

Board of Education Regular Meeting

Monday, April 29, 2019 7:30 PM

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. RECOGNITION

- A. Recognize the 2019 National Merit Scholarship Finalists
- B. Recognize the 2019 National Merit Scholarship Winner
- C. 2019 C-SPAN StudentCam Documentary Competition
- D. Recognize the Odyssey of the Mind Participants for Weston Intermediate School and Weston Middle School
- E. Recognize 2019 CIAC Class S Girls Skiing State Champions
- F. Recognition of All-State Athletes and All-New England Athletes
- G. Ms. Gina Albert, Board Chairperson, to Honor Sara Spaulding for her Five Years of Service to the Weston Board of Education

IV. APPROVAL OF MINUTES

V. PUBLIC COMMENT

VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

VII. NEW BUSINESS

- A. Update on Baseball and Softball Fields Maintenance
- B. Public Comment
- C. Phase 2 Feasibility Study Update
- D. New Course Proposal-WHS English/Writing Center, Composition Seminar
- E. Discussion and Approval of School Bus Contract
- F. Ninth FY 2019 Financial Update and Approval of Transfers
- G. Weston Board of Education Policies, Regulations, and Bylaws
 - 1. First Reading of Administrative Regulation 6146, Graduation Requirements
 - 2. First Reading of Board of Education Policy 5114, Student Discipline
 - 3. First Reading of Board of Education Administrative Regulation 5114.1, Alternative Education Opportunities for Expelled Students

H. Non-Renewal, Other

I. Motion to Add Resignation in Place of Retirement Agenda Item VII.J.

J. Resignations

K. Executive Session

1. Collective Bargaining

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

L. Resume Public Session

M. Discussion and Vote on Memorandum of Understanding Between the Weston Board of Education and the Weston Teachers' Association Regarding an Insurance Buyout Offer

N. Discussion and Vote on Memorandum of Understanding Between the Weston Board of Education and the Weston Administrators' Association Regarding an Insurance Buyout Offer

O. Discussion and Vote on Memorandum of Understanding Between the Weston Board of Education and Local 1303-110 of Council AFSCME, AFL-CIO Regarding an Insurance Buyout Offer

P. Special Authorization to Qualifying Non-Affiliated Employees Employed by Weston Public Schools Regarding Insurance Buyout

VIII. **OLD BUSINESS**

A. Discussion and Vote on Adds/Deletes/Changes to 2019-2020 Approved Calendar

B. Discussion and Vote on Proposed 2020-2021 Calendar

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

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

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

3. Second Reading of Board of Education Policy 1112, News Media Relations

IX. **SUPERINTENDENT'S REPORT**

A. District Update

X. **COMMITTEE REPORTS**

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CABA

I. Weston Education Foundation

XI. WRITTEN REPORTS

A. Principals' Reports

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

A. Regular Session on May 20, 2019 at 7:30 p.m.

B. Review of Pending Agenda Items for Next Meeting

XIII. ADJOURNMENT

Weston Board of Education Executive Session

March 25, 2019 6:00 PM

Weston Middle School Think Tank (WMS Library)

Attendance Taken at 6:00 PM:

Present Board Members:

Gina Albert
Ellen Uzenoff
Anthony Pesco
Daniel McNeill
Mrs. Ruby Hedge
Melissa Walker
Taffy Miller

Updated Attendance:

Taffy Miller was updated to present at: 6:42 PM

Others:

William McKersie
Lewis Brey

1. Discussion Regarding Correspondence from the Board of Education's Legal Counsel Subject to the Attorney-Client Privilege

Discussion:

Discussion: Upon a MOTION by Mr. McNeill, second by Dr. Pesco, the Board entered Executive Session at 6:00 p.m. to discuss correspondence from the Board of Education's legal counsel subject to the attorney-client privilege.

The Board invited Dr. McKersie and Mr. Brey to join the meeting.

Executive Session adjourned at 7:30 p.m. with a MOTION by Mr. McNeill, second by Dr. Pesco.

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

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 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

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 Special Meeting

April 02, 2019 6:45 PM

Weston Town Hall Meeting Room

Attendance Taken at 6:45 PM:

Present Board Members:

Gina Albert
Taffy Miller
Anthony Pesco
Ellen Uzenoff
Melissa Walker

Absent Board Members:

Daniel McNeill
Ruby Hedge

1. Discussion and Vote on 18-19 Graduation Date

Discussion:

Motion Passed: Move that the Weston Board of Education approve the Superintendent's recommendation that Friday, June 14, 2019 be established as the graduation date for the 2018-2019 school year; passed with a motion by Gina Albert and a second by Taffy Miller.

5 Yeas - 0 Nays.

With a MOTION by Ms. Albert, second by Ms. Miller, the meeting adjourned at 6:48 p.m.

Chairperson

Superintendent

Special Meeting of the Board of Education

April 02, 2019 7:00 PM

Weston Town Hall Meeting Room

Attendance Taken at 7:00 PM:

Present Board Members:

Gina Albert

Ellen Uzenoff

Anthony Pesco

Ruby Hedge

Melissa Walker

Taffy Miller

Absent Board Members:

Daniel McNeill

Others:

William McKersie

Richard Rudl

Craig Tunks

Captain Matthew Brodacki

Board of Finance Members

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

Discussion:

Upon a MOTION by Ms. Albert, second by Mrs. Uzenoff, the Board entered Executive Session at 7:01 p.m. to discuss matters pertaining to security (with Board of Finance members present).

The Board invited Dr. McKersie, Mr. Rudl, Dr. Tunks, Captain Brodacki and members of the Board of Finance to join.

Executive Session adjourned at 7:31 p.m. with a MOTION by Ms. Albert, second by Ms. Miller.

Chairperson

Superintendent

Board of Education Workshop

April 08, 2019 9:00 AM

Central Office Annex Conference Room

Attendance Taken at 9:00 AM:

Present Board Members:

Gina Albert

Ellen Uzenoff

Anthony Pesco

Daniel McNeill

Ruby Hedge

Melissa Walker

Taffy Miller, arrived at 9:43 a.m.

Others:

William McKersie

Kenneth Craw

Michael Rizzo

Richard Rudl

Lewis Brey

Craig Tunks

Lisa Deorio

Daniel Doak

Pattie Falber

Laura Kaddis

Updated Attendance:

Taffy Miller was updated to present at: 9:43 AM

1. Discussion and Vote on Memorandum of Understanding with the Weston Teachers' Association

Discussion:

The Board discussed the Memorandum of Understanding between the Weston Teachers Association. Board members were concerned that this incentive will have been offered twice this year. Mr. Brey confirmed that this was a special circumstance and has indicated that this will not set a precedent for offering such incentives every year.

Motion Passed: Move that the Weston Board of Education ratify the Memorandum of Understanding between Weston Public Schools and Weston Teachers' Association regarding the offering of a retirement incentive program for the 2018-2019 school year; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

6 Yeas - 0 Nays.

2. Discussion and Vote on WMS Septic Tank Removal, Disposal and Repair, WMS Inflow & Infiltration Study and HES Septic Field Inspection

Discussion:

The Board discussed three items in the Veolia quote dated April 3, 2019. The emergency repairs to the WMS septic system totaling \$365,834, the Board agreed that the WMS septic tank removal (\$96,000) and the HES septic field inspection

(\$75,000) should be completed. The Board agreed to amend the Capital Special Appropriation to up to \$540,000 in total costs.

Motion Passed: Move that the Weston Board of Education approve to approve a passed with a motion by Gina Albert and a second by Daniel McNeill.

7 Yeas - 0 Nays.

3. Budget

Discussion:

The Board discussed the fuel system software upgrade and the maintenance estimate for Revson Field.

Ms. Albert, Board Chairperson, began discussing the 16 Recommended Reductions brought forth by the District Administration. Of the 16 recommended reductions, the Board decided that Colonial Day at WMS should not be eliminated. Mr. McNeill asked to review all Central Office Administrators salaries in April.

An additional meeting to discuss proposed reductions, Administrative salaries and two high school athletic coaches will be set after the April break.

4. Adjournment

Discussion:

The meeting adjourned at 11:33 a.m.

Motion to Amend Passed: Move to adjourn the meeting; passed with a motion by Ellen Uzenoff and a second by Mrs. Ruby Hedge.

7 Yeas - 0 Nays.

Chairperson

Superintendent

Board of Education Workshop-New Board Member Orientation

April 09, 2019 10:00 AM

Central Office Conference Room

Attendance Taken at 10:00 AM:

Present Board Members:

Gina Albert

Melissa Walker

Taffy Miller

Absent Board Members:

Ellen Uzenoff

Daniel McNeill

Anthony Pesco

Ruby Hedge

1. New Board Member Orientation with Kenneth Craw-Curriculum & Instruction (Curriculum Committee)

Discussion:

Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, reviewed the District's Goals Website with the Board. He spoke about the Curriculum Committee and Curriculum Instructional Leaders (CIL's), their functions and how they work within the District. Dr. Craw outlined the professional development opportunities that are provided throughout the year. He also reviewed the teacher and administrator evaluation plan we have in place.

2. New Board Member Orientation with Michael Rizzo-Pupil Personnel Services/Special Education

Discussion:

Mr. Michael Rizzo, Assistant Superintendent of Pupil Personnel Services (PPS), provided information on IDEA-the Federal law that governs special education, as well as FAPE (Free and Appropriate Public Education). He reviewed what a least restrictive environment looks like and gave the Board an idea of the positions that are held within the Special Education/PPS department.

3. New Board Member Orientation with Richard Rudl-Finance and Operations (Finance Committee and Facilities Committee)

Discussion:

Mr. Richard Rudl, Director of Finance and Operations, reviewed the positions and functions that are held within the Finance Department. He also reviewed the Facilities Department and reviewed our District Transportation and Food Services. The District's two largest contracts are the transportation services and cleaning contract.

4. New Board Member Orientation with Craig Tunks-Digital Learning and Technology

Discussion:

Dr. Craig Tunks, Director of Digital Learning and Technology, reviewed the responsibilities of those in his department as well as the relationship we have

with the Town of Weston, Weston Police Department, Weston Fire Department and Weston Public Library. He spoke about the ongoing 1:1 initiative with digital devices and how we are implementing individualized and personalized learning in each school.

5. New Board Member Orientation with Lewis Brey-Human Resources and Internal Counsel (Policy Committee)

Discussion:

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, reviewed all of the duties that his department is responsible for. Included are hiring of all employees, managing negotiations with three unions, working on the teacher evaluation plan with Dr. Craw, student discipline issues, Policy Committee administrator, residency issues, Freedom of Information Act (FOIA) requests, and various employee issues and requests.

Chairperson

Superintendent

Weston Board of Education Executive and Regular Session

April 23, 2019 1:00 PM

Central Office Annex Conference Room

Attendance Taken at 1:37 PM:

Present Board Members:

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

Others:

William McKersie
Kenneth Craw
Michael Rizzo
Lewis Brey
Richard Rudl
Craig Tunks

Discussion:

Upon a MOTION by Mrs. Uzenoff, second by Dr. Pesco, the Board entered Executive Session at 1:04 p.m. to discuss the agenda items listed below.

The Board invited Dr. McKersie, Mr. Rudl and Mr. Brey to attend.

Executive Session adjourned to Regular Session at 1:37 p.m.

1. EXECUTIVE SESSION

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

1.2. Non-Renewal of Long-Term Substitute Teachers

1.3. Non-Renewal of Long Term Building Substitute Teachers

1.4. Non-Renewal Reduction in Force-Teachers

1.4. Non-Renewal of Others

2. REGULAR SESSION

2.1. Non-Renewal of Long-Term Substitute Teachers

Motion Passed: Move that the Superintendent of Schools is directed to notify the following long-term substitute teachers that their contract of employment will not be renewed for the 2019-2020 school year-Arline Beckoff, Nicole Lehman and Eric Zeiser; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

7 Yeas - 0 Nays.

2.2. Non-Renewal of Long-Term Building Substitute Teachers

Discussion:

There were no non-renewal long-term building substitute teachers presented.

2.2. Non-Renewal Reduction in Force-Teachers

Motion Passed: Move that the Superintendent of Schools is directed to notify the following teacher(s) that their contract of employment will not be renewed for the 2019-2020 school year-John FitzGerald; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

7 Yeas - 0 Nays.

2.4. Non-Renewal-Teacher/Other

Discussion:

There was no non-renewal teacher/other presented.

2.5. Discussion and Vote on Effective School Solutions (ESS) Contract

Discussion:

Mr. Michael Rizzo reviewed the relationship that Weston Public Schools has with Effective School Solutions (ESS) and how they work with our high school students. ESS has also worked with a few middle and intermediate students. ESS will provide an update to the Board in Fall 2019.

Motion Passed: Move that the Weston Board of Education approve the contract with Effective School Solutions for a term matching that of the 2018-2019 school year, and for a fee for services equal to \$286,110, in form and substance satisfactory to the Board's counsel and the Superintendent, and authorizes the Superintendent to execute the contract on behalf of the Board; passed with a motion by Ellen Uzenoff and a second by Daniel McNeill.

7 Yeas - 0 Nays.

2.6. FY20 Operating and Capital Budget Update

Discussion:

The Board reviewed the updated FY 2020 Operating Budget Reconciliation Post April 8th, 2019 BOE Meeting, dated April 23, 2019. On page 12, the gas software expenditure was removed from the budget. The Board reviewed the staffing reductions requested at WHS and WMS, WHS parking fees, and clubs at WHS and WMS. After May 4, 2019, the Board will meet to review the FY 2020 budget for submittal.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: Update on Baseball and Softball Fields Maintenance

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Verbal update on baseball and softball fields maintenance from Dr. McKersie and Mr. Rudl.

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 PHASE 2 FEASIBILITY STUDY PRELIMINARY REPORT

WESTON BOARD OF EDUCATION
DRAFT - APRIL 29, 2019



PHASE 1 STUDY LEADING TO PHASE 2 STUDY

Phase 2 Study Initiated To Determine if 3-Site Campus is more cost effective than 4 Sites

Phase 1 Study (4 sites) – Completed Nov. 2017

The Phase 1 study comprehensively examined all aspects of the WPS campus and physical plant, with attention to it as a 4-school (site) campus.

The year-long Phase 1 study produced a several hundred-page analysis of immediate and long-term facility and capital needs. The total conceptual cost to renovate all four schools was \$67,656,839.



Phase 2 Study (3 sites) – Initiated Fall 2018

The BOE established a Phase 2 Feasibility Study Advisory Committee in Fall 2018 to work with the Superintendent on examining the merits of a three-site model for the WPS Campus.

The three-site option is being explored to determine if there is a more cost effective option to Phase 1 costs.



PHASE 2 - FEASIBILITY STUDY ADVISORY COMMITTEE

Meetings Held – 12/14/18; 1/3/19; 1/23/19; 3/6/19; 3/29/19; 4/24/19

BOE ADVISORY COMMITTEE MEMBERS

Tony Pesco, Committee Chair

Gina Albert, BOE Chair

William McKersie, Superintendent

Ken Craw, Assistant Superintendent of Curriculum & Instruction

Mike Rizzo, Assistant Superintendent of PPS/SPED

Rich Rudl, Director of Finance and Operations

Dan Doak, WMS Principal

Pattie Falber, WIS Principal

Katie Gregory, Parent

Michelle Miller, Ad Hoc/Silver Petrucelli

PHASE 2 STUDY – INITIAL FOCUS

The Superintendent mapped out two scenarios for campus reconfiguration:

Scenario 1: WMS Reallocation—Reconfigure the campus so that the square footage of WMS is reallocated to WHS, WIS and HES.

Scenario 2: HES Reallocation—Reconfigure the campus so that the square footage of HES is reallocated to WHS, WMS and WIS.

Within the two scenarios, the administration identified nine options for reconfiguring the grades across three sites.

Grade reconfiguration has to occur in a three-site campus model because we do not have space in any one school to absorb the enrollment from the closed school (be it HES or WMS).



PHASE 2 – SCENARIOS & OPTIONS

Scenario 1, Option E was identified as lead option for further study by the Advisory Committee
 Scenario 1, Option A was subsequently identified for additional consideration by the BOE at its February meeting

Scenario 1:
Close WMS

Scenario 2:
Close HES

Grade	Current	Option A	Option B	Option C	Option D	Option E	Option A	Option B	Option C	Option D
K										
1										
2	HES 389					HES 389				
3					552					552
4			719	719			719	719		
5	WIS 507	896			532	WIS 507	896			
6										532
7				568					568	
8	WMS 583	583	763				583	763		
9										
10										
11										
12	WHS 805	805	805	1000	1200	1388	805	805	1000	1200
TOTAL	2284	2284	2284	2284	2284	2284	2284	2284	2284	2284



PHASE 2 OPTIONS REVIEW

(Options selected for deeper analysis are highlighted below in blue)

Scenario 1 (Closing WMS)

- Options A, B & C are not considered viable due to the elementary school being too large for effective teaching/learning and for providing a nurturing environment. **However, in the spirit of full due diligence, the BOE in February 2019, asked for closer examination of Option A, (which would entail an expanded elementary school).**
- Option D is similar to option E, but would require a complicated conversion of WIS to a middle school due to the need to add science labs and other common and specialty spaces.
- **Option E was explored further due its potential to maintain the excellent attributes of K-5 education, and for its potential to create a secondary building (MS and HS) that optimizes facility resources.**

Scenario 2 (Closing HES)

- None of these options (A, B, C & D) address the facility needs of the most troubled facility (WMS).
- Additionally, options A, B & C are not viable because the elementary school would be too large for effective teaching/learning, and for providing a nurturing educational environment.



Weston Public Schools Feasibility Study - Conceptual Options

4 Sites versus 3 Sites Comparison




Conceptual Option	Sites	School	Gross Square Footage	Enrollment	Staff Population	Grades	Conceptual Cost Subtotals	Conceptual Option Cost Totals	Remaining School Projects: Phase 1: Addresses Academic Deficiencies & Facility Conditions	Conceptual CAMPUS Totals
Phase 1 Middle School Renovations & Additions - Major programmatic & infrastructure renovations with some additions *	4 site	Weston Middle School	156,138	583	80	6 - 8	\$ 37,543,769	\$ 37,543,769	WHS=\$18,841,528 HES=\$10,201,200 WIS=\$1,070,342	\$ 67,656,839
			Excludes pool, gallery and lockers				Includes WMS facility conditions			
New Middle School Connected with HS - New construction between existing WMS & WHS	3 site	New Middle School	148,433	583	80	6 - 8	\$ 76,047,455	\$ 76,047,455	WHS=\$18,841,528 HES=\$10,201,200 WIS=\$1,070,342	\$ 106,160,525
			Excludes pool and gallery							
Expanded PreK-5 & WIS Converted To 6-8 - Additions to Hurlbutt to support new Population & Program, Additions to WIS to convert to a Middle School**	3 site	Hurlbutt Elementary School	186,654	896	160	PK - 5	\$ 46,218,000	\$ 70,038,342	WHS=\$18,841,528	\$ 88,879,870
			Includes Senior Center				Includes Hurlbutt facility conditions / Phase 1 recommendations			
		WIS	155,452	583	80	6 - 8	\$ 23,820,342			

* Students may need to relocate to address renovations. Possibilities could include relocation of 3rd grade to Hurlbutt and 6th grade to WIS.

**There is no cost included to demolish WMS as it may be repurposed under this option.

Options include associated Phase 1 Facility Conditions Estimates unless otherwise noted.

Phase 1 - Middle School Renovations & Additions (4 Sites)

DESIGN LEGEND	
	RENOVATIONS
	NEW CONSTRUCTION
	DEMOLITION

Conceptual Floor Plan

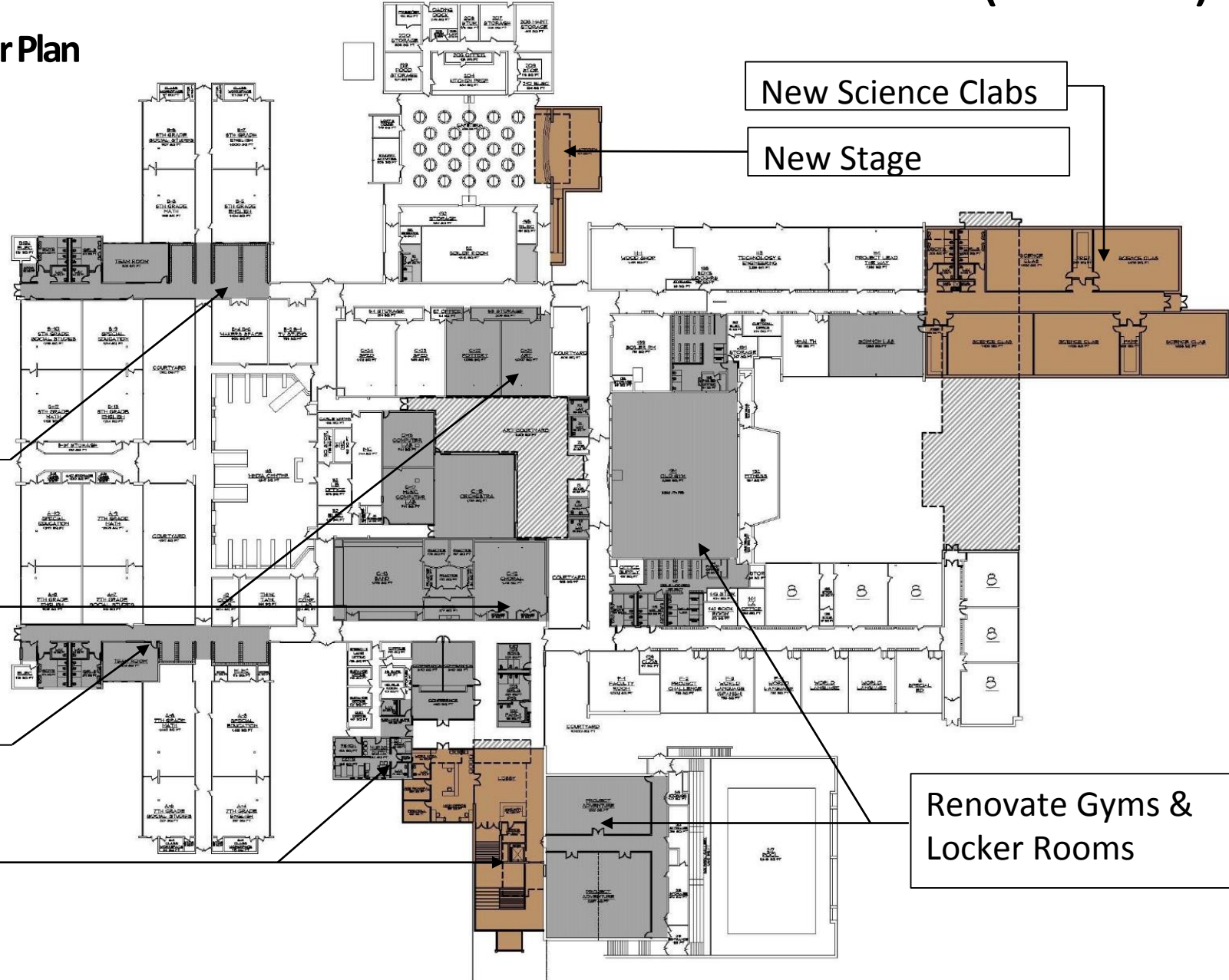
Overall Building Infrastructure:
HVAC
Electrical
Plumbing/Restrooms

Reconfigure Classrooms,
Restrooms & Lockers

Renovate Music & Art
(expand into existing science space & demolish remaining)

Reconfigure Classrooms,
Restrooms & Lockers

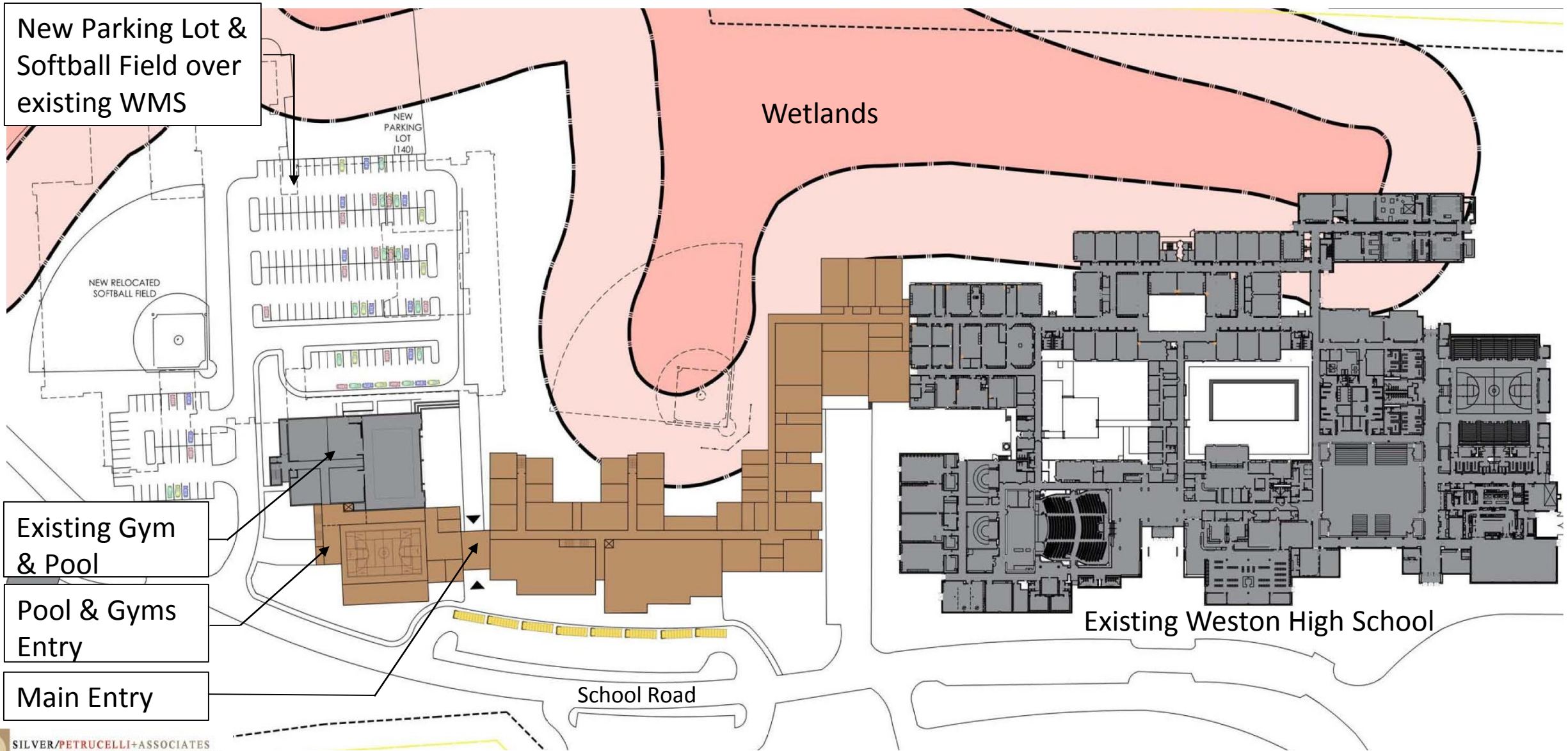
New Entry & Office Addition & renovations



Renovate Gyms & Locker Rooms

Phase 2 - New Middle School connected with WHS (3 sites)

Conceptual Site Plan



New Parking Lot & Softball Field over existing WMS

Existing Gym & Pool

Pool & Gyms Entry

Main Entry

NEW PARKING LOT (140)

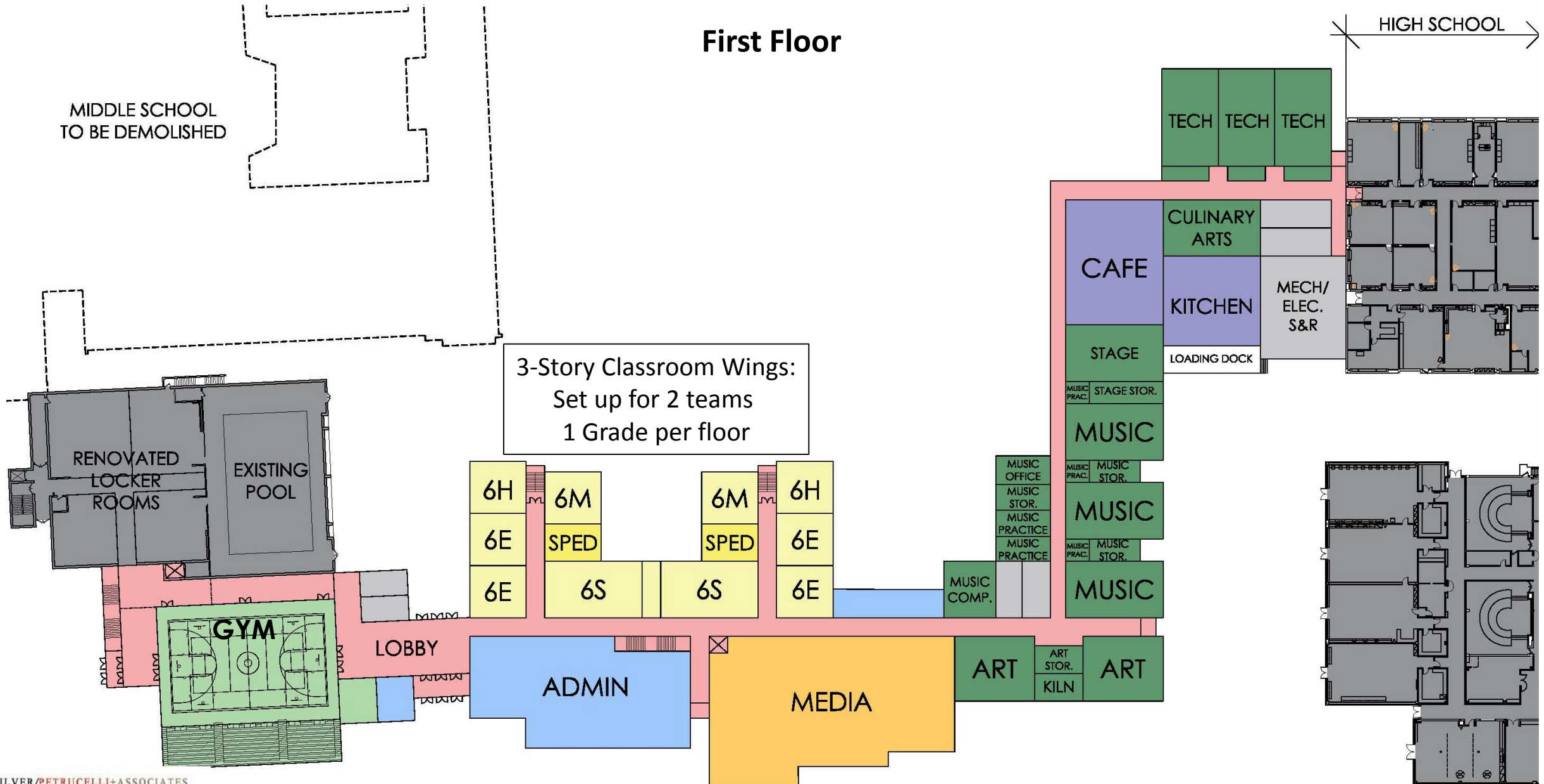
NEW RELOCATED SOFTBALL FIELD

Wetlands

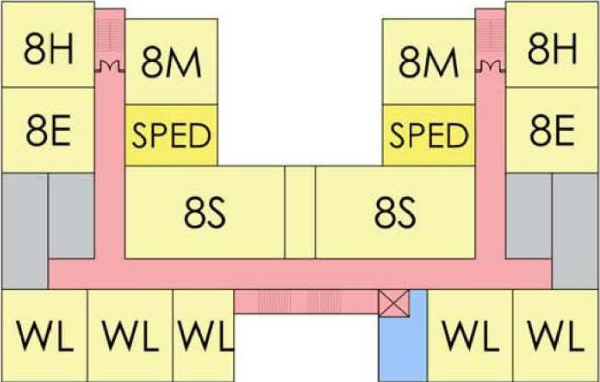
Existing Weston High School

School Road

Phase 2 - New Middle School connected with WHS (3 sites)

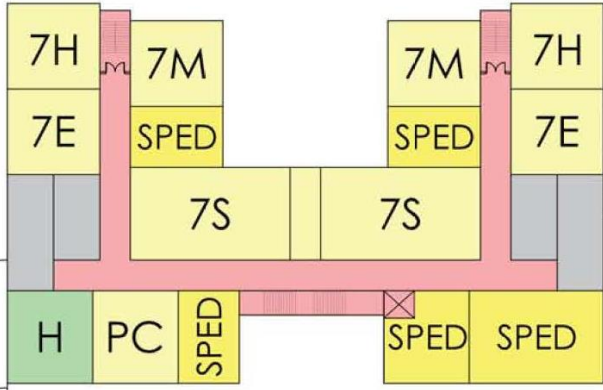
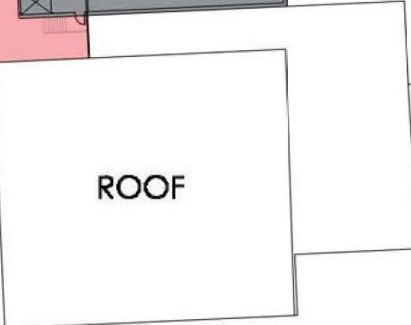
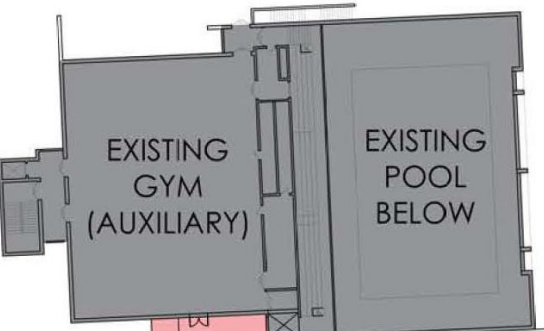


Phase 2 - New Middle School connected with WHS (3 sites)



Third Floor

3-Story Classroom Wings:
Set up for 2 teams
1 Grade per floor

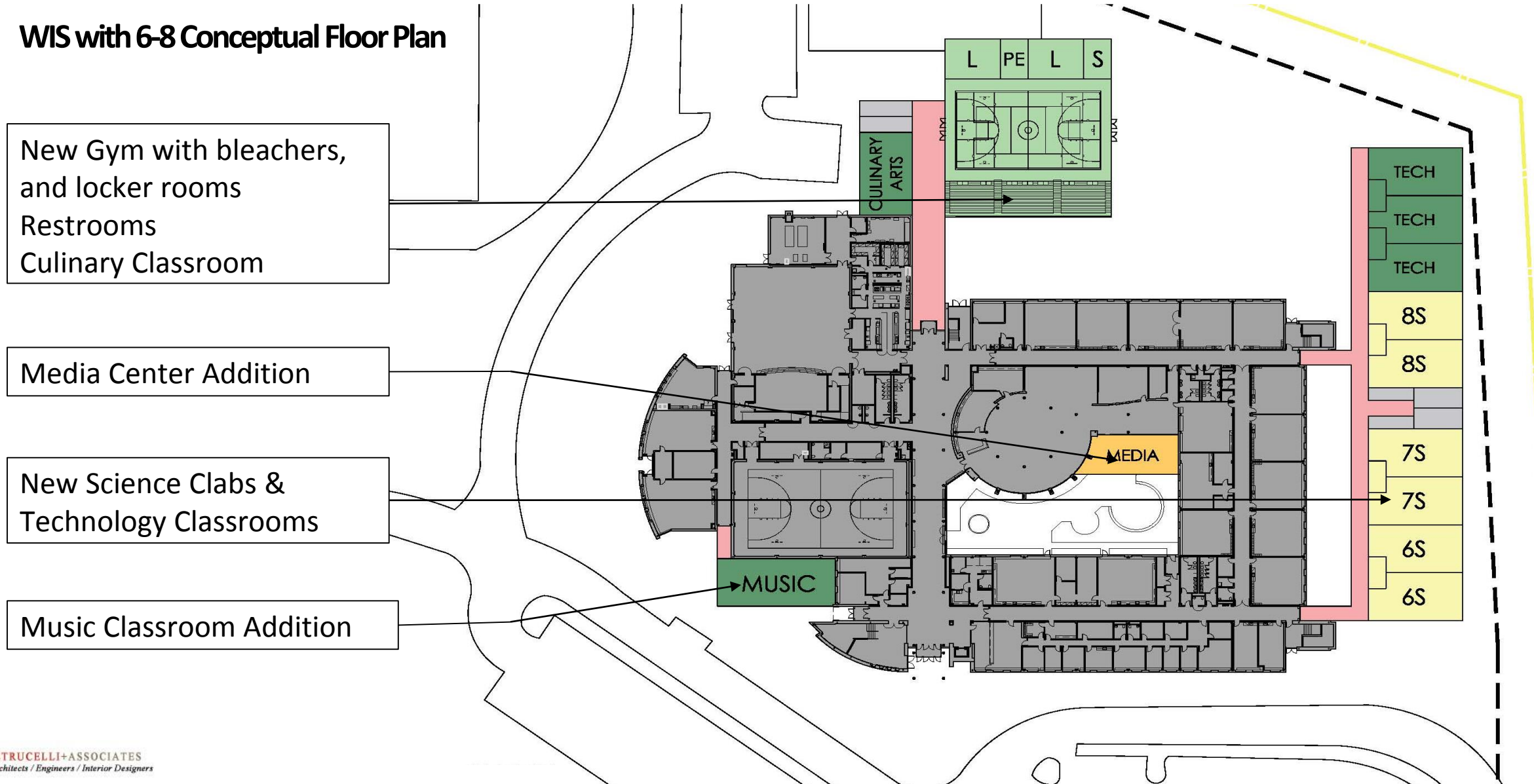


ROOF

Second Floor

Phase 2 – Expanded PreK-5 School & WIS converted to 6-8 School (3 Sites)

WIS with 6-8 Conceptual Floor Plan



Phase 2 – Expanded PreK-5 School & WIS converted to 6-8 School (3 Sites)

Hurlbutt with K-5

Conceptual Site Plan

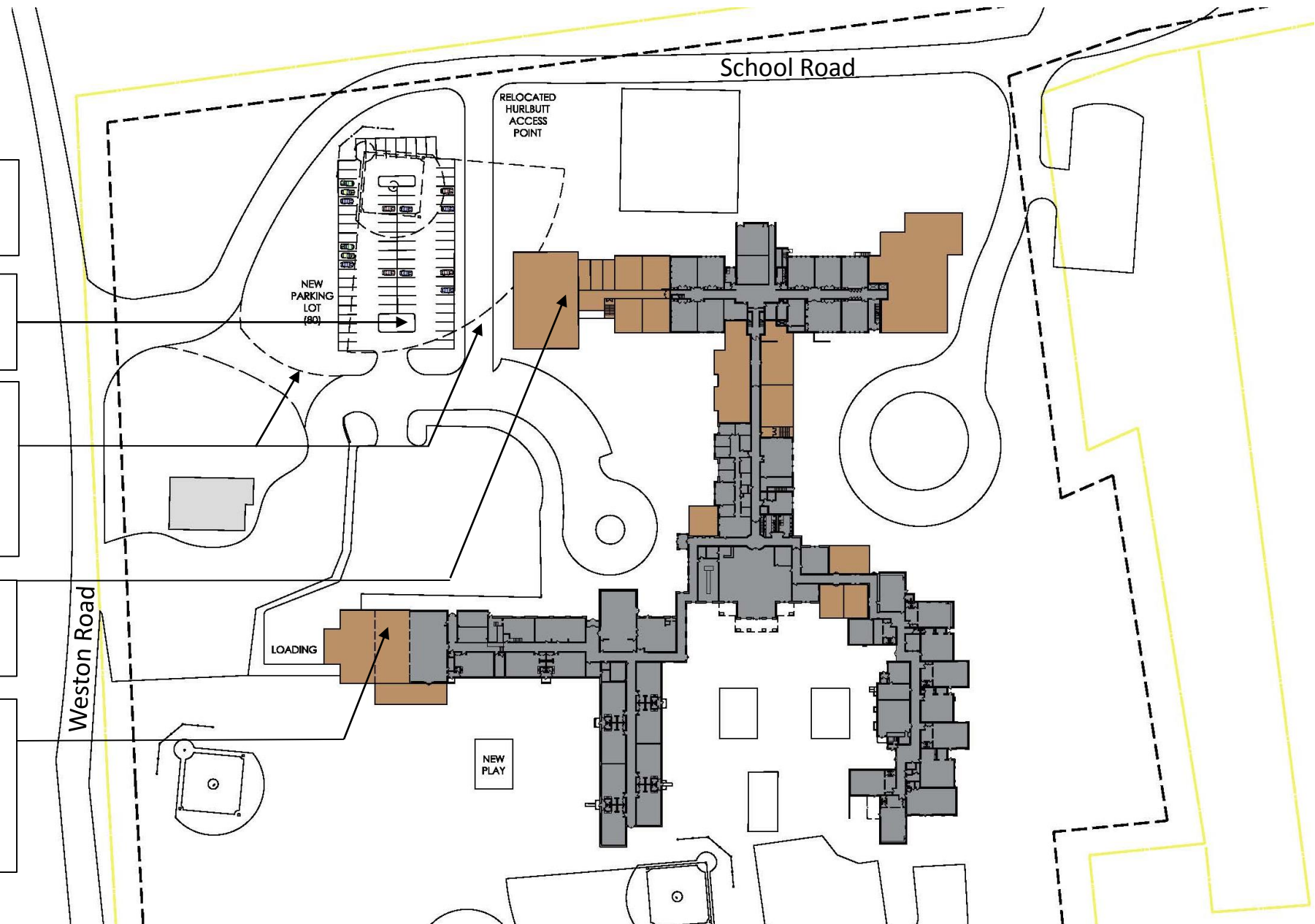
Expansion based on school use of Senior Center

New Parking (softball field relocation TBD)

Reconfigure school access on School Rd. (coordinate with Town on study of Weston & School Rd.)

New full-size gym and 2-story classroom addition

Stage/Cafeteria/Kitchen Addition (playground relocation & proximity to septic to be studied)



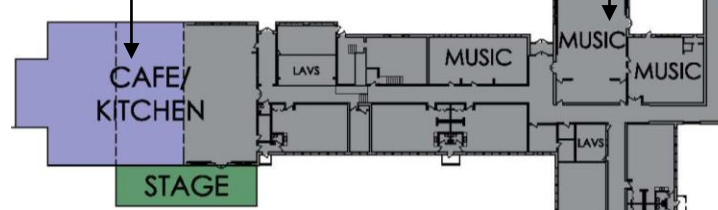
Phase 2 – Expanded PreK-5 School & WIS converted to 6-8 School (3 Sites)

Hurlbutt with K-5
Conceptual
Floor Plans

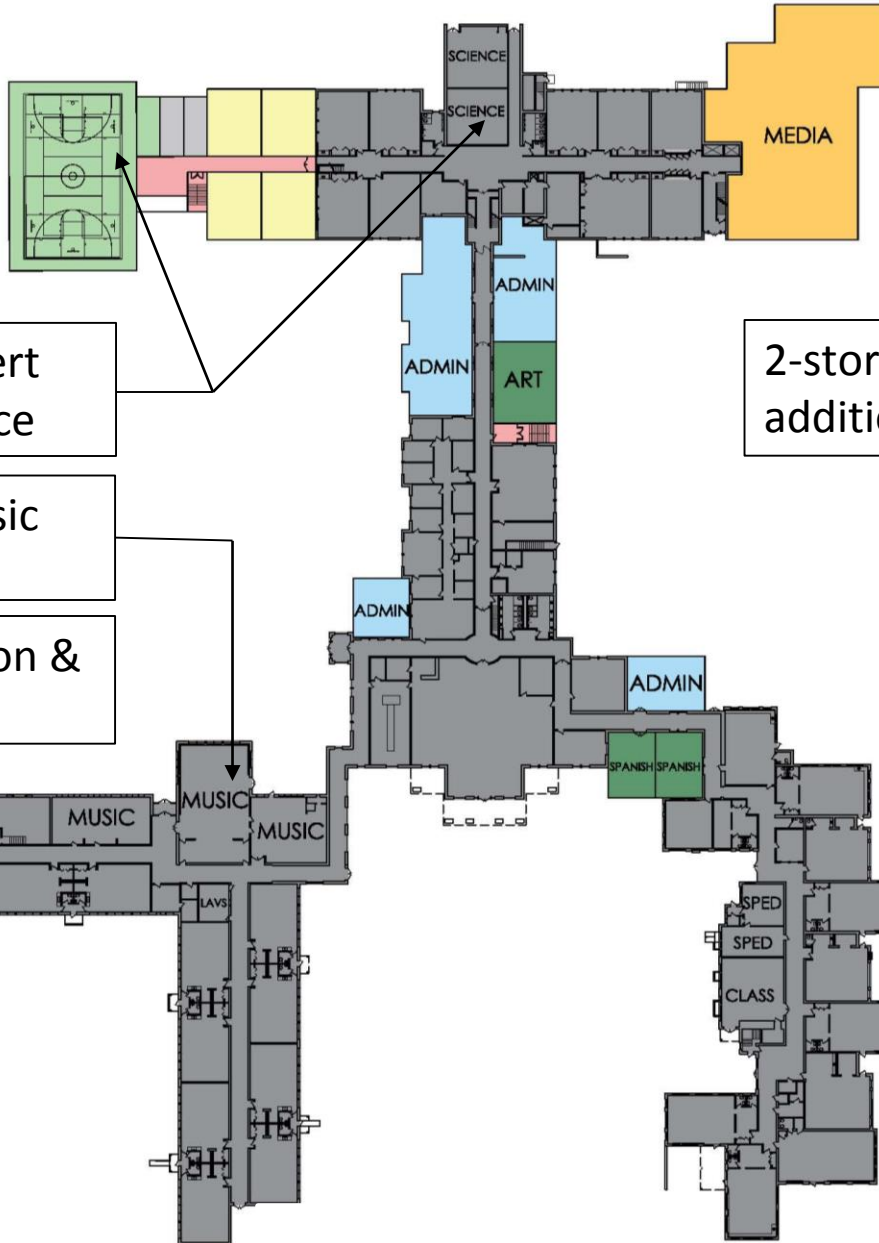
New Gym & Convert
existing into Science

Renovate into music
classrooms

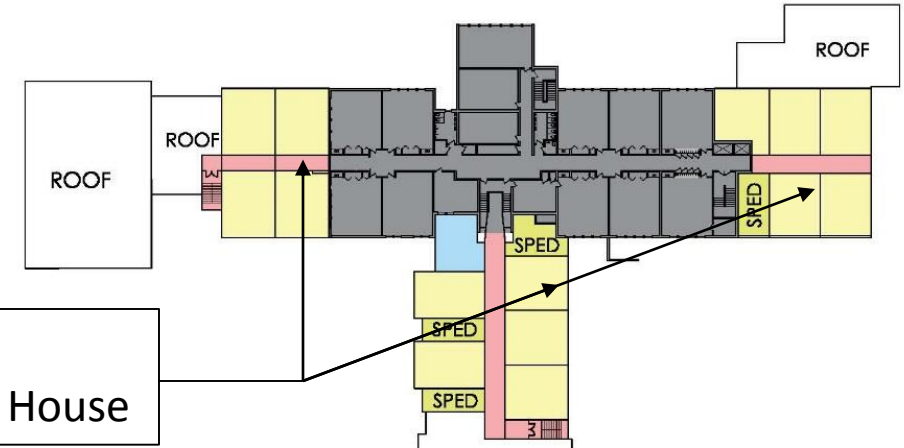
Cafetorium Addition &
Reconfiguration



First Floor



2-story classroom
additions to North House



Second Floor

Weston Public Schools Feasibility Study – Preliminary Analysis

Conceptual Option	Educational		Logistical		Financial	
	Pro	Con	Pro	Con	Pro	Con
<p>Phase 1 Renovation & Additions (4 site)</p> <p>Major programmatic & infrastructure renovations with some additions*</p>	<ol style="list-style-type: none"> Addresses WMS major programmatic needs for science, music and art. Supports MS teaming model. Maintains high-quality programs in all schools 	<ol style="list-style-type: none"> Student relocation and phasing during construction. 	<ol style="list-style-type: none"> Could phase project Maintains existing footprints in other schools 	<ol style="list-style-type: none"> Student relocation or phasing during construction Phasing could take more time and cost more 	<ol style="list-style-type: none"> Least expensive option Funding can be distributed over a period of time 	<ol style="list-style-type: none"> Project would renovate existing site as new as opposed to new construction.
<p>New Middle School connected with HS (3 site)</p> <p>New construction between existing WMS & WHS</p>	<ol style="list-style-type: none"> New state of the art middle school facility Allows for the some new programs additions (e.g. culinary arts) Maintains high-quality elementary programs 	<ol style="list-style-type: none"> Minimal sharing of space can be achieved with HS due to highly specialized programmatic needs of WMS and WHS. 	<ol style="list-style-type: none"> New building could be constructed while students remain in their schools 	<ol style="list-style-type: none"> Wetland encroachment – work with Army Corps of Engineers process Would need to demolish old middle school for parking needs. Need to relocate softball field between WMS and WHS. 	<ol style="list-style-type: none"> Brand new facility 	<ol style="list-style-type: none"> Most expensive option Does not reduce labor costs
<p>Expanded PreK-5 School & WIS Converted to MS (3 site)</p> <p>Additions to HES to support new population & program; Additions to WIS to convert to a middle school</p>	<ol style="list-style-type: none"> Eliminates the transition from the current K-2 to 3-5 school configuration. 	<ol style="list-style-type: none"> Unusually large elementary school will have negative impact on teaching and learning and ability to provide nurturing environment. Large elementary school may deter prospective home buyers (most competing districts have elementary schools no larger than 500 students) Sprawling footprint is more difficult to manage for educational, operational and safety purposes 	<ol style="list-style-type: none"> New construction could occur while students remain in their schools 	<ol style="list-style-type: none"> Significant additions to WIS (newest school) to convert to MS Manage multiple construction projects HES project will require Senior Center and softball field relocation. Transportation will become an issue during pickup/drop off as 800 students enter the bus loop and back up onto Weston Rd., increasing congestion for the Town Center 	<ol style="list-style-type: none"> There does not appear to be any financial benefits to this model. 	<ol style="list-style-type: none"> More expensive than renovating middle school Multiple addition locations can potentially increase cost Investing in construction projects in two schools Does not reduce labor costs Expanding Hurlbutt would enlarge the one school not connected to the Zenon Plant and result in higher operational septic expenses.

Educational		Logistical		Financial	
Pro	Con	Pro	Con	Pro	Con
<p>1. Addresses WMS major programmatic needs for science, music and art</p> <p>2. Supports MS teaming model</p> <p>3. Maintains high-quality programs in all schools</p>	<p>1. Student relocation and phasing during construction</p>	<p>1. Could phase project</p> <p>2. Maintains existing footprint at other schools</p>	<p>1. Student relocation or phasing during construction</p> <p>2. Phasing could take more time and cost more</p>	<p>1. Least expensive option</p> <p>2. Funding can be distributed over period of time</p>	<p>1. Project would renovate existing site as new as opposed to new construction.</p>

New Middle School connected with HS (3 site)
 New construction between existing WMS & WHS

Educational		Logistical		Financial	
Pro	Con	Pro	Con	Pro	Con
<p>1. New state of the art middle school facility</p> <p>2. Allows for some new programs additions (e.g. culinary arts)</p> <p>3. Maintains high-quality elementary programs</p>	<p>1. Minimal sharing of space can be achieved with HS due to highly specialized programmatic needs at WMS and WHS</p>	<p>1. New building could be constructed while students remain in their schools</p>	<p>1. Wetland encroachment – work with Army Corps of Engineers process</p> <p>2. Would need to demolish old middle school for parking needs</p> <p>3. Need to relocate softball field between WMS and WHS</p>	<p>1. Brand new facility</p>	<p>1. Most expensive option</p> <p>2. Does not reduce labor costs</p>



Expanded PreK-5 School & WIS Converted to MS (3 site)
 Additions to HES to support new population & program; Additions to WIS to convert to a middle school

Educational		Logistical		Financial	
Pro	Con	Pro	Con	Pro	Con
<p>1. Eliminates the transition from the current K-2 to 3-5 school configuration.</p>	<p>1. Unusually large elementary school will have negative impact on teaching and learning and ability to provide nurturing environment</p> <p>2. Large elementary school may deter prospective home buyers (most competing districts have elementary schools no larger than 500 students)</p> <p>3. Sprawling footprint is more difficult to manage for educational, operational and safety purposes</p>	<p>1. New construction could occur while students remain in their schools</p>	<p>1. Significant additions to WIS (newest school) to convert to MS</p> <p>2. Manage multiple construction projects</p> <p>3. HES project will require Senior Center and softball field relocation</p> <p>4. Transportation will become an issue during pickup/drop off as 800 students enter the bus loop and back up onto Weston Rd., increasing congestion for the Town Center</p>	<p>1. There does not appear to be any financial benefits to this model.</p>	<p>1. More expensive than renovating middle school</p> <p>2. Multiple additional locations can potentially increase cost</p> <p>3. Investing in construction projects in two schools</p> <p>4. Does not reduce labor costs</p> <p>5. Expanding Hurlbutt would enlarge the one school not connected to the Zenon Plant and result in higher operational septic expenses.</p>



PHASE 2 – PRELIMINARY FINDINGS

1. The committee considered a number of three-site options. Given the curricular and co-curricular needs, all the options require significant construction given the additional needs associated with grade migration to different buildings.
2. Based on the preliminary results presented by Silver Petrucelli, it appears that moving to a three-site campus will require significant costs for new construction. It also requires funding for addressing the existing *facilities conditions* in areas not impacted by new construction, but still requiring work as outlined in Phase 1.
3. Given the data presented to the committee, the administration and committee does not come to the conclusion that a three-site option exists that (a) improves the educational outcome and (b) warrants the extra expenditure.



Next Steps

1. Weston Public Schools website will be populated with all of the Phase 1 and Phase 2 documents for easy access.
2. At a future meeting, BOE will come to consensus on the best option of the three presented in this report from an educational, logistical and financial standpoint.
3. Bring the BOE selected option, along with other top two considerations, to the various Town bodies (BOS and BOF) for discussion. It is expected that the town will re-examine options and recommendations, give feedback and ultimately incorporate the district plans into the overall Town plans.
4. Once there is support from Town bodies on proceeding with the BOE's selected option, establish a representative process of BOE and Town leaders to hire a consultant to create the educational specifications, conceptual 3-D design, and budget.
5. The BOE would have to adopt the educational specs, design and budget before going to Town referendum for approval.
6. In the interim, we will follow-up with a facilities plan that will address our current facilities conditions, while we are continuing to discuss the longer term facilities needs.



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: WHS English/Writing Center - Composition Seminar

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

New Course Proposal – Weston High School English/Writing Center – Composition Seminar. The proposal is attached and was reviewed by the Curriculum Committee at its March 12, 2019 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
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

New Course Proposal

This proposal should be submitted to the Assistant Superintendent.

School: Weston High School

Proposal Submitted By: Christine Cincotta, Venessa Eisenman, Jessica Gleason, Ioanna Opidee

Department: English/Writing Center

1. **Name Of Course or Program:** Composition Seminar
2. **Population to be served:** Juniors who did not meet benchmark on the WHS Writing Portfolio will be enrolled in this course. For the 2018-2019 school year, there are 27 students who did not meet proficiency on the portfolio.
3. **Identify and discuss the Need:** Students who did not meet benchmark need to meet with the Writing Center regularly in order to be supported as they work toward achieving proficiency. If these students have a designated time for writing intervention, then they will be able to develop their skills on a regular, ongoing basis.

If a student resubmits the portfolio and it still doesn't meet benchmark, successful completion of this course could satisfy the graduation requirement.

The most common challenge the Writing Center faces in supporting students who fall below proficiency is scheduling. Some of these students require a significant amount of support from the Writing Center teachers, but students either have no free periods or have limited free periods that are incompatible with the Writing Center schedule.

4. **Impact on Other Courses / Schedules:** No impact on other courses. A Writing Center teacher would be scheduled to teach this course. **The 0.1 FTE requested would be reallocated from an under-enrolled elective.**
5. **Budget Related Items**
 - Staffing (FTE needed): 0.1
 - Supplies: None
 - Equipment: None
 - Other (software): We will use NoRedInk, if available. Otherwise, we will need a subscription to IXL (\$479.00)
 - Estimated Overall Cost of Proposal: \$479.00

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

6. **Evaluation for Program Success or Continuation:**

Data on course enrollment.

7. **Other Information for Consideration** (optional):

8. **Please attach a description of the course including the units of study.**

Proposed Course Description

Composition Seminar

The Composition Seminar course offers supported immersion into all stages of the writing process, from idea generation through final editing. The course will cover topics such as drafting, organization, grammar, and mechanics. Students in this course will work, especially, on revising their work for inclusion into their resubmission of the Weston High School portfolio, but they will also have the opportunity to write new pieces in a variety of genres, further developing the necessary skills they will need to excel in future writing tasks. Students must receive a departmental recommendation to enroll in this course.

Proposed Units of Study

1. Introduction / Review of conventions of writing mechanics & grammar
2. Analytical Writing
3. Narrative Writing
4. Reflective Writing

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 4/29/19

Information Only

Action Requested

Agenda Item Subject: Approval of First Student as the District's regular education bus transportation provider

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Following is background information regarding the new contract with First Student, as well as a cost breakdown and DRG A comparison. We are recommending that First Student be awarded the contract for regular education bus transportation.

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



April 24, 2019

To: BOE Finance Committee

From: Richard Rudl, Director of Finance & Operations

CC: Dr. William McKersie, PhD. Superintendent of Schools

Subject: First Student Contract

As we have discussed previously, we have been exploring the possibility of a new bus contract, which would upgrade our aging fleet of buses, install new cameras and provide seat belt ready buses for the district. Given the decision to eliminate the Transportation Coordinator position, we also have to move forward with contracting out routing to our bus provider. There are primarily three companies that provide regular education bus services in this area. Those firms include First Student, STA and Dattco. We reached out to all three to gauge interest and potential terms of a bus contract with only First Student (current provider) and Dattco responsive. First Student currently provides excellent service and would be the provider with more favorable financial terms. The proposal would provide the following:

1. 50% of fleet replaced with new buses for Fiscal Year 2020
2. Remaining 50% of fleet replaced with new buses for Fiscal Year 2021
3. New buses would be equipped with digital recording devices that will consist of at least 3 cameras
4. New buses would be equipped with seat belt ready frames should the district decide to pursue seat belts
5. First View Parent and District Dashboard bus tracking application
6. Routing Services providing by First Student

Our buses are currently 2010 model buses and over the past school year we have had a number of maintenance issues which have resulted in buses breaking down and requiring students to change buses mid route. This school year we have had 282 instances of work on our regular education fleet of buses and five instances in the past five months of buses breaking down mid run. The majority of our buses also have miles in excess of 100,000 with some as high as 200,000 miles.

The total cost in year 1 above our budgeted cost for transportation is \$62,588 which is broken down by \$18,000 for routing and \$44,588 for the fleet upgrade of buses. This cost will be offset budgetary with savings from the elimination of the Transportation Coordinator and a Special Education contracted transportation service.

Enclosed is a five-year breakdown of the financial costs associated with this proposal as well as a DRG A + Greenwich comparison of daily rates for buses.

**Weston Public Schools
Transportation Renewal**

FY 2020	# of Bus Trips	School Days	FY 20 Rate	Annual Cost
Daily Service	20	180	\$ 383.05	\$ 1,378,980
Kindergarten Buses	9	10	\$ 44.42	\$ 3,997
Late Buses	2	144	\$ 44.42	\$ 12,792
Prepayment Discount				\$ (54,132)
Routing				\$ 18,000
Total				\$ 1,359,637

FY 2021	# of Bus Trips	School Days	FY 21 Rate	Annual Cost
Daily Service	20	180	\$ 406.99	\$ 1,465,166
Kindergarten Buses	9	10	\$ 47.19	\$ 4,247
Late Buses	2	144	\$ 47.19	\$ 13,591
Prepayment Discount				\$ (25,640)
Routing				\$ 18,000
Total				\$ 1,475,364

FY 2022	# of Bus Trips	School Days	FY 22 Rate	Annual Cost
Daily Service	20	180	\$ 433.45	\$ 1,560,402
Kindergarten Buses	9	10	\$ 50.26	\$ 4,523
Late Buses	2	144	\$ 50.26	\$ 14,474
Prepayment Discount				\$ (27,307)
Routing				\$ 18,000
Total				\$ 1,570,093

FY 2023	# of Bus Trips	School Days	FY 23 Rate	Annual Cost
Daily Service	20	180	\$ 461.62	\$ 1,661,828
Kindergarten Buses	9	10	\$ 53.53	\$ 4,817
Late Buses	2	144	\$ 53.53	\$ 15,415
Prepayment Discount				\$ (29,082)
Routing				\$ 18,000
Total				\$ 1,670,979

FY 2024	# of Bus Trips	School Days	FY 24 Rate	Annual Cost
Daily Service	20	180	\$ 491.62	\$ 1,769,847
Kindergarten Buses	9	10	\$ 57.00	\$ 5,130
Late Buses	2	144	\$ 57.00	\$ 16,417
Prepayment Discount				\$ (30,972)
Routing				\$ 18,000
Total				\$ 1,778,422

**Weston Public Schools
DRG A Transportation Comparison**

	Daily Rates
Weston	\$ 383.05
Wilton	\$ 453.81
Westport	\$ 468.00
Darien	\$ 477.00
ER9	\$ 487.95
Ridgefield	\$ 510.74
New Canaan	\$ 540.92
Greenwich	\$ 692.11

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 9 of 12
July 2018-March 2019

The financial report for the FY 2019 Operating Budget can be found on pages 5 through 37 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 38-39.

FY 2019 Budget	\$	51,444,906
FY 2019 Supplemental Appropriations	\$	38,910
FY 2019 Adjusted Budget	\$	51,483,816
FY 2019 YTD Actuals	\$	36,714,533
FY 2019 Encumbrances	\$	14,127,133
FY 2019 SPED Encumbrance Holds	\$	75,000
FY 2019 Anticipated	\$	1,036,752
FY 2019 Excluding Sewage Cost	\$	1,232
FY 2019 Sewage Cost	\$	(470,834)
FY 2019 Including Sewage Cost	\$	(469,601)

There are transfers totaling \$184,075 before the Board of Education for its approval. Of these transfers there are 6 in excess of \$5,000.

Facilities:

To:	Contracted Services (Facilities)	\$	55,000	
From:	Health Insurance (Employee Benefits)		\$	55,000

Contracted Services for Revson Field

To:	Septic Cleaning (Facilities)	\$	20,673	
From:	Non Certified Salaries (Facilities)		\$	7,126
From:	Certified Salaries (Hurlbutt)		\$	13,547

PLC SACDA Repair to Zenon Plant.

To:	Maintenance Materials (Facilities)	\$	10,208	
From:	Non Certified Salaries (Facilities)		\$	10,208

Revson Field Materials

To:	Heating (Facilities)	\$	9,000	
From:	Non Certified Salaries (Technology)		\$	9,000

Additional heating expenses

District Administration:

To:	Legal Fees (District Administration)	\$	47,360	
From:	Health Insurance (Employee Benefits)		\$	31,000
From:	Non Certified Salaries (PPS)		\$	9,000
From:	Consulting (Curriculum)		\$	7,360

District Legal Fees

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 9 of 12
July 2018-March 2019

Special Education:

To:	Legal Fees (Special Education)	\$	17,500	
From:	Contracted Services (Special Education)			\$ 17,500

*Special Education Legal Fees***Facilities:**

To:	Septic Cleaning (Facilities)	\$	4,327	
From:	Parks and Recreation (Facilities)			\$ 2,000
From:	Non Certified Stipends (Facilities)			\$ 2,327

Pumping Expenses

To:	Maintenacne Materials (Facilities)	\$	2,957	
From:	Equipment Repairs (Facilities)			\$ 2,217
From:	Playground Repairs (Facilities)			\$ 673
From:	Signage (Facilities)			\$ 68

Fencing for Leaching Fields at Hurlbutt

To:	Maintenance Materials (Facilities)	\$	1,996	
From:	Drain System (Facilities)			\$ 314
From:	Equipment Repair (Facilities)			\$ 689
From:	Playground Repairs (Facilities)			\$ 993

Plumbing materials

To:	Maintenance Materials (Facilities)	\$	1,640	
From:	Custodial Materials (Facilities)			\$ 1,640

Electrical Supplies

To:	Maintenance Materials (Facilities)	\$	1,311	
From:	Equipment Repairs (Facilities)			\$ 1,311

Revson Field Backstop Repair

To:	Roof Repair (Facilities)	\$	690	
From:	Equipment Repairs (Facilities)			\$ 690

Hygenix Testing

To:	Maintenance Materials (Facilities)	\$	660	
From:	Custodial Materials (Facilities)			\$ 660

Windscreens for Tennis Court

To:	Maintenance Materials (Facilities)	\$	600	
From:	Equipment Repairs (Facilities)			\$ 600

Lighting Materials for WHS Gym

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 9 of 12
July 2018-March 2019

To:	Maintenance Materials (Facilities)	\$	560	
From:	Equipment Repairs (Facilities)			\$ 379
From:	Custodial Materials (Facilities)			\$ 181

Top Soil for North House Field

To:	Repair Allowance (Facilities)	\$	57	
From:	Materials (WHS)			\$ 13
From:	Materials (WMS)			\$ 4
From:	Materials (WIS)			\$ 21
From:	Materials (HES)			\$ 8
From:	Dues, Fees, Memberships (WIS)			\$ 6
From:	Travel and Conference (Technology)			\$ 5

Repairs to door

Security:

To:	Overtime (Security)	\$	3,000	
From:	Non Certified Salaries (PPS)			\$ 3,000

Overtime for Security Specialists

Employee Benefits:

To:	Management Services (Employee Benefits)	\$	1,800	
From:	Security Monitoring (Security)			\$ 133
From:	Software (Technology)			\$ 1,667

Scooter for disabled Para Educator

Curriculum:

To:	Materials (Curriculum)	\$	1,200	
From:	Consulting (Curriculum)			\$ 1,200

Grade 8 ELA Materials

Copy Center:

To:	Postage (Copy Center)	\$	1,000	
From:	Materials (Copy Center)			\$ 1,000

Postage

Weston Middle School:

To:	Other Professional Technical Services (WMS)	\$	875	
From:	Equipment Repairs (WMS)			\$ 500
	Dues, Fees, Memberships (WMS)			\$ 375

Outside Presenter

To:	Transportation (WMS)	\$	600	
From:	Tuition (WMS)			\$ 600

Mock Trial and Math competition transportation

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 9 of 12
July 2018-March 2019

Hurlbutt:

To:	Office Materials (HES)	\$	540	
From:	Equipment Repairs (HES)			\$ 140
From:	Materials (HES)			\$ 400

*Office Materials***Weston High School:**

To:	Other Professional Technical Services (WHS)	\$	200	
From:	Materials (WHS)			\$ 200

Waterfowl Conservancy

To:	Certified Stipends (WHS)	\$	184	
From:	Other Purchased Services (WHS)			\$ 184

Chinese Visitor Engraving

To:	Dues, Fees, Memberships (WHS)	\$	35	
From:	Materials (WHS)			\$ 35

*ACTFL Membership***District Administration:**

To:	Other Objects (District Administration)	\$	72	
From:	Office Materials (District Administration)			\$ 72

*BOE Member recognition***Weston Intermediate School:**

To:	Dues, Fees, Memberships (WIS)	\$	30	
From:	Materials (WIS)			\$ 30

CMEA Conference

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Mar-19
Period: 9 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	(\$111,054)	(\$13,547)	\$24,658,853	-0.4%	\$16,077,491	\$8,433,710	\$125,546	\$ 22,106
	Non Certified Staff	\$6,359,029	\$15,978	\$26,879	(\$38,334)	\$6,385,908	0.4%	\$4,720,036	\$1,579,739	\$59,304	\$ 26,829
	Overtime	\$173,340	\$0	\$31,321	\$3,000	\$204,661	18.1%	\$144,770	\$0	\$74,891	\$ (15,000)
	Certified Stipends	\$819,582	\$0	\$13,448	\$184	\$833,030	1.6%	\$533,552	\$61,704	\$237,774	\$ (0)
	Non Certified Stipends	\$259,967	\$0	(\$24,065)	(\$2,327)	\$235,902	-9.3%	\$160,545	\$35,437	\$39,920	\$ (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	(\$13,229)	(\$51,024)	\$32,318,355		\$21,636,395	\$ 10,110,589	\$ 537,435	\$ 33,935
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$13,229)</i>					
	<i>Group change %:</i>					<i>0.0%</i>					
Benefits (2000's)											
	2000 Health Insurance	\$7,357,280	\$0	\$113,189	(\$86,000)	\$7,470,469	1.5%	\$5,578,206	\$1,824,824	\$27,500	\$ 39,939
	2022 Premium Cost Share	(\$1,312,771)	\$0	(\$36,135)	\$0	(\$1,348,906)	2.8%	(\$963,221)	\$0	(\$385,685)	\$ 0
	2001 Social Security	\$556,730	\$0	\$16,536	\$0	\$573,266	3.0%	\$422,576	\$0	\$150,690	\$ 0
	2002 Medicare	\$457,884	\$0	(\$1,756)	\$0	\$456,128	-0.4%	\$314,962	\$0	\$141,166	\$ (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%	\$7,062	\$10,494	\$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	\$8,998	\$0	\$912,898	1.0%	\$662,597	\$0	\$250,301	\$ (0)
	2010 Tuition Reimbursement	\$80,000	\$0	(\$10,000)	\$0	\$70,000	-12.5%	\$0	\$0	\$70,000	\$ -
	2011 Life Insurance	\$94,554	\$0	(\$35,148)	\$0	\$59,406	-37.2%	\$44,528	\$14,878	\$0	\$ 0
	2012 Disability Insurance	\$19,306	\$0	(\$14,699)	\$0	\$4,607	-76.1%	\$3,035	\$1,571	\$0	\$ 0
	2014 Sick Bank	\$45,000	\$0	(\$45,000)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$8,644,631	\$0	\$54,130	(\$86,000)	\$8,698,761		\$6,553,082	\$ 1,851,768	\$ 253,972	\$ 39,939
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$54,130</i>					
	<i>Group change %:</i>					<i>0.6%</i>					
Professional & Technical Services (3000s)											
	3210 Contracted Services Educational	\$388,625	\$0	(\$79,914)	(\$17,500)	\$308,711	-20.6%	\$161,371	\$121,820	\$25,521	\$ -
	3220/3221 Consulting Services	\$150,700	\$0	(\$18,923)	(\$8,560)	\$131,777	-12.6%	\$74,124	\$35,594	\$22,059	\$ -
	3235 Testing	\$96,600	\$0	(\$2,500)	\$0	\$94,100	-2.6%	\$80,210	\$12,505	\$1,385	\$ 0
	3239 Other Pupil Services	\$177,075	\$0	(\$6,625)	\$0	\$170,450	-3.7%	\$118,596	\$40,401	\$11,453	\$ -
	3303 Management Services	\$78,855	\$0	(\$2,429)	\$1,800	\$76,426	-3.1%	\$59,539	\$16,886	\$0	\$ 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
	3304 License Fees-Facilities	\$3,500	\$0	\$1,115	\$0	\$4,615	31.9%	\$4,615	\$0	\$0	\$ -
	3306 Legal Fees	\$105,000	\$0	\$159,960	\$64,860	\$264,960	152.3%	\$161,490	\$103,470	\$0	\$ -
	3308 Police/Fire	\$64,020	\$22,932	\$1,995	\$0	\$88,947	38.9%	\$57,378	\$29,344	\$2,225	\$ -
	3309 Professional Technical Services	\$139,419	\$0	\$30,204	\$1,075	\$169,623	21.7%	\$131,939	\$25,128	\$12,556	\$ 0
	3310 Sports Officials	\$48,649	\$0	\$0	\$0	\$48,649		\$48,649	\$0	\$0	\$ -
		\$1,252,443	\$22,932	\$105,815	\$41,675	\$1,358,258		\$897,911	\$ 385,148	\$ 75,198	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>					\$105,815					
	<i>Group change %:</i>					8.4%					
Property Services (4000s)											
	4200 Cleaning Services	\$602,979	\$0	(\$5,204)	\$0	\$597,775	-0.9%	\$448,331	\$149,444	\$0	\$ 0
	4202 Rubbish Removal	\$78,245	\$0	(\$27,045)	\$0	\$51,200	-34.6%	\$35,990	\$15,210	\$0	\$ (0)
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$0	\$5,250		\$3,599	\$1,651	\$0	\$ -
	4204 Exterminator	\$8,000	\$0	(\$950)	\$0	\$7,050	-11.9%	\$5,488	\$1,312	\$250	\$ -
	4302 Equipment Repairs	\$158,738	\$0	(\$40,831)	(\$6,526)	\$117,907	-25.7%	\$74,938	\$28,292	\$14,677	\$ (0)
	4400 Equipment Rental	\$435,487	\$0	(\$48,055)	\$0	\$387,432	-11.0%	\$338,081	\$40,835	\$125	\$ 8,392
	4401 Rental of Facilities	\$4,675	\$0	(\$128)	\$0	\$4,547	-2.7%	\$3,370	\$1,177	\$0	\$ -
	4500 Repair Allowance	\$127,000	\$0	\$43,408	\$57	\$170,408	34.2%	\$153,850	\$13,212	\$15,000	\$ (11,654)
	4508 Generator Repairs	\$3,420	\$0	\$3,401	\$0	\$6,821	99.5%	\$0	\$6,821	\$0	\$ -
	4509 Septic Cleaning	\$50,825	\$0	\$27,854	\$25,000	\$78,679	54.8%	\$442,242	\$2,271	\$105,000	\$ (470,834)
	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%	\$2,063	\$2,638	\$0	\$ -
	4514 Fire Alarm System	\$30,000	\$0	\$8,594	\$0	\$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		\$67,184	\$22,395	\$0	\$ (0)
	4530 Parks & Recreation	\$73,954	\$0	(\$5,000)	(\$2,000)	\$68,954	-6.8%	\$42,103	\$26,851	\$0	\$ -
	4531 Drain System	\$5,575	\$0	(\$1,314)	(\$314)	\$4,261	-23.6%	\$4,261	\$0	\$0	\$ (0)
	4533 Glass Replacement	\$5,000	\$0	\$4,300	\$0	\$9,300	86.0%	\$7,270	\$1,920	\$110	\$ -
	4534 Roof Repair	\$7,000	\$0	\$4,896	\$690	\$11,896	69.9%	\$11,580	\$0	\$316	\$ 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	\$0	\$981	\$ -
	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	\$25,000	\$ (25,000)
	4542 Contracted Services	\$22,850	\$0	\$76,218	\$55,000	\$99,068	333.6%	\$43,601	\$467	\$85,000	\$ (30,000)
	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	\$0	\$20,000	\$ (19,526)
	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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	4604 Snow Plowing	\$12,500	\$0	(\$12,500)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4605 Signage	\$2,500	\$0	(\$1,322)	(\$68)	\$1,178	-52.9%	\$1,178	\$0	\$0	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	(\$4,331)	\$0	(\$1,331)	-144.4%	(\$1,331)	\$0	\$0	\$ -
	4610 Playground Repairs	\$5,000	\$0	(\$5,000)	(\$1,666)	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4701 Security System Monitoring	\$21,570	\$0	(\$1,540)	(\$133)	\$20,030	-7.1%	\$15,615	\$4,416	\$0	\$ (0)
	4702 Locks/Keys	\$8,500	\$0	(\$2,428)	\$0	\$6,072	-28.6%	\$3,404	\$1,602	\$1,066	\$ -
	4705 United Alarm	\$650	\$0	(\$650)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$1,908,476	\$0	(\$30,542)	\$70,040	\$1,877,934		\$1,831,380	\$ 327,651	\$ 267,525	\$ (548,623)
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$30,542)</i>					
	<i>Group change %:</i>					<i>-1.6%</i>					
Other Services (5000s)											
	5100 Regular Transportation	\$1,300,548	\$0	(\$3,603)	\$0	\$1,296,945	-0.3%	\$1,291,121	\$4,220	\$1,605	\$ (0)
	5101 SPED Transportation	\$92,182	\$0	(\$29,608)	\$0	\$62,574	-32.1%	\$48,836	\$7,834	\$5,904	\$ (0)
	5104 Athletic Transportation	\$87,143	\$0	\$0	\$0	\$87,143		\$38,959	\$27,395	\$20,789	\$ -
	5105 Extra Curricular Transportation	\$8,465	\$0	(\$1,400)	\$600	\$7,065	-16.5%	\$2,264	\$4,200	\$601	\$ -
	5200 General Liability Insurance	\$112,340	\$0	(\$18,621)	\$0	\$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%	\$75,373	\$33,857	\$93	\$ (0)
	5400 Postage	\$22,533	\$0	\$4,394	\$1,000	\$26,927	19.5%	\$20,559	\$5,841	\$527	\$ (0)
	5500 Advertising	\$8,000	\$0	(\$2,564)	\$0	\$5,436	-32.0%	\$3,706	\$1,708	\$22	\$ (0)
	5501 Printing	\$21,633	\$0	(\$3,849)	\$0	\$17,784	-17.8%	\$9,245	\$2,650	\$5,889	\$ -
	5600 Tuition	\$2,654,155	\$0	\$202,413	(\$600)	\$2,856,568	7.6%	\$1,952,686	\$863,330	\$22,100	\$ 18,453
	5605 Tuition-ESS	\$280,908	\$0	(\$408)	\$0	\$280,500	-0.1%	\$224,400	\$56,100	\$0	\$ -
	5800,5802-5880 Travel & Conference	\$60,682	\$0	(\$6,769)	(\$5)	\$53,914	-11.2%	\$30,910	\$11,194	\$11,810	\$ (0)
	5801 Mileage Reimbursement	\$30,355	\$0	(\$19,422)	\$0	\$10,933	-64.0%	\$5,379	\$940	\$4,613	\$ 0
	5900 Other Purchased Services	\$24,285	\$0	(\$1,602)	(\$184)	\$22,683	-6.6%	\$13,911	\$6,296	\$2,476	\$ -
		\$4,946,986	\$0	\$117,920	\$811	\$5,064,906		\$3,944,462	\$ 1,025,564	\$ 76,429	\$ 18,451
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$117,920</i>					
	<i>Group change %:</i>					<i>2.4%</i>					
Supplies & Materials (6000's)											
	6110 Materials	\$546,796	\$0	(\$29,762)	(\$511)	\$517,034	-5.4%	\$395,398	\$48,178	\$73,458	\$ 0
	6120 Office Materials	\$36,210	\$0	(\$6,265)	\$468	\$29,945	-17.3%	\$17,591	\$4,366	\$7,988	\$ (0)
	6130 Maintenance Materials	\$179,444	\$0	(\$5,625)	\$19,932	\$173,819	-3.1%	\$144,881	\$19,882	\$9,056	\$ 0
	6131 Custodial Materials	\$77,000	\$0	(\$9,908)	(\$2,481)	\$67,092	-12.9%	\$43,429	\$14,052	\$9,611	\$ (0)
	6132 Security Materials	\$12,500	\$0	\$7,757	\$0	\$20,257	62.1%	\$17,909	\$1,598	\$750	\$ 0
	6140 Software	\$458,548	\$0	\$7,559	(\$1,667)	\$466,107	1.6%	\$460,675	\$2,336	\$3,096	\$ 0
	6270 Diesel Fuel	\$99,160	\$0	\$6,453	\$0	\$105,613	6.5%	\$85,828	\$19,785	\$0	\$ (0)
	6410 Books	\$163,126	\$0	(\$1,341)	\$0	\$161,785	-0.8%	\$116,995	\$16,703	\$28,086	\$ 0
	6510 Heating Oil	\$370,893	\$0	\$12,984	\$9,000	\$383,877	3.5%	\$244,416	\$130,461	\$9,000	\$ (0)
	6520 Electricity	\$817,228	\$0	(\$92,291)	\$0	\$724,937	-11.3%	\$491,401	\$233,536	\$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
	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	(\$112,065)	\$24,741	\$2,653,840		\$2,019,864	\$ 492,931	\$ 141,045	\$ 0
	<i>Group change %:</i>					(\$112,065)					
						-4.1%					
Equipment (7000's)											
	7300 Equipment	\$505,966	\$0	(\$10,972)	\$0	\$494,994	-2.2%	\$488,669	\$1,468	\$4,857	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>	\$505,966	\$0	(\$10,972)	\$0	\$494,994		\$488,669	\$ 1,468	\$ 4,857	\$ (0)
	<i>Group change %:</i>					(\$10,972)					
						-2%					
Other Objects (8000's)											
	8100 Dues, Fees and Memberships	\$90,139	\$0	(\$3,586)	(\$316)	\$86,553	-4.0%	\$80,127	\$728	\$5,698	\$ 1
	8900 Other Objects	\$26,395		(\$29)	\$72	\$26,366	-0.1%	\$16,919	\$9,131	\$315	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>	\$116,534	\$0	(\$3,615)	(\$244)	\$112,919		\$97,045	\$ 9,859	\$ 6,013	\$ 1
	<i>Group change %:</i>					(\$3,615)					
						-3.1%					
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	(\$202,051)	\$ (13,306)
	9206 Pre School Tuition SPED	(\$96,000)	\$0	\$8,950	\$0	(\$87,050)	-9.3%	(\$84,550)	\$0	(\$2,500)	\$ -
	9207 Regular Ed. Tuition	(\$19,438)	\$0	(\$9,382)	\$0	(\$28,820)	48.3%	(\$25,974)	(\$2,845)	\$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)		(\$34,096)	\$0	(\$39,904)	\$ -
	9212 Facility Use Rental	(\$17,500)	\$0	\$0	\$0	(\$17,500)		(\$12,500)	\$0	(\$5,000)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>	\$ (1,027,619)	\$ -	\$ (68,531)	\$ -	\$ (1,096,150)		\$ (754,276)	\$ (2,845)	\$ (325,723)	\$ (13,306)
	<i>Group change %:</i>					\$ (68,531)					
						7%					
Total:		\$51,444,906	\$38,910	\$0.00	\$0.00	\$51,483,816		\$36,714,533	\$ 14,202,133	\$ 1,036,752	\$ (469,601)

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OPERATING FUND BUDGET

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
Hurlbutt Elementary										
Salaries & Wages (1000s)										
	Certified Staff	\$2,942,559	\$19,182	(\$13,547)	\$2,961,741	0.7%	\$1,868,186	\$ 1,082,238	\$ (2,183)	\$ 13,500
	Non Certified Staff	\$322,919	(\$4,666)	\$0	\$318,253	-1.4%	\$231,173	\$ 87,080	\$ -	\$ (0)
	Overtime	\$1,500	(\$324)	\$0	\$1,176	-21.6%	\$431	\$ -	\$ 745	\$ -
	Certified Stipends	\$19,021	(\$86)	\$0	\$18,935	-0.5%	\$9,908	\$ 6,193	\$ 2,834	\$ -
		\$3,285,999	\$14,107	(\$13,547)	\$3,300,106		\$2,109,699	\$ 1,175,511	\$ 1,396	\$ 13,500
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$14,107</i>					
	<i>Group change %:</i>				<i>0.4%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
	<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	(\$590)	(\$140)	\$1,000	-37.1%	\$528	\$ -	\$ 472	\$ -
		\$1,590	(\$590)	(\$140)	\$1,000		\$528	\$ -	\$ 472	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$590)</i>					
	<i>Group change %:</i>				<i>-37.1%</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	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Series		Budget				Variance %				
		\$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	(\$1,362)	(\$408)	\$52,770	-2.5%	\$42,201	\$ 4,025	\$ 6,544	\$ -
	6120 Office Materials	\$2,000	\$623	\$540	\$2,623	31.2%	\$2,170	\$ -	\$ 453	\$ -
	6410 Books	\$18,250	(\$800)	\$0	\$17,450	-4.4%	\$12,326	\$ 3,165	\$ 1,959	\$ -
		\$74,382	(\$1,539)	\$132	\$72,843		\$56,697	\$ 7,190	\$ 8,956	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,539)					
	<i>Group change %:</i>				-2.1%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$738	(\$281)	\$0	\$457	-38.1%	\$97	\$ 96	\$ 264	\$ -
		\$738	(\$281)	\$0	\$457		\$97	\$ 96	\$ 264	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$281)					
	<i>Group change %:</i>				-38.1%					
Total:		\$3,364,959	\$11,051	(\$13,555)	\$3,376,010		\$2,167,095	\$ 1,183,547	\$ 11,869	\$ 13,500

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OPERATING FUND BUDGET

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	(\$44,050)	\$0	\$3,557,287	-1.2%	\$2,307,231	\$ 1,232,073	\$ 17,983	\$ 0.00
	Non Certified Staff	\$242,970	(\$3,921)	\$0	\$239,049	-1.6%	\$173,319	\$ 65,730	\$ -	\$ 0.00
	Overtime	\$750	\$0	\$0	\$750		\$43	\$ -	\$ 707	\$ -
	Certified Stipends	\$25,802	\$213	\$0	\$26,015	0.8%	\$10,508	\$ 5,893	\$ 9,614	\$ -
		\$3,870,859	(\$47,758)	\$0	\$3,823,101		\$2,491,101	\$ 1,303,696	\$ 28,304	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$47,758)</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)	\$0	\$600	100.0%	\$0	\$ -	\$ 600	\$ -
		\$1,215	(\$300)	\$0	\$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		\$218	\$ -	\$ 282	\$ -
	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		\$218	\$ -	\$ 782	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$250)</i>					

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OPERATING FUND BUDGET

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 change %:</i>					-20.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$38,141	(\$2,801)	(\$51)	\$35,340	-7.3%	\$24,698	\$ 1,697	\$ 8,946	\$ 0
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$960	\$ 396	\$ 644	\$ -
	6410 Books	\$38,830	(\$2,594)	\$0	\$36,236	-6.7%	\$30,558	\$ 4,007	\$ 1,671	\$ 0.00
		<u>\$78,971</u>	<u>(\$5,395)</u>	<u>(\$51)</u>	<u>\$73,576</u>		<u>\$56,216</u>	<u>\$ 6,100</u>	<u>\$ 11,260</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,395)					
	<i>Group change %:</i>				-6.8%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,066	(\$475)	\$24	\$591	-44.6%	\$591	\$ -	\$ -	\$ -
		<u>\$1,066</u>	<u>(\$475)</u>	<u>\$24</u>	<u>\$591</u>		<u>\$591</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$475)					
	<i>Group change %:</i>				-44.6%					
	Total:	<u>\$3,955,166</u>	<u>(\$54,710)</u>	<u>(\$26)</u>	<u>\$3,900,456</u>		<u>\$2,549,201</u>	<u>\$ 1,310,030</u>	<u>\$ 41,225</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)	\$0	\$4,467,496	-1.3%	\$2,934,883	\$ 1,512,786	\$ 19,827	\$ (0.00)
	Non Certified Staff	\$191,778	\$1,938	\$0	\$193,716	1.0%	\$140,829	\$ 52,888	\$ -	\$ (0)
	Overtime	\$0	\$0	\$0	\$0	0.0%	\$0	\$ -	\$ -	\$ -
	Certified Stipends	\$88,280	(\$1,000)	\$0	\$87,280	-1.1%	\$48,498	\$ 8,267	\$ 30,515	\$ -
		\$4,804,448	(\$55,956)	\$0	\$4,748,492		\$3,124,210	\$ 1,573,940	\$ 50,342	\$ (0)
	<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	\$ 668	\$ 343	\$ -
	3309 Professional Technical Services	\$3,920	\$840	\$875	\$4,760	21.4%	\$2,232	\$ 945	\$ 1,583	\$ -
		\$5,530	\$240	\$875	\$5,770		\$2,232	\$ 1,613	\$ 1,925	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$240</i>					
	<i>Group change %:</i>				<i>4.3%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$4,220	(\$2,650)	(\$500)	\$1,570	-62.8%	\$955	\$ 65	\$ 550	\$ -
		\$4,220	(\$2,650)	(\$500)	\$1,570		\$955	\$ 65	\$ 550	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,650)</i>					
	<i>Group change %:</i>				<i>-62.8%</i>					
Other Services (5000s)										
	5105 Extra Curricular Transportation	\$8,115	(\$1,400)	\$600	\$6,715	-17.3%	\$2,264	\$ 3,850	\$ 601	\$ -
	5400 Postage	\$297	\$0	\$0	\$297		\$0	\$ -	\$ 297	\$ -
	5501 Printing	\$3,250	(\$767)	\$0	\$2,483	-23.6%	\$356	\$ 1,250	\$ 877	\$ -
	5600 Tuition	\$2,755	(\$1,174)	(\$600)	\$1,581	-42.6%	\$781	\$ 75	\$ 725	\$ -
	5800,5802-5880 Travel & Conference	\$1,020	(\$520)	\$0	\$500	-51.0%	\$0	\$ -	\$ 500	\$ -
	5801 Mileage Reimbursement	\$555	\$0	\$0	\$555		\$0	\$ 111	\$ 444	\$ -
		\$15,992	(\$3,861)	\$0	\$12,131		\$3,401	\$ 5,286	\$ 3,444	\$ -

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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	(\$5,044)	(\$4)	\$62,071	-7.5%	\$40,391	\$ 6,552	\$ 15,127	\$ -
6120	Office Materials	\$3,669	(\$752)	\$0	\$2,917	-20.5%	\$1,372	\$ 443	\$ 1,102	\$ -
6410	Books	\$24,432	(\$2,986)	\$0	\$21,446	-12.2%	\$14,557	\$ 3,560	\$ 3,329	\$ -
		\$95,216	(\$8,782)	(\$4)	\$86,434		\$56,321	\$ 10,555	\$ 19,558	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$8,782)					
	<i>Group change %:</i>				-9.2%					
Equipment (7000's)										
7300	Equipment	\$11,068	\$752	\$0	\$11,820	6.8%	\$11,820	\$ -	\$ -	\$ -
		\$11,068	\$752	\$0	\$11,820		\$11,820	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$752					
	<i>Group change %:</i>				7%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$8,084	(\$1,104)	(\$375)	\$6,980	-13.7%	\$4,584	\$ -	\$ 2,396	\$ 1
		\$8,084	(\$1,104)	(\$375)	\$6,980		\$4,584	\$ -	\$ 2,396	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,104)					
	<i>Group change %:</i>				-13.7%					
Total:		\$4,944,558	(\$71,360)	(\$4)	\$4,873,198		\$3,203,523	\$ 1,591,458	\$ 78,216	\$ 1

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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	\$6,233,737	1.6%	\$4,025,079	\$ 2,186,783	\$ 21,875	\$ (0)
	Non Certified Staff	\$276,353	(\$2,120)	\$0	\$274,233	-0.8%	\$194,422	\$ 79,583	\$ 229	\$ (0)
	Overtime	\$250	(\$171)	\$0	\$79	-68.4%	\$73	\$ -	\$ 6	\$ 0
	Certified Stipends	\$97,605	\$4,140	\$184	\$101,745	4.2%	\$52,715	\$ -	\$ 49,030	\$ 0
		<u>\$6,510,493</u>	<u>\$99,302</u>	<u>\$184</u>	<u>\$6,609,795</u>		<u>\$4,272,288</u>	<u>\$ 2,266,365</u>	<u>\$ 71,141</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$99,302					
	<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	(\$817)	\$200	\$11,063	-6.9%	\$5,057	\$ 1,281	\$ 4,724	\$ -
		<u>\$13,950</u>	<u>(\$1,187)</u>	<u>\$200</u>	<u>\$12,763</u>		<u>\$6,039</u>	<u>\$ 1,781</u>	<u>\$ 4,943</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,187)					
	<i>Group change %:</i>				-8.5%					
Property Services (4000s)										
	4302 Equipment Repairs	\$7,690	(\$3,254)	\$0	\$4,436	-42.3%	\$1,936	\$ -	\$ 2,500	\$ -
	4400 Equipment Rental	\$3,625	\$0	\$0	\$3,625		\$0	\$ 3,500	\$ 125	\$ -
		<u>\$11,315</u>	<u>(\$3,254)</u>	<u>\$0</u>	<u>\$8,061</u>		<u>\$1,936</u>	<u>\$ 3,500</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%	\$1,446	\$ -	\$ 1,054	\$ -
	5400 Postage	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
	5501 Printing	\$14,133	(\$1,732)	\$0	\$12,401	-12.3%	\$7,386	\$ 1,000	\$ 4,015	\$ -
	5600 Tuition	\$0	\$4,900	\$0	\$4,900		\$4,900	\$ -	\$ -	\$ -
	5800,5802-5880 Travel & Conference	\$2,000	(\$1,100)	\$0	\$900	-55.0%	\$0	\$ 900	\$ -	\$ -
	5801 Mileage Reimbursement	\$2,750	\$0	\$0	\$2,750	0.0%	\$504	\$ 470	\$ 1,776	\$ 0
	5900 Other Purchased Services	\$1,200	(\$384)	(\$184)	\$816	-32.0%	\$680	\$ -	\$ 136	\$ -

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised Budget	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
		\$23,583	\$684	(\$184)	\$24,267		\$14,916	\$ 2,370	\$ 6,981	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$684					
	<i>Group change %:</i>				2.9%					
Supplies & Materials (6000's)										
6110	Materials	\$134,830	(\$10,489)	(\$248)	\$124,341	-7.8%	\$94,737	\$ 17,803	\$ 11,801	\$ 0
6120	Office Materials	\$7,172	(\$2,000)	\$0	\$5,172	-27.9%	\$874	\$ 99	\$ 4,199	\$ -
6410	Books	\$23,527	\$2,139	\$0	\$25,666	9.1%	\$25,262	\$ 323	\$ 82	\$ 0
		\$165,529	(\$10,350)	(\$248)	\$155,179		\$120,873	\$ 18,225	\$ 16,081	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$10,350)					
	<i>Group change %:</i>				-6.3%					
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	(\$943)	\$35	\$13,593	-6.5%	\$12,218	\$ -	\$ 1,375	\$ -
8900	Other Objects	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$14,536	(\$943)	\$35	\$13,593		\$12,218	\$ -	\$ 1,375	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$943)					
	<i>Group change %:</i>				-6.5%					
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	\$84,113	(\$13)	\$6,796,699		\$4,401,311	\$ 2,292,241	\$ 103,146	\$ 0

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Series		Budget				Variance %				
Athletics										
Salaries & Wages (1000s)										
	Certified Staff	\$157,718	\$0	\$0	\$157,718		\$121,322	\$ 35,790	\$ -	\$ 607
	Non Certified Staff	\$55,236	\$9	\$0	\$55,245	0.0%	\$39,734	\$ 15,511	\$ (13,811)	\$ 13,811
	Certified Stipends	\$383,655	\$0	\$0	\$383,655		\$249,991	\$ -	\$ 133,664	\$ -
	Non Certified Stipends	\$85,782	\$0	\$0	\$85,782		\$62,180	\$ 9,736	\$ 13,867	\$ -
		<u>\$682,391</u>	<u>\$9</u>	<u>\$0</u>	<u>\$682,400</u>		<u>\$473,226</u>	<u>\$ 61,036</u>	<u>\$ 133,719</u>	<u>\$ 14,418</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		\$2,406	\$ -	\$ 574	\$ -
	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>\$54,348</u>	<u>\$ -</u>	<u>\$ 781</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		\$38,959	\$ 27,395	\$ 20,789	\$ -
	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	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Series		Budget				Variance %				
		\$122,182	(\$7,410)	\$0	\$114,772		\$65,988	\$ 27,995	\$ 20,789	\$ -
	<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		\$38,060	\$ 5,663	\$ 14,026	\$ -
		\$57,750	\$0	\$0	\$57,750		\$38,060	\$ 5,663	\$ 14,026	\$ -
	<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)		(\$12,500)	\$ -	\$ (5,000)	\$ -
		\$ (115,555)	\$0	\$0	(\$115,555)		\$ (53,033)	\$ -	\$ (62,522)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
Total:		\$839,532	(\$7,401)	\$0	\$832,131		\$597,088	\$ 109,694	\$ 110,931	\$ 14,418

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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	\$3,203	\$0	\$89,905	3.7%	\$81,789	\$ -	\$ 8,116	\$ (0)
		<u>\$86,702</u>	<u>\$3,203</u>	<u>\$0</u>	<u>\$89,905</u>		<u>\$81,789</u>	<u>\$ -</u>	<u>\$ 8,116</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$3,203					
	<i>Group change %:</i>				3.7%					
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	\$ 0
		<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>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$1,124					
	<i>Group change %:</i>				7.4%					
Supplies & Materials (6000's)										
	6110 Materials	\$48,250	(\$5,827)	\$0	\$42,423	-12.1%	\$26,332	\$ 5,376	\$ 10,715	\$ 0
		<u>\$48,250</u>	<u>(\$5,827)</u>	<u>\$0</u>	<u>\$42,423</u>		<u>\$26,332</u>	<u>\$ 5,376</u>	<u>\$ 10,715</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,827)					
	<i>Group change %:</i>				-12.1%					
Revenues (9000's)										
	9210 Theater Receipts	\$ (78,000)	\$4,000	\$ -	\$ (74,000)		(\$34,096)	\$ -	\$ (39,904)	\$ -
		<u>\$ (78,000)</u>	<u>\$4,000</u>	<u>\$0</u>	<u>\$ (74,000)</u>		<u>\$ (34,096)</u>	<u>\$ -</u>	<u>\$ (39,904)</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$4,000					
	<i>Group change %:</i>				-5%					
	Total:	\$72,097	\$2,500	\$0	\$74,597		\$85,800	\$ 5,376	\$ (16,579)	\$ 0

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Copy Center										
Salaries & Wages (1000s)										
	Non Certified Staff	\$49,730	\$1,189	\$0	\$50,919	2.4%	\$36,298	\$ 12,518	\$ 2,103	\$ -
		<u>\$49,730</u>	<u>\$1,189</u>	<u>\$0</u>	<u>\$50,919</u>		<u>\$36,298</u>	<u>\$ 12,518</u>	<u>\$ 2,103</u>	<u>\$ -</u>
	<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%	\$101,892	\$ 31,788	\$ -	\$ 0
		<u>\$127,152</u>	<u>\$6,528</u>	<u>\$0</u>	<u>\$133,680</u>		<u>\$101,892</u>	<u>\$ 31,788</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$6,528					
	<i>Group change %:</i>				5.1%					
Other Services (5000s)										
	5400 Postage	\$18,836	\$5,000	\$1,000	\$23,836	26.5%	\$19,272	\$ 4,565	\$ -	\$ (0)
		<u>\$18,836</u>	<u>\$5,000</u>	<u>\$1,000</u>	<u>\$23,836</u>		<u>\$19,272</u>	<u>\$ 4,565</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$5,000					
	<i>Group change %:</i>				26.5%					
Supplies & Materials (6000's)										
	6110 Materials	\$17,895	(\$2,895)	(\$1,000)	\$15,000	-16.2%	\$14,035	\$ 965	\$ -	\$ (0)
		<u>\$17,895</u>	<u>(\$2,895)</u>	<u>(\$1,000)</u>	<u>\$15,000</u>		<u>\$14,035</u>	<u>\$ 965</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,895)					
	<i>Group change %:</i>				-16.2%					
	Total:	<u><u>\$213,613</u></u>	<u><u>\$9,823</u></u>	<u><u>\$0</u></u>	<u><u>\$223,436</u></u>		<u><u>\$171,496</u></u>	<u><u>\$ 49,836</u></u>	<u><u>\$ 2,103</u></u>	<u><u>\$ 0</u></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
Curriculum & Instruction										
Salaries & Wages (1000s)										
	Certified Staff	\$851,165	(\$23,279)	\$0	\$827,886	-2.7%	\$556,682	\$ 245,835	\$ 25,370	\$ 0
	Non Certified Staff	\$65,216	\$1,630	\$0	\$66,846	2.5%	\$51,420	\$ 15,426	\$ -	\$ -
	Certified Stipends	\$88,780	(\$948)	\$0	\$87,832	-1.1%	\$54,734	\$ 29,098	\$ 4,000	\$ -
		\$1,005,161	(\$22,597)	\$0	\$982,564		\$662,836	\$ 290,359	\$ 29,370	\$ 0
	<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	(\$18,713)	(\$8,560)	\$36,987	-33.6%	\$21,664	\$ 9,224	\$ 6,099	\$ -
3235	Testing	\$43,600	(\$2,000)	\$0	\$41,600	-4.6%	\$33,564	\$ 7,196	\$ 840	\$ 0
		\$99,300	(\$20,713)	(\$8,560)	\$78,587		\$55,228	\$ 16,420	\$ 6,939	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$20,713)</i>					
	<i>Group change %:</i>				<i>-20.9%</i>					
Property Services (4000s)										
Other Services (5000s)										
5800,5802-5880	Travel & Conference	\$41,750	(\$4,363)	\$0	\$37,388	-10.4%	\$19,934	\$ 6,694	\$ 10,760	\$ -
5801	Mileage Reimbursement	\$6,000	(\$6,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
5900	Other Purchased Services	\$7,500	(\$125)	\$0	\$7,375	-1.7%	\$1,934	\$ 3,101	\$ 2,340	\$ -
		\$55,250	(\$10,488)	\$0	\$44,763		\$21,868	\$ 9,795	\$ 13,100	\$ -
	<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	\$4,705	\$1,200	\$60,369	8.5%	\$58,625	\$ 1,649	\$ 95	\$ 0
	6120 Office Materials	\$4,800	(\$1,505)	\$0	\$3,295	-31.4%	\$1,563	\$ 879	\$ 853	\$ -
	6410 Books	\$54,487	\$3,500	\$0	\$57,987	6.4%	\$32,382	\$ 5,649	\$ 19,956	\$ 0
		<u>\$114,951</u>	<u>\$6,700</u>	<u>\$1,200</u>	<u>\$121,651</u>		<u>\$92,570</u>	<u>\$ 8,177</u>	<u>\$ 20,905</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$6,700					
	<i>Group change %:</i>				5.8%					
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>				\$0					
	<i>Group change %:</i>				0.0%					
	Total:	<u><u>\$1,287,472</u></u>	<u><u>(\$47,097)</u></u>	<u><u>(\$7,360)</u></u>	<u><u>\$1,240,375</u></u>		<u><u>\$844,920</u></u>	<u><u>\$ 324,751</u></u>	<u><u>\$ 70,704</u></u>	<u><u>\$ 0</u></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%	\$504,653	\$ 151,396	\$ -	\$ (0.00)
	Non Certified Staff	\$410,749	\$10,252	\$0	\$421,001	2.5%	\$350,202	\$ 119,744	\$ (48,944)	\$ (0)
	Overtime	\$1,000	(\$500)	\$0	\$500	-50.0%	\$283	\$ -	\$ 217	\$ -
	Non Certified Stipends	\$6,000	\$0	\$0	\$6,000		\$4,500	\$ -	\$ 1,500	\$ -
		<u>\$1,053,494</u>	<u>\$30,056</u>	<u>\$0</u>	<u>\$1,083,550</u>		<u>\$859,638</u>	<u>\$ 271,140</u>	<u>\$ (47,227)</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	\$62,460	\$47,360	\$112,460	124.9%	\$58,535	\$ 53,925	\$ -	\$ -
	3309 Professional Technical Services	\$12,500	\$25,383	\$0	\$37,883	203.1%	\$30,247	\$ 7,636	\$ -	\$ -
		<u>\$77,500</u>	<u>\$83,821</u>	<u>\$47,360</u>	<u>\$161,321</u>		<u>\$96,265</u>	<u>\$ 65,056</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$83,821					
	<i>Group change %:</i>				108.2%					
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%	\$855	\$ 845	\$ 225	\$ -
	5500 Advertising	\$8,000	(\$2,564)	\$0	\$5,436	-32.0%	\$3,706	\$ 1,708	\$ 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%	\$4,765	\$ 359	\$ 1,454	\$ -
		<u>\$24,250</u>	<u>(\$10,311)</u>	<u>\$0</u>	<u>\$13,939</u>		<u>\$9,326</u>	<u>\$ 2,912</u>	<u>\$ 1,701</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	(\$2,112)	(\$72)	\$13,738	-13.3%	\$10,651	\$ 2,549	\$ 538	\$ (0)
		\$15,850	(\$2,112)	(\$72)	\$13,738		\$10,651	\$ 2,549	\$ 538	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,112)					
	<i>Group change %:</i>				-13.3%					
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	\$2,112	\$72	\$14,507	17.0%	\$7,961	\$ 6,230	\$ 315	\$ 1
		\$42,025	\$2,087	\$72	\$44,112		\$36,993	\$ 6,530	\$ 588	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				\$2,087					
	<i>Group change %:</i>				5.0%					
	Total:	\$1,213,869	\$103,435	\$47,360	\$1,317,304		\$1,013,517	\$ 348,186	\$ (44,400)	\$ 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
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	\$ -	\$ -	\$ -
		\$13,279	(\$13,279)	\$0	\$0		\$0	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$13,279)					
	<i>Group change %:</i>				-100.0%					
Other Services (5000s)										
	5200 General Liability Insurance	\$112,340	(\$18,621)	\$0	\$93,719	-16.6%	\$93,719	\$ -	\$ -	\$ (0)
		\$112,340	(\$18,621)	\$0	\$93,719		\$93,719	\$ -	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$18,621)					
	<i>Group change %:</i>				-16.6%					
Revenues (9000's)										
	9207 Regular Ed. Tuition	\$ (19,438)	(\$9,382)	\$0	(\$28,820)		(\$25,974)	\$ (2,845)	\$ -	\$ (0)
	9990 Unallocated	\$ -	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$ (19,438.00)	\$ (9,382)	\$ -	\$ (28,820)		\$ (25,974)	\$ (2,845)	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$9,382)					
	<i>Group change %:</i>				0.0%					
	Total:	\$106,181	(\$41,282)	\$0	\$64,899		\$67,745	\$ (2,845)	\$ -	\$ (1)

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Employee Benefits										
Benefits (2000's)										
	2000 Health Insurance	\$7,357,280	\$113,189	(\$86,000)	\$7,470,469	1.5%	\$5,578,206	\$ 1,824,824	\$ 27,500	\$ 39,939
	2022 Premium Cost Share	(\$1,312,771)	(\$36,135)	\$0	(\$1,348,906)		(\$963,221)	\$ -	\$ (385,685)	\$ 0
	2001 Social Security	\$556,730	\$16,536	\$0	\$573,266	3.0%	\$422,576	\$ -	\$ 150,690	\$ 0
	2002 Medicare	\$457,884	(\$1,756)	\$0	\$456,128	-0.4%	\$314,962	\$ -	\$ 141,166	\$ (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%	\$7,062	\$ 10,494	\$ -	\$ -
	2005 Early Retirement Incentive	\$167,347	\$80,214	\$0	\$247,561	47.9%	\$247,561	\$ -	\$ -	\$ (0)
	2007 Pension Contributions	\$903,900	\$8,998	\$0	\$912,898	1.0%	\$662,597	\$ -	\$ 250,301	\$ (0)
	2010 Tuition Reimbursement	\$80,000	(\$10,000)	\$0	\$70,000	-12.5%	\$0	\$ -	\$ 70,000	\$ -
	2011 Life Insurance	\$94,554	(\$35,148)	\$0	\$59,406	-37.2%	\$44,528	\$ 14,878	\$ -	\$ 0
	2012 Disability Insurance	\$19,306	(\$14,699)	\$0	\$4,607	-76.1%	\$3,035	\$ 1,571	\$ -	\$ 0
	2014 Sick Bank	\$45,000	(\$45,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$8,644,631	\$54,130	(\$86,000)	\$8,698,761		\$6,553,082	\$ 1,851,768	\$ 253,972	\$ 39,939
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$54,130</i>					
	<i>Group change %:</i>				<i>0.6%</i>					
Professional & Technical Services (3000s)										
	3303 Management Services	\$62,855	\$2,391	\$1,800	\$65,246	3.8%	\$51,854	\$ 13,391	\$ -	\$ 1
		\$62,855	\$2,391	\$1,800	\$65,246		\$51,854	\$ 13,391	\$ -	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$2,391</i>					
	<i>Group change %:</i>				<i>3.8%</i>					
Property Services (4000s)										
	Total:	\$8,707,486	\$56,521	(\$84,200)	\$8,764,007		\$6,604,937	\$ 1,865,158	\$ 253,972	\$ 39,940

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Facilities										
Salaries & Wages (1000s)										
	Non Certified Staff	\$1,247,826	(\$30,248)	(\$17,334)	\$1,217,578	-2.4%	\$897,140	\$ 309,885	\$ 4,868	\$ 5,685
	Overtime	\$137,400	\$17,602	\$0	\$155,002	12.8%	\$108,259	\$ -	\$ 61,743	(\$15,000)
	Non Certified Stipends	\$70,158	(\$13,910)	(\$2,327)	\$56,248	-19.8%	\$42,309	\$ 13,940	\$ -	\$ (0)
		<u>\$1,455,384</u>	<u>(\$26,556)</u>	<u>(\$19,661)</u>	<u>\$1,428,828</u>		<u>\$1,047,708</u>	<u>\$ 323,825</u>	<u>\$ 66,611</u>	<u>\$ (9,315)</u>
	Group \$ transfer in/(transfer out):				(\$26,556)					
	Group change %:				-1.8%					
Professional & Technical Services (3000s)										
	3304 License Fees-Facilities	\$3,500	\$1,115	\$0	\$4,615	31.9%	\$4,615	\$ -	\$ -	\$ -
	3309 Professional Technical Services	\$4,250	\$19,500	\$0	\$23,750	458.8%	\$21,435	\$ 2,315	\$ -	\$ -
		<u>\$7,750</u>	<u>\$20,615</u>	<u>\$0</u>	<u>\$28,365</u>		<u>\$26,050</u>	<u>\$ 2,315</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$20,615					
	Group change %:				266.0%					
Property Services (4000s)										
	4200 Cleaning Services	\$602,979	(\$5,204)	\$0	\$597,775	-0.9%	\$448,331	\$ 149,444	\$ -	\$ 0
	4202 Rubbish Removal	\$78,245	(\$27,045)	\$0	\$51,200	-34.6%	\$35,990	\$ 15,210	\$ -	\$ (0)
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$5,250		\$3,599	\$ 1,651	\$ -	\$ -
	4204 Exterminator	\$8,000	(\$950)	\$0	\$7,050	-11.9%	\$5,488	\$ 1,312	\$ 250	\$ -
	4302 Equipment Repairs	\$65,728	(\$17,835)	(\$5,886)	\$47,893	-27.1%	\$41,952	\$ 3,562	\$ 2,379	\$ (0)
	4400 Equipment Rental	\$21,110	\$1,432	\$0	\$22,542	6.8%	\$8,605	\$ 5,547	\$ -	\$ 8,391
	4401 Rental of Facilities	\$4,675	(\$128)	\$0	\$4,547	-2.7%	\$3,370	\$ 1,177	\$ -	\$ -
	4500 Repair Allowance	\$127,000	\$43,408	\$57	\$170,408	34.2%	\$153,850	\$ 13,212	\$ 15,000	\$ (11,654)
	4508 Generator Repairs	\$3,420	\$3,401	\$0	\$6,821	99.5%	\$0	\$ 6,821	\$ -	\$ -
	4509 Septic Cleaning	\$50,825	\$27,854	\$25,000	\$78,679	54.8%	\$442,242	\$ 2,271	\$ 105,000	\$ (470,834)
	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%	\$2,063	\$ 2,638	\$ -	\$ -
	4514 Fire Alarm System	\$30,000	\$8,594	\$0	\$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	\$ -	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$2,466	\$ 2,392	\$ -	\$ -
	4518 Sewer System Plant Maintenance	\$89,579	\$0	\$0	\$89,579		\$67,184	\$ 22,395	\$ -	\$ (0)
	4530 Parks & Recreation	\$73,954	(\$5,000)	(\$2,000)	\$68,954	-6.8%	\$42,103	\$ 26,851	\$ -	\$ -
	4531 Drain System	\$5,575	(\$1,314)	(\$314)	\$4,261	-23.6%	\$4,261	\$ -	\$ -	\$ (0)
	4533 Glass Replacement	\$5,000	\$4,300	\$0	\$9,300	86.0%	\$7,270	\$ 1,920	\$ 110	\$ -
	4534 Roof Repair	\$7,000	\$4,896	\$690	\$11,896	69.9%	\$11,580	\$ -	\$ 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	\$ -
	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	\$ -	\$ 25,000	\$ (28,000)
	4542 Contracted Services	\$22,850	\$76,218	\$55,000	\$99,068	333.6%	\$43,601	\$ 467	\$ 85,000	\$ (30,000)
	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	\$ -	\$ 20,000	\$ (19,526)
	4602 Tree Service	\$7,500	(\$7,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4604 Snow Plowing	\$12,500	(\$12,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4605 Signage	\$2,500	(\$1,322)	(\$68)	\$1,178	-52.9%	\$1,178	\$ -	\$ -	\$ -
	4606 Sprinkler Repairs	\$3,000	(\$4,331)	\$0	(\$1,331)	-144.4%	(\$1,331)	\$ -	\$ -	\$ -
	4610 Playground Repairs	\$5,000	(\$5,000)	(\$1,666)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4702 Locks/Keys	\$8,500	(\$2,428)	\$0	\$6,072	-28.6%	\$3,404	\$ 1,602	\$ 1,066	\$ -
	4705 United Alarm	\$650	(\$650)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$1,379,519	\$43,480	\$70,813	\$1,422,999		\$1,453,303	\$ 263,218	\$ 255,102	\$ (551,623)
	<i>Group \$ transfer in/(transfer out):</i>				\$43,480					
	<i>Group change %:</i>				3.2%					
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%	\$11,297	\$ 3,195	\$ -	\$ 0.00
		\$116,420	(\$1,231)	\$0	\$115,189		\$111,994	\$ 3,195	\$ -	\$ 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	(\$5,625)	\$19,932	\$173,819	-3.1%	\$144,881	\$ 19,882	\$ 9,056	\$ 0
	6131 Custodial Materials	\$77,000	(\$9,908)	(\$2,481)	\$67,092	-12.9%	\$43,429	\$ 14,052	\$ 9,611	\$ (0)
	6510 Heating	\$370,893	\$12,984	\$9,000	\$383,877	3.5%	\$244,416	\$ 130,461	\$ 9,000	\$ (0)
	6520 Electricity	\$817,228	(\$92,291)	\$0	\$724,937	-11.3%	\$491,401	\$ 233,536	\$ -	\$ 0

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6530 Propane gas	\$5,000	(\$1,626)	\$0	\$3,374	-32.5%	\$1,340	\$ 2,034	\$ -	\$ -
		\$1,449,565	(\$96,466)	\$26,451	\$1,353,099		\$925,467	\$ 399,965	\$ 27,667	\$ - 0
	Group \$ transfer in/(transfer out):				(\$96,466)					
	Group change %:				-6.7%					
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%	\$8,958	\$ 2,901	\$ -	\$ (0)
		\$15,480	(\$1,976)	\$0	\$13,504		\$10,408	\$ 3,096	\$ -	\$ (0)
	Group \$ transfer in/(transfer out):				(\$1,976)					
	Group change %:				-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)	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
	Total:	\$4,379,538.00	(\$62,134)	\$77,603	\$4,317,404		\$3,549,096	\$ 995,613	\$ 330,634	\$ (560,938)

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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)	\$0	\$4,076,689	-1.1%	\$2,688,111	\$ 1,337,905	\$ 42,674	\$ 8,000
	Non Certified Staff	\$1,588,452	\$17,449	\$0	\$1,605,901	1.1%	\$1,170,591	\$ 372,903	\$ 62,408	\$ (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>\$0</u>	<u>\$5,711,860</u>		<u>\$3,873,681</u>	<u>\$ 1,710,808</u>	<u>\$ 119,371</u>	<u>\$ 7,999</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	(\$79,914)	(\$17,500)	\$308,711	-20.6%	\$161,371	\$ 121,820	\$ 25,521	\$ -
	3235 Testing	\$70,000	(\$7,000)	\$0	\$63,000	-10.0%	\$22,830	\$ 26,371	\$ 13,800	\$ -
	3306 Legal Fees	\$53,000	(\$500)	\$0	\$52,500	-0.9%	\$46,646	\$ 5,309	\$ 544	\$ 0
		<u>\$55,000</u>	<u>\$97,500</u>	<u>\$17,500</u>	<u>\$152,500</u>	<u>177.3%</u>	<u>\$102,955</u>	<u>\$ 49,545</u>	<u>\$ -</u>	<u>\$ -</u>
		<u>\$566,625</u>	<u>\$10,086</u>	<u>\$0</u>	<u>\$576,711</u>		<u>\$333,801</u>	<u>\$ 203,045</u>	<u>\$ 39,865</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)	\$0	\$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>\$0</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	\$0	\$2,850,087	7.5%	\$1,947,005	\$ 863,255	\$ 21,375	\$ 18,453
	5605 Tuition-ESS	\$280,908	(\$408)	\$0	\$280,500		\$224,400	\$ 56,100	\$ -	\$ -
	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	\$0	\$3,130,587		\$2,171,405	\$ 919,355	\$ 21,375	\$ 18,453
	<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%	\$24,798	\$ 1,810	\$ 1,642	\$ -
	6120 Office Materials	\$719	(\$519)	\$0	\$200	-72.2%	\$0	\$ -	\$ 200	\$ -
	6140 Software	\$26,989	(\$750)	\$0	\$26,239	-2.8%	\$24,378	\$ 496	\$ 1,365	\$ -
	6410 Books	\$3,600	(\$600)	\$0	\$3,000	-16.7%	\$1,910	\$ -	\$ 1,090	\$ -
		\$58,277	(\$588)	\$0	\$57,689		\$51,086	\$ 2,306	\$ 4,297	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$588)					
	<i>Group change %:</i>				-1.0%					
Equipment (7000's)										
	7300 Equipment	\$34,430	(\$25,345)	\$0	\$9,085	-73.6%	\$4,851	\$ 735	\$ 3,500	\$ (0)
		\$34,430	(\$25,345)	\$0	\$9,085		\$4,851	\$ 735	\$ 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)	\$ -	\$ (202,051)	\$ (13,306)
	9206 Pre School Tuition SPED	\$ (96,000)	\$8,950	\$0	(\$87,050)	-9.3%	(\$84,550)	\$ -	\$ (2,500)	\$ -
		\$ (687,917)	\$8,950	\$0	(\$678,967)		\$ (461,110)	\$ -	\$ (204,551)	\$ (13,306)
	<i>Group \$ transfer in/(transfer out):</i>				\$8,950					
	<i>Group change %:</i>				-1%					
Total:		\$8,649,418	\$157,604	\$0	\$8,807,022		\$5,973,771	\$ 2,836,248	\$ (16,142)	\$ 13,145

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget 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%	\$1,071,346	\$ 648,905	\$ -	\$ 0
	Non Certified Staff	\$715,628	\$4,147	(\$12,000)	\$719,775	0.6%	\$488,415	\$ 214,016	\$ 17,344	\$ (0)
	Overtime	\$0	\$225	\$0	\$225	100.0%	\$161	\$ -	\$ 64	\$ -
	Certified Stipends	\$29,737	\$7,925	\$0	\$37,662	26.7%	\$25,409	\$ 12,253	\$ -	\$ (0)
	Non Certified Stipends	\$42,387	(\$5,081)	\$0	\$37,306	-12.0%	\$25,545	\$ 11,761	\$ -	\$ 0
		<u>\$2,523,348</u>	<u>(\$8,130)</u>	<u>(\$12,000)</u>	<u>\$2,515,218</u>		<u>\$1,610,875</u>	<u>\$ 886,935</u>	<u>\$ 17,408</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$8,130)					
	<i>Group change %:</i>				-0.3%					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$173,575	(\$6,625)	\$0	\$166,950	-3.8%	\$115,303	\$ 40,401	\$ 11,246	\$ -
		<u>\$173,575</u>	<u>(\$6,625)</u>	<u>\$0</u>	<u>\$166,950</u>		<u>\$115,303</u>	<u>\$ 40,401</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)	\$0	\$414	-46.6%	\$414	\$ -	\$ -	\$ -
		<u>\$775</u>	<u>(\$361)</u>	<u>\$0</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	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	5801 Mileage Reimbursement	\$500	\$0	\$0	\$500		\$35	\$ -	\$ 465	\$ -
		\$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%	\$6,686	\$ 275	\$ 4,539	\$ -
		\$14,900	(\$3,400)	\$0	\$11,500		\$6,686	\$ 275	\$ 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	(\$18,982)	(\$12,000)	\$2,697,566		\$1,735,149	\$ 928,043	\$ 34,373	\$ 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
Transportation										
Salaries & Wages (1000s)										
	Non Certified Staff	\$289,573	(\$18,470)	\$0	\$271,103	-6.4%	\$228,664	\$ -	\$ 35,107	\$ 7,333
		\$289,573	(\$18,470)	\$0	\$271,103		\$228,664	\$ -	\$ 35,107	\$ 7,333
	Group \$ transfer in/(transfer out):				(\$18,470)					
	Group change %:				-6.4%					
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		\$19,551	\$ 4,301	\$ 1,148	\$ -
		\$25,000	\$0	\$0	\$25,000		\$19,551	\$ 4,301	\$ 1,148	\$ -
	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%	\$1,289,675	\$ 4,220	\$ 550	\$ (0)
	5101 SPED Transportation	\$92,182	(\$29,608)	\$0	\$62,574	-32.1%	\$48,836	\$ 7,834	\$ 5,904	\$ (0)
	5205 Property Insurance	\$9,928	\$239	\$0	\$10,167	2.4%	\$10,167	\$ -	\$ -	\$ -
		\$1,399,158	(\$31,972)	\$0	\$1,367,186		\$1,348,679	\$ 12,054	\$ 6,454	\$ (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%	\$85,828	\$ 19,785	\$ -	\$ (0)
		\$99,160	\$6,453	\$0	\$105,613		\$85,828	\$ 19,785	\$ -	\$ (0)
	Group \$ transfer in/(transfer out):				\$6,453					
	Group change %:				6.5%					
	Total:	\$1,813,891	(\$44,787)	\$0	\$1,769,104		\$1,682,924	\$ 36,140	\$ 42,709	\$ 7,332

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Object	Account	FY Adopted Budget	FY 2019	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Supplemental	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Technology											
Salaries & Wages (1000s)											
	Non Certified Staff	\$651,307	\$15,978	\$34,793	(\$9,000)	\$702,078	7.8%	\$538,847	\$ 163,232	\$ -	\$ (0)
	Overtime	\$5,000	\$0	\$11,000	\$0	\$16,000	220.0%	\$14,649	\$ -	\$ 1,352	\$ (0)
		<u>\$656,307</u>	<u>\$15,978</u>	<u>\$45,793</u>	<u>(\$9,000)</u>	<u>\$718,078</u>		<u>\$553,495</u>	<u>\$ 163,232</u>	<u>\$ 1,352</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>					\$61,771					
	<i>Group change %:</i>					9.4%					
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%	\$61,823	\$ 12,951	\$ 1,785	\$ 0
		<u>\$117,119</u>	<u>\$0</u>	<u>(\$8,770)</u>	<u>\$0</u>	<u>\$108,349</u>		<u>\$91,453</u>	<u>\$ 12,951</u>	<u>\$ 3,945</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>					(\$8,770)					
	<i>Group change %:</i>					-7.5%					
Property Services (4000s)											
	4302 Equipment Repairs	\$30,430	\$0	(\$14,811)	\$0	\$15,619	-48.7%	\$7,069	\$ 5,128	\$ 3,422	\$ (0)
	4400 Equipment Rental	\$282,350	\$0	(\$54,765)	\$0	\$227,585	-19.4%	\$ 227,585	\$ -	\$ -	\$ 0
		<u>\$312,780</u>	<u>\$0</u>	<u>(\$69,576)</u>	<u>\$0</u>	<u>\$243,204</u>		<u>\$234,653</u>	<u>\$ 5,128</u>	<u>\$ 3,422</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>					(\$69,576)					
	<i>Group change %:</i>					-22.2%					
Other Services (5000s)											
	5300 Communications	\$106,055	\$0	\$3,267	\$0	\$109,322	3.1%	\$75,373	\$ 33,857	\$ 93	\$ (0)
5800,5802-5880	Travel & Conference	\$7,062	\$0	(\$86)	(\$5)	\$6,976	-1.2%	\$3,976	\$ 3,000	\$ -	\$ (0)
	5801 Mileage Reimbursement	\$3,000	\$0	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$116,117</u>	<u>\$0</u>	<u>\$181</u>	<u>(\$5)</u>	<u>\$116,298</u>		<u>\$79,349</u>	<u>\$ 36,857</u>	<u>\$ 93</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>					\$181					
	<i>Group change %:</i>					0.2%					
Supplies & Materials (6000's)											

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Mar-19
Period: 9 of 12**

Object	Account	FY Adopted Budget	FY 2019	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Supplemental	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6110 Materials	\$31,150	\$0	(\$3,930)	\$0	\$27,220	-12.6%	\$24,836	\$ 2,362	\$ 22	\$ (0)
	6140 Software	\$431,559	\$0	\$8,309	(\$1,667)	\$439,868	1.9%	\$436,297	\$ 1,840	\$ 1,731	\$ 0
		\$462,709	\$0	\$4,379	(\$1,667)	\$467,088		\$461,133	\$ 4,202	\$ 1,753	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>					\$4,379					
	<i>Group change %:</i>					0.9%					
Equipment (7000's)											
	7300 Equipment	\$457,288	\$0	\$14,290	\$0	\$471,578	100.0%	\$469,488	\$ 733	\$ 1,357	\$ 0
		\$457,288	\$0	\$14,290	\$0	\$471,578		\$469,488	\$ 733	\$ 1,357	\$ 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%	\$1,450	\$ 137	\$ 1,000	\$ (0)
		\$3,510	\$0	(\$923)	\$0	\$2,587		\$1,450	\$ 137	\$ 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	(\$86,725)	(\$10,672)	\$2,002,954		\$1,766,794	\$ 223,240	\$ 12,921	\$ (1)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Mar-19
Period: 9 of 12**

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%	\$178,984	\$ 71,226	\$ -	\$ 0
	Overtime	\$27,190	\$0	\$3,689	\$3,000	\$30,879	13.6%	\$20,872	\$ -	\$ 10,007	\$ 0
	Non Certified Stipends	\$23,740	\$0	(\$2,394)	\$0	\$21,346	-10.1%	\$11,032	\$ -	\$ 10,314	\$ -
		<u>\$302,222</u>	<u>\$0</u>	<u>\$213</u>	<u>\$3,000</u>	<u>\$302,435</u>		<u>\$210,888</u>	<u>\$ 71,226</u>	<u>\$ 20,320</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):					\$213					
	Group change %:					0.1%					
Professional & Technical Services (3000s)											
	3308 Police/Fire	\$55,500	\$22,932	\$3,000	\$0	\$81,432	46.7%	\$53,255	\$ 28,177	\$ -	\$ -
		<u>\$55,500</u>	<u>\$22,932</u>	<u>\$3,000</u>	<u>\$0</u>	<u>\$81,432</u>		<u>\$53,255</u>	<u>\$ 28,177</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	(\$1,540)	(\$133)	\$20,030	-7.1%	\$15,615	\$ 4,416	\$ -	\$ (0)
		<u>\$21,570</u>	<u>\$0</u>	<u>(\$1,540)</u>	<u>(\$133)</u>	<u>\$20,030</u>		<u>\$15,615</u>	<u>\$ 4,416</u>	<u>\$ -</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):					(\$1,540)					
	Group change %:					-7.1%					
Other Services (5000s)											
	5800,5802-5880										
	Travel & Conference	\$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	\$ 1,598	\$ 750	\$ 0
		<u>\$12,500</u>	<u>\$0</u>	<u>\$7,757</u>	<u>\$0</u>	<u>\$20,257</u>		<u>\$17,909</u>	<u>\$ 1,598</u>	<u>\$ 750</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):					\$7,757					
	Group change %:					62.1%					
	Total:	\$394,292	\$22,932	\$9,430	\$2,867	\$426,654		\$300,167	\$ 105,416	\$ 21,070	\$ 0

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

Fiscal Year Ended	<u>Actual 2018</u>
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance -July 1, 2018	\$ 1,842,092
Revenues:	
General Fund Appropriation (July-October)	\$ 236,584
Reimbursements	\$ 32,630
Total Contributions	\$ 269,214
Total Revenues (A)	<u>\$ 269,214</u>
Expenditures	
Delta Dental:	
Claims	\$ 254,080
Administrative Fees	\$ 17,164
Total Health Plan Costs (B)	\$ 271,244
Net Change (A-B)	<u>\$ (2,030)</u>
Fund balance June 30, 2019	\$ 1,840,062
Medical Cost	\$ 303,779
Fund balance June 30, 2019	\$ 1,536,283

Balance Sheet:

Assets:	
Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 1,842,092
Year End Accounts Payable	\$ -
Net Change	\$ (305,809)
Total Assets	<u>\$ 1,536,283</u>
Liabilities:	
Year End Accounts Payable	\$ -
Total Liabilities	<u>\$ -</u>
Beg Year Fund Balance	\$ 1,842,092
End of Year Net Change	\$ (305,809)
Total Fund Balance	<u>\$ 1,536,283</u>
Total Liabilities + Fund Balance	<u>\$ 1,536,283</u>

**WESTON PUBLIC SCHOOLS
INSURANCE FUNDS**

Month	Delta Dental			
	Expected Claims	Actual Claims	% of Total	Variance
Jul-17	\$ 27,250	\$ 32,424	13%	\$ (5,174)
Aug-17	\$ 27,250	\$ 24,492	10%	\$ 2,758
Sep-17	\$ 27,250	\$ 34,558	14%	\$ (7,308)
Oct-17	\$ 27,250	\$ 20,216	8%	\$ 7,034
Nov-17	\$ 27,250	\$ 34,818	14%	\$ (7,568)
Dec-17	\$ 27,250	\$ 25,909	10%	\$ 1,341
Jan-18	\$ 27,250	\$ 23,044	9%	\$ 4,206
Feb-18	\$ 27,250	\$ 24,497	10%	\$ 2,753
Mar-18	\$ 27,250	\$ 34,122	13%	\$ (6,872)
Apr-18	\$ 27,250		0%	\$ 27,250
May-18	\$ 27,250		0%	\$ 27,250
Jun-18	\$ 27,250		0%	\$ 27,250
Total	\$ 327,000	\$ 254,080	100%	\$ 72,920

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Administrative Regulation 6146, Graduation Requirements

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Regulation 6146, Graduation Requirements, updated to reflect State requirements to affect the Class of 2023

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>

Instruction

Graduation Requirements

High School

1- I. To meet the requirements for a diploma from Weston High School, a student must successfully complete a minimum of 2524 credits in grades nine through twelve as follows:

- A. English 4
- B. Mathematics 3
- C. Science 3
- D. Social Studies 3 (including 1.0 U.S. History and 0.5 American Government)
- E. Fine and Performing Arts 1.0
- F. Electives 7.4 (Cluster credits)
- G. Physical Education 1.04
- H. Health 0.6
- I. Other 1.0 Technology

A. Humanities, Including Civics and the Arts 9.0

- 1. English 4.0 (See Section II Below)
- 2. Social Studies 3.0
 - i. 1.0 US History
 - ii. 0.5 American Government
 - iii. 1.5 Elective
- 3. Fine and Performing Arts 1.0
- 4. Elective 1.0

B. Science, Technology, Engineering and Mathematics 9.0

- 1. Mathematics 3.0
 - i. 1.0 Algebra I
 - ii. 1.0 Geometry
 - iii. 1.0 Algebra II
- 2. Science 3.0
 - i. 1.0 Life Science

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- ii. 1.0 Physical Science
- iii. 1.0 Elective

- 3. Technology 1.0
- 4. Electives 2.0

C. Physical Education and Wellness 1.0

D. Health and Safety 1.0

E. World Language 1.0

F. Electives 3.0

G. Master-based Diploma Assessment 1.0

TOTAL REQUIRED CREDITS 25.0

2- II. Every student must also successfully complete the Weston High School writing portfolio.

3- Cluster credit requirement means that a total of 2 credits must be distributed in at least three of the following four cluster areas:

- A. Art and Music.
- B. Business, Computer Science, and Technical Education.
- C. World Language.
- D. Applied Learning Experiences.

4- III. In addition to other graduation requirements, seniors must pass a minimum of three credits during the senior year, including one credit in English, to qualify for graduation.

5- IV. Full-Time Status – The course load expectations for full-time status are:

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- A. Freshmen and Sophomores: Seven courses each semester, all of which must be graded “A” – “F”.
- B. Juniors and Seniors: Six courses each semester, all of which must be graded “A” – “F”.

Notwithstanding the foregoing, the minimum number of credits required for graduation is ~~25~~4.

~~6-~~ V. Courses listed in the Weston High School Program of Studies booklet and/or course selection sheet and taught at institutions outside of Weston will be accepted for Weston High School credit. Grades awarded for such courses shall not be ~~and~~ included in the student’s GPA.

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~~7-~~ VI. All exceptions, including any courses taken pursuant to paragraph 6 above, must be specifically approved in writing by the principal.

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Regulation approved: March 5, 1991

Regulation Revised: February 25, 2014
June 6, 2016

February 28, 2017

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Policy 5114, Student Discipline

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to Policy 5114 to reflect current practice and changes in the law in regards to expulsions and other student discipline

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**

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Student Discipline **DISCIPLINE**I. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in

this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in

one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. ***Conduct off School Grounds:***

- 1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the

Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, transgender status, gender identity or expression or any other characteristic protected by law.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute

blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, 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. For the purposes of Paragraph 15, 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 include nicotine, that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
 - a) causes physical or emotional harm to such student or damage to such student's property;
 - b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c) creates a hostile environment at school for such student;
 - d) infringes on the rights of such student at school; or

- e) substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

- 33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- 34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- 35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- 36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
- 37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- 38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
- 39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship

40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in grades three to twelve, inclusive, in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. and II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the Administration has reason to believe:
 1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
 3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms “dangerous instrument,” “deadly weapon,” “electronic defense weapon,” “firearm,” and “martial arts weapon,” are defined above in Section I.
- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of

Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term “firearm” is defined above in Section I.

- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV(B)(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV(C). For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive

school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:

~~(a1)~~ in grades three to twelve, inclusive, if, during the informal hearing, (a) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (b) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

~~(b2)~~ in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
9. The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.
11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent

suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d ~~or Conn. Gen. Stat. §10-233l, if applicable, as well as and Public Act 15-96, and~~ the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) ~~within a reasonable time prior to the time of the~~ at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

- c. A short, plain description of the conduct alleged by the Administration.
- d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
- e. The student may cross-examine witnesses called by the Administration.
- f. The student may be represented by ~~any third party~~ an attorney or other advocate of his/her choice, ~~including an attorney~~, at his/her expense or at the expense of his/her parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. ~~i.~~ Information concerning the parent's(s') or guardian's(s') and the student's legal rights about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

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D. Hearing Procedures:

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

- ~~2.~~ 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
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- ~~3.~~ 3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
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- ~~4.~~ 4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
- ~~4.~~ 5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
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- ~~6.~~ 6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
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7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
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- ~~7.~~ 8. The student shall not be compelled to testify at the hearing.
- ~~8.~~ 9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
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- ~~9.~~ 10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
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~~11.~~ 11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

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~~12.~~ 12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.

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~~13.~~ 13. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.

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~~14.~~ 14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

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~~13.~~ 15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

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~~14.~~ 16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

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~~15.~~ 17. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to

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be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational ~~program- opportunity~~ provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements:

In lieu of the procedures used in this ~~S~~section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least ~~sixteen-seventeen~~ years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for ~~a the second, or subsequent, time, time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.~~
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. *Content of Alternative Educational Opportunity*

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1. For the purposes of Section IX, and subject to Subsection IX.E., below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. §10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled, adopted by the State Board of Education, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the Standards for Educational Opportunities for Expelled, adopted by the State Board of Education.*
2. The Superintendent, or his/her designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the State Board of Education. Such administrative regulations shall include, but not be limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students' placements and performance; and a process for transition planning.

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ED. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Subsections IX.A. through ~~DC~~, above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled, adopted by the State Board of Education.*

E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency, and duration of such services, of any such alternative educational opportunity.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the

cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. ~~The parents~~ Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student ~~must be notified~~ of the ~~decision to recommend~~ recommendation offer for expulsion (or to suspend or the suspension that would constitute if a change in educational placement) ~~on the date on which the decision to suspend was made~~, and provide the parent(s)/guardian(s) a copy of the special education procedural safeguards ~~must~~ either by ~~hand-delivered~~ or sent by mail ~~to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made~~ (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ~~Transfer of IDEA students~~ Removal of Special Education Students for Certain Offenses:

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School personnel may ~~transfer an IDEA~~ remove a student eligible for special education under IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently ~~placed in~~~~committed to~~ a juvenile detention center, ~~the Connecticut Juvenile Training School~~ or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the ~~period~~

of ~~commitment to placement in~~ a juvenile detention center, ~~the Connecticut Juvenile Training School~~ or ~~any~~ other residential placement.

- B. If a student who committed an expellable offense seeks to return to a school district after ~~participating in a diversionary program or~~ having been ~~placed~~ in a juvenile detention center, ~~the Connecticut Juvenile Training School~~ or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. §21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administration is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. §921, or deadly weapon, dangerous instrument or

~~martial arts weapon or firearm~~, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation ~~shall be reported~~ to the local police.

Legal References:

Connecticut General Statutes:

Public Act 18-31, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee and Concerning the Transfer of Juvenile Services from the Department of Children and Families to the Court Support Services Division of the Judicial Branch.

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)

§§ 10-233a through 10-233e Suspension and expulsion of students.

~~§ 10-233f In-school suspension of students.~~

§10-233I Expulsion and suspension of children in preschool programs

§19a-342a Use of electronic nicotine delivery system or vapor product prohibited

~~§ 10-233f In-school suspension of students.~~

§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§53-344b Sale and delivery of electronic nicotine delivery systems or vapor products to minors

§ 53a-206 ~~(definition of "weapon")~~ Carrying of dangerous weapons prohibited

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~~Public Act 14-76, "An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention"~~

~~Public Act 14-229, "An Act Concerning The Expungement Of A Pupil's Cumulative Education Record For Certain Expulsions"~~

~~Public Act 14-234, "An Act Concerning Domestic Violence And Sexual Assault"~~

~~Public Act 15-206, "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products"~~

~~Public Act 15-96, "An Act Concerning Out of School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two"~~

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).
Connecticut State Department of Education, Standards for Educational Opportunities for Students Who Have Been Expelled, adopted January 3, 2018.

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Federal law:

~~Honig v. Doe, 484 U.S. 305 (1988)~~

Individuals with Disabilities Education Act, 20 U.S.C. 1400 ~~et seq.~~, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, ~~Pub. L. 107-110, Sec. 401, 115 Stat. 1762~~

~~(codified at 20 U.S.C. § 7961-151)~~

~~Honig v. Doe, 484 U.S. 305 (1988)~~

ADOPTED: June 21, 1999
REVISED: October 20, 2008
April 18, 2016

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading –Regulation 5114.1, Alternative Educational Opportunities for Expelled Students

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is a new Regulation.

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

Alternative Educational Opportunities for Expelled Students

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in Weston Public Schools (the “District”) is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The building principal of the school from which the student has been expelled, or his/her designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

A. After a student has been expelled, and unless extraordinary circumstances exist, the building principal, or his/her designee(s), will take the following steps:

1. Meet with the expelled student’s parent(s)/guardian(s) prior to the student’s placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student’s academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.
3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.

B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (“IDEA”) shall be determined by the student’s Planning and Placement Team (“PPT”). In such case, Subsection A above shall

not apply.

IV. Individualized Learning Plan

A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the principal, or his/her designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the principal, or his/her designee, will collaborate with school personnel from the school from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - b. Individualized education program (“IEP”);
 - c. Section 504 Plan;
 - d. Individualized health care plan or emergency care plan; and/or
 - e. Other relevant academic and behavioral data.
2. The ILP will address the following:
 - a. The student’s academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student’s core classes at the time of expulsion and the student’s current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board’s academic program and earn graduation credits, if applicable;
 - b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - c. Provision for the timing and method for reviewing the student’s

progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school from which the student was expelled;

- d. Provision for the timely transfer of the student's records both from the student's school to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school; and
- e. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria, if any, established by the Board of Education or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
 - 2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board of Education or Superintendent, as applicable.

VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the principal, or his/her designee, should consider:

1. Efforts to readmit the student at a semester starting point (at the high school level);
 2. A plan to transfer the student's credits and records back to the school from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 3. The student's need for academic and other supports upon returning to his/her school; and
 4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.
- B. In the event the principal, or his/her designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

ADOPTED: _____

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: Memorandums of Understanding

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Recommended for ratification.

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

MEMORANDUM OF UNDERSTANDING
Between
The Weston Board of Education
And
Weston Administrators' Association

The Weston Board of Education (the "Board") and the Weston Administrators' Association (the "WAA") hereby enter into the following Memorandum of Understanding:

1. The Board will offer members of the WAA bargaining group ("Administrators") an incentive payment of \$5,000 ("Incentive Payment") if they elect not to participate in the health insurance offered by the Board for the 2019-2020 contract year ("Health Insurance"). For the purposes of this Agreement, Health Insurance shall mean the insurance described in Article XIII, Section A(4) of the collective bargaining agreement between the Board and the WAA ("the Contract").
2. In order to qualify for the incentive payment described in paragraph 1 above, Administrators must meet the following requirements:
 - a. Submit a fully executed form approved by the Director of Finance and Operations, by May 31, 2019, indicating that they will not participate in the Health Insurance for the 2019-2020 contract year.
 - b. Not elect to participate in the Health Insurance during the remainder of the open enrollment period or due to a Qualifying Life Event prior to May 1, 2020. For the purposes of this Agreement, Qualifying Life Event shall be defined by the relevant Internal Revenue Service regulations and the terms of the State Partnership Plan 2.0.
 - c. Provide, prior to August 31, 2019, proof that the Administrator is receiving health insurance coverage from another source.
3. Nothing in paragraph 2 above is intended to limit an Administrator's ability to elect coverage should they need to do so as a result of a Qualifying Life Event or during any open enrollment period. However, should an Administrator elect coverage during any open enrollment period, or as the result of a Qualifying Life Event, prior to May 1, 2020, they will forego the Incentive Payment in its entirety.
4. The Incentive Payment will be paid during the last Administrator pay period in May 2020, and it will be subject to all applicable withholdings. The Incentive Payment will not be TRB eligible. Administrators who meet the requirements for the Incentive Payment described in section 2(a) through 2(c) above, and leave the Board's employment after October 1, 2019, will receive a prorated Incentive Payment during the last Administrator pay period in May 2020 which reflects the date of the Administrator's separation of employment. Administrators who meet the requirements for the Incentive Payment, but who leave the Board's employment before October 1, 2019, will not receive the Incentive Payment.

5. The parties acknowledge that members of the WAA bargaining group are no longer eligible to participate in the former HD-HSA Plan described in Article XIII, Section (A)(2)(a) and (b) and Schedule C of the Contract.
6. The Board reserves the right to rescind this Agreement and not make the Incentive Payment to eligible Administrators if the Board does not receive, by May 24, 2019, a total of eighty (80) elections from eligible Board employees not to participate in the Health Insurance. If the Board does not rescind this Agreement by May 31, 2019, the Incentive Payment will be made as stated herein. For the purposes of this section, eligible Board employees shall mean affiliated and non-affiliated employees of the Board who are otherwise eligible to participate in the State Partnership 2.0 program.
7. If the Board does rescind the this Agreement as described in paragraph 6 above, then any Administrator who elected to forego the Health Insurance may instead elect to enroll in the Health Insurance during the remainder of the open enrollment period.
8. The parties understand that the Incentive Payment is a one-time opportunity, that the Board's offer of this Incentive Payment shall not establish a past practice or precedent for any purpose, and that neither the Incentive Payment nor this Agreement will be cited in any grievance, grievance arbitration, or interest arbitration, except for the purpose of enforcing its terms. This Agreement is not intended to modify the terms of the collective bargaining agreement between the Board and the WAA.
9. Any Board decision under paragraph 6 and 10 of this Agreement will be final and is not subject to the grievance and/or arbitration procedure set forth in the collective bargaining agreement between the Board and the WAA.
10. This Agreement is subject to ratification by the Board.

Weston Administrators' Association:

Board of Education:



Patricia Falber
President

Date: 4/24/19

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

Date:

MEMORANDUM OF UNDERSTANDING
Between
The Weston Board of Education
And
Weston Teachers' Association

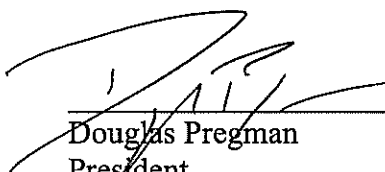
The Weston Board of Education (the "Board") and the Weston Teachers' Association (the "WTA") hereby enter into the following Memorandum of Understanding:

1. The Board will offer members of the WTA bargaining group ("Teachers") an incentive payment of \$5,000 ("Incentive Payment") if they elect not to participate in the health insurance offered by the Board for the 2019-2020 contract year ("Health Insurance"). For the purposes of this Agreement, Health Insurance shall mean the insurance described in Article XIII, Section A(4) of the collective bargaining agreement between the Board and the WTA ("the Contract").
2. In order to qualify for the incentive payment described in paragraph 1 above, Teachers must meet the following requirements:
 - a. Submit a fully executed form approved by the Director of Finance and Operations, by May 31, 2019, indicating that they will not participate in the Health Insurance for the 2019-2020 contract year.
 - b. Not elect to participate in the Health Insurance during the remainder of the open enrollment period or due to a Qualifying Life Event prior to May 1, 2020. For the purposes of this Agreement, Qualifying Life Event shall be defined by the relevant Internal Revenue Service regulations and the terms of the State Partnership Plan 2.0.
 - c. Provide, prior to August 31, 2019, proof that the Teacher is receiving health insurance coverage from another source.
3. Nothing in paragraph 2 above is intended to limit a Teacher's ability to elect coverage should they need to do so as a result of a Qualifying Life Event or during any open enrollment period. However, should a Teacher elect coverage during any open enrollment period, or as the result of a Qualifying Life Event, prior to May 1, 2020, they will forego the Incentive Payment in its entirety.
4. The Incentive Payment will be paid during the last Teacher pay period in May 2020, and it will be subject to all applicable withholdings. The Incentive Payment will not be TRB eligible. Teachers who meet the requirements for the Incentive Payment described in section 2(a) through 2(c) above, and leave the Board's employment after October 1, 2019, will receive a prorated Incentive Payment during the last Teacher pay period in May 2020 which reflects the date of the Teacher's separation of employment. Teachers who meet the requirements for the Incentive Payment, but who leave the Board's employment before October 1, 2019, will not receive the Incentive Payment.

5. The parties acknowledge that members of the WTA bargaining group are no longer eligible to participate in the former HD-HSA Plan described in Article XIII, Section (A)(2)(a) and (b) and Schedule C of the Contract.
6. The Board reserves the right to rescind this Agreement and not make the Incentive Payment to eligible Teachers if the Board does not receive, by May 24, 2019, a total of eighty (80) elections from eligible Board employees not to participate in the Health Insurance. If the Board does not rescind this Agreement by May 31, 2019, the Incentive Payment will be made as stated herein. For the purposes of this section, eligible Board employees shall mean affiliated and non-affiliated employees of the Board who are otherwise eligible to participate in the State Partnership 2.0 program.
7. If the Board does rescind the this Agreement as described in paragraph 6 above, then any Teacher who elected to forego the Health Insurance may instead elect to enroll in the Health Insurance during the remainder of the open enrollment period.
8. The parties understand that the Incentive Payment is a one-time opportunity, that the Board's offer of this Incentive Payment shall not establish a past practice or precedent for any purpose, and that neither the Incentive Payment nor this Agreement will be cited in any grievance, grievance arbitration, or interest arbitration, except for the purpose of enforcing its terms. This Agreement is not intended to modify the terms of the collective bargaining agreement between the Board and the WTA.
9. Any Board decision under paragraph 6 and 10 of this Agreement will be final and is not subject to the grievance and/or arbitration procedure set forth in the collective bargaining agreement between the Board and the WTA.
10. This Agreement is subject to ratification by the Board.

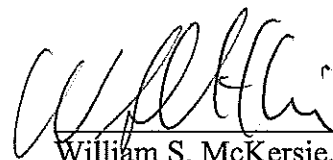
Weston Teachers Association:

Board of Education:



Douglas Pregman
President

Date: 4.5.2019



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

Date: 4-9-19


MEMORANDUM OF UNDERSTANDING
Between
The Weston Board of Education
And
Local 1303-110, Council 4, AFSCME, AFL-CIO

The Weston Board of Education (the “Board”) and Local 1303-110, Council 4 AFSCME, AFL-CIO (the “Union”) hereby enter into the following Memorandum of Understanding:

1. The Board will offer members of the Union bargaining group (“Employees”) an incentive payment of \$5,000 (“Incentive Payment”) if they elect not to participate in the health insurance offered by the Board for the 2019-2020 contract year (“Health Insurance”). For the purposes of this Agreement, Health Insurance shall mean the insurance described in Memorandum of Understanding between the Board and the Union which is attached hereto as Exhibit A.
2. In order to qualify for the incentive payment described in paragraph 1 above, Employees must meet the following requirements:
 - a. Submit a fully executed form approved by the Director of Finance and Operations, by May 31, 2019, indicating that they will not participate in the Health Insurance for the 2019-2020 contract year.
 - b. Not elect to participate in the Health Insurance during the remainder of the open enrollment period or due to a Qualifying Life Event prior to May 1, 2020. For the purposes of this Agreement, Qualifying Life Event shall be defined by the relevant Internal Revenue Service regulations and the terms of the State Partnership Plan 2.0.
 - c. Provide, prior to August 31, 2019, proof that the Employee is receiving health insurance coverage from another source.
3. Nothing in paragraph 2 above is intended to limit an Employee’s ability to elect coverage should they need to do so as a result of a Qualifying Life Event or during any open enrollment period. However, should an Employee elect coverage during any open enrollment period, or as the result of a Qualifying Life Event, prior to May 1, 2020, they will forego the Incentive Payment in its entirety.
4. The Incentive Payment will be paid during the last Employee pay period in May 2020, and it will be subject to all applicable withholdings. The Incentive Payment will not be MERS eligible. Employees who meet the requirements for the Incentive Payment described in section 2(a) through 2(c) above, and leave the Board’s employment after October 1, 2019, will receive a prorated Incentive Payment during the last Employee pay period in May 2020 which reflects the date of the Employee’s separation of employment. Employees who meet the requirements for the Incentive Payment, but who leave the Board’s employment before October 1, 2019, will not receive the Incentive Payment.

5. The parties acknowledge that members of the Union bargaining group are no longer eligible to participate in the former HD-HSA Plan described in Article VII and Appendix C of the collective bargaining agreement between the Board and the Union (“the Contract”).
6. The Board reserves the right to rescind this Agreement and not make the Incentive Payment to eligible Employees if the Board does not receive, by May 24, 2019, a total of eighty (80) elections from eligible Board employees not to participate in the Health Insurance. If the Board does not rescind this Agreement by May 31, 2019, the Incentive Payment will be made as stated herein. For the purposes of this section, eligible Board employees shall mean affiliated and non-affiliated employees of the Board who are otherwise eligible to participate in the State Partnership 2.0 program.
7. If the Board does rescind the this Agreement as described in paragraph 6 above, then any Employee who elected to forego the Health Insurance may instead elect to enroll in the Health Insurance during the remainder of the open enrollment period.
8. The parties understand that the Incentive Payment is a one-time opportunity, that the Board’s offer of this Incentive Payment shall not establish a past practice or precedent for any purpose, and that neither the Incentive Payment nor this Agreement will be cited in any grievance, grievance arbitration, or interest arbitration, except for the purpose of enforcing its terms. This Agreement is not intended to modify the terms of the Contract.
9. Any Board decision under paragraph 6 and 10 of this Agreement will be final and is not subject to the grievance and/or arbitration procedure set forth in the collective bargaining agreement between the Board and the Union.
10. This Agreement is subject to ratification by the Board.

The Union:



Roxanne Glaser
President

Date: 4/15/19

Board of Education:

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

Date:

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

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

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Background information regarding calendar recommendations for 2019-2020 and 2020-2021 school year.

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
Date: April 25, 2019
Subject: Recommended Modification to 2019-20 School Calendar

I am recommending that the Board of Education (BOE) modify the 2019-20 School Calendar so that the currently scheduled Spring 2020 Professional Development Day (March 16, 2020) is shifted to April 28, 2020. This change will accommodate the 2020 Presidential Primary, which we recently learned is scheduled for April 28, 2020. The Registrars of Voters (Mike Zegers and Tammy Roberts) formally requested on April 11, 2019 that the BOE consider coordinating the days for the Spring Professional Development Day and the 2020 Presidential Primary.

Holding the Spring Professional Development Day on the same day as the Presidential Primary, as occurred in 2016, is a benefit for both the district and Town. It allows the Town to use the Middle School as the polling cite, providing ample parking and internal space, and on a day when we are not in session with students. For the district, it would not be possible for safety and logistical reasons to have school in session when the polls are open.

The administration is supportive of changing the Spring 2020 Professional Development Day to April 28, 2020. We have considered various implications and believe the change will be effective. Attached is a copy of the approved calendar for 2019-2020, modified to reflect the recommended change.

The Board of Education will need to vote on this recommendation on April 29, 2019, as part of its final review and vote on the School Calendars for 2019-20 and 2020-21. (The 2019-20 Calendar was approved in April 2018, but may be modified by the BOE as necessary.)



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 Crow (WPS)
Matt Filip (WAA)
Roxanne Glazer (AFSCME)
Gabriella 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

2018-2019 School Calendar

UPDATED 3-6-18, APPROVED 4-23-18

Last day of school indicated as of 3-5-19

Weston Public Schools

- August 23-27 Professional Development
- August 28 First Day of School
- September 3 Labor Day
- September 10 Rosh Hashanah
- September 19 Yom Kippur
- October 8 Columbus Day/Professional Development
- November 1 K-5 Delayed Opening/Parent Conferences
- November 2 K-5 Early Dismissal/Parent Conferences
- November 5 K-5 Delayed Opening/Parent Conferences
- November 6 Election Day/Professional Development
- November 11 Veterans Day
- November 21-23 Thanksgiving Recess
- December 12 K-12 Early Dismissal/Professional Development
- December 24-January 1 Winter Recess
- January 1 New Year's Day
- January 21 Martin Luther King, Jr. Day
- February 14-18 February Recess
- February 18 Presidents' Day
- March 13 K-5 Delayed Opening/Parent Conferences
- March 14-15 K-5 Early Dismissal/Parent Conferences
- March 18 Professional Development
- April 15-19 Spring Recess
- April 19 Good Friday & Passover
- May 27 Memorial Day
- June 13 Special Early Dismissal as Follows:
WMS/WHS 11:55 a.m. Dismissal
HES/WIS 12:45 p.m. Dismissal
- June 14 Projected Last Day of School for WHS, WIS, HES
Special Early Dismissal as Follows:
WMS: 10:00 a.m. Dismissal
HES and WIS: 10:45 a.m. Dismissal
WMS Dismissal: 10:00 a.m./District Teacher Day
- June 17

JULY

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OCTOBER (22)

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MARCH (20)

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APRIL (17)

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JUNE (7)

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First Day of School
 Projected last Day of School
 District Teacher Day — No Students
 WMS Students—District Teacher Day
 No Students or Teachers, BOE Offices Open
 No Students or Teachers, BOE Offices Closed
 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 24, 2017, Updated 4-23-18, Updated 3-5-19

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 21, 2019. 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.

2019-2020 School Calendar-REVISED 4-25-19

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
- 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
- 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, Jr. Day
- February 12 **K-12** Early Dismissal/Professional Development
- 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
- April 8 Passover
- April 10 Good Friday
- April 10-17 Spring Recess
- April 28 Professional Development
- 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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AUGUST (4)

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SEPTEMBER (19)

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OCTOBER (21)

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NOVEMBER (17)

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DECEMBER (15)

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JANUARY (21)

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FEBRUARY (17)

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MARCH (21)

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APRIL (16)

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MAY (20)

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JUNE (9)

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28	29	30				

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

June 12
180 School 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.

**Weston Public Schools
Calendar Committee Meeting Minutes**

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

Team Members in attendance: Kenneth Crow (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. Crow 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. Crow reviewed where the District typically schedules PD days for teachers.
 - d. Number of Snow Days Allotted-Dr. Crow reviewed our standard practice of identifying the number of days allotted for snow days.
 - e. Jewish Holidays-Dr. Crow 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: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: Second 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 second reading by the Board.

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

Students

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: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: Second 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 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>

To Policy Committee, March 6, 2019

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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 R~~ regulations 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:

- A1. 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~~
 - ~~e. 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: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: Second 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 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 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: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: March 2019 Curriculum Committee meeting minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

March 2019 Curriculum Committee meeting 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

March 12, 2019 8:15 a.m.

Central Office Conference Room

1. Call to Order

Meeting was called to order at 8:18 a.m.

Present Committee Members:

Dan McNeill, Gina Albert

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent of Curriculum and Instruction; Michael Rizzo, Assistant Superintendent of Pupil Services; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Christine Cincotta, CIL, 6-12 ELA

Members of the Public:

Ellen Uzenoff, Ruby Hedge, Anthony Pesco

2. Academic Optimization Analysis

- **Follow up discussion on WMS teaming and programmatic model**

Discussion:

- Dr. Craw provided an update on the WMS teaming and programming model as it relates to enrollment.
- The Committee discussed some of the possibilities in delivering student enrichment if the Project Challenge course were to be discontinued and the impact it might have on students and staff.

3. Academic Optimization Analysis

- **Review and discussion of K-5 programmatic model**

Discussion:

- Dr. Craw gave an overview of the K-5 Instructional Programs & Services draft proposal.
- The Committee discussed the possible staff modifications and programmatic changes outlined in the report should the need arise due to budget cuts.
- Program modifications will be brought before the Board as a prioritized list once the final number from the Board of Finance is determined.

4. WHS Composition Seminar new course proposal

Discussion:

Ms. Cincotta presented the new course proposal and outlined the rationale behind creating this course.

- This year the Writing Center put in a lot of time preparing 21 juniors who did not reach benchmark on the Sophomore Writing Portfolio for resubmission of their portfolios at the expense of other students looking to utilize the Center.
- The proposed Composition Seminar course would target those students who do not meet benchmark on the Writing Portfolio and would provide consistent contact six out of the eight day cycle for those students. This would also free up time for Writing Center staff to meet with more students.
- The proposed course will be cost neutral.
- Dr. Craw will speak to Mrs. Deorio regarding FTE and would like to bring the proposal to the Board for approval.

5. Approval of February 2019 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 9:55 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

**Minutes
Facilities Committee
April 4, 2019**

Present:

Dr. William McKersie, Superintendent of Schools
Ellen Uzenoff, Committee Chair
Melissa Walker, Committee Member
Tony Pesco, Committee Member
Richard Rudl, Director of Finance and Operations

Guests:

Dr. Ken Craw, Assistant Superintendent
Mark Berkowitz, Athletic Director
Matt Bernardini, Veolia North America
John Oatley, Veolia North America
Matt Johnson, Veolia North America
Chris Pierce, Wright-Pierce
Richard Wolfe, Weston Building Committee
David Coprio, Weston Building Committee

Public:

Ruby Hedge, Weston Resident
Gina Albert, Weston Resident
Helen DeKeijzer, League of Women Voters
Deusdedi Merced, Weston Little League

The meeting was called to order by Ms. Uzenoff at 9:01 a.m.

The Committee discussed the following items regarding the middle school sewage update:

- Mr. Oatley of Veolia North America, the contractor which manages the District's Zenon plant, walked the Committee through the closure report for the sewage leak which occurred at the middle school. The report presented a recap of what they determined to be the cause of the leak and what they did to rectify the situation. The system is working properly now as they are seeing an increased flow to the treatment plant. They then

provided a presentation offering possible next steps, which includes removal and disposal of a second septic tank at the middle school which does not seem to be attached to the school, but is filled with water, a repair to a sewer line at the middle school, an in-flow and infiltration study of the middle school, and an investigation of the elementary school septic field. The Committee agreed to ask the full Board, at their April 8th workshop, to vote on the decommissioning of the second middle school tank, the elementary school field study, and a systematic review of the entire sewage system, district-wide.

- Mr. Rudl informed the Committee that he asked the District's insurance company if the spill clean-up would be covered by insurance, but the \$25,000 deductible was not met. The District is still working with the insurance company to see if anything can be done to cover some of the repair costs.

The Committee discussed the following regarding the Revson Field update:

- Mr. Rudl reported that in the fall the fields were not closed out properly which contributed to some of the issues causing them to be unplayable. Additionally, there are drainage issues with Revson field which have to do with the way it was built, saturating the infield and causing water to pool there. Mr. Rudl added that it is atypical for districts to maintain athletic fields, and usually it is the Parks and Recreation Department that does it. The District has now contracted out the maintenance of Revson and the JV field, and is looking to do something similar for the softball fields as well. Most of the District's recent attention has been focused on Revson since it was the one in need of the most attention

The Committee discussed the following regarding the update on the phase 2 facility feasibility study:

- Dr. McKersie announced that he has asked Ken Craw to be the point person for managing, preparing and presenting the Phase 2 Feasibility Reports. He will work closely with Michelle Miller of Silver/Petrucci, as well as Rich Rudl and the Principals. Ken's charge is to make a highly complex set of analysis and presentations as clear and understandable as possible.
- Dr. Craw reported that at the last meeting of the facility feasibility committee they looked at the feasible options that were emerging and added that the last time the District was at the current enrollment level is when the intermediate school was built. Dr. Craw shared cost comparisons of a three versus four site campus. The cost to renovate the middle school based on the phase 1 recommendations is \$37 million. The cost to build a new middle school, which would be added to the high school, is \$73 million. The cost to expand the elementary school and convert the intermediate school to a middle school is \$61 million, but this cost does not include the cost associated with any of the recommendations noted in the phase 1 study for the elementary school. Dr. McKersie

added that going to a three site campus does not necessarily mean that the District is going to save money.

- Mr. Pesco added that Town should be involved as well to see what conclusion they come to, and this should be elevated to a Town discussion so everyone knows what's involved with moving to a three site campus.
- At the next Board of Education meeting the Board will begin discussing the merits and viability of a three site campus, and the District needs to clarify what information is out in the public, as there is a lot of misinformation.

The Committee discussed the following regarding paving the gravel parking lot at the high school:

- Mr. Rudl reported that the District is looking into have the current dirt parking lot at Weston High School paved. Each year when the parking fee is charged the District assumes a certain level of hardship waivers. Over the years since the parking fee has been established the account has generated additional one-time revenue of approximately \$35,000, which the high school had hoped could be used towards paving this dirt lot.
- The District solicited quotes for paving this lot and did receive one for \$38,000. Over the summer the District would like to move forward with the project. Having the lot paved would also provide the grounds, custodial and maintenance staffs additional time to focus on other areas of the campus as district staff does spend considerable time smoothing out the lot's surface. The Committee agreed to move forward with the project, but suggested confirming with the conservation department first to ensure that there are no issues.

The Committee discussed the following regarding the general facilities update:

- Mr. Rudl reported that each month he would be presenting to the Committee a report on either completed or in progress projects by the Facilities Department. Mr. Rudl walked the Committee through the current report, which included such projects as boiler repairs at the elementary school, playground repairs, a knee wall leak at the intermediate school, and middle school roof repairs. Additionally, in February and March the Maintenance staff received 283 work orders. Dr. McKersie added that in executive session at the next Board of Education meeting there will be a discussion on how the grounds and maintenance departments will be managed.

The Committee discussed the following regarding the preventative maintenance schedule:

- Mr. Rudl shared with the Committee a proposed preventative maintenance schedule for the District noting areas that currently have a preventative maintenance plan in place,

ones that don't due to funding, and those areas which the District is currently exploring a plan for. Among those that do currently undergo preventative maintenance are, roofs, elevators, fire protection systems, the Zenon plant and playground maintenance (which is maintained by District staff). Among the items that do not currently have a program in place due to lack of funds are the Dectron unit at the pool, water heater service, security cameras, bleachers, and sewer lines. The District currently maintains all athletic fields itself, but is looking to contract this out. Mr. Rudl added that Weston currently has the lowest facilities funding per square foot in DRGA and one of the lowest in Fairfield County.

The Committee discussed the following regarding the March minutes:

- The Committee approved the March minutes.

The Committee discussed the following regarding other business:

- Mr. Rudl reported that the District is looking into having the tennis courts cleaned and repaired. The Committee thought that Parks and Recreation normally handles the courts, so Mr. Rudl will contact Dave Ungar, the Parks and Rec director to confirm if this is the case. Mr. Rudl added that Mr. Ungar has been extremely helpful the past few weeks allowing the District to borrow Parks and Rec equipment and materials in order to prepare the athletic fields. Dr. McKersie added that at the end of the year members of the Board of Education should sit down with the First Selectman to discuss a list of capital concerns and other items, such as the tennis courts, and what can be done about them.

There being no further business to discuss, the Committee adjourned at 11:19 a.m.

The next meeting is scheduled for May 2, 2019.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 29, 2019

Information Only

Action Requested

Agenda Item Subject: April Principals' Report

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

April 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

April 29, 2019



Weston High School

Lisa Deorio, Principal

*In this issue... Principal's Update
Academic Programs
Co-Curricular Programs
Professional Development
Athletics*

PRINCIPAL'S UPDATE

Important dates for the remainder of the school year:

- AP Exams: May 6 thru May 17
- Prom: May 17
- Senior Trip: June 4
- Awards Ceremony: June 5
- Senior Awards Ceremony: June 6
- Senior Banquet: June 11
- Graduation: June 14 at 6:00 p.m. in the WHS New Gym

ACADEMIC PROGRAMS

Students in Mr. Jorge and Mrs. Klein's AP United States History classes participated in a recent simulation focused on the various crises our country faced during the Great Depression of the 1930s. Students took on the roles of political leaders from this time, such as Robert Taft and Huey Long, or groups of American citizens affected by the political decisions being made, such as factory workers and business owners. Students engaged in research on the complex issues that took place during the Great Depression, many of which involved economic concepts. The students then wrote speeches and delivered their speeches in an effort to gain the votes of the citizens for each round of the simulation.



Pictured are the winners in Mr. Jorge's classes: Zaman Khan and Aidan Delgass who represented Huey Long. Aidan Gomar and Chris Mbwa-Mboma who represented Wendell Willkie. Also pictured are winners in Mrs. Klein's classes: Charlotte Chen and Danielle Ielusic, who represented Wendell

Willkie; Meghan Morrissey and Jesse Herman, who represented Franklin Roosevelt; Mickey Stack and Stephen Marshalko, who represented Franklin Roosevelt.



The Writing Center had another productive month. Teachers had individual conferences with 70 students and visited 15 classes to help with revision activities. A major focus for the start of the fourth quarter will be the Sophomore Writing Portfolio, which is due May 9. Writing Center teachers will visit the sophomore classes and offer revision lessons. Sophomores should book appointments with the Writing Center as soon as possible to review their work prior to submission.

In addition, the Writing Center has a new bulletin board that offers quick and easy tips on many common writing mistakes. Scan the QR code on the slip and it will take you to an online lesson explaining the topic. Stop by, check it out, and book an appointment for more explanation!

In March, 67 juniors in Weston High School's AP United States History program visited the Franklin Delano Roosevelt Presidential Library and Museum and the Roosevelt National Historic Site in Hyde Park, New York. The students learned about the personal life of the 32nd President and how he gave hope to the American people during one of the most challenging times in our nation's history. This trip was planned to coincide with the performance-based learning simulation on the Great Depression. With the ongoing simulation in mind, students took the time to learn and further their understanding of this time period while touring the museum within the Presidential Library and during the National Park Ranger guided tour of Springwood, FDR's home. Students also paid their respects at the gravesite of Franklin and Eleanor Roosevelt.



CO-CURRICULAR PROGRAMS

Weston Debate Team seniors, Sean O'Neil and Carolyn Zech, finished the year by winning the Connecticut State Championship in the varsity division on March 22. Debating on negative "Resolved: The US Supreme Court should be significantly reformed," our team defeated Simsbury in a 3-2 decision. Our third senior team member, Jane Burdett, teamed with sophomore Rebecca Ronai in the varsity division. Also qualifying for the State Championship in the novice division were sophomores Lindsey Greenberg, Knox Watson, Jasper Richardson, and Hans Niemann.



Special thanks to our graduating seniors O'Neil and Burdett who started the debate team and have worked tirelessly with Zech to nurture the underclassmen. Weston has a particularly strong team for next year in the talented group of Greenberg, Niemann, Keona Patel, Richardson, Ronai, Emily Semaya, Sarina Shah, and Watson.



Student Government held a successful "Color Clash" the week of April 8-12. Events included Food, Friends, and Funk, a floor hockey tournament, and Field Day during school on Friday. At Food, Friends, and Funk, the Colony Pizza Truck served up delicious pizzas, as Weston student bands played a mix of original songs and classic hits for a crowd of students. The Colony Pizza Truck was made possible by a generous donation from Weston Youth Services. Despite the cold weather on Friday, students enjoyed a variety of field day activities including kickball, Weston Family Feud, rock painting, yoga, Zumba, and more! It was a fantastic week that would not have been possible without the hard work of Student Government members across grade levels.



WHS Company performed the musical comedy, *The Addams Family*. The always spooky and altogether kooky show is based upon The Addams Family characters in the Charles Addams cartoons. This extraordinary American family has an affinity for all things macabre. When daughter Wednesday Addams falls in love with a "normal" boy, Lucas Beineke, the families are thrown together to see if they can get along. This show was fun for all and a real crowd pleaser!



Circle of Friends Club members and Unified Sports Team members joined with Special Olympics staff to support our annual Spread the Word to End the Word campaign. The national campaign started in 2009 to bring awareness to stop the use of derogatory comments towards individuals with disabilities and to encourage respect, unity and inclusion.



Throughout April, the Class of 2021 sponsored two supply drives for the Gillespie Center, an emergency homeless shelter of Westport. One of the drives focused on collecting toiletries, and it was while delivering these supplies that the students recognized a need for food at the shelter. The sophomore class stepped up by making announcements, raising awareness, and collecting non-perishable food items for the Gillespie Center as well.

PROFESSIONAL DEVELOPMENT



Technology and engineering teacher, Mrs. Robens, attended the 81st Annual ITEEA (International Technology Education and Engineering Association) in Kansas City, MO. At the conference, Mrs. Robens collaborated with other technology educators about current trends and the future of

technology education, including the integration of STEM and how the subject area ties into other academic areas. Presentations covered a wide scope of content including elementary implementation, robotics, hydroponics, electronics, architecture, and special education.

On Wednesday, April 10, Weston staff members volunteered at the “Real World Day” for Staples High School seniors. Mrs. Swezey, Mr. Filip, Mr. Torres, Mr. Moeder, and Ms. Conetta helped students through a financial reality fair and hope to bring a similar experience to Weston students next spring.



ATHLETICS

Spring sports are underway and we are all hoping for warmer, drier weather very soon. Our Esports team is doing very well this season. As they near the midpoint, they are ranked seventh in the state. Our other spring sports teams are off to a good start as well.

Weston Middle School

Dan Doak, Principal

In this issue...Odyssey of the Mind Team Advances

Music Students Participate in Regional Music Festival

Sixth Graders Learn How Animals Adapt to Long Island Sound

Sixth Grader Performs at Music Educators Conference

Seventh Graders Discuss Demographics with Town Leaders

Health Students Promote Positive Messages

Mock Trial Team Competes in State Quarterfinals

ODYSSEY OF THE MIND TEAM ADVANCES



The Connecticut Odyssey of the Mind State Tournament at SCSU concluded over the past weekend. For those unfamiliar, Odyssey of the Mind is an international STEM competition since 1989. Mr. Rudd Anderson introduced the program at WIS six years ago, and WMS adopted it last year. The two schools together sent seven teams to compete this year. At the CTOM State Tournament in Division 1, two WIS teams, and in Division 2, one WMS team qualified to represent WPS and the State of Connecticut at the upcoming Odyssey of the Mind World Finals this May at Michigan State University. Congratulations to our WMS Team on

their second place finish for their structure. Pictured are Mr. Anderson with students Rohak Gulia, Michael Zana, Dylan Field, Jack Wohlford, Kyler Murphy and Stephanie Field.

MUSIC STUDENTS PARTICIPATE IN REGIONAL MUSIC FESTIVAL

On Friday, March 15 and Saturday, March 16, WMS students went to Wilton High School to attend the Connecticut Music Educators Association Western Regional Music Festival. Eighteen towns were represented in the festival, with 15 students representing Weston! Congratulations to Karl Schulz for his participation in jazz band, Ramsey Makan for band, and Kennedy Boehme, Clarisse Braun, Riley Dize, Jonah Frimmer, Olivia Haliulin, Madeline Lawler, Lulu Mann, Thomas Martin, Alyssa Pignataro, Madeleine Revzon, Caitlyn Sollazzo, William Stammer, and Avery Tunney for chorus. All of these students auditioned in December to be accepted into this festival. Congratulations on all of your hard work!



SIXTH GRADERS LEARN HOW ANIMALS ADAPT TO LONG ISLAND SOUND

Students in sixth grade science classes kicked off their last unit on ecology with a visit from educator, Amy Leonard, from Sound Waters. During each class, students interacted with various animals such as diamondback terrapin, flounder fish, spider crabs, hermit crabs, oysters, mussels, snails, and sea stars. Through their investigation, students learned how these animals adapt to the Long Island Sound ecosystem. Many factors impact these animals' survival such as daily water variations, predator/prey relationships, food supply, biotic and abiotic factors and human impact. In addition, students classified the organisms based on shared characteristics.



SIXTH GRADER PERFORMS AT MUSIC EDUCATORS CONFERENCE

Sixth grade trumpeter, Jackson Tucker, was nominated and participated in the Elementary Honors Band at the Connecticut Music Educators Association Conference in Hartford on April 11. He was among 150 other sixth grade students from around the state of Connecticut invited to perform in the EHB with musical conductor Dr. John T. Hart, Jr. Students were also treated to a live performance of "Project Trio," the internet flute-beatboxing sensation. The EHB delighted a standing room only audience comprised of families and music educators from around the state.

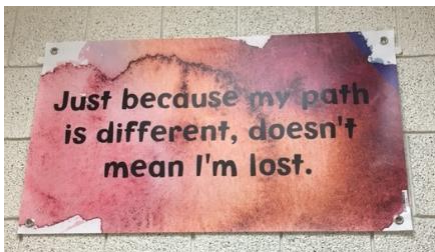


SEVENTH GRADERS DISCUSS DEMOGRAPHICS WITH TOWN LEADERS

As part of our population issues unit in seventh grade social studies, students studied global case studies to understand demographic trends and are tasked with applying that understanding to a culminating project addressing a local issue impacting our town. On Friday April 5, seventh grade students gathered in the Library Learning Commons to hear a panel discussion by town stakeholders on Weston's changing demographics and population challenges facing the town and the schools. Our panelists included William S. McKersie, Ph.D., Superintendent of Schools; Chris Spaulding, First Selectman; Ken Edgar, Representative from Planning and Zoning; Laura Cleary, Department of Youth Services; Jason Kim, Weston Police Force and WMS SRO; and Daniel Doak, WMS Principal. The panelists shared their area of expertise and weighed in on how population changes may impact Weston's future development. The panelists served as a guide to begin students' thinking and exploration into answering the question, "How should the town of Weston address its changing demographics?"



HEALTH STUDENTS PROMOTE POSITIVE MESSAGES



In sixth grade health, students had the opportunity to research inspirational quotes during their service learning unit. The class chose a project to help bring more positive messages into our school hallways. As a class, they then decided which quotes would be created into a banner. Our goal is that each trimester, sixth grade health students will continue to add inspirational quotes to the hallway.

MOCK TRIAL TEAM COMPETES IN STATE QUARTERFINALS

The Weston Mock Trial team competed in the quarterfinals at Hartford Superior court on Tuesday, April 2. It was a close call, but the Weston defense beat St. Paul Middle School's prosecution. WMS advances to the semi-final competition on May 2. We are very proud of our students and their hard work!



Weston Intermediate School

Pattie Falber, Principal

In this issue...WIS ShowStoppers Presents 101 Dalmatians

Fifth Grade Science

Grade 3 Language Arts

Odyssey of the Mind

Grade 4 Orchestra and Grade 5 Band Debut Concert

Fourth Grade Field Trip to Eli Whitney Museum

WIS Science Fair

Third Grade Choral Concerts

Grade 4 Maker-Tech

Professional Development

WIS SHOWSTOPPERS PRESENTS, 101 DALMATIANS

On Saturday and Sunday, March 23 and 24, WIS ShowStoppers performed a full-scale musical production of Disney's *101 Dalmatians*. ShowStoppers is a program for fourth and fifth graders who want to be part of our school musical. This year almost 80 students sang, danced, and brought to life the wonderful story of how the monstrous Cruella DeVil plotted to steal Dalmatian puppies for her new fur coat. The Dalmatians however rally all the dogs of London for a daring rescue of the puppies from Cruella and her bumbling henchmen bringing a happy ending for all the puppies. ShowStoppers prides itself on bringing first-time cast members together with "more seasoned" actors from earlier productions to bring musical theater to a live audience and experience the thrill of laughter, applause,



and a wonderful sense of community. We couldn't have done this production without the help of the numerous parent volunteers who generously gave their time to paint, construct sets, sew, and apply make-up, so we are truly thankful for their support.

FIFTH GRADE SCIENCE



This month, the fifth grade students continued with their study of Earth's Systems in science by considering how wastewater treatment could be a potential solution to a fictional island's water shortage. Students learned that when wastewater gets mixed with substances in a wastewater treatment plant that new substances come out of the plant along with clean, fresh water. Students participated in a lab where they observed a chemical reaction by mixing calcium chloride, baking soda, and phenol red solution, and discovered that the properties of separate substances are different from the properties of the mixture. Students

continued to read and talk about chemical reactions to learn that when you mix substances, you sometimes end up with a mixture that has new properties; and by choosing which substances to combine, engineers can control the results of a chemical reaction; helping them to understand how in a wastewater treatment process, scientists can treat water that has harmful substances in it to produce clean water.

GRADE 3 LANGUAGE ARTS



Third grade readers and writers have been engaged in a unit on studying characters in fictional texts and writing literary essays to express and support an opinion about those texts. These two units complement one another beautifully, as the reading unit teaches students to read closely and think deeply to develop theories about characters and the lessons they learn. This thinking provides students the opportunity to begin thinking about messages and themes while gathering evidence from text to support their thinking. Students do this work collaboratively in book clubs and across multiple texts while moving up reading levels. In writing, students use their learning about analyzing characters, messages, and themes to develop and support a claim about a text. Students use booklets to organize their claim and their reasons while gathering evidence from text to support every part of their thinking.

This unit is a great way to extend the work students have done with writing opinion pieces about a topic into writing opinion pieces about a text. Writing strong and supported literary essays will continue into fourth and fifth grade, and beyond.

ODYSSEY OF THE MIND

Last month, six teams from WIS and two teams from WMS competed in the Connecticut Odyssey of the Mind State Finals at Southern Connecticut State University. All of our teams did exceptionally well, and three Weston Public Schools teams - two from WIS and one from WMS, all competing in the Structures and Vehicles problems, qualified to attend the World Finals to take place at Michigan State University in May. Odyssey of the Mind is a creative problem solving competition for students from

first grade through college. Students from both WIS and WMS spent more than six months working together as a team to engage in solving novel problems within given restrictions in one of five different categories. The team members applied their creativity to solve problems that ranged from theatrical performances, to building structures, to designing and building vehicles that move within a creative scenario. The students learned the importance of working together and depending on each other to achieve a common goal. The CT State Finals competition was an inspiring, and fun day and we look forward to hearing about the upcoming World Finals experience next month. Congratulations to our World Finals teams and to all of the team members, coaches and parents who helped to make Odyssey a success in Weston this year. We could not do this program without you!



GRADE 4 ORCHESTRA AND GRADE 5 BAND DEBUT CONCERT

On Wednesday evening, March 27, the fourth grade orchestra and the fifth grade band presented their debut concert to a standing room only audience. The program, designed to showcase the emerging skill and technique of these students, showed how rapidly they have grown as musicians. Mr. Paul led the fourth grade orchestra of almost 100 students through a variety of short pieces that proudly demonstrated their ability to play for the first time as an ensemble. A highlight of their program was a spirited rendition of the theme from *Star Wars*. The fifth grade band, led by Ms. Sobeleski, performed equally well with a variety of pieces that featured the individual instruments as well as the full ensemble. Students took turns showing the various instruments and talking about the unique challenges and joys of each. The evening concluded with a jazzy tune called, *Strike Force*, which left us all moving to the beat. It was a fun evening for everyone.



FOURTH GRADE FIELD TRIP TO ELI WHITNEY MUSEUM



To culminate their recent study of electricity and forces and motion in science, the fourth grade students spent a day at the Eli Whitney Museum in Hamden, Connecticut where they applied their knowledge to two fun projects. They began by building a model of a house with a circuit that included a switch, incandescent lightbulb, and an LED bulb. As they built their model they discussed open and closed circuits and applied their understanding as they made the necessary connections to light their house. The students later began to explore the properties of force and motion while constructing their own pinball machine. With this project, they were able to experience firsthand an important concept that the position and motion of an object can be changed by pushing or pulling.



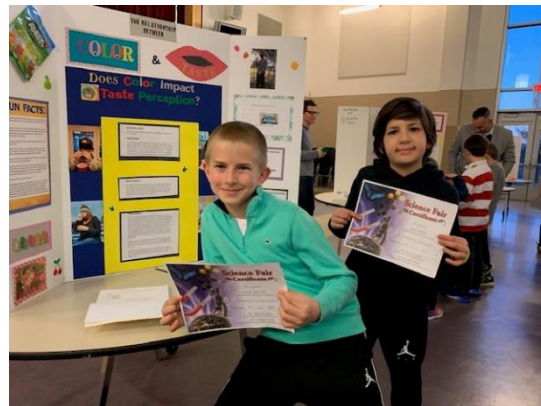
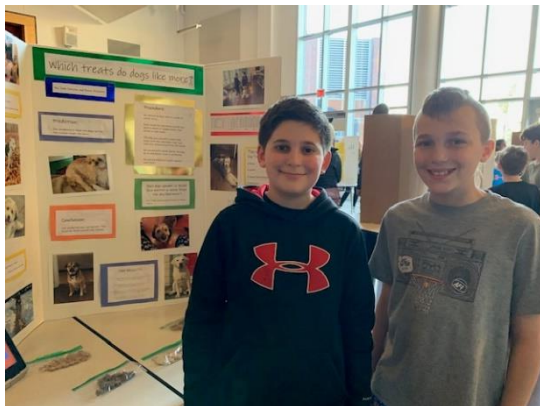
WIS SCIENCE FAIR

On Wednesday evening, April 3, WIS held its annual Science Fair. Almost 180 fourth and fifth grade students participated this year, presenting a wide variety of creative and highly engaging inquiry projects.



The projects were designed and carried out solely by the students, who were able to confidently explain their investigation and final results to the many parents and students who attended that evening. The range of topics this year was once again impressive and varied, with investigations ranging from how the color of food can impact taste, to identifying the magnetic properties of fruits, as well as showing the unhealthy effects of sugar, and learning about the effects of Wi-Fi and music on growing plants. It was an informative night. Our students and faculty were able to view the projects throughout the following day, and they too were very impressed with the

caliber of projects this year. Many thanks go out to Carolyn Vinton, our Curriculum Instructional Leader for Math and Science, who supported and encouraged the students throughout the process, and thank you also to our PTO and parent volunteers whose support makes this event possible.



*In this issue... Teaching and Learning
High Touch High Tech
Hurlbutt Celebrates a Positive School Climate
Los Estudiantes De Hurlbutt Hablan Espanol*

TEACHING AND LEARNING

Hurlbutt Elementary hosted a guest artist who worked with first and second grade students during their art time to create a “conceptual garden sculpture.” Andrew Hamilton Reiss is a sculpture artist who graduated from Weston High School and is a member of Weston Arts. He gave the first and second grade students a short presentation in our Library Learning Commons, including information about his work and how he develops ideas for creating art. Mr. Reiss visited the following week and worked with students during their art time to help them create conceptual garden sculptures.

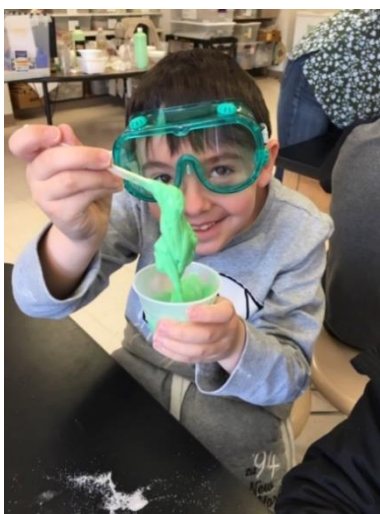
First grade students reviewed what a sculpture is and learned how to use different types of found materials to create a sculpture such as, paper, wire, yarn, and craft sticks. Students were instructed to create one object “growing” from their garden then added on to create a complete project.

Second graders worked with a partner as they chose a particular type of garden to focus on. Some choices discussed were: tropical, water, butterfly, fairy, flower, and vegetable gardens. Students worked to make their gardens cohesive as they created together, helping each other “grow” their gardens. Students learned that they can create anything from their imagination using repurposed and recycled materials into an art form. Students benefited from having a guest artist who helped them to make their sculptural garden a work of art. We are grateful to the PTO Philanthropy Committee for funding this exciting experience.



HIGH TOUCH HIGH TECH

The second grade classes enjoyed time with a High Touch High Tech chemist, whose visit was generously funded through the PTO Talent on Tap program. This hands-on program is a popular one at Hurlbutt. Our students love the engaging and interactive experience. They enjoyed watching chemical reactions created by the scientist. One example included mixing baking soda and vinegar to create a reaction that then inflated a balloon and elicited many oohs and aahs from our young scientists. The highlight of the day was making silly putty by mixing glue, borax and food coloring!



HURLBUTT CELEBRATES A POSITIVE SCHOOL CLIMATE

PLEDGE	SONG
<p>I promise to take care of the Earth.</p> <p>I will REDUCE the amount of trash I make.</p> <p>I will REUSE things instead of throwing them out.</p> <p>I will RECYCLE items that can made into something new.</p> <p>I will work to make the world a better place for everyone.</p>	<p>(to the tune of "The More We Get Together")</p> <p>Reduce Reuse Recycle Recycle... recycle Reduce Reuse Recycle It's easy to do 'Cause your trash And my trash Make up way Too much trash Reduce, Reuse, Recycle It's easy to do!</p>

At our April PBIS assembly, we began preparations for Earth Day. April 22 marks global Earth Day, a worldwide focus on the negative impacts of industrial development. While we strive each day at Hurlbutt to be safe, kind and responsible stewards of our environment and earth, this special day brings a spotlight to this need. To represent each child's commitment, we made blue and green paper hands for each student to sign with their name as a promise to be kind to the earth. (The blue represents the water and the green represents the land.) At the end of April, we will connect the hands and create a large collage of the earth to display in our school.

Each student also committed to our Trash Free Snack Challenge. For one day, we ask students to bring snacks in packages that eliminate garbage. Students came up with creative ways to bring their snacks using reusable items. Once this activity is completed, each class will receive an Earth Day Achievement Award. We hope these efforts will support the creation of lifelong habits for our young learners. We also hope our actions will inspire our community members to do their part to be safe, kind and responsible to the environment and the world around them.

LOS ESTUDIANTES DE HURLBUTT HABLAN ESPANOL

Our Kindergarteners can now classify objects using three properties, color, size and shape; and can name people and places in our community. Our first grade students have added nature words and action words to their Spanish vocabulary! Second graders can identify and describe fruit by its color, size and quantity of seeds. They can also name the continent from which the fruit originated. Our world language program enhances grade level concepts and reinforces our goal of developing global citizens.