, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within this Policy or the associated Administrative ~~ese~~ Rregulations shall be construed to interfere with the Board’s responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for the puposes of discipline. ~~or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes § 53a-18(6).~~

Legal References:

Public Act 18, 51, An Act Implementing the Recommendations of the Department of Education

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Conn. Gen. Stat. § 10-76b

Conn. Gen. Stat. § 10-76d

Conn. Ge. Stat. §10-236b

Conn. Gen. Stat. § 53a-18 to 53a-22

Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11

Policy References:

Board of Education Policy 4248.1, Use of Physical Force

Other Reference:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018)

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Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018)

ADOPTED: October 20, 2008

REVISED: April 8, 2016

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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Students

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Restraint and Seclusion of Students and Use of Exclusionary Time Out

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Weston Public Schools (the “District”) seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. District employees will restrict the use of exclusionary time out with students to those instances permitted by applicable law, as described in these administrative regulations and applicable law.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of, and use of exclusionary time out with, students in the District. The Board of Education and the Superintendent mandate compliance with these regulations at all times. Violations of these regulations by a Board staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

Provider: A person who provides direct care, education or supervision of a person at risk.

Assistant Provider or Assistant: A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider.

Person at Risk: A child who meets the eligibility criteria for special education services under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.* (“IDEA”), and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.

A. Exclusionary Time Out: A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

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B. Life Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs, or head while the person is in the prone position.

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C. Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion, or behavior.

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D. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. The term does not include: (1A) Briefly holding a person in order to calm or comfort the person; (2B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D4) helmets or other protective gear used to protect a person from injuries due to a fall; or (5E) helmets, mitts and similar devices used to prevent self injury when the device is (i) part of a documented treatment plan or an Individualized Education Program ("IEP"); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such injury, or (6) and exclusionary time out.

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E. School Employee: (1) Any individual employed by Weston Public Schools who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in Weston Public Schools pursuant to a contract with Weston Public Schools.

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F. Seclusion: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room from which the student is physically prevented from leaving. Seclusion does not include the following: (i) an exclusionary time out; or (ii) any confinement of a student person at risk in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension, and time out.

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G. Student: a child who is

1. Enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;
2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;
3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR
4. Receiving special education and related services from an approved private special education program.

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~~Behavior Intervention: Supports and other strategies developed by the planning and placement team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.~~

~~Licensed Health Care Provider: (1) A legally qualified practitioner of medicine; (2) an advanced practice registered nurse; (3) a registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes; or (4) a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes.~~

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II. Life-Threatening Physical Restraint

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

III. Procedures for Physical Restraint of ~~Persons at Risk~~ and Seclusion of Students

- A. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.

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~~Life-Threatening Physical Restraint: No provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.~~

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- B. Seclusion shall not be used as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.

~~No provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.~~

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- C. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District's trainings plans as described in Section X below, upon implementation thereof.

~~Physical restraint of a person at risk shall never be used as a disciplinary measure or as a convenience.~~

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- D. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.

- E. ~~Providers and assistants~~ School employees must explore ALL less restrictive alternatives prior to using physical restraint for a studentperson at risk.

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- FE. ~~Providers and assistants~~ School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint ~~with a person at risk and seclusion of a student~~.

- GF. Monitoring

1. ~~1.~~ Physical restraint: A ~~school employee~~ provider or an assistant must continually monitor any ~~studentperson at risk~~ who is physically restrained. The monitoring must be conducted by either:

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(a) direct observation of the student; or person at risk.

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(b) Observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

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~~2. 2. Seclusion: A school employee provider or an assistant must frequently monitor any student who is placed in seclusion. The seclusion must be conducted by either; regularly evaluate the person being restrained for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person being restrained.~~

~~(a) direct observation of the student; or~~

~~(b) observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.~~

H. Length

1. Any period of physical restraint or seclusion:

a. shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment; and

b. shall not exceed fifteen (15) minutes, except as provided below.

2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:

a. an administrator, or such administrator's designee;

b. a school health or mental health personnel; or

c. a board certified behavior analyst.

3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

I. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

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~~III. Procedures for Seclusion of Persons at Risk~~

~~A. No provider or assistant shall use involuntary seclusion on a person at risk EXCEPT as follows:~~

- ~~1. as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others; OR~~
- ~~2. as specifically provided for in the IEP of the person at risk, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.~~

~~B. Seclusion as a Behavior Intervention in an IEP~~

- ~~1. Prior to including seclusion in the IEP of a person at risk, the PPT must review the results of a functional behavioral assessment and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for the person at risk, the PPT shall include the assessment data and other relevant information in the IEP of the person at risk as the basis upon which a decision was made to include the use of seclusion as a behavior intervention. The use of seclusion in the IEP must be reviewed at least annually by the PPT. The PPT must include the following information in the IEP of the person at risk:
 - ~~a. the location of seclusion for the person at risk, which may be multiple locations within a school building;~~
 - ~~b. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;~~
 - ~~c. the number of times during a single day that the person at risk may be placed in seclusion;~~
 - ~~d. the frequency of monitoring required for the person at risk while in seclusion;~~
 - ~~e. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents of the person at risk; and~~~~

~~f. any other relevant information agreed to by the PPT taking into consideration the age, disability and behaviors of the person at risk that might subject the person at risk to the use of seclusion.~~

~~2. Prior to including seclusion in an IEP of a person at risk, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A person at risk may not be placed in seclusion if such person is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the person at risk.~~

~~C. Seclusion of a person at risk shall never be used as a disciplinary measure or as a convenience.~~

~~D. Any period of seclusion (1) shall be limited to that time necessary to allow the person at risk to compose him or herself and return to the educational environment and (2) shall not exceed one hour. The use of seclusion may be continued with written authorization from the building principal or designee to prevent immediate or imminent injury to the person at risk or to others. Where transportation of the person at risk is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.~~

~~E. Providers and assistants must explore all less restrictive alternatives prior to using seclusion for a person at risk, unless seclusion is being used pursuant to the IEP of the person at risk.~~

~~F. When the use of seclusion as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others is repeated more than two times in any marking period, the PPT (1) shall convene to review the IEP of the person at risk, (2) may consider additional evaluations or assessments to address the child's behaviors, and (3) may revise the child's IEP, as appropriate. The PPT may agree to waive this meeting.~~

IV. Seclusion Room Requirements

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, G.—aAny room used for seclusion -must:

- A4. be of a size that is appropriate to the chronological and developmental age, size and behavior of the ~~person at risk student~~;
- B2. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
- C3. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D4. be free of any object that poses a danger to the person at risk who is being placed in the seclusion room;
- E5. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the person at risk shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

- 1a. the need to provide direct and immediate medical attention to the person at risk;
- 2b. fire;
- 3e. the need to remove the person at risk to a safe location during a building lockdown; or
- 4a. other critical situations that may require immediate removal of the person at risk from seclusion to a safe location; and

F6. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion. -to permit frequent visual monitoring of the student/person at risk and any provider or assistant- school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a person at risk student.

V. Use of Psychopharmacologic Agent

A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:

1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or

2. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.

B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

H. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.

VI. Procedures for Exclusionary Time Out

A. No school employee may use exclusionary time out as a form of discipline for a student.

B. At least one school employee must remain with the student, or be immediately available to the student such that the student and the employee are able to communicate verbally, throughout the exclusionary time out.

C. The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming the student or deescalating the student's behavior.

D. The exclusionary time period must end as soon as possible.

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E. Consistent with subsection D above, the exclusionary time out period may vary depending on the student's chronological and developmental age, individual needs and behavior.

VII. Required Meetings

A. Students not eligible for special education (and not being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:

- a. conduct or revise a behavioral assessment of the student;
- b. create or revise any applicable behavior intervention plan; and
- c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.

2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Students eligible for special education (and students being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, the student's PPT shall convene to:

- a. conduct or revise a functional behavioral assessment ("FBA");
- b. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
- c. review or revise the student's IEP, as appropriate.

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2. In the event that the exclusionary time out process is unsuccessful in addressing a student's problematic behavior, the student's PPT shall convene as soon as practicable to determine alternative interventions or strategies to address the student's behavior.

C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VIII. Crisis Intervention Team

A. Each school year, each school in the District must identify a crisis intervention team consisting of any teacher, administrator, school paraprofessional or other school employee designated by the school principal (in coordination with other appropriate administrators), and who has direct contact with students.

B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

C. The District shall maintain a list of the members of the crisis intervention team for each school.

IX. Documentation and Communication

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the Weston Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. a detailed description of the nature of the restraint or seclusion;

3. the duration of the restraint or seclusion;

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4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND
 5. whether the seclusion of a student was conducted pursuant to an IEP.
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.
1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
 2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
 4. The Assistant Superintendent of Pupil Personnel Services shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
- C. The Assistant Superintendent of Pupil Personnel Services, or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
1. The Assistant Superintendent of Pupil Personnel Services, or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain

language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP.

D. The Assistant Superintendent of Pupil Personnel Services, or his or her designee, must be notified of the following:

1. each use of physical restraint or seclusion on a student;
2. the nature of the emergency that necessitated its use;
3. whether the seclusion of a student was conducted pursuant to an IEP; AND
3. if the physical restraint or seclusion resulted in physical injury to the student.

X. Responsibilities of the Assistant Superintendent of Pupil Personnel Services:

A. The Assistant Superintendent of Pupil Personnel Services, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conducted pursuant to IEPs.

B. The Assistant Superintendent of Pupil Personnel Services, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

XI. Professional Development Plan and Training

A. The District shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the District identified in Section VIII, above. The District may provide such training to any teacher, administrator, school paraprofessional or other school employee, designated by the school principal and who has direct contact with students. The District shall provide such training annually and the training shall include, but not be limited to:

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1. Beginning with the school year commencing July 1, 2017, an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be provided by the Department of Education in a manner and form as prescribed by the Commissioner of Education.
2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. This plan shall be implemented not later than July 1, 2018.
3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. verbal defusing or de-escalation;
 - b. prevention strategies;
 - c. various types of physical restraint;
 - d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. the differences between permissible physical restraint and pain compliance techniques;
 - f. monitoring methods to prevent harm to a student who is physically restrained or in seclusion; and
 - g. recording and reporting procedures on the use of physical restraint and seclusion.

This plan shall be implemented not later than July 1, 2018.

- B. Each member of a crisis intervention team must be recertified in the use of physical restraint and seclusion pursuant to Section XI.A.3. above, on an annual basis.

XII. Review and Revision of Policies, Regulations and Procedures

- A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out on the District's Internet web site and procedures manual.

~~B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out within sixty (60) days after the State Department of Education's adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.~~

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~~H. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for a person at risk.~~

~~I. Monitoring~~

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~~1. If seclusion is included in the IEP of the person at risk, the IEP must describe the frequency of monitoring of the person at risk while in seclusion. The monitoring must be conducted by direct observation of the person at risk.~~

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~~2. If a person at risk has been secluded as an emergency intervention to prevent immediate or imminent injury to the person at risk or others, a provider or an assistant must frequently monitor the person at risk. The monitoring must be conducted by direct observation of the person at risk.~~

~~3. A provider or an assistant must regularly evaluate the person at risk in seclusion for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person who is in seclusion.~~

IV. Training of Providers and Assistant Providers

~~A. The Board of Education shall provide physical management training for all Board of Education employees who engage in the physical restraint and seclusion of persons at risk pursuant to this regulation. Prior to engaging in physical restraint and/or seclusion practices pursuant to this regulation, Board of Education employees must successfully complete the Board of Education's physical management training program.~~

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~~B. The Board shall provide training in physical management, physical restraint and seclusion procedures including, but not limited to, training to recognize health and safety issues for children placed in seclusion to ensure the safe use of seclusion as a behavior intervention.~~

~~C. The Board shall also provide training in verbal defusing or deescalation; prevention strategies; types of physical restraint; the differences between life threatening physical restraint and other varying levels of physical restraint; the differences between permissible physical restraint and pain compliance techniques; monitoring to prevent~~

~~harm to a person physically restrained or in seclusion and recording and reporting procedures on the use of restraints and seclusion.~~

~~V. Documentation and Communication~~

~~A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a provider must complete the form provided by Weston Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documented on the form must include the following:~~

- ~~1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;~~
- ~~2. a detailed description of the nature of the restraint or seclusion;~~
- ~~3. the duration of the restraint or seclusion;~~
- ~~4. the effect of the restraint or seclusion on the person's established behavioral support or educational plan; AND~~
- ~~5. whether the seclusion of a person at risk was conducted pursuant to an IEP.~~

~~B. A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is physically restrained or placed in seclusion.~~

- ~~1. An attempt shall be made to notify the parent or guardian of the person at risk on the day of, or within twenty four (24) hours after, physical restraint or seclusion is used with the person at risk as an emergency intervention to prevent immediate or imminent injury to the person or others.~~
- ~~2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the person at risk.~~
- ~~3. The parent or guardian of a person at risk who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint~~

~~or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.~~

~~4. Where seclusion has been included in the IEP of a person at risk, notification shall be made in accordance with Section III(B)(1)(c) above.~~

~~C. The Director of Special Education [or other responsible administrator], or his or her designee, must, at each initial PPT meeting for a child, inform the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.~~

~~1. The Director of Special Education [or other responsible administrator], or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the child's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.~~

~~2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the child's IEP.~~

~~E. The Director of Special Education [or other responsible administrator], or his or her designee, must be notified of the following:~~

- ~~1. each use of physical restraint or seclusion on a person at risk;~~
- ~~2. the nature of the emergency that necessitated its use;~~
- ~~3. whether the seclusion of a person at risk was conducted pursuant to an IEP; AND~~
- ~~3. if the physical restraint or seclusion resulted in physical injury to the person at risk.~~

~~VI. Responsibilities of the Director of Special Education [or other responsible administrator]~~

~~A. The Director of Special Education [or other responsible administrator], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conducted pursuant to IEPs.~~

~~B. The Director of Special Education [or other responsible administrator], or his or her designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.~~

Legal References:

~~Conn. Gen. Stat. §§ 46a-150 through 46a-154 Public Act 18-51. An Act Implementing the Recommendations of the Department of Education~~

Conn. Gen. Stat. § 10-76b

Conn. Gen. Stat. § 10-76d

~~Conn. Gen. Stat. § 10-236b~~

~~Conn. Gen. Stat. § 53a-18 to 53a-22~~

~~Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11, as amended July 1, 2013~~

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Policy References:

Board of Education Policy 4248.1, Use of Physical Force

Other Reference:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

[Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education \(July 2018\).](#)

[Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education \(Revised, July 2018\).](#)

ADOPTED: October 20, 2008

REVISED: April 18, 2016

WESTON PUBLIC SCHOOLS
Weston, Connecticut

**POLICY REGARDING
RESTRAINT AND SECLUSION OF PERSONS AT RISK**

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes concerning the physical restraint and seclusion of persons at risk in the Weston Public Schools. The Board of Education mandates compliance with this policy at all times. Violations of this policy by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

The Board of Education shall provide physical management training for all Board of Education employees who provide physical restraint and seclusion pursuant to this policy. Prior to engaging in physical restraint and/or seclusion practices pursuant to this policy, Board of Education employees must successfully complete the Board of Education's physical management training program.

I. Definitions:

- Provider: A person who provides direct care, education or supervision of a person at risk.
- Assistant Provider or Assistant: A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider.
- Person at Risk: A child who meets the eligibility criteria for special education services under the IDEA and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.
- Life Threatening Physical Restraint: Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.
- Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. **The term does not include:** (A) Briefly holding a person in order to calm or comfort the

~~escort a person from one area to another; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of an Individualized Education Program ("IEP").~~

~~• Seclusion: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room.~~

~~II. Procedures for Physical Restraint of Persons at Risk~~

~~A. Life Threatening Physical Restraint: No provider or assistant shall under any circumstance use a life threatening physical restraint on a person at risk.~~

~~B. No provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.~~

~~C. Physical restraint of a person at risk shall never be used as a disciplinary measure or as a convenience.~~

~~D. Providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.~~

~~E. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.~~

~~F. Monitoring~~

~~1. A provider or an assistant must continually monitor any person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.~~

~~2. A provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person being restrained.~~

~~G. Documentation and Communication~~

- ~~1. A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is physically restrained.~~
- ~~2. The Director of Special Education must be notified of the following:
 - ~~a. each use of physical restraint on a person at risk;~~
 - ~~b. the nature of the emergency that necessitated its use; AND~~
 - ~~c. if the physical restraint resulted in physical injury to the person at risk.~~~~
- ~~3. After a physical restraint occurs, the following information must be documented in the educational file of the person at risk who was physically restrained:
 - ~~a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;~~
 - ~~b. a detailed description of the nature of the restraint;~~
 - ~~c. the duration of the restraint; AND~~
 - ~~d. the effect of the restraint on the person's established behavioral support or educational plan.~~~~

~~III. Procedures for Seclusion of Persons at Risk~~

- ~~A. No provider or assistant shall use involuntary seclusion on a person at risk EXCEPT as follows:
 - ~~1. as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others; OR~~
 - ~~2. as specifically provided for in the IEP of the person at risk.~~~~
- ~~B. Seclusion of a person at risk shall never be used as a disciplinary measure or as a convenience.~~
- ~~C. Providers and assistants must explore all less restrictive alternatives prior to using seclusion for a person at risk. If an Individualized Education~~

~~Program Team ("IEP Team") incorporates the use of seclusion into a child's IEP, the IEP Team shall consider the use of less restrictive alternatives to determine whether seclusion is a necessary part of a child's IEP.~~

- ~~D. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for a person at risk.~~

~~E. Monitoring~~

- ~~1. A provider or an assistant must frequently monitor any person at risk who is placed in seclusion. The monitoring must be conducted by direct observation of the person at risk.~~
- ~~2. A provider or an assistant must regularly evaluate the person in seclusion for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person who is in seclusion.~~

~~F. Documentation and Communication~~

- ~~1. A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is placed in seclusion.~~
- ~~2. The Director of Special Education must be notified of the following:~~
- ~~a. each use of seclusion on a person at risk;~~
 - ~~b. the nature of the emergency that necessitated its use; AND~~
 - ~~c. if the seclusion resulted in physical injury to the person at risk.~~
- ~~3. After seclusion occurs, the following information must be documented in the educational file of the person at risk who was placed in seclusion:~~
- ~~a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;~~
 - ~~b. a detailed description of the nature of the seclusion;~~

~~e. the duration of the seclusion; AND~~

~~d. the effect of the seclusion on the person's established behavioral support or educational plan.~~

~~IV. Responsibilities of the Director of Special Education~~

~~A. The Director of Special Education, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District and the nature of each instance of physical restraint and seclusion.~~

~~B. The Director of Special Education, or his or her designee, may report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.~~

~~C. The Director of Special Education, or his or her designee, must, at each initial IEP Team meeting for a child, inform the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.~~

~~Legal References:~~

~~Conn. Gen. Stat. § 46a-150 through 46a-153~~

~~Conn. Gen. Stat. § 10-76b~~

~~Conn. Gen. Stat. § 10-76d~~

~~Public Act No. 07-147~~

~~Policy Adopted: October 20, 2008~~

~~WESTON PUBLIC
SCHOOLS~~

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – News Media Relation

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Policy 1112, New Media Relations, updated to reflect current WPS practice.

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>

Community Relations

News Media Relations

The Weston Board of Education ("the Board") believes that one of its important responsibilities is to keep the public informed about the operations and activities of the schools. Therefore, the Board of Education welcomes active participation of the news media, such as the public press, radio and TV.

The Superintendent of Schools is the only individual authorized to provide information about Weston Public Schools ("the District") to the news media on behalf of the District. All inquiries from the news media shall first directed to the Superintendent for a response. The Superintendent may, in his/her discretion, assign another district or school administrator to provide information to news media. Information concerning any phase of the schools' operation may be made available by the Superintendent to the press.

The Superintendent will plan for periodic releases to the press and other community media provide periodic updates to the community which will provide information to the community concerning its schools and various phases of the school program the District and its schools. The Superintendent will determine the manner in which such updates are provided.

The Superintendent, or other administrator whom the Superintendent has authorized to release information to the news media, shall not release information that is private pursuant to State and Federal law.

This Policy is not intended to limit the ability of the Board to vote to approve statements to the news media on behalf of the Board.

Policy adopted: ~~November 6, 1989~~

WESTON PUBLIC SCHOOLS
Weston, Connecticut

1112

Community Relations

News Media Relations

~~Recognizing that an open relationship should exist between school administrators who are charged with the responsibility of conducting public business, and the news media who has the responsibility of reporting the actions of government to citizens, the Superintendent of Schools is authorized to provide to the members of the press information which is a matter of record and public information.~~

~~Members of the press, television and radio stations will be directed by the Superintendent of Schools to the administrator directly responsible for the information they seek.~~

~~Information released to the media shall be that which is public information as covered by statute. It is recognized that there is information of a confidential nature which shall not be released, such as information concerning personnel, grievances, negotiations, court actions and special placement of students. Information provided to the media should be factual and should not involve speculation or assumptions.~~

~~Administrators may release any information which has been previously generated. This does not include, however, generating new information at the request of a member of the press. All communications by school officials to the press shall be "on the record." Press releases are to indicate the administrator's name and title.~~

~~The Superintendent, or his/her designee, principal has has the right to restrict interaction with students on school property, or to deny the news media access to school property, if the administrator/he/she determines, in his/her discretion, that such interaction or presence on school property ems it will interfere withs or disrupts the educational process or would pose a risk to the safety of the students, staff, or visitors to the District.~~

Policy Adopted: November 6, 1989

Policy Revised: _____*

Regulation approved: November 6, 1989

Regulation incorporated into Policy: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Policy References:

1250 and R1250, Visitors to the Schools

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: Second Reading – Prohibition Against Alcohol, Drugs, Smoking, E-Cigarettes, and Vapor Products, Policy 1256

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Policy 1256, Prohibition Against Alcohol, Drugs, Smoking, E-Cigarettes, and Vapor Products

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>

Community/ Board Operations

PROHIBITION AGAINST ALCOHOL, SMOKING, E-CIGARETTES, and VAPOR PRODUCTS

Alcohol

The Weston Board of Education (“the Board”) prohibits the consumption or possession of alcohol by any person anywhere on school property and/or at any school-sponsored activity. School property includes the land and all permanent and temporary structures comprising the school district, including, without limitation, the school buildings, storage facilities, maintenance facilities, administrative office buildings, fields, playgrounds, athletic facilities, access roads, and parking lots. (“School Property”). As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity “means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.” (“School-Sponsored Activity”).

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The sole exception to the foregoing prohibition regarding alcohol is that alcohol possession and consumption may be permitted during the scheduled hours of the annual Independence Day fireworks display sponsored by the Town of Weston (“the Fireworks”). During the Fireworks, alcohol may be consumed or possessed as may be specifically permitted during the event by the Town of Weston and applicable law. However, in no case are employees of the Board, or District students, permitted to possess or consume alcohol at the Fireworks. Further, during the scheduled hours of the Fireworks, alcohol may only be consumed outdoors in areas specifically designated by the Town of Weston for alcohol consumption during the event and may not be possessed or consumed within any school building, storage facility, maintenance facility, office, or other structure constituting School Property.

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Smoking, E-Cigarettes, and Vapor Products

~~The Weston Board of Education~~ prohibits smoking, including smoking using an electronic nicotine delivery system (e.g. e-cigarettes or similar devices) or vapor products (or similar products), ~~on the real property of any school or administrative office building~~ School Property or at any ~~S~~chool-~~S~~sponsored ~~A~~ctivity. ~~Real property means the land and all temporary and permanent structures comprising the District's elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, maintenance facilities, fields and parking lots.~~ For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other

component of such device, and the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product. ~~As defined by Conn. Gen. Stat. § 10-233a(h), a school sponsored activity “means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.”~~

There are no exceptions to the prohibitions regarding smoking described herein.

Policy References:

Policy and Administrative Regulation 1250, Visitors to the Schools

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

Policy 5131.6, Alcohol, Drugs, Tobacco, E-Cigarettes, and Vapor Products

Legal References:

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

Public Act 14-76, “An Act Concerning The Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention”

Public Act 15-206, “An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products”

Conn. Gen. Stat. §10-233a(h)

ADOPTED: April 18, 2016

REVISED:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: Second Reading – Pesticide Application, Policy and Regulation 3524.1

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Policy 3524.1, Pesticide Application

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>

Non-Instructional Operations

~~Hazardous Material in Schools~~ Pesticide Application

~~The Board of Education is concerned about the safety of all students and staff, specifically for this policy, the effects of pesticide spraying. Therefore, Weston Public School personnel are not permitted to apply pesticide applications in school buildings and on school grounds. No person other than a licensed pesticide applicator may apply pesticide within any school building, unless there is an emergency application to eliminate an immediate threat to human health. When necessary, bee/wasp spray is used in and around trash food receptacles.~~

It is the policy of the Weston Board of Education (“the Board”) to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of Weston Public Schools, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

The decision to apply pesticide in any building, or the grounds of Weston Public Schools is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

~~Pesticide applications shall be limited to non-school hours and when activities are not taking place. No child may enter an area where an application has been made until it is safe to do so according to the provisions on the pesticide label.~~

No application of pesticide shall be made in any building, or the grounds of Weston Public Schools during regular school hours or during planned activities at any school, except as provided by Connecticut statute or regulation.

~~The staff of each school, and the parents or guardians of each child enrolled in each school may register for prior notice of pesticide applications at the school. In addition, the Superintendent or his/her designee is responsible for informing students, staff, and parents at least (48) forty-eight hours prior to the pesticide application via a mailing. Notice may be given by any means practicable to the school staff who registered in advance. The notice will include all of the information listed below as well as the name of the school administrator or designee who may be contacted for further information.~~

Parents or guardians of children in any school and/or staff members in any school or office may register for prior notice of pesticide application at their school or office location. Each school and office location shall maintain a registry of persons requesting such notice, and

shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

~~In case of pesticide applications performed for or by public health agencies, emergency applications because of immediate threat to the public health, or if the application does not involve a restricted use pesticide, the licensed applicator shall give the school site, prior to the application, verbal and written notice. The written pre-application notification shall contain the following information:~~

- ~~• The brand name, rate of application and any use restrictions required by the label of the herbicide or specific pesticide~~
- ~~• The target pest~~
- ~~• The area or areas where the pesticide is to be applied on school property~~
- ~~• The date and time the application is to occur~~
- ~~• The pesticide label and the material safety data sheet~~

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

~~At the beginning of each school year, the staff at each school and the parents and guardians of each child enrolled in the school shall be provided with a written statement of the Board's policy on pesticide application on school property and a description of any pesticide application made at the school during the previous school year. Such statement shall indicate that the staff, parents or guardians may register for prior notice of pesticide applications at the school and shall describe the emergency notification procedures. The copies of the records of each pesticide application at a school shall be maintained at the Central Office for a period of five years.~~

Legal References:

Connecticut General Statutes:

~~22a-16. Short title: Connecticut Pesticide Control Act.~~

~~22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.~~

~~22a-58. Records to be kept by distributors and applicators.~~

~~23-61a Definitions. Tree protection examining Board within Department of Consumer Protection Regulations.~~

~~23-61 b. Licensing for arboriculture, examinations, fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.~~

~~Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.~~

~~PA99-165. An Act Concerning Notice of Pesticide Applications at Schools and Day Care Centers.~~

§10-231a

§10-231b

§10-231d

§ 22a-47

§ 22a-54

§ 22a-66a

§ 22a-66l

United States Code:

Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. § 136 et seq.

Code of Federal Regulations:

40 C.F.R. § 152.25

ADOPTED: May 15, 2000

REVISED: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Non-Instructional Operations

Pesticide Application

A. Definitions:

1. **Pesticide:** means a fungicide used on plants, an insecticide, an herbicide or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait.
2. **Lawn Care Pesticide:** means a pesticide registered by the United States Environmental Protection Agency and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden and ornamental sites or areas. "Lawn care pesticide" does not include (A) a microbial pesticide or biochemical pesticide that is registered with the United States Environmental Protection Agency, (B) a horticultural soap or oil that is registered with the United States Environmental Protection Agency and does not contain any synthetic pesticide or synergist, or (C) a pesticide classified by the United States Environmental Protection Agency as an exempt material pursuant to 40 C.F.R. § 152.25, as amended from time to time.
3. **Integrated Pest Management:** means use of all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.
4. **Restricted Use Pesticide:** means any pesticide or pesticide use classified as restricted by the administrator of the United States Environmental Protection Agency or by the Connecticut Commissioner of Environmental Protection.
5. **Microbial Pesticide:** means a pesticide that consists of a microorganism as the active ingredient.
6. **Biochemical Pesticide:** means a naturally occurring substance that controls pests by nontoxic mechanisms.

B. Integrated Pest Management Plan:

1. The District's integrated pest management plan shall be consistent with the model pest control management plan developed by the Connecticut Commissioner of Environmental Protection pursuant to Section 22a-66l of the Connecticut General Statutes.

2. At the beginning of each school year, the District shall provide the staff of each school with written guidelines on how the integrated pest management plan is to be implemented and shall provide the parents or guardians of each child enrolled in each school with a statement that shall include a summary of the integrated pest management plan for the school. Such statement shall be provided to the parents or guardian of any child who transfers to a school during the school year. Such statement shall (1) indicate that the staff, parents or guardians may register for notice of pesticide applications at the school, and (2) describe the emergency notification procedures provided for in this section. Notice of any modification to the integrated pest management plan shall be sent to any person who registers for notice under this section.

C. Notice of Pesticide Application to Those Who Request Such Notice:

1. Parents or guardians of children in any school and/or staff members in any school or school office may register for prior notice of pesticide application at their school or office location.

2. Each school shall maintain a registry of persons requesting such notice.

3. Parents or guardians of children in any school and/or staff members in any school or office location who register for prior notice of pesticide application at their school or office location shall be provided notice, by any means practicable, of each scheduled pesticide application at their school or office location on or before the day that any application of pesticide is to take place.

4. The notice shall include the following information:

a. The name of the active ingredient of the pesticide being applied;

b. The target pest;

c. The location of the application on school property;

d. The date of the application; and

e. The name of the school administrator, or designee, who may be contacted for further information.

D. Notice of Pesticide Application by Electronic Means:

1. Prior to providing for any application of pesticide within any building or on the grounds of any school or office location, in addition to the notice requirements in Section C, above, the District shall provide for notice of such application not less than twenty-four (24) hours prior to such application by posting the notice required in Section C, above, either on or through: (a) The home page of the

Internet web site for the school where such application will occur, or, if the school does not have a web site, on the home page of the District's Internet web site, and (b) the primary social media account of such school or the District. For purposes of these administrative regulations and Section 10-231d of the Connecticut General Statutes, "social media" means an electronic medium where users may create and view user-generated content, such as uploaded or downloaded videos or still photographs, blogs, video blogs, podcasts or instant messages.

2. The District shall indicate on its home page how parents may register for prior notice of pesticide applications, as described in Section C, above.
3. Not later than March 15 of each year, each school or the District shall send through its e-mail notification or alert system or service the notice required by Section C, above, for applications made since January 1 of that year and a listing of such notices for applications made during the March 15 through December 31 timeframe from the preceding calendar year.
4. The District shall additionally print such e-mail notification required by this section in the applicable parent handbook or manual, although the reprinting of such handbook or manual shall not be required to provide such notification.
5. Nothing in these administrative regulations shall require the development or use of an Internet web site, social media account or e-mail notification or alert system by a school or the District that is not already in use or existence prior to October 1, 2015.

E. Emergency Pesticide Application:

1. In the event of a threat to human health, the Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members.
2. In the event of an immediate threat to human health, the Superintendent may direct that an emergency application of a pesticide be made, during regular school hours or during planned activities at school, without prior notice to parents or guardians of children in any school and/or staff members. Such application may only be made if (a) it is necessary to make the application during such period, and (b) such emergency application does not involve a restricted use pesticide.
3. In the event of such emergency application, no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.
4. In the event of such emergency application, the provision set forth below in Section G regarding authorized pesticide applicators shall not apply if the Superintendent determines that it is impractical to obtain the services of any such

applicator, provided that the application does not involve a restricted use pesticide.

F. Record of Pesticide Application:

1. A copy of the record of each pesticide application at a school shall be maintained at the school for a period of five (5) years, which record shall include the information required by Section 22a-66a of the Connecticut General Statutes, as it may be amended from time to time.

G. Authorized Pesticide Applicator:

1. No person, other than a pesticide applicator with supervisory certification under Section 22a-54 of the Connecticut General Statutes or a pesticide applicator with operational certification under Section 22a-54 under the direct supervision of a supervisory pesticide applicator, may apply pesticide within any building or on the grounds of any school within the District.

H. Prohibition on Use of Lawn Care Pesticides at District Schools with Students through Grade 8:

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions and the conditions set forth above.

Legal References:

Connecticut General Statutes:

§ 10-231a
§ 10-231b
§ 10-231d
§ 22a-47
§ 22a-54
§ 22a-66a
§ 22a-66l

United States Code:

Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. § 136 et seq.

Code of Federal Regulations:

40 C.F.R. § 152.25

ADOPTED:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Communications Committee Meeting

January 10, 2019 9:00 AM
Central Office Conference Room

Attendance Taken at 9:00 AM:

Present Board Members:

Sara Spaulding
Gina Albert
Ruby Hedge

1. Update on District Social Media

Discussion:

Dr. Tunks reviewed the estimated timeline for the District social media rollout and indicated that we were on track for where we would like to be. Currently, the District is using Twitter and Instagram as means of communication.

Dr. Tunks will be meeting with the administration of all schools to review how these accounts work with Hootsuite and how to post items.

2. Metrics on Most Recent Communications

Discussion:

Dr. Tunks reviewed the usage of social media and District emails. Twitter and Instagram are used for good news and to create a brand and to be able to be one consistent voice. Whoever writes for the District, needs to do so that it reads like one singular voice.

Through Hootsuite we can set the calendar to send specific posts at certain dates/times.

3. School Start/End Time Survey Update

Discussion:

Dr. Tunks is still reviewing the School Start & End Time survey, and will be updating the Board at a future meeting.

4. Discussion of Role and Purpose of Communications Committee

Discussion:

The purpose of the Communications Committee evolves to serve the needs of the District, Superintendent and administration. Ms. Albert would like as an agenda item the protocol for how all schools are communicating with parents and that we are using the platform(s) consistently throughout the District.

5. Review of Minutes

Discussion:

The minutes from the October 11, 2018 meeting were approved.

6. Other Business

Discussion:

There being no other business, the meeting was adjourned at 10:16 A.M.

Chairperson

Superintendent

Communications Committee Meeting

March 21, 2019 9:00 AM

Central Office Conference Room

Attendance Taken at 9:00 AM:

Present Board Members:

Gina Albert

Mrs. Ruby Hedge

Melissa Walker

Others in Attendance:

William McKersie

Craig Tunks

JJ Van Es (guest of Craig Tunks)

1. Communications Calendar/Schedule Review

Discussion:

Dr. Tunks presented a social media calendar worksheet that will be used in an upcoming meeting with leadership in order to identify events that happen in the District every month.

Dr. Tunks is working with Sydney Girardi, K-12 Visual Arts Curriculum Instructional Leader, to create a project within one of her classes where students would create customized "Weston" themed clip art to be used in both throughout the District as well as through social media outlets.

2. District Social Media Update

Discussion:

Dr. Tunks provided the Committee with an updated "Follow Us" handout on the many outlets the District and individual schools are using social media. The purpose in using social media is to share good news of the District.

Ms. Hedge asked about the use of volunteers to assist in the District's communication needs. Dr. McKersie will review when and where volunteers may be needed.

3. Metrics on Most Recent Communications

Discussion:

Dr. Tunks reviewed the email summary of the District from February 1, 2019 to present. He noted the number of emails that have been sent using SWIFT from each of the schools, the click rates from five separate communications sent and the number of postings, followers and engagements with both Twitter and Instagram.

4. Other Business

Discussion:

Ms. Hedge thanked Dr. Tunks for moving the Board of Education monthly meeting videos to a YouTube platform. She will mention this change during the March 25, 2019 Board of Education monthly meeting.

Ms. Walker asked questions from a communications perspective of Dr. McKersie regarding the recent personnel notifications that were sent.

5. Review of Minutes

Discussion:

The minutes were reviewed and approved by Ms. Hedge, with a second by Ms. Albert.

With no further business, the meeting was adjourned at 9:50 a.m.

Chairperson

Superintendent

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: February 2019 Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

February 2019 Curriculum Committee minutes 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>

Curriculum Committee Meeting

February 20, 2019 8:15 a.m.

Central Office Conference Room

1. Call to Order

Meeting was called to order at 8:15 a.m.

Present Committee Members:

Dan McNeill, Gina Albert

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Deorio, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal

Members of the Public:

Ruby Hedge, Melissa Walker

2. Step One in Academic Optimization Analysis

- **Presentation and discussion of WMS teaming and programmatic model**

Discussion:

Dr. Craw and Mr. Doak presented on the WMS teaming model proposal.

- The overall goal of the proposal is to:
 - Preserve and improve the middle school teaming model.
 - Continue to expand and improve the SRBI (Scientific Research Based Intervention) services.
 - Expand the enrichment offerings during the school day.
- To improve the teaming model, the goal is to have a pure teaming model where there are no shared teachers across teams or grades. For example, for the sixth grade double ELA block, there are two sections that have a seventh grade teacher for the second block. This erodes the teaming model in that it does not allow for common planning time with the team.
- The middle school teaming model in comparison to a junior high model addresses more comprehensively the specific needs of the middle school aged adolescent.
- Math and reading SRBI services have already been implemented at the middle school. The new model would seek to expand SRBI to include writing intervention.
- The proposed model would allow for the student's classroom teacher, who knows the student well, to deliver the intervention services.
- The newly implemented extended learning block at the middle school allows the proposed changes in staffing to optimize FTE.
- Mr. Doak emphasized that careful consideration must be given to the timing of implementation of the proposed schedule as this new schedule is not one that the school can easily switch back and forth from year to year.
- The enrollment projections present an opportunity to establish a pure teaming model beginning with the 2020-2021 school year.

- The committee discussed some of the pros and cons of implementing the teaming model for the coming 2019-2020 school year.
 - The proposed shift is better programmatically for all students.
 - The 8th grade is projected to be over 200 students and would therefore have class sizes of 25 or more in some subjects.
 - Some classrooms, particularly the science and PLTW classrooms, cannot accommodate large class sizes.
 - The District will need time for training and development for WMS staff. In addition, the middle school administration will need time to model the schedule in PowerSchool to ensure it works properly.

3. Step Two in Academic Optimization Analysis

- **Review and discussion of WMS and WHS co-curricular offerings**

Discussion:

- Mrs. Deorio outlined her proposed co-curricular reductions. She explained that reductions were chosen where there may be some redundancy such as overlap in mission or participants.
- She also suggested that one way to mitigate expenses would be to increase class dues by \$10 per student rather than increase club participation fees.
- Mr. Doak outlined the proposed cuts from the middle school co-curricular activities.

4. Update on WHS math pathway

Discussion

- Math curriculum leader, Mrs. Russo spoke with her department and students to see if they could create a multivariable calculus (MVC) cohort large enough to run a course.
- She reported that they are anticipating some students in Honors Pre-Calculus who are planning on going on to Calculus BC.
- She further reported that if an Honors Pre-calculus, Calculus BC, MVC pathway were created, there would be only be six MVC students in the following year.
- WHS offers AP statistics for those students who complete Calculus BC in their junior year.
- The Committee agreed that the District has done its due diligence in exploring ways to offer this course, but currently it does not project the amount of students needed to run the course in the near future.

5. Approval of November 2018 minutes

Motion Passed: passed with a motion by Dan McNeill and a second by Gina Albert.

2 Yeas - 0 Nays.

6. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 9:52 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

**Minutes
Facilities Committee
March 7, 2019**

Present:

Dr. William McKersie, Superintendent of Schools
Ellen Uzenoff, Committee Chair
Tony Pesco, Committee Member, via Phone
Gina Albert, Committee Member
Richard Rudl, Director of Finance and Operations

Absent:

Joseph Olenik, Director of Facilities

Guests:

Dr. Ken Craw, Assistant Superintendent
Richard Wolfe, Weston Building Committee
John Rogers, Weston Building Committee
Matt Bernardini, Veolia North America
John Oatley, Veolia North America
Tracy Kulikowski, Weston Land Use Director

Public:

Ruby Hedge, Weston Resident
Melissa Walker, Weston Resident
John Conte, Weston Resident
Dave Pattee, Weston Resident

The meeting was called to order by Ms. Uzenoff at 9:00 a.m.

The Committee discussed the following items regarding the middle school sewage update:

- Mr. Bernardini and Mr. Oately, both of Veolia North America, the contractor which manages the District's Zenon plant, gave a step-by-step presentation of what they did to repair the sewage leak which occurred at the middle school. Dr. McKersie complemented Veolia on the rapidity of their response, their attention to detail, and their professionalism. Mr. Bernardini added that they did discover that a necessary connection

was not made to the plant, contrary to what the original as-built indicates. Mr. Bernardini also added that it does not appear that any of the waste water was leaching into the ground.

- Mr. Rudl shared with the Committee the report which Mr. Olenik created regarding the sewage system failure. Among the findings in his report was the fact that the tank that over flowed was still active, even though it should not have been once the Zenon plant was built, and the tank should have been deactivated. Waste has been flowing into the tank since 2004. The original septic fields were located where the Zenon plant was constructed and therefore have not existed since the construction of the plant. A second septic tank located on the Revson Field side of the middle schools was in fact abandoned and the waste line from the school at that location was in fact piped to the Zenon plant, but the tank itself was never removed as required by Connecticut Public Health Codes. Mr. Wolf inquired if Veolia was certain that this tank is in fact abandoned. Mr. Bernardini and Mr. Oatley both said that while they cannot be 100% sure without further investigation, when they performed a dye test, nothing came out of the tank, so the tank appears to be abandoned. Given that the as-built drawings never indicated an active tank, neither the Kaestle Boos Facilities Report, conducted ten years ago, nor the Silver Petrucelli Facilities Report flagged this item as a maintenance or capital item to address.
- Dr. McKersie added that the District is in no way looking to place the blame for the failure on any entity, but rather just fact find to determine what went wrong.
- Mr. Rudl reported that the District needs to remove the abandoned tank, but must request money from the Town to do so. They had approved up to \$500,000 in emergency funding to repair the system failure, and it does not appear that the repairs will cost that full amount, and the remaining funds may be able to be used for the tank removal. Ms. Albert will talk to Steve Ezzes of the Board of Finance to determine the feasibility of this approach.
- Dr. McKersie suggested fencing off the area around the tank for now until it can be removed, and the Committee agreed that Veolia would be the best suited for the removal of the tank. Additionally, they recommended checking other manholes around the District as well to ensure there are no further issues.

The Committee discussed the following regarding FY20 Capital Budget update:

- Mr. Rudl reported that if the abandoned tank removal becomes part of the FY20 Capital Budget, that would add \$125,000. Additionally, the original Capital Budget included the refurbishing of the gym floor at Hurlbutt, but after further investigation, it appears that asbestos may be present beneath the floor. If that is the case, then the District should not replace it yet, as the FY20 budget does not including funding for asbestos remediation. Removing this project would place \$28,000 back into the budget. The total revised Capital Budget proposal is \$1,481,129.

- Mr. Rudl informed the Committee that he was approached by a Board of Finance member inquiring if the District would consider taking out a loan to cover some of the Capital costs. Mr. Rudl added that if the District did pursue that avenue, the replacement of the fire alarm equipment, the replacement of the 6th grade lockers, and the security initiatives would all be eligible to be covered with the loan. Unlike the technology lease that the District used to apply for annually, this lease would be one-time lease so there would be no recurring debt. Additionally, the Town itself could actually take the loan out and the District would repay the Town. While the lease would relieve the burden of having to pay for the projects during the first year, it would add interest, resulting in approximately \$30,000-\$50,000 in additional overall cost over the life of the lease. Ms. Albert agreed that it is at least worth exploring. She will talk to Mr. Ezzes to see if the Board of Finance is open to this approach.

The Committee discussed the following regarding the recommendation for the cleaning contract:

- Mr. Rudl reported that with the current janitorial services contract with Shamrock expiring on June 30, 2019, the District issued an RFP for janitorial services starting July 1, 2019. Six bid submissions were received and a bid review committee was established to interview the firms. After reviewing and meeting with the companies, the bid review committee had a strong consensus that Affineco would be the best choice. Mr. Rudl recommended that the Committee approve the awarding of the contract to Affineco. The Committee approved the request, and it will now go to the full Board for their approval.

The Committee discussed the following regarding the annual report on operations:

- Mr. Rudl shared with the Committee a report he created which summarizes the work priorities, accomplishments and challenges completed, and faced by, the Facilities and Finance departments thus far in the school year. The report looked at such things as special projects completed by the maintenance department, the number of job tickets completed so far, foodservice, transportation and security responsibilities and changes, as well as the accomplishments and responsibilities of the Finance department. The purpose of the report is to provide the Board with a more in-depth understanding of the operations of the school district. The Committee agreed that the report should be shared with the full Board at the March Board of Education meeting. Ms. Uzenoff added that the Board of Finance should be made aware that the District did not pay for the middle school cafeteria renovation, and that it was completely funded by Chartwells, and that any profits earned through foodservice sales are reinvested back into the foodservice program.

The Committee discussed the following regarding the high school cafeteria heating pipe:

- Mr. Rudl reported that there is currently an issue with one of the heating pipes in the high school cafeteria. The maintenance department has conducted a temporary repair, but due to the lack of a shut off valve, a permanent repair cannot be performed until the summer as the heat in the entire school would need to be shut off. If a shut off valve was in place, this would not be an issue, and it appears that the valve was not put in during the original construction.

The Committee discussed the following regarding the Kiwanis Dog Jamboree:

- Mr. Rudl informed the Committee that similar to last year, the Kiwanis would like to hold a dog jamboree on campus. The Committee agreed to the event.

The Committee discussed the following regarding the February minutes:

- The Committee held off on approving the February minutes as Mr. Pesco had to leave early and they required his input before approving.

The Committee discussed the following regarding other business:

- Dr. McKersie reported that he expected to be able to bring much more information regarding the Phase 2 Feasibility study to the next meeting, including information on a larger elementary school site.

There being no further business to discuss, the Committee adjourned at 11:06 a.m.

The next meeting is scheduled for April 4, 2019.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Policy Committee Meeting

February 20, 2019 9:45 AM

Central Office Conference Room

Members Present:

Daniel McNeill

Ruby Hedge

Melissa Walker

1. Call to Order

Daniel McNeill called the meeting to order at 10:08am. In attendance were William McKersie, Ph.D., Superintendent of Schools, Lewis Brey, Director of Human Resources and Internal Counsel, Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, Patricia Falber, Principal, Weston Intermediate School, Laura Kaddis, Principal, Hurlbutt Elementary School, Captain Matt Brodacki, Weston Police Department, Jen Ryan, HR Specialist and Gina Albert, member of the public.

2. Approval of Minutes

Discussion:

The approval of minutes were moved in the agenda to the last item. November 2018 Minutes were approved.

3. Discussion of policies, regulations, and bylaws

3.A. Policy and Regulation 6154, Homework

Discussion:

Dr. Craw was introduced to update the committee about the process and timeline for updating the Homework Policy and Regulation. The updated version is expected to return to the Policy Committee for review in a special committee meeting in July.

3.B. Policy 1256, Prohibition Against Alcohol, Drugs, Smoking, E-Cigarettes, and Vapor Products

Discussion:

This policy was updated to clarify the prohibition of all alcohol products on Weston Public Schools property. This policy will be brought forward for a first reading at the February Board meeting.

3.B. Policy and regulation 3524.1 Pesticide Application

Discussion:

The changes to this policy and regulation were recommended by Shipman and Goodwin. This change aligns with current practice. This policy and regulation will be brought forward for a first reading at the February Board meeting.

4. Discussion of policies, regulations, and bylaws in future meetings

5. Adjourn

11:05

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: March 25, 2019

Information Only

Action Requested

Agenda Item Subject: March 2019 Principals' Report

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

March 2019 Principals' 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

March 25, 2019



Weston High School

Lisa Deorio, Principal

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

PRINCIPAL'S UPDATE



Our music students participated in Festival Disney 2019 from February 28 through March 4. During their time at Disney World, Ms. Morris' choir students worked with a former Broadway/Actor's Equity musician to put together the soundtrack to the *Lion King*, which was then set to a short film featuring scenes from the original animated film. Mr. Fasoli's Band students worked with a professional saxophonist in their workshop, learning to sight-read scores on the spot, and finishing with a recording of a *Moana* score, set to scenes from the movie! Ms. Stewart's orchestra students worked with a Disney composer/conductor on their skills as an ensemble before setting scenes from *Beauty and the Beast* to a live-recorded score! In addition, each ensemble gave a spectacular performance on the Disney Springs Amphitheater Stage for families, Disney guests, and for their peers! In between performances and workshops, the students, along with their chaperones, enjoyed a little down time and had a lot of fun at the Park.

[Click here](#) to view a PowerPoint presentation that has some wonderful pictures from the trip.

ACADEMIC PROGRAMS

As always, the Writing Center had a busy month, working with 60 students in individual conferences. Teachers worked with juniors who need to resubmit their portfolios for grading and visited many classes discussing the Sophomore Portfolio. The Sophomore Writing Portfolio, which is a graduation requirement, is due May 9. Sophomores will be given time in their English and social studies classes to begin revision this month.

Ms. Balouskus' physics students had the opportunity to Skype with research scientist Dr. Susanna Finn, of UMass-Lowell as part of their unit on gravitation. As an astronomer, Dr. Finn works on a variety of research projects aimed at expanding knowledge of the Earth, stars, and galaxies. She works on, and collects data from, a tool that is currently gathering data while it orbits Earth. Students planned questions ranging from how we know so much about exoplanets, to what motivates her to study space.



Four WHS students attended the Connecticut Junior Science and Humanities Symposium at UConn Health in Farmington on Saturday March 9: Isabella Sperry, Thomas Brentano, Wesley Patel, and Tobey Bill. Bella Sperry gave an oral presentation on her Honors Science Research



project: *HPLC Analysis of a Solution of Low-Density Lipoprotein after Interacting in vitro with Dietary Supplements (Grape Seed Extract, Hawthorn, and Polyphenol)*. Our students, along with research teacher Stacey Greenberg, participated in a variety of events, including the keynote talk concerning genetic causes of cancer, a health careers panel run by undergraduate, graduate, and medical students, a gene editing and bioethics discussion, and an introduction to human genome analysis.

Latin students participated in the National Latin Exam this month, testing their knowledge of grammar, reading comprehension, history, culture, and word derivation. Results and awards will be announced in April.

Educators from The Rowan Center (formally known as The Center for Sexual Assault Crisis and Education) worked with senior students from our Health class. The motto for The Rowan Center is: "Empower, Educate, Eliminate." The Rowan Center prevention education programs (K-12) are designed to raise awareness about sexual violence, signs of perpetrator behavior, and symptoms of trauma. Most importantly, they provide students with the tools necessary to know what to do if they or someone they know have been affected by this crime.

PROFESSIONAL DEVELOPMENT

Latin teachers Ms. Guadagnoli and Ms. Telford attended the Classical Association of New England annual meeting in Worcester, Massachusetts, where they met with teachers and professors of the classics from around the area and discussed scholarship and strategies to improve teaching and learning in the Latin classroom.

Mrs. Benson and Mrs. Charles attended a science workshop at the New England Institute of Technology in Rhode Island that focused on defining, evaluating, and developing three-dimensional science assessments: *How can we make sure students are making sense of a phenomenon using the three dimensions of the Next Generation Science Standards (NGSS) when engaging in an assessment task? How can we insure that tasks are accessible, appropriate, and cognitively*



demanding for all learners? By investigating these questions, they learned valuable takeaways that will help students be better prepared to succeed in the new world of the NGSS.

English teachers Mrs. Holmes, Mrs. Cincotta and Weston Middle School English teachers attended a workshop titled "Teaching Through Hope: Building Your Holocaust Instructional Materials" at Cooperative Educational Services. "The purpose of this workshop was for teachers to work cooperatively within and across districts to explore, curate, and plan sets of Holocaust and genocide awareness resources to use in their classrooms. Blending nonfiction texts, resources from Echoes and Reflections, and museum artifacts, teachers will engage with the history of the Holocaust and frame literacy experiences that "teach through hope" and support the development of literacy skills in social studies and ELA classrooms." Grade 8 and grade 9 English teachers are working together to create units related to these topics that build both awareness and empathy in our students.

ATHLETICS

Another successful winter season has come to an end. Boys and Girls Indoor Track and Field, and Boys and Girls Ski Teams won SWC Championships. Our Girls Ski Team was crowned Class S State Champions, which was their second in a row. The initial season for JBWA (Joel Barlow, Weston & Abbott Tech) Ice Hockey was very successful. The team was Conference runner-up.

Athletes of the Month were Lauren Harris for Ski Team, and Parker Smith for Swim and Dive. Lauren completed a great skiing career by helping her team win both the SWC Championship and the Class S State Championship, as well as being crowned the Individual Champion at the State Open Ski Race. Parker won every diving competition in the month of February, including setting the six-dive school record and 11-dive school record, and was crowned the SWC Dive Champion.



The best racers in Connecticut competed in two tryout races for the Team CT this month. The first race was a Giant Slalom at Mt. Southington and the top 30 finishers were invited back to the SL. Team CT was chosen from the combined times of both races. Four racers from Weston, out of total of 12 girls and 12 boys, were named to Team CT this year and represented CT at the Eastern High School Championships at Attitash Mountain, NH this month. We are so proud of Emma Nelson, Lauren Harris, Chris Amato and Doug Phillips.

AWARDS AND RECOGNITIONS

Congratulations to Aaron Miller, Adrik Scaramuzza and Dean Reiferson for receiving an Honorable Mention in this year's nationwide C-Span Documentary competition. Their video was chosen in the top 120 out of 3,000 student entries. Students in grades 6-12 were asked to create short (5-6 minute) video documentary on a topic related to the new 2019 competition theme, "What does it mean to be American? Choose a constitutional right, national characteristic, or historical event and explain how it defines the American experience." Aaron, Adrik, and Dean chose the Pentagon Papers and freedom of the press as their topic. The video can be viewed using the following link:

[https://drive.google.com/file/d/1m-W626lnhJ8WQ26BRVK6DIBkhYjmQO1O/view?usp=sharing.](https://drive.google.com/file/d/1m-W626lnhJ8WQ26BRVK6DIBkhYjmQO1O/view?usp=sharing)

CO-CURRICULAR PROGRAMS

The Young Progressives Club ran "Cozy Collections," a clothing drive for the Bridgeport Rescue Mission Homeless Shelter. Weston High School upper-classmen drove to approximately 50 houses of Weston High School students to pick up clothes. They collected way more than they expected—upwards of 300 pounds!

On March 6, freshmen volunteers worked at the Star Foundation, "Galaxy of Gourmets" held at the Aitoro Appliance store in Norwalk. The Star Foundation is in need of a large number of volunteers for the Star Foundation 5K on May 5, 2019. If students are interested in helping out, please contact advisor Kara Swezey or ninth grade student government President, Carly Rutsky.



On Tuesday evening, April 9, at 6:30 PM, the WHS Mock Trial team will hold its second annual awards banquet in the High School Cafeteria. With four teams entering competition, the team had outstanding results with three teams advancing past Regionals. The Blue team made it through to the Round of 16, White team advanced to Quarterfinals, and the Red team competed in state Semi-finals. Despite their loss, the Director of Civics First wrote a letter to faculty adviser, Ms. Del Savio, commending our students.

“Although all of our participating students represent the best that their communities have to offer in terms of academics and civic

engagement, your Red Team from the last two years in particular has been the most exceptional group of students I've seen in my years of doing this as both a volunteer and an administrator. ... After I announced the results, some team members actually went out of their way to thank me for the last few years while on their way to the bus. That took exceptional grace and maturity beyond their 17 years, and I think it shows that your community really is doing something right with your kids. They've all got bright futures ahead of them, and I hope my own six-year-old son turns out like them when he's a high school senior himself. Although I'm looking forward to the next groups of Weston students, I will truly miss working with this team—until they return to the Connecticut legal community seven or eight years from now." Graduating members of the team include Owen Tanzer, Carolyn Zech, Beck Reiferson, Brendan Moore and Abigail Glasberg. Other team members, Chelsea Greenberg and Knox Watson will lead the Red team next year as they pursue another successful season. Coaches Kate Moore and Carl Bernstein will continue to lead this team next year.

WHS in collaboration with Joel Barlow High School, will be hosting French exchange students from April 3-12. Weston will welcome seven students from Cours St. Charles, a private high school in France. During the exchange, French students will spend time at WHS, attending classes with their host students. This is the second exchange this year. In November, French teacher, Madame Del Savio, coordinated an exchange with Lycee Emile Duclaux from Aurillac, France, welcoming 24 French students and two teachers.

ALUMNI NEWS

Class of 2017 Alum, Christopher Hover, a member of the Keene State College Owls Men's Basketball Team, had the honor of participating in the opening games of the 2019 NCAA Division III Men's Basketball Tournament. Chris is an exercise science major, with a coaching minor, at Keene State.

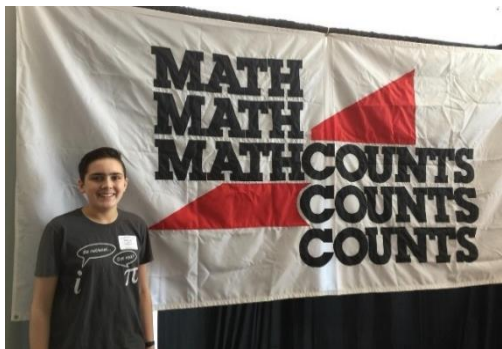
*In this issue...FDA Commissioner Speaks to WMS Students
 WMS Students Participate in MATHCOUNTS Competition
 WMS Mock Trial Team Advances
 Sixth Grade Science Students Study Weather Patterns
 Eighth Grade Students Share Their Passion Projects
 Seventh Grade Students Apply Design and Modeling Skills
 Spectrum 2019
 Seventh Graders Study Rocks to Understand Earth Science
 Officer Kim Educates Students about Dangers of Sexting
 Robotics Team Wraps Up the Season
 Faculty News*

FDA COMMISSIONER SPEAKS TO WMS STUDENTS

On Friday, March 8, Dr. Scott Gottlieb, Commissioner of the Food and Drug Administration, spoke with students about the dangers of vaping. His presentation described the role that the FDA plays in protecting the health and safety of all Americans. He spoke at length about why e-cigarettes and vaping devices are so dangerous and described the steps that the FDA has taken to prevent companies from marketing these products to young people. Students asked a number of thoughtful questions, which Dr. Gottlieb answered as part of the program.



WMS STUDENTS PARTICIPATE IN MATHCOUNTS COMPETITION

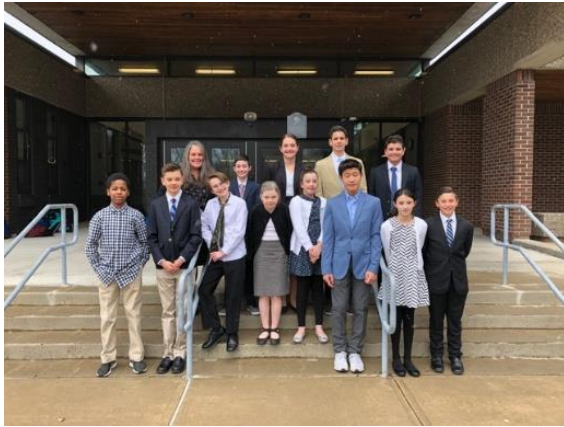


Sixth graders Jayadita Rajan and Ethan Wang, along with eighth grader Ramsey Makan, represented WMS as individual participants in at the local MATHCOUNTS competition in February. Ramsey Makan scored high enough to advance to the state competition where he placed 21st on March 9, 2019. This is the third year in a row that Ramsey has represented Weston Middle School in



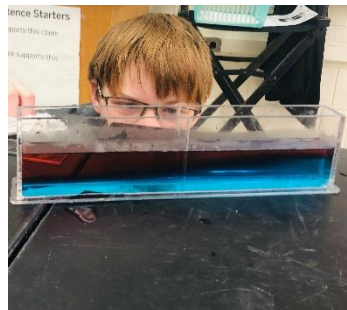
this competition. Congratulations, Ramsey!

WMS MOCK TRIAL TEAM ADVANCES



The WMS Mock Trial Team advanced through the first round of competition. The Weston Mock Trial prosecution team defeated the John Winthrop Red Team. The Mock Trial defense team faced the Isaac team and had an easy win. This double win was well deserved as the team has been working relentlessly after school every Monday and Wednesday from 2:30-4:00 p.m., as well as two-weekend scrimmages. It's amazing we've come this far considering every single member of our team is doing this for the first time, with no eighth graders! Our next round of competition will be April 2.

SIXTH GRADE SCIENCE STUDENTS STUDY WEATHER PATTERNS



Students in Ms. Kovac's sixth grade science class are seen in this Next Generation Science Standards (NGSS) activity modeling the behavior of air using water tanks to represent our atmosphere. Students demonstrate an understanding that air moves faster when it is warmed and moves slower when it is cooled.

The students create their own weather front (a border between two different masses of moving air with different temperatures and humidity) and make predictions about warm and cold fronts in our atmosphere.

EIGHTH GRADE STUDENTS SHARE THEIR PASSION PROJECTS

Eighth grader, Maxime Boers is captured below presenting his self-created music machine made completely out of recycled materials to Ms. Kovac's Passion Project class. The Middle School Library Learning Commons serves as the perfect venue for our rising high school students to practice and perfect their presentation skills using a large projector, microphone, podium, and audience. This student-centered, choice-driven project encapsulates the importance of individualized learning.



SEVENTH GRADE STUDENTS APPLY DESIGN AND MODELING SKILLS

Students in Dr. DiTocco's Technology and Engineering class recently completed a project that challenged them to design and create a prototype of a locker organizer. Students applied many recently learned skills ranging from rough sketching of ideas to more formalized, detailed drawing, group decision making, measurement, layout and assembly, to the actual construction and testing of the prototype.



SPECTRUM 2019

Spectrum 2019 took place on Wednesday, March 13 in the gym at Weston High School. This unique concert features the various bands made up of musicians from grades 6 through 12. Congratulations to Mr. Holmes, Ms. Soboleski, Mr. Fasoli, and all of the talented musicians who made this evening so special. Our sixth grade students wrote notes to the high school musicians that inspired them. Here are some samples:

(To the sax soloist.) "I want to express how you might not think much of your performance, but it meant the world to me. That one day, the nerve-racked solo I performed would sound as smooth and powerful as yours did."

(To the drum soloist.) "You were my favorite at the concert because you were so confident. You were so good in rehearsal that I told my parents that they should watch you and I made a bet with my dad how good you were."

"If I could I would love to be in the jazz combo when I am in high school."

(To the drum soloist.) "If I could be one member of your group I would be you. I want to become as good as you over the years into high school....I want you to know that when you played, I pictured when I would be your age and hoped I was just as good"

(To the jazz combo.) "One question I have for you is how does it feel to have a small group solo and have that amazing rush in your blood and have the music in your ear and get tons of compliments from the crowd?"



SEVENTH GRADERS STUDY ROCKS TO UNDERSTAND EARTH SCIENCE



Plate Tectonics is the geological theory that states that pieces of Earth's lithosphere are in constant, slow motion, driven by convection currents in the mantle. According to an article written by Natalie Angier in *The New York Times* on Dec 18, 2018, "geologists are confronting surprising gaps in their understanding of a concept that is truly the bedrock of their profession." This is the nature of science, continuously asking questions and striving to understand more. It is known that oceanic crust is made of basalt, continental crust is made of granite, and that basalt is denser than granite.

Seventh graders measured the mass and volume of both rock types and calculated the density. Students compiled the data from six groups in each class, and made sense for themselves how the oceanic crust is recycled into Earth's mantle when it carves its way below the less dense granite, forming mountains, trenches, volcanoes and earthquakes in the process.

OFFICER KIM EDUCATES STUDENTS ABOUT THE DANGERS OF SEXTING

As part of our on-going efforts to keep students safe and to help them make good decisions, our school resource officer, Jason Kim, presented lessons to all students over the past several weeks on the topic of "sexting." The prevalence of cell phones and various social media applications have made this issue a major area of focus for schools and law enforcement. Parents are invited to reach out to Officer Kim if they would like additional information on this topic or any other issue regarding student safety.

ROBOTICS TEAM WRAPS UP SEASON

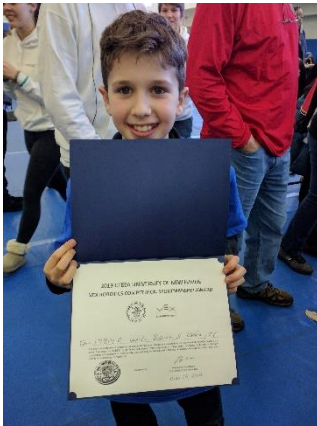
The Weston VEX Robotics Teams have wrapped up their 2018-19 season with a trip to the New England Regional Championships. Our highest-ranked teams placed 6th and 13th in Connecticut! Members of Team 17814Z placed their highest this season in the qualifiers in an impressive field of 62 robots: 25th place and they earned a spot for the second time this year in the afternoon elimination rounds. Way to go, Z Team! Seeding higher than ever at the end of the season gets harder and harder as teams become more and more skilled. Congratulations on your personal best.



Team 17814Y encountered the highest-scoring and most-skilled robots as adversaries this weekend, earning them the top score overall for schedule points on Saturday. They should be proud of a strong showing against formidable opponents.

Team 17814C (a 6th grade robot) earned the Sportsmanship Award and a big cheer from the crowd for the design and function of the robot as well as facing large teams of high schoolers as a team of one! Way to go!

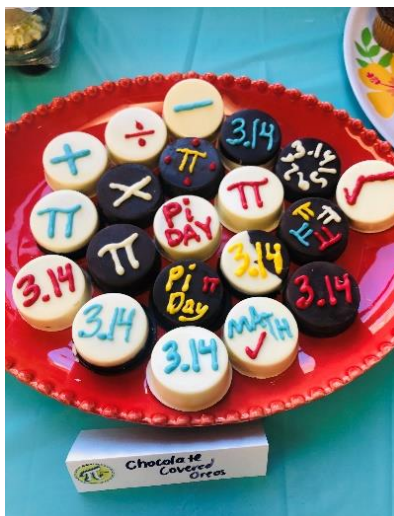
A HUGE congratulations to teams 17814B and 17814D! These two middle school teams reached their personal best in Driver Skills. Congratulations to all of our teams for a 'building year,' it was pretty amazing!



FACULTY NEWS

Teachers Attend Workshop on Teaching the Holocaust: WMS grade 8 English language arts teachers, Angela Hare and Julie Baldwin attended a two-day workshop titled "Teaching the Holocaust" at Cooperative Educational Services in Trumbull. "Presenters utilized high quality curriculum material and practices through Echoes & Reflections, which is the premier source for Holocaust educational materials and dynamic content and empowers teachers and students with the insight needed to question the past and foresight to impact the future, question the past, and foresight to impact the future. This session helped educators to feel confident and enhance their ability to amplify their skills and resources to teach about the Holocaust in a comprehensive and meaningful way."

Middle School Faculty Celebrate "Pi(e) Day": On March 14 (3.14), several faculty members brought in "Pi(e)" related treats to share with colleagues. Creativity and culinary skills were on display.



*In this issue... Library Learning Commons—3D Printing
 Fifth Grade Researching Important Issues of Historical Importance
 Grade 3 Fractured Fairy Tales
 Grade 4 Science Unit on Magnetism and Electricity
 Grade 5 Science Unit on Earth's Systems
 Music in Grade 3 and 4
 Community Service Project
 March Book Madness
 Fifth Grade Brain Challenges*

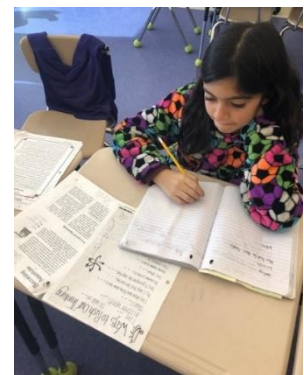
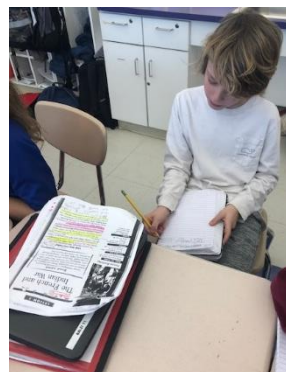
LIBRARY LEARNING COMMONS – 3D PRINTING

Fifth graders engaged in a STEAM activity designed: 1) to reinforce learning around mathematical and scientific dimensions, and 2) to learn how to design items in 3D. This lesson met Next Generation Science Standards. Using their Chromebooks, students were introduced to the basics of Tinkercad, an online 3D CAD tool. With support from teachers and MakerMasters, students used Tinkercad to design a personalized keychain, which was then printed on the 3D printer. All students experienced designing and creating a 3D object by applying their math, technology, basic engineering, and artistic skills. Our fifth graders were highly engaged with this hands-on activity, and many students continued to design with Tinkercad after the initial lesson. The WIS 3D printer is very busy!



FIFTH GRADE RESEARCHING IMPORTANT ISSUES OF HISTORICAL IMPORTANCE

The fifth grade students are engaged in a multi-disciplinary unit aligning reading, writing, and social studies. While students are learning about the American Revolution in social studies, they are engaging in multiple levels of research. First, they are researching the major events that led up to the Revolutionary War and then the ways in which women, people of color, native peoples, and foreign support impacted the outcome of the war. Toward the end of the unit, they will extend this learning to study other “fights for justice” in our country’s history – specifically researching the Civil Rights movement, the fight for Women’s Suffrage, and the need for students of all backgrounds and abilities to have a free and equal public education. While students study these aspects of history, they will be writing research reports on their learning.



GRADE 3 FRACTURED FAIRY TALES



This month, third grade students have been highly engaged in writing their own fairy tale adaptations. A favorite unit each year, the students are learning the magic of fairy tales, and practicing their storytelling skills while writing their own original fairy tale adaptation. This unit is one of two narrative writing units that allows students to develop their creative writing skills and understand how story



elements are connected in a logical and meaningful way. This unit has allowed students to imagine and write wonderful fairy tales of their own.

GRADE 4 SCIENCE UNIT ON MAGNETISM AND ELECTRICITY



The fourth grade students have been engaged in their second science unit, which focuses on magnetism and electricity. During this unit students have been learning how magnets can make objects move without direct contact, that the flow of an electric current is transferred from an energy source through a circuit and back to a source, and that electricity in circuits can be transformed into light, heat, sound and magnetic effects. At the unit's conclusion, students are participating in an inquiry task that involves both the concepts of magnetism and electricity. Students will first discover how to create an electromagnet with a battery, wire, and rivet. Groups of students will then generate investigable questions and choose one for their experiment with the goal of increasing the strength

of the electromagnet. For example, some students may investigate whether the thickness of the wire affects the strength of the magnet. Others may choose the number or type of batteries as their variable. After choosing an investigable question, groups decide on their materials, write their procedure, and conduct their experiment. Results are shared with the class in the final phase of the inquiry. The pictures show our fourth grade scientists in action.



GRADE 5 SCIENCE UNIT ON EARTH'S SYSTEMS

This month, the fifth graders began on unit on Earth's systems. They are learning that water scarcity currently affects about one-fifth of the world's population, and the number of people facing water



shortages is growing. Despite the major problem that water scarcity presents, many students lack knowledge of water distribution, the natural factors that determine water availability, and how people impact water supplies. In the role of water resource engineers, students investigate what makes East Ferris, a city on one side of the fictional Ferris Island, prone to water shortages while a city on the other side is not. Students are developing and using system models that help

them figure out how water cycles through parts of the Earth system at the nanoscale and at the observable scale. They are applying their understanding of condensation and evaporation to design freshwater collection systems as a possible solution for East Ferris' water shortage problem.

MUSIC IN GRADES THREE AND FOUR



A lot has been happening this month in our music classrooms. Students in third grade have been busy preparing for our third grade music concert in April. This year's theme is Many Cultures, One World. Students are singing folk songs in many different languages including Spanish, French and Japanese. This concert provides an opportunity for students to work towards a performance together—singing in tune, memorizing, using dynamics and articulation. The theme of this concert connects perfectly with the third grade language arts unit, Countries around the World.

Fourth grade students have been busy performing their rhythmic compositions. Students collaborated in groups and created four-beat rhythms using a variety of quarter notes, eighth notes, sixteenth notes, eighth & sixteenth note combinations, and syncopated rhythms and rests. Students performed their compositions on classroom percussion instruments.

COMMUNITY SERVICE PROJECT

This month, Mrs. Smith's fifth grade class spearheaded a school-wide community service project to



collect funds to purchase a "tomato chair" for our school. This chair is an adaptive device which helps students with special needs be on the same level as their classmates during morning meetings and specials. Learning that this type of chair is very expensive to buy, the students in Mrs. Smith's class put together a school-wide spirit week with fun-filled theme days, such as Teddy Bear Tuesday, World Wednesday, and Twin Thursday, that would encourage WIS students to donate to this worthy cause. The students met their goal, fulfilling their wish and showing that "WIS is an inclusive school that is filled with caring students!"

MARCH BOOK MADNESS

March Book Madness is here! WIS students are completing brackets to determine which book they think will be the winner of the first annual March Book Madness Tournament! According to recent research, "Many students associate reading with academics and work more than with pleasure. But reading for personal growth and pleasure can turn into a lifelong habit that builds vocabulary and critical thinking skills along the way." This fun activity is designed to promote



reading by encouraging students to discuss and think critically about books outside of the classroom setting. WIS students are excited about the Book Tournament and are looking forward to celebrating a winning book!

FIFTH GRADE BRAIN CHALLENGE

This month, our fifth grade students participated in the “Brain Challenge Game Show,” which has resoundingly become an annual favorite event. The program had the students competing, dancing and cheering each other on in a variety of fun challenges. The show is a “live” TV game show hosted by an engaging and energetic professional host. The Brain Challenge Game Show came complete with digital scoring, background music, lockout opponent buzzer system, and countdown clock, and is an age appropriate combination of “Jeopardy” and “Beat the Clock.” During the program, students had to answer questions in a fast-paced “lightening round” manner and participate in team-building challenges that were exciting, educational, and a lot of fun.



In this issue... Hurlbutt Celebrates a Positive School Climate
Emotional Intelligence
Schoolwide Events
Makerspace
Teaching and Learning

HURLBUTT CELEBRATES A POSITIVE SCHOOL CLIMATE



This month, our positive school climate activity focused on spreading love and kindness throughout our school and our community. Buddy classes gathered to create “Hurlbutt Hugs.” A “Hurlbutt Hug” is made using two paper handprints connected by string, ribbon, or yarn. Our students had a great time decorating them after they were assembled.

Students in buddy classes then wrote on hearts how we as a school community can share love and be kind. These colorful hearts are displayed on the bulletin board in front of the main office. Classes discussed various groups and people who would benefit from one of our hugs. At an assembly, we gathered to celebrate and share all the hugs we made, and each class “mailed” their Hurlbutt hugs using our own

Hurlbutt mailbox. We then took all of the collected envelopes and sent them out into the community. The result was that we sent hugs to a wide variety of locations including CT Children’s Medical Center, CT Hospice, Weston Fire and Police Departments, Smilow Cancer Center at Yale New Haven Hospital and our Weston Senior Center. This activity was a great way to share our motto, “Be Safe, Be Kind and Be Responsible,” beyond our school.



We filled our Hurlbutt honey hive again! To celebrate our fifth full honey hive, our students enjoyed extra recess. The cold, brisk air certainly energized our students.

EMOTIONAL INTELLIGENCE

Ms. Greenberg's second grade class recorded classmates using the social learning platform Flipgrid to share emotion-shifting strategies. This activity was a great way to integrate the use of technology with our goal of developing emotional intelligence. Our students are progressing at identifying feelings and learning to shift from one quadrant of the mood meter to another. Throughout the year, we have been teaching our students strategies for identifying and managing their emotions using resources from the Yale Center for Emotional Intelligence.



SCHOOL-WIDE EVENTS



100 Days of School! As part of our daily routines in the classroom, we count the number of days we have been in school, which supports the math standard counting and cardinality. This activity helps build number sense as students count the days. As the number gets bigger, students learn to how to make groups of ten, an important concept for math. The base-ten system that is an important building block for developing computational fluency. Repeated practice in saying the numbers as well as hearing them, seeing them, and building them contributes to this important foundation. Students are also learning the order of the numbers and beginning to recognize patterns as they develop an understanding of how our number system works. As the year progresses, we see their confidence and ability to think flexibly about numbers grow every day. On February 5, we celebrated 100 days of

learning at Hurlbutt. Each kindergarten class marked this day with a variety of activities including wearing 100-day hats and glasses, counting, grouping, and performing many mathematical applications. We were so impressed with their creativity.

Read Across America: Hurlbutt Elementary celebrated *Read Across America* the week of March 4.



We enjoyed mismatched sock day, inside out and wacky things day, pockets day, and wore our favorite hats on the last day. Each day was paired with a Dr. Seuss book and a fun activity. On "Wacky Wednesday" students found out-of-place items throughout the school and wore their clothes inside out or backwards! On "There's a Wocket in my Pocket" day, Angelika in Colleen Lynch's class wore 200 pockets! Ms. Lynch's class tallied the most pockets – 296! Another record to note: Hurlbutt students read 1,464 minutes this week

in school which we tracked on a map of the United States to simulate travelling 1,464 miles from Weston, CT across the United States! The students always enjoy watching their progress on the bulletin board in the main hallway. This activity integrates geography, reading, and math skills. We

made it half way to our goal of Weston, Oregon so the students have pledged to read, read, and read at home to get us across the country!



MAKERSPACE

Mrs. McNulty's first grade class built a reading nook during book exchange in the LRC for all students to enjoy. Our makerspace activities have been growing in number and we are witnessing creative thinking and collaboration with all of our classes. Known as the "Three C's," critical thinking, collaboration and creativity are widely accepted as important skills students need to develop.



TEACHING AND LEARNING



Ms. Quinn's first grade class created a theatre scene with shadows as part of their science unit on light and sound. This project integrated the Light and Sound science unit with our Tales writing unit of study. In the above pictures they are looking at their work with an engineer's eye and planning the redesign for their culminating project, which was to design a fairy tale scene using light and sound. Within the Light and Sound science unit, students

will have multiple opportunities to interact with, observe, and talk about light and sound. By designing a theatre scene, students learn how to manipulate light and sound to achieve a desired effect. Our young scientists can explain how to create a shadow using the vocabulary: light source, object, and surface. This unit begins to lay the foundation for more sophisticated



concepts about light and sound that students will encounter in future units of study in the intermediate school—sound is a wave caused by vibrations that travel through matter, and reflected light plays a critical role in vision.



On Groundhog Day, Punxsutawney Phil saw his shadow.
We are all anxiously awaiting spring!