

Board of Education Regular Meeting

Monday, June 17, 2019 7:30 PM

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

A. Collective Bargaining

B. Discussion of Salary and Contract Term for 2019-2020 Unaffiliated Central Office Administrators: Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Pupil Personnel Services, Director of Human Resources and Internal Counsel, Director of Finance and Operations, and Director of Digital Learning and Technology

C. Discussion of Confidential Communications Subject to Attorney-Client Privilege

D. Discussion of Superintendent of Schools Contract

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. RECOGNITION

A. Recognition and Presentation of Weston High School 2019 Girls Tennis Team, Class S State Champions and Coaching Staff, Weston High School 2019 Girls Track and Field, Class M State Champions and Coaching Staff, CIAC All-State Athletes, and CIAC All-New England Athletes

B. Recognition of Connecticut Association of Schools Scholar Leader Award Recipients

C. Recognition of 2019 National Association for Music Educators (NAfME) All-State, All-Eastern and All-National Honors

D. Recognition of the 2019 High School HALO Award Recipients

E. Recognition of Donation from WestonArts

F. Recognition of the Presidents of 2018-2019 Weston High School, Weston Middle School, Weston Intermediate School and Hurlbutt Elementary School Parent Teacher Organizations

G. Recognition of Weston Public Schools 2018-2019 Parent Teacher Organizations Funded Initiatives

H. Ms. Gina Albert, Board Chairperson, to Honor Daniel McNeill for his Four Years of Service to the Weston Board of Education

VI. APPROVAL OF MINUTES

VII. PUBLIC COMMENT

VIII. **NEW BUSINESS**

A. Addition of New Item VIII.H.6, Director of Facilities

B. Retirements

1. Recognition of Retirees

C. Resignations

1. Acknowledgement of Resignation(s)

D. School Start and End Time Report

E. Discussion and Approval of New Textbook Adoption for Weston High School AP Music Theory

F. Discussion and Approval of New Textbook Adoption for Weston Middle School Science Resources

G. Discussion and Approval for Recommended Repairs to Revson Varsity Field and the softball field at Weston Middle School

H. Eleventh FY 2019 Financial Update and Approval of Transfers

I. Discussion and Vote on Salary and Contract Term for 2019-2020 Unaffiliated Central Office Administrators

1. Assistant Superintendent of Curriculum and Instruction Contract

2. Assistant Superintendent of Pupil Personnel Services Contract

3. Director of Human Resources and Internal Counsel Contract

4. Director of Finance and Operations Contract

5. Director of Digital Learning and Technology Contract

6. Director of Facilities

J. Discussion and Vote on Superintendent of Schools Contract

K. Discussion and Vote to Rescind Non-Renewals of Teachers

L. Ratifications of Memoranda of Understanding Between the Weston Board of Education and Local 1303-110 of Council 4 AFSCME, AFL-CIO

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

1. First Reading of Policy 4113.3, Background Checks

2. First Reading of Policy 4111.1, Plan for Minority Staff Recruitment

3. First Reading and Administrative Regulation 4118.25/5141.4, Reports of Suspected Child Abuse and Neglect

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. CABE

I. Weston Education Foundation

XI. WRITTEN REPORTS

A. Principals' Reports

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

A. Regular Session on July 22, 2019 at 7:30 p.m.

B. Review of Pending Agenda Items for Next Meeting

XIII. ADJOURNMENT

Weston Public Schools



WILLIAM S. McKERSIE, PH.D.
williammckersie@westonps.org

Superintendent of Schools
24 School Road
Weston, Connecticut 06883-1699

Telephone: (203) 221-6580
FAX: (203) 221-1253

June 14, 2019

Ms. Claudia Hahn
WestonArts
PO Box 1124
Weston, CT 06883-1124

Dear Ms. Hahn:

On behalf of the Weston Board of Education I extend sincere appreciation for the WestonArts' \$1,547.06 grant award to Steve Fasoli, which will allow the purchase of a concert bass drum.

We appreciate the generous gift and thank you for thinking of the needs of the school system. Your efforts contribute to an improved educational opportunity for Weston students.

Sincerely,

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

cc: Lisa Deorio, Weston High School Principal
Richard Rudl, Director of Finance and Operations

Hurlbutt Elementary School PTO, Inc.

May 29, 2019

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

Dear Dr. McKersie,

I am delighted to inform you that the Hurlbutt Elementary School (HES) PTO approved the following items from our 2018-2019 philanthropy account to purchase:

| | |
|--------------------------------------|--------------|
| One School-One Book | 2,620.00 |
| Art in Residence Workshop & Material | 1,970.00 |
| North House Playground | 130,000.00 |
| WEF Educational Projects | 500.00 |
| Die Cutting Machine | 419.00 |
| Supplemental Playground Equipment | 2,500.00 |
| | |
| Total Philanthropy Paid | \$138,009.00 |

We feel that these gifts will enhance the level of instruction in the classrooms and in the schools for all the children.

The HES PTO is committed to supporting the district's overall educational curriculum. We hope that we will continue to have another successful year of fundraising so we can continue to support our children and Weston schools.

Again, we are pleased to present these gifts to the Weston Public Schools.

Sincerely,
Marlo Villepigue
HES PTO President

cc: Laura Kaddis, Principal, Hurlbutt Elementary School

9 School Road, Weston, Connecticut 06883

Weston Intermediate School PTO, Inc.

May 30, 2019

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

Dear Dr. McKersie,

I am delighted to inform you that the Weston Intermediate School (WIS) PTO approved the following items from our 2018-2019 philanthropy account:

- Teleprompter (\$300)
- Refrigerator, stove, and microwave for the teachers' lounge (\$817)
- WEF Annual Donation (\$500)
- LED light strips for art department (\$160)
- Instrument cover for music department (\$99)
- Poster maker (\$2,500)
- Author visit - Dan Gutman (\$2,500)
- Music instruments (\$1,834.86)

We feel that these gifts will enhance the level of instruction in the classrooms and in the school for all the children.

The WIS PTO is committed to supporting the district's overall educational curriculum. We hope that we will continue to have another successful year of fundraising so we can continue to support our children and the school.

Again, we are pleased to present these gifts to the Weston Intermediate School.

Sincerely,

Katia Colaprico
WIS PTO President

cc: Pattie Falber, Principal Weston Intermediate School

95 School Road, Weston, Connecticut 06883

Weston Middle School PTO, Inc.

June 17, 2019

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

Dear Dr. McKersie,

I am delighted to inform you that the Weston Middle School (WMS) PTO approved the following items from our 2018-2019 philanthropy account: \$3,000 in Principal Discretionary Funds, to be used by the Team Leaders and the Principal, \$800 for the Interactive Educational Theater, \$3,500 for Standing Desks, Stress Balls, and White Boards, \$3,000 for Robotics Training, \$1,480 in Touch the Top books for 8th Graders transitioning into 9th Grade at the High school, and \$6,000 for the Wingman Program. We feel that these gifts will enhance the level of instruction in the classrooms and in the school for all the children.

The WMS PTO is committed to supporting the district's overall educational curriculum. We hope that we will continue to have another successful year of fundraising so we can continue to support our children and the school.

Again, we are pleased to present these gifts to the Weston Middle School.

Sincerely,
Tammy Roberts
Weston Middle School PTO President

cc: Dan Doak, Principal Weston Middle School



WESTON HIGH SCHOOL PTO

June 12, 2019

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

Dear Dr. McKersie,

It is, once again, a privilege to present to the Weston Board of Education the following WHS PTO approved gifts to our school community. Our concerted effort this year was focused on a significant upgrade to our College Career Center. Not only is it now a more modern and welcoming center for incoming college career reps, but also a full-time usable workspace for upper classmen to work independently.

Please accept the following donations for 2018/2019 school year:

| | |
|--|------------------|
| College Career Center Upgrade | \$35,000 |
| Principals Service Fund | \$ 3,000 |
| Weston Education Foundation | \$ 500 |
| College Career Marketing Effort | \$ 1,500 |
| Orchestra holding racks | \$ 1,850 |
| Professional Development Fund | \$ 2,000 |
| Company/Short Wharf Ads | \$ 370 |
| Trout in the classroom | \$ 1,456 |
| E-printer in library | \$ 2,572 |
| 8 & 9 th grade book club book | \$ 1,479 |
| Author speaker Harlan Cohen | \$ 2,655 |
| Art display racks | \$ 2,740 |
| Post Graduation buses | \$ 6,000 |
| Musical instrument repair fund | \$ 1,000 |
| PTO Citizen Awards | \$ 500 |
| English hallways painting | \$ 100 |
| Total donation amounts: | \$ 62,722 |

Respectfully submitted,
Dawn Egan
WHS PTO President

Cc: Ms. Lisa Deorio

Weston Board of Education Executive Session

May 20, 2019 6:00 PM

Weston Middle School Conference Room

Attendance Taken at 6:00 PM:

Present Board Members:

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

Absent Board Members:

Ruby Hedge

Others:

William McKersie
Lewis Brey

- 1. Personnel Matter-Discussion Regarding 2019-2020 Compensation for the Following Positions:
District Medical Advisor; Nursing Supervisor; Food Service Director; Confidential Administrative Assistant for the Superintendent; Administrative Assistant for the Assistant Superintendent of Curriculum & Instruction; Administrative Assistant for the Assistant Superintendent of Pupil Personnel Services; Confidential Human Resources Specialist; Finance Coordinator; Confidential Finance and Operations Office Manager; Payroll and Benefits Coordinator; Accounts Payable/Accounts Receivable; Student Activities Bookkeeper; Information Technology Coordinator; District Data Coordinator; Data Analyst; Board Certified Behavioral Analyst (3); Board Certified Analyst; Behavioral Specialist; Vocational Therapist; Athletic Trainer (2); and Unaffiliated Bus Aids (4)**
- 2. Personnel Matter-Discussion Regarding Retirement of Joseph Olenik**
- 3. Discussion Regarding Memorandum of Understanding Between The Board of Education and Local 1303-110 of Council 4 AFSCME, AFL-CIO**
- 4. Personnel Matter-Discussion Regarding performance of personnel related to a parent complaint**

Discussion:

Upon a MOTION by Mrs. Uzenoff, second by Mr. McNeill, the Board entered Executive Session at 6:05 p.m. to discuss personnel matters regarding 2019-2020 compensation for the positions listed above, a personnel matters and a Memorandum of Understanding.

Dr. McKersie and Mr. Brey were asked by the Board to join for the discussion. Both left Executive Session at 7:03 p.m. With a motion by Mrs. Uzenoff, second by Ms. Miller, the Board adjourned at 7:23 p.m.

Chairperson

Superintendent

Board of Education Regular Meeting

May 20, 2019 7:30 PM

Weston Middle School Library

Attendance Taken at 7:34 PM:

Present Board Members:

Daniel McNeill

Ellen Uzenoff

Gina Albert

Taffy Miller

Anthony Pesco

Melissa Walker (left meeting at 9:50 p.m.)

Absent Board Members:

Ruby Hedge

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. ADDITION OF NEW AGENDA ITEM TO NEW BUSINESS

Motion Passed: Move that the Board of Education add agenda item under New Business, Update from Dr. McKersie, and possible discussion, regarding recent events at Weston Middle School; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

6 Yeas - 0 Nays.

VI. RECOGNITION

VI.A. Builders Beyond Borders Update

VI.B. Recognition of Weston High School, Connecticut State Debate Champions

Motion Passed: Move that the Weston Board of Education recognizes Carolyn Zech and Sean O'Neil as Connecticut State Debate Champions; passed with a motion by Anthony Pesco and a second by Taffy Miller.

6 Yeas - 0 Nays.

VI.C. Recognition of National Association for Music Educators (NAfME) All-State, All-Eastern and All-National Honors

Motion Passed: Move that the Weston Board of Education recognizes the selection of Joshua Ronai for National Association for Music Educators All-National Honors Choir, Joshua Ronai and Morgan Burns-Min for the National Association for Music Educators All-Eastern Honors Choir, and Rhys Aron, Ben Rosenberg, Joshua Ronai, Brooklyn Boehme, Morgan Burns-Min, Erin Dillon, Andrew Pappas and Remy Young for National Association for Music Educators All-State Festival; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

6 Yeas - 0 Nays.

Motion Passed: Move that the Weston Board of Education recognizes the selection of Joshua Ronai for National Association for Music Educators All-National Honors Choir, Joshua Ronai and Morgan Burns-Min for the National Association for Music Educators All-Eastern Honors Choir, and Rhys Aron, Ben Rosenberg, Joshua Ronai, Brooklyn Boehme, Morgan Burns-Min, Erin Dillon, Andrew Pappas and Remy Young for National Association for Music Educators All-State Festival; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

6 Yeas - 0 Nays.

VI.D. Recognition of the Tests of Engineering Aptitude Mathematics and Science (T.E.A.M.S.) State of Connecticut Finalists

Motion Passed: Move that the Weston Board of Education recognizes the Tests of Engineering Aptitude Mathematics and Science Club A Team for placing third, B Team for placing second for their essay, and the 9/10 Team for second place in their division-qualifying all teams to participate at the national level; passed with a motion by Melissa Walker and a second by Anthony Pesco.

6 Yeas - 0 Nays.

VI.E. Recognition of CABA Student Leadership Award

Motion Passed: Move that the Weston Board of Education recognize George Todorovich and Josephine Smith as recipients of the 2019 CABA Student Leadership Award; passed with a motion by Taffy Miller and a second by Daniel McNeill.

6 Yeas - 0 Nays.

VI.F. Recognition of Connecticut Music Educators Association (CMEA) Award Recipients

Motion Passed: Move that the Weston Board of Education recognize students of Weston Intermediate School and Weston Middle School for their participation in the CMEA Elementary Honors Ensembles; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

6 Yeas - 0 Nays.

VI.G. Recognition for Honors at Music in the Parks Adjudication Festival

Motion Passed: Move that the Weston Board of Education recognize the Students of Weston Middle School who participated in the Music in the Parks Adjudication Festival; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

6 Yeas - 0 Nays.

VI.H. Recognition of Math Olympiad Top Scorers

Motion Passed: Move that the Weston Board of Education recognizes Anushka Khubchandani, Kyler Murphy, Leka Mustafa, Deanna Russo and Isabel Cheng of Weston Intermediate School for their top scores in Math Olympiads and for Kyler Murphy being awarded the George Lenchner Award for a year-long perfect score; passed with a motion by Taffy Miller and a second by Anthony Pesco.

6 Yeas - 0 Nays.

VI.I. Recognition of Board of Education Student Representatives

Discussion:

Ms. Gina Albert, Board Chairperson, and Dr. McKersie, Superintendent, thanked both David Tamburri and Camryn Kirk for their service to the Board of Education as student representatives from Weston High School.

Motion Passed: Move that the Weston Board of Education recognize Camryn Kirk and David Tamburri for serving as the 2018-2019 Weston Board of Education Student Representatives; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

6 Yeas - 0 Nays.

VII. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the minutes from the Regular and Executive Session on April 29, 2019 and Special meeting on May 14, 2019; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

6 Yeas - 0 Nays.

VIII. PUBLIC COMMENT

Discussion:

The following public comments were regarding the events at Weston Middle School regarding safety and security:

1. Amy Gare, 31 Bridge Road
2. Michelle Tivey, 12 Old Stagecoach Road
3. Christine Harris, September Lane
4. Kirk Skotis, Christopher Hill
5. Jackie Austin, Ladder Hill Road North
6. Ronit Feldman, 120 Kettle Creek Road
7. Melissa Gladstone, Tubbs Spring Drive.

IX. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

David Tamburri noted that today marks the first day of senior internships, which will run until June 7. The high school students finished up two weeks of AP exams and the prom was held last Friday night. Camryn Kirk mentioned that all spring athletic teams are heading into the post season for SWC and State titles. HS co-curricular clubs are wrapping up for the year along with community service initiatives. They are looking forward to the upcoming student government elections.

X. NEW BUSINESS

X.A. Update by Dr. McKersie, and Possible Discussion, Regarding Recent Events at Weston Middle School

Discussion:

Dr. McKersie provided an update on safety and security, noting the District's excellent relationship with the Weston Police Department. Our security

specialists move amongst all buildings, allowing for better knowledge of our buildings. Top staff have attended FBI training on threat assessment. He understands that parents would like a public forum, however at this time, we are unable to hold such a meeting for legal reasons. Over the Summer, he will be working on planning a meeting in the Fall where the District's procedures, approaches and communication protocols.

X.B. Retirements

Motion Passed: Move that the Board of Education recognize the retirements of Anne Aquila, Suzanne Arnone, Sally Carta, Susan de Ipolyi, Holly Hawthorn, Nancy Johnston, Betty Mezzo, Alfia Pimpanella, and Malvene Ravage, passed with a motion by Ellen Uzenoff and a second by Daniel McNeill.

6 Yeas - 0 Nays.

X.C. Resignations

Motion Passed: Move that the Board of Education accepts the resignation of Christine Fernandez, Math Specialist at Hurlbutt Elementary School; passed with a motion by Anthony Pesco and a second by Daniel McNeill.

6 Yeas - 0 Nays.

X.D. 10-Year Capital Projection

Discussion:

Mr. Richard Rudl, Director of Finance and Operations, provided an update of the 10-Year Capital Projection for the District.

X.E. Phase 2 Feasibility Study Discussion

Discussion:

Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, provided a forum in which he Board could look at the Phase 2 Feasibility Study again and ask questions.

X.F. Annual Instructional Update

Discussion:

Dr. Kenneth Craw reviewed the Annual Instructional Update that was presented to the Curriculum Committee in May.

X.G. Discussion and Vote on 2019-2020 Board of Education Meeting Dates

Motion Passed: Move that the Weston Board of Education approve the monthly meeting dates and workshops for 2019-2020; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

5 Yeas - 0 Nays.

X.H. Discussion and Vote on Paving the Gravel Parking Lot at Weston High School

Motion Passed: Move that the Weston Board of Education approve the paving of the gravel parking lot at Weston High School; passed with a motion by Ellen Uzenoff and a second by Taffy Miller.

5 Yeas - 0 Nays.

X.I. Discussion and Vote on 2019-2020 Tuition Rates

Motion Passed: Move that the Weston Board of Education approve the tuition rates for the 2019-2020 school year; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

5 Yeas - 0 Nays.

X.J. Discussion and Vote on 2019-2020 Utility Rates for Facilities Rental

Motion Passed: Move that the Weston Board of Education approve the 2019-2020 utility rates for facilities rental; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

X.K. Discussion and Vote on Special Education Transportation Provider

Motion Passed: Move that the Weston Board of Education approve Relia as the District's special education transportation provider; passed with a motion by Daniel McNeill and a second by Anthony Pesco.

5 Yeas - 0 Nays.

X.L. Tenth FY 2019 Financial Update and Approval of Transfers

Discussion:

Mr. Richard Rudl, Director of Finance and Operations, presented the tenth FY 20 Financial Update with transfers totaling \$ 162,209, of which seven were in excess of \$5,000.

Motion Passed: Move that the Weston Board of Education approve the tenth FY 19 Financial Update and approval of transfers presented by Mr. Richard Rudl; passed with a motion by Anthony Pesco and a second by Taffy Miller.

5 Yeas - 0 Nays.

X.M. Personnel Matter-Discussion Regarding 2019-2020 Compensation for the Following Positions:

- District Medical Advisor;
- Nursing Supervisor;
- Food Service Director;
- Confidential Administrative Assistant for the Superintendent;
- Administrative Assistant for the Assistant Superintendent of Curriculum & Instruction;
- Administrative Assistant for the Assistant Superintendent of Pupil Personnel Services;
- Confidential Human Resources Specialist;
- Finance Coordinator;
- Confidential Finance and Operations Office Manager;
- Payroll and Benefits Coordinator;
- Accounts Payable/Accounts Receivable;
- Student Activities Bookkeeper;
- Information Technology Coordinator;
- District Data Coordinator;

**Data Analyst
Board Certified Behavioral Analyst (3);
Board Certified Analyst;
Behavioral Specialist;
Vocational Therapist;
Athletic Trainer (2); and
Unaffiliated Bus Aids (4)**

Motion Passed: Move that the Weston Board of Education approve a general wage increase of 2.5% general wage increase for the positions listed above: passed with a motion by Taffy Miller and a second by Anthony Pesco.

5 Yeas - 0 Nays.

X.N. Discussion Regarding Memorandum of Understanding Between the Board of Education and Local 1303-110 of Council 4 AFSCME, AFL-CIO

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

5 Yeas - 0 Nays.

XI. OLD BUSINESS

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

XI.A.1. Second Reading of Policy and Administrative Regulation 1324/5147, Fundraising Activities

Discussion:

Mr. Brey provided a second reading of Policy and Administrative Regulation 1324/5147, Fundraising Activities.

Motion Passed: Move that the Weston Board of Education approve Policy and Administrative Regulation 1324/5147, Fundraising Activities; passed with a motion by Daniel McNeill and a second by Anthony Pesco.

5 Yeas - 0 Nays.

XI.B. Second Reading of Administrative Regulation 6146, Graduation Requirements

Discussion:

Mr. Brey provided a second reading of Administrative Regulation 6146, Graduation Requirements.

Motion Passed: Move that the Weston Board of Education approve Administrative Regulation 6146, Graduation Requirements; passed with a motion by Ellen Uzenoff and a second by Taffy Miller.

5 Yeas - 0 Nays.

XI.C. Second Reading of Policy 5114, Student Discipline

Discussion:

Mr. Brey provided a second reading of Policy 5114, Student Discipline.

Motion Passed: Move that the Weston Board of Education approve Policy 5114, Student Discipline; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

XI.D. Second Reading of Administrative Regulation 5114.1, Alternative Educational Opportunities for Expelled Students

Discussion:

Mr. Brey provided a second reading of Administrative Regulation 5114.1, Alternative Educational Opportunities for Expelled Students.

Motion Passed: Move that the Weston Board of Education approve Administrative Regulation 5114.1, Alternative Educational Opportunities for Expelled Students; passed with a motion by Ellen Uzenoff and a second by Daniel McNeill.

5 Yeas - 0 Nays.

XII. SUPERINTENDENT'S REPORT

XII.A. District Update

Discussion:

Dr. McKersie spoke about his guest readings to the entire K-5 classrooms, highlighting the fifth grade's book regarding Paul Revere and the fourth grade's book of poetry by Shel Silverstein.

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

XIV. WRITTEN REPORTS

XIV.A. Principals' Reports

XV. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

XV.A. Regular Session on June 17, 2019 at 7:30 p.m.

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

Discussion:

The School Start and End Time Report will be presented at the June's Board Meeting.

XVI. ADJOURNMENT

Discussion:

Meeting adjourned at 10:34 p.m.

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

5 Yeas - 0 Nays.

Chairperson

Superintendent

Weston Board of Education Executive Session

May 23, 2019 12:00 PM

Central Office Conference Room

Attendance Taken at 12:00 PM:

Present Board Members:

Daniel McNeill

Ellen Uzenoff

Gina Albert

Ruby Hedge

Taffy Miller

Anthony Pesco

Melissa Walker

1. Personnel Matter - Retirement of Joe Olenik

2. Personnel Matter - Discussion Regarding Performance of Personnel Related to Parent Complaint

3. Personnel Matter - Discussion Regarding Annual Performance Review of Superintendent of Schools

Discussion:

Upon a MOTION by Mrs. Uzenoff, second by Ms. Hedge, the Board entered Executive Session at 12:05 p.m. to discuss personnel matters.

With a motion by Dr. Pesco, second by Ms. Miller, the Board adjourned at 2:00p.m.

Chairperson

Superintendent

Weston Board of Education Executive Session

May 28, 2019 6:00 PM

Central Office Conference Room

Attendance Taken at 6:00 PM:

Present Board Members:

Daniel McNeill

Ellen Uzenoff

Gina Albert

Ruby Hedge

Taffy Miller

Anthony Pesco

Melissa Walker

Others:

William McKersie

Thomas Mooney, Shipman and Goodwin

1. Discussion of Performance of All Members of the Board of Education

Discussion:

Upon a MOTION by Mrs. Uzenoff, second by Mr. McNeill, the Board entered Executive Session at 6:08 p.m. to discuss the performance of all members of the Board of Education.

Dr. McKersie and Mr. Thomas Mooney, from Shipman and Goodwin, were asked by the Board to join for the discussion.

With a motion by Mrs. Uzenoff, second by Dr. Pesco, the Board adjourned at 8:45 p.m.

Chairperson

Superintendent

Weston Board of Education Workshop

May 30, 2019 9:00 AM

Central Office Conference Room

Attendance Taken at 9:00 AM:

Present Board Members:

Ellen Uzenoff

Gina Albert

Ruby Hedge

Taffy Miller

Melissa Walker

Absent Board Members:

Anthony Pesco

Daniel McNeill

Others:

William McKersie

Lewis Brey

1. Discussion of the Requirements of the Freedom of Information Act

Discussion:

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, held a workshop for the Board on the Freedom of Information Act (FOIA) and how it pertains to meetings held and communications by the Board and District Administration.

Mr. Brey discussed what constitutes a meeting and a serial meeting. He reviewed what records are considered public and private, along with guidelines on personnel files.

The Board adjourned the meeting at 10:19 a.m.

Chairperson

Superintendent

Board of Education Special Meeting

May 31, 2019 2:00 PM

Central Office Conference Room

Attendance Taken at 2:03 PM:

Present Board Members:

Ellen Uzenoff-via phone

Gina Albert-in person

Anthony Pesco-via phone

Melissa Walker-via phone

Absent Board Members:

Daniel McNeill

Ruby Hedge

Taffy Miller

Other:

William McKersie

Lewis Brey

Richard Rudl

1. Discussion and Possible Vote Regarding Whether to Rescind the Health Insurance Buyout Offered to Weston Public Schools Employees for the 2019-2020 School Year

Discussion:

Due to lack of participation in the health insurance buyout, it was recommended by Dr. McKersie, Mr. Brey and Mr. Rudl to rescind the offer.

Motion Passed: Move that the Weston Board of Education rescind the insurance buyout offer approved at its April 29, 2019 meeting for all eligible Weston Public Schools employees and memorialized in the memoranda of understanding with the Weston Teachers Association, the Weston Administrators Association, and Local 1303-110 of Counsel 4, AFSCME, AFL-CIO as well as the Insurance Buyout Offer for Non-Affiliated Employees; passed with a motion by Gina Albert and a second by Ellen Uzenoff.

4 Yeas - 0 Nays.

The meeting was adjourned at 2:11 p.m.

Chairperson

Superintendent

Weston Board of Education Executive Session

June 11, 2019 12:00 PM

Central Office Annex Conference Room

Attendance Taken at 12:00 PM:

Present Board Members:

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

Absent Board Members:

Daniel McNeill

Others:

William McKersie
Lewis Brey

1. Call to Order, Verification of Quorum

Discussion:

Upon a MOTION by Ms. Albert, second by Dr. Pesco, the Board entered Executive Session at 12:01 p.m. to discuss personnel matters regarding interviewing candidate(s) for Director of Facilities.

Dr. McKersie and Mr. Brey were asked by the Board to join for the discussion.

2. Executive Session

3. Matters Pertaining to Personnel-Interview of candidate(s) for Director of Facilities

4. Resume Public Session

With a motion by Mrs. Uzenoff, second by Ms. Hedge, the Board adjourned Executive Session and entered Public Session at 1:00 p.m.

5. Appointment of Director of School Facilities

Motion Passed: Move that the Weston Public Schools appoint Michael Delmastro as the Director of School Facilities, effective July 15, 2019, with a salary and contract to be approved by the Chairperson of the Board of Education; passed with a motion by Ellen Uzenoff and a second by Melissa Walker.

5 Yeas - 0 Nays.

6. Adjournment

Discussion:

The Board adjourned the meeting at 1:02 p.m.

Chairperson

Superintendent

Mr. Douglas A. Belliveau
22 Woodledge Rd.
Stamford, CT 06907

Superintendent William McKersie, Ph. D.
Weston Public Schools
24 School Rd.
Weston, CT 06883

May 23, 2019

Dear Dr. McKersie,

Please accept my letter of resignation, as an English Teacher, at Weston High School. This will be effective June 30th, 2019. I am choosing to leave my position for reasons related to family matters.

I has been grateful for the opportunity to work in Weston, CT. My experience, over the past two years, has been rewarding. Weston High School has allowed me to grow as a teacher. My student interaction and professional development has been the highlight of my time here.

The Weston community is one I will remember fondly, as I embark on the next chapter of my career. I am sad to say goodbye to the talented students and faculty, who shaped the past two years of my professional journey. However, I feel fortunate to have had this opportunity.

I am available for any questions or requests.

Sincerely,



Douglas A. Belliveau

Received
MAY 24 2019
Human Resources
Human Resources

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: School Start and End Time Report

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Attached is the School Start and End Time Report authored by Dr. McKersie and Dr. Tunks.

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
School Start and End Time Report**

Presented to the Weston Board of Education

June 17, 2019

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

**Dr. Craig Tunks
Director of Digital Learning & Technology**

**Weston Public Schools
24 School Road
Weston, CT 06883**

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INTRODUCTION¹

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

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

In November 2017, the BOE concluded that any changes to School Start/End Times could occur no earlier than Fall 2019. The complexity of the process would require major analysis of the most viable approach, and then significant time for planning if a change is made. In Spring of 2018, we decided to delay work on the topic until Fall of 2019.

During the 2019-20 school year, we began reviewing the most pressing logistical issues. We considered potential financial impact as we developed the FY 2020 Operating Budget. We conferred with the Weston Police Department to understand any effects on traffic patterns and volume. We modeled alternative bus schedules relative to varied school bell schedules. We conferred with administrators in Weston and selected area districts about potential impact on athletics and after-school programs.

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

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

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

¹ The content of the Introduction was shared previously in a memorandum to the BOE (Document available at this link: [11-14-17 School Start/End Times Document](#).) It is repeated here so this preliminary survey report is "one-stop document" for background and analysis.

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

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

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

Critical Steps to Gauge Interest and Feedback

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

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

A preliminary report on the major findings from the parent and employee surveys was shared at the March 25, 2019 BOE Meeting. That report dealt solely with findings indicated by the quantitative aspects of the surveys—that is, those questions to which answers were close-ended and numeric (i.e., rankings or ratings). Given it was a preliminary report, we did not chart or graph the numeric responses; instead, we listed the basic findings in brief statements. We advised the BOE that we would follow no later than the June 17, 2019 BOE Meeting with the final analysis and results.

As promised, we now are presenting the final analysis and results of the parent and employee surveys. The quantitative findings are presented for a second time, but now with a combination of charts and figures aligned with explanatory statements. New in this final report is an analysis of the narrative responses to the open-ended questions in the survey. In the Appendix, we provide the complete set of responses (masked to protect individual respondents), as well as a list of all survey questions.

We are holding off on a survey of students or conducting focus groups of parents and employees. Additional surveys and the focus groups will depend on the outcome of discussions with the Board of Education as to the timing for continued work on school start/end times.

Next Steps

A series of recommended action steps are presented in the Conclusion to this report. It is essential that the Board of Education begin discussing these recommendations at its June 17, 2019 BOE Meeting.

SURVEY MECHANICS & PARTICIPATION

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

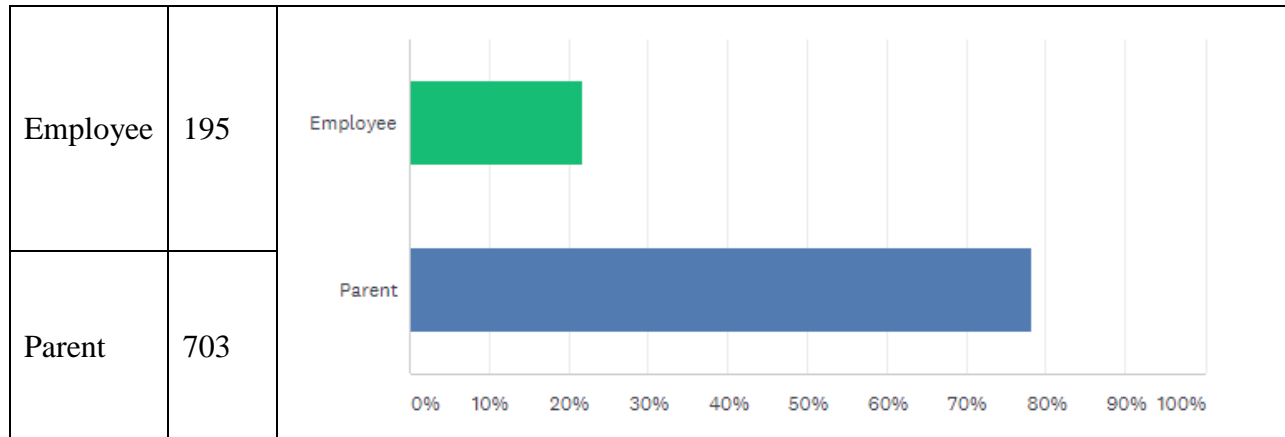


Figure 1 – Total Number of Respondents

As referenced in Figure 1, we had 195 employee and 703 parent respondents. Of the total 898 respondents, just over 20 percent were employees and nearly 80 percent were parents. Within each role grouping (employees versus parents), it is difficult to assign a specific percentage response rate, especially to the parents, since we are not able to track whether or not these were single versus multiple responses by any one individual. However, we do not see evidence of unusual repeat responses, which would signal multiple surveys being completed by the same individual. As a result, we feel we have a good rate of responses from parents and employees.

Responses by school and grade level were important to track. We wanted to understand different perspectives based on the age grouping for students. For ease of analysis, whenever possible we have grouped respondents by lower school (HES and WIS) and upper school (WMS and WHS). We were careful to not combine if there was important differential between HES and WIS, or WMS and WHS.

As seen in Figure 2 below, parent responses were numerically and proportionally reflective of our overall student population. We had 476 lower school parents respond, versus 637 upper school responses. The proportional differential in responses (43 percent lower schools versus 53 percent upper schools) tracks well with our overall enrollment differential between the lower schools and upper schools (40 percent versus 60 percent). Employees had a balanced response rate as seen in Figure 3 on the following page.

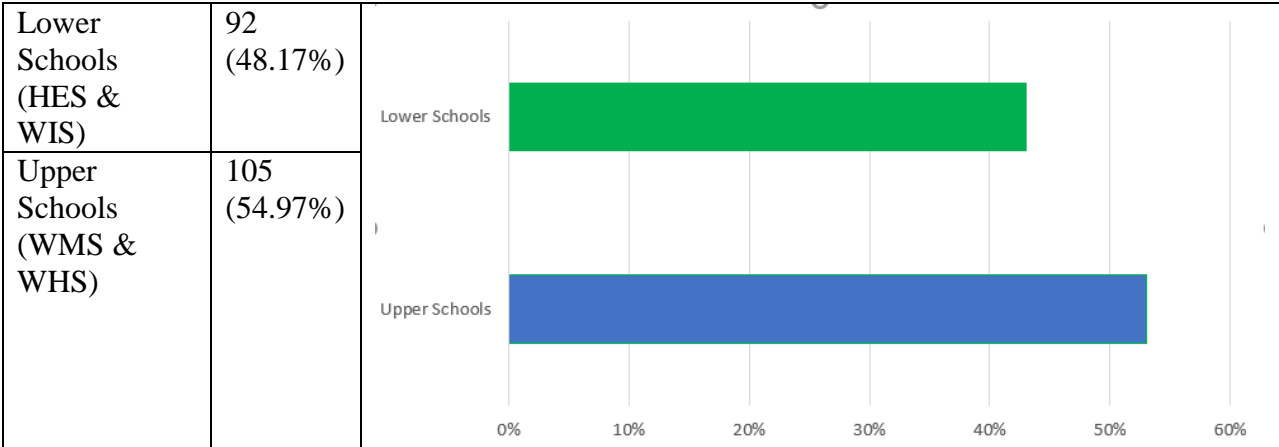


Figure 2 – Parent Responses by Grade Level

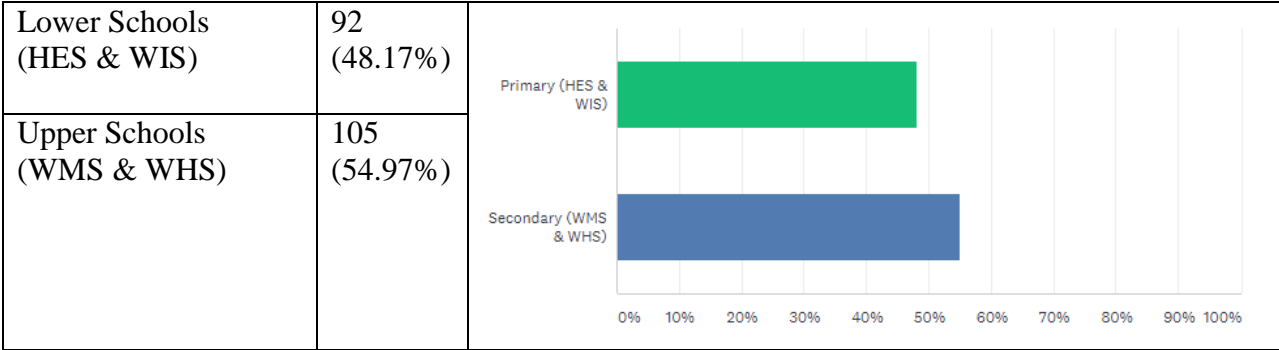


Figure 3 – Employee Responses by Grade Level

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

OVERALL IMPRESSIONS

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

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

Three clear findings emerge as to parent and employee support for changing school start/end times.

Finding 1: Parents of WPS students are strongly supportive of changing school start/end times.

The average response to the direct question regarding their feelings about this adjustment is 7.58 (on a scale from 1-10, with 1 low, 10 high). This score indicates substantial interest in the concept of a 15/20 minute later school start/end time among parents.

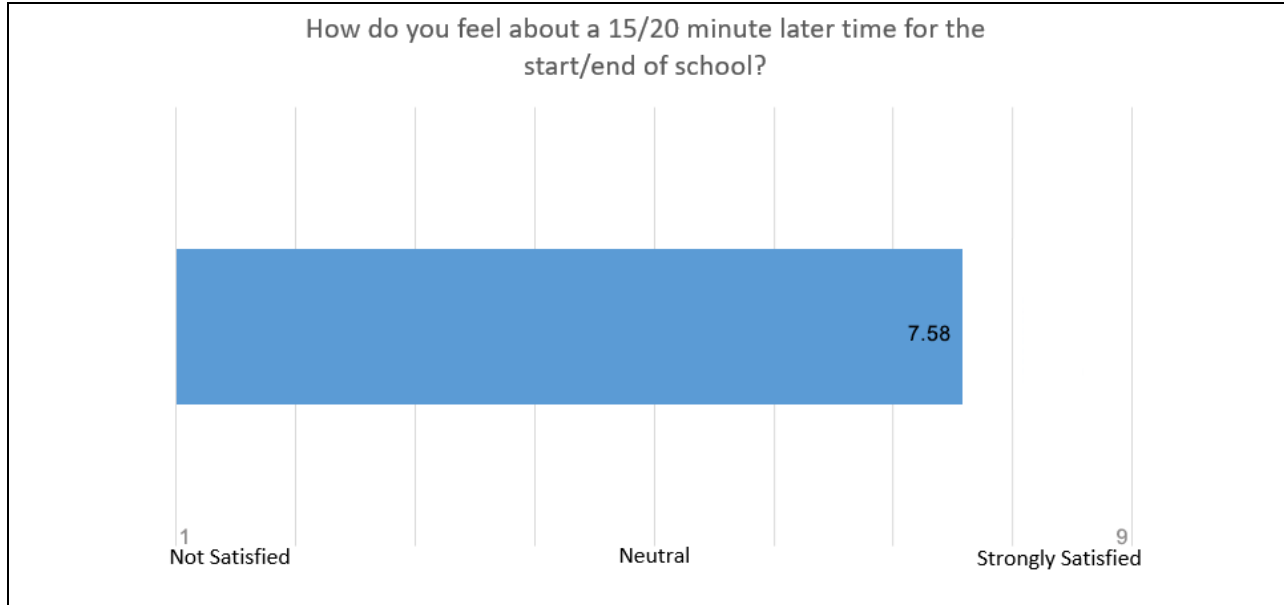


Figure 4 – Parent Response regarding 15/20 minute later start time

Finding 2: WPS employees appear to be ambivalent about changing school start/end times. As shown in Figure 5 below, the average response to the direct question regarding their feelings about adjusted bell times is in the upper end of the neutral range. The average response was a 6.00 (on a scale from 1-10, with 1 low, 10 high). Employees are not strongly in support of a change, but they are not opposed.

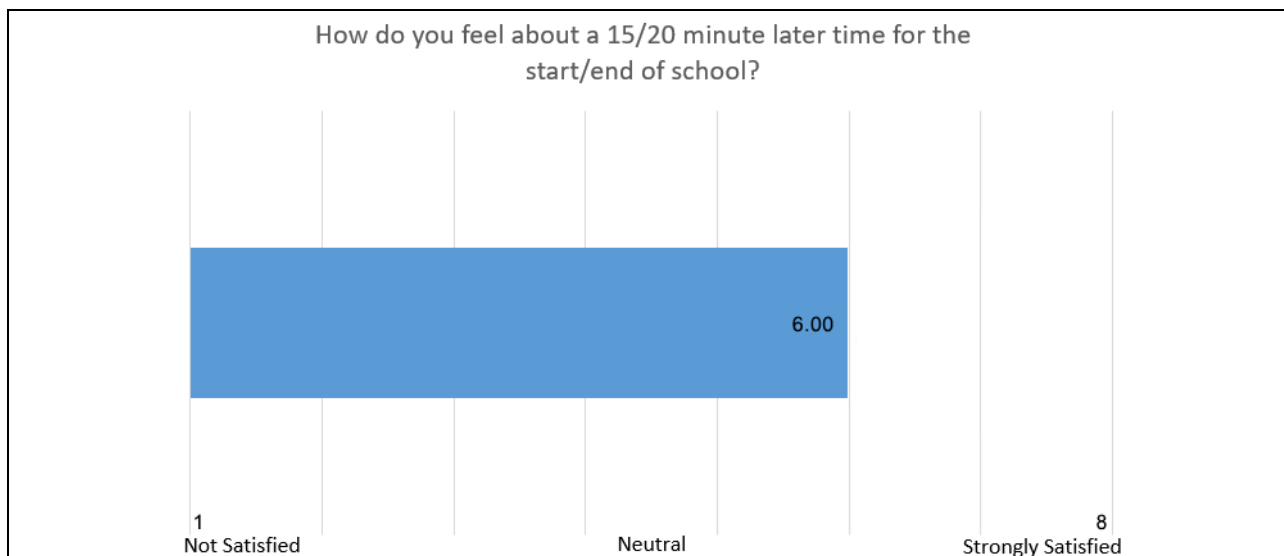


Figure 5 – Employee Response regarding 15/20 minute later start time

Finding 3: As a way to probe the depth of support for changing school start/end times, we directly asked about the “importance of continuing to consider a change to school start/end time.” As expected, the responses to “feelings” and “importance” tracked closely. Parents rated the importance of “considering a change to school start/end times” more highly than employees. Upper school parents rated the importance as “8” and lower school parents rated the importance as “7;” whereas, the average rating for both lower school and upper school employees was “6” (on a scale from 1-10, with 1 low, 10 high).

It is typical across districts and communities considering a change to school start/end times that there is stronger interest in the change among parents than among district employees. The statistical difference between ratings of “7 & 8” versus “6” is difficult to ascertain. However, echoing Findings 1 and 2, it is a fair conclusion that parents on average see the school/start time issue as an important priority, while employees are ambivalent about its importance.

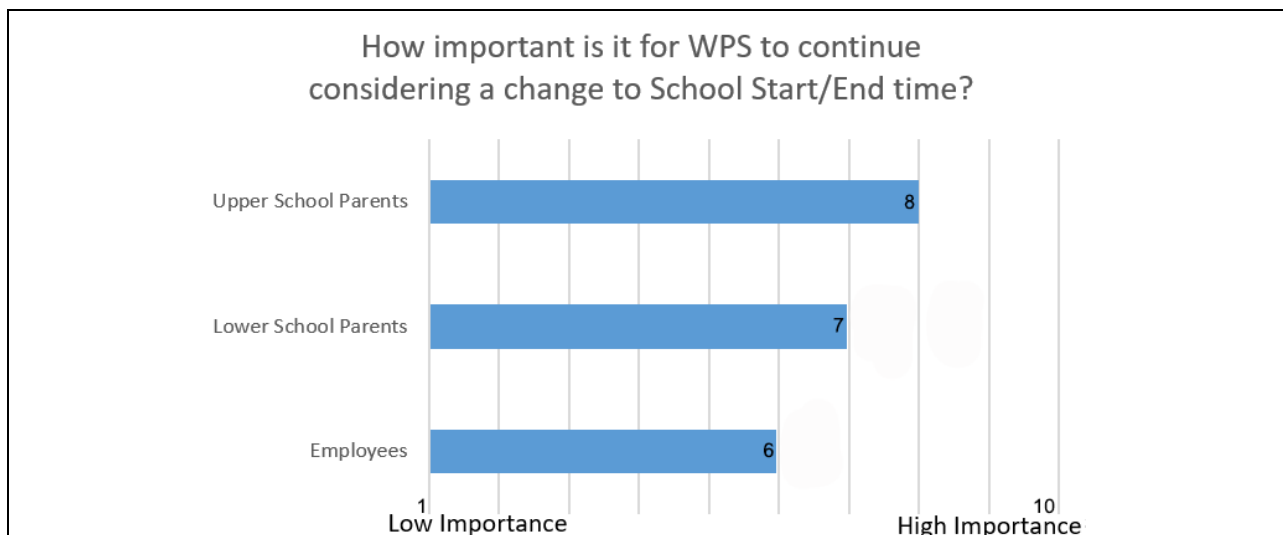


Figure 6 – Combined response of all respondents regarding ‘importance’

LOGISTICAL CONSIDERATIONS

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

Transportation

Changes to school start/end times potentially affect bus schedules and district/on-campus transportation. The survey examined the likelihood that families would change their mode of transportation to and from school as a result of a later school start/end time. Increases in bus ridership would reduce congestion, but also would increase costs, since additional buses would need to be purchased.

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

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

- **School-Bound:** As shown in Figure 7, approximately 92 percent of lower school parent respondents said they would not change their mode of transportation on the way to school. Roughly three percent would change to riding the bus instead of being driven by an adult, whereas about five percent would shift to being driven by an adult instead of riding the bus.

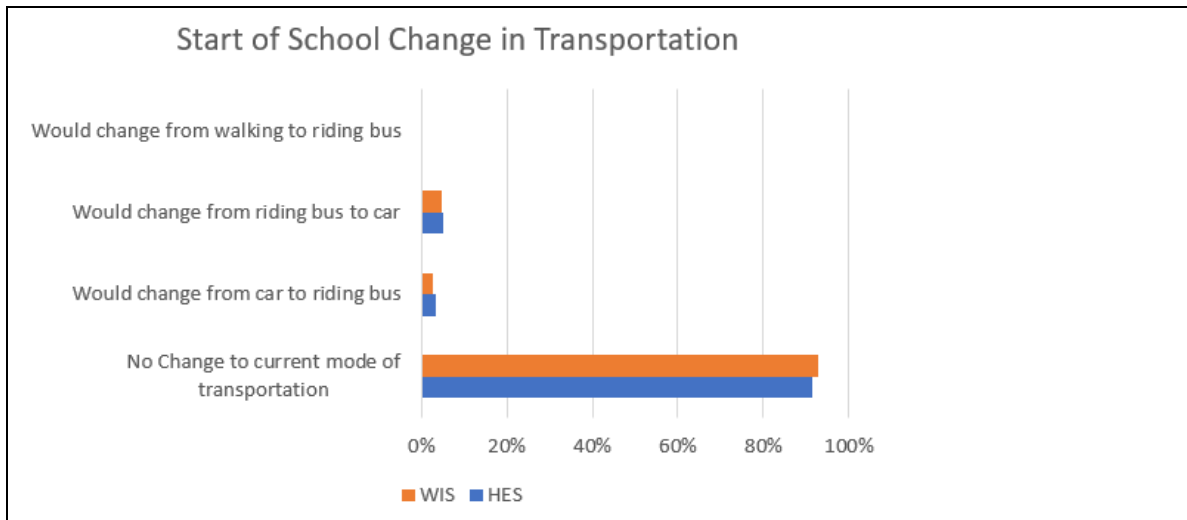


Figure 7 – HES & WIS Start of School Change in Transportation

- **Home-Bound:** As shown in Figure 8, some 86 percent of lower school parents said they would not change their transportation on the way home, with the balance (14 percent) saying they would shift from bus transportation to being driven by an adult.

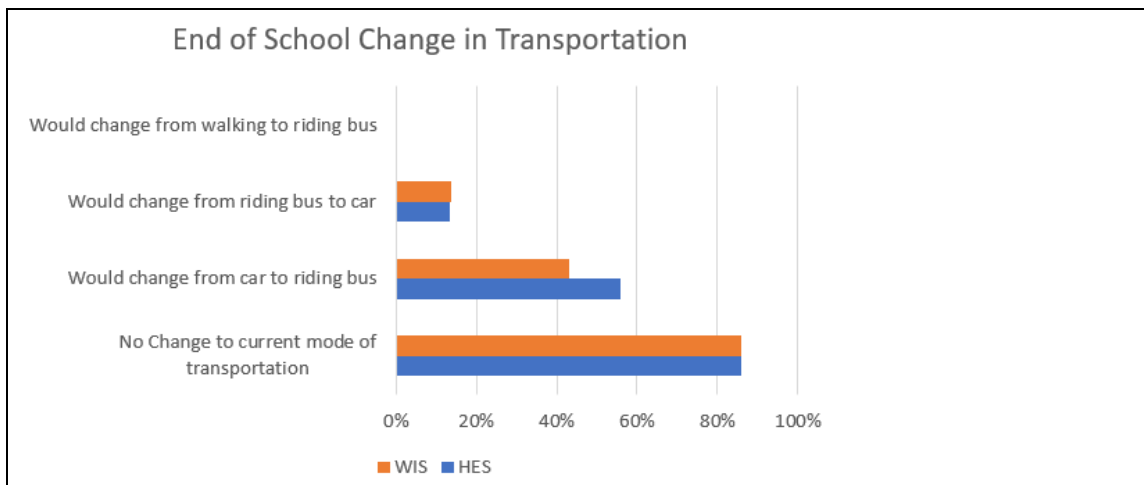


Figure 8 – HES & WIS End of School Change in Transportation

Finding 4 suggests that the cost of buses would remain flat. However, we would have to consider the implications of increased car traffic on and around campus at the end of the school day.

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

However, among the small share of upper school parents saying their transportation mode would change, unlike with lower school parents, the shift is from car to bus.

- **School-Bound:** As shown in Figure 9, approximately 92 percent of upper school parent respondents said they would not change their mode of transportation on the way to school. Roughly six percent would change to riding the bus instead of being driven (or driving themselves). Roughly two percent would shift to driving (or being driven) instead of riding the bus.

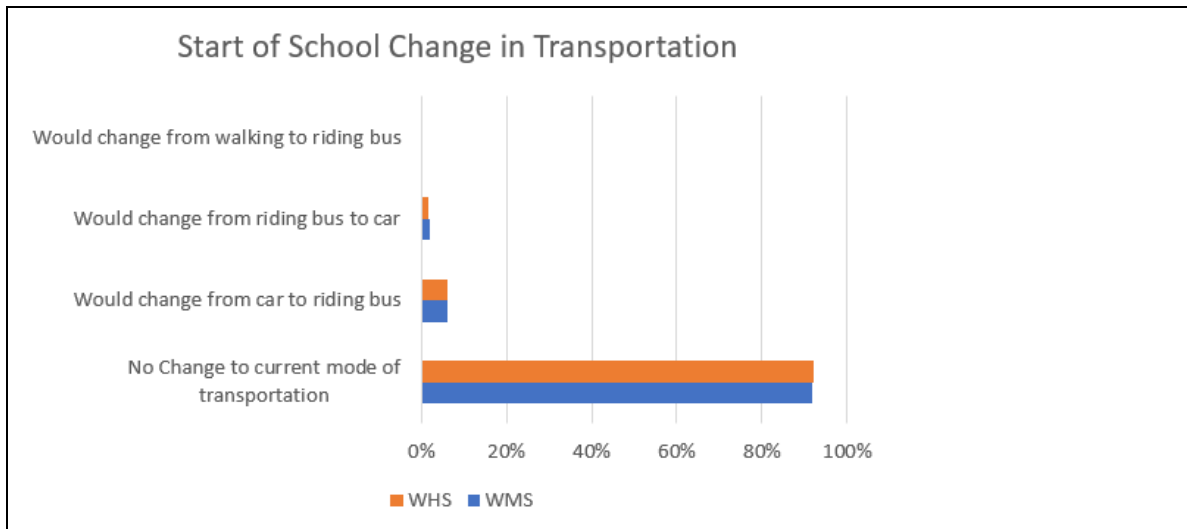


Figure 9 – WMS & WHS Start of School Change in Transportation

- **Home-Bound:** As shown in Figure 10, approximately 92 percent of upper school parents said they would not change their transportation on the way home. Roughly three percent said they would change from driving (being driven) to riding the bus. Roughly five percent said they would shift from bus transportation driving (being driven).

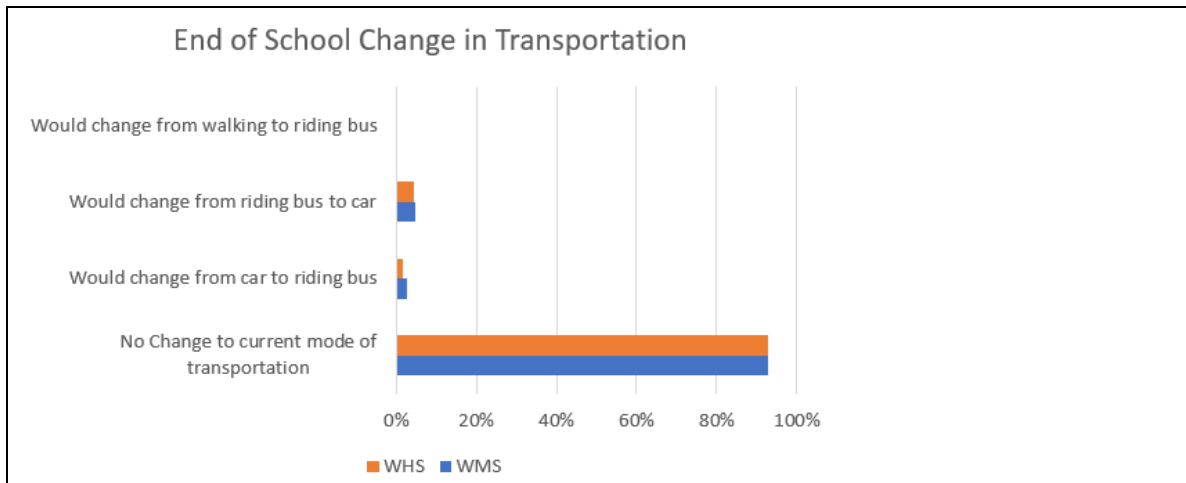


Figure 10 – WMS & WHS End of School Change in Transportation

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

Traffic Patterns and Volume

Changes to school start/end times could potentially affect traffic patterns and volume on campus, as well as in the Town of Weston. Traffic studies have been essential in other districts and communities considering and implementing changes to bell schedules. The survey probed aspects of this issue, but separate traffic studies would be required for an accurate understanding and set of findings.

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

Athletics & After-School Programs

Changes to school start/end times always affect athletics and after-school programs. In the least, later school end times delay the start of practices, games, rehearsals, performances and other co-curricular offerings. The later start to these activities either limits the extent of time for each activity, or pushes their completion time later in the day (often into early evening).

The surveys probed the extent to which parents and employees consider athletics and after-school programs an issue. As will be discussed in the section below devoted to “Major Concerns,” parents consistently rated athletics and after-school programs as top concerns. As will be noted, employees also rated the impact on athletics and after-school programs as a concern, but secondary to the impact on their family needs, child care and commuting schedule.

Weston appears to mirror other districts and communities considering later start/end times. Simply put, a lead priority if we change school start/end times will be ensuring the change is supportive of athletics and after-school programs.

Budget

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

Finding 7: As noted with Findings 4-5, it appears that the cost of buses would remain flat, but we would have to double check transportation intentions closer to implementation.

Finding 8: Imbedded in the concerns about impact on athletics and after-school programs is the potential for increased costs for facilities, lighting and personnel coverage. These concerns were not specific topics in this survey, nor were they mentioned often in the open-ended responses, but they are a factor to be considered in planning and implementation.

MAJOR CONCERNS

The surveys asked respondents to rank potential concerns for changing school/start end times. The listing of potential concerns was expansive and based on issues that have arisen in other districts and communities changing bell schedules. The intent of these questions was to gather insights on the areas most important to analyze and address in considering, planning and implementing changes to start/end times.

Parents

Parents, regardless of school level, highlighted many areas as potential concerns. The breadth of concerns underscores the wide-ranging impact of changing school start/end times. Nevertheless, for both lower and upper school parents, there are a common set of top concerns.

Finding 9: The top concerns as ranked by lower school parents fall into three top groupings. The comparative rankings are close, so it appears wise to consider all three themes equally.

1. Athletics and after-school programs.
2. Non-WPS after-school programs.
3. Family routines, including effects on childcare and transportation to and from school.

Closely behind are concerns over HES and WIS students having to start/end later, impact on non-athletic WPS after school programs, and child care arrangements.

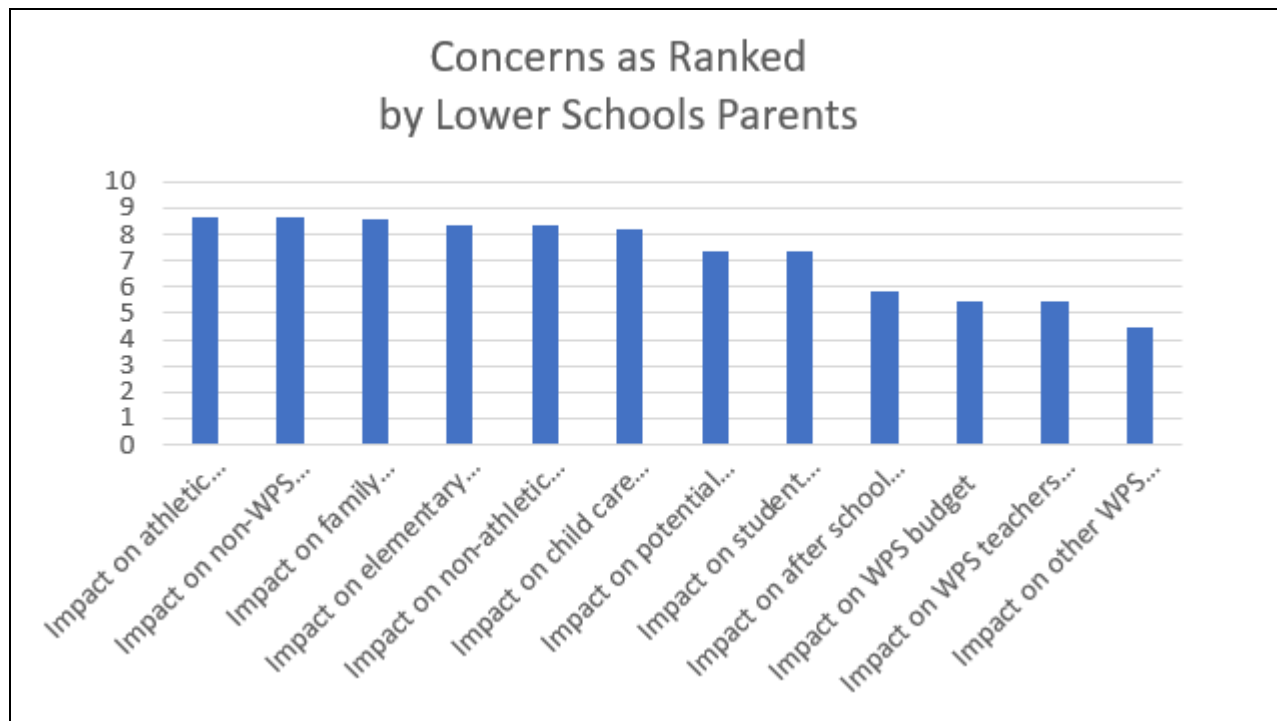


Figure 11 – Concerns as Ranked by Lower Schools Parents

| Item | Score |
|--|-------|
| Impact on athletic scheduling and opportunities | 8.69 |
| Impact on non-WPS after-school programs | 8.65 |
| Impact on family routines (including commuting to work) | 8.56 |
| Impact on elementary (HES and WIS) students having to start and end later. | 8.38 |
| Impact on non-athletic WPS after-school programs | 8.32 |
| Impact on child care arrangements | 8.17 |
| Impact on potential early dismissals for WHS extra-curricular activities | 7.38 |
| Impact on student transportation arrangements to and from school | 7.34 |
| Impact on after school job opportunities | 5.85 |
| Impact on WPS budget | 5.49 |
| Impact on WPS teachers and administrators (change in their schedules) | 5.44 |
| Impact on other WPS initiatives and priorities | 4.47 |

Chart 1 – Ranked Concerns by Lower Schools Parents

Finding 10: Concerns as ranked by upper school parents also fall into three top groupings. Once again, the comparative rankings are close so all warrant attention. The topics largely echo those for lower school parents (with the exception that childcare was not as highly ranked as a concern by upper school parents).

1. Athletics and after-school programs.
2. Non-WPS after-school programs.
3. Non-athletic WPS after-school programs.

Closely behind is “the potential for WHS to need early-dismissals to accommodate for athletics and after-school programs.” This is nuanced concern for WHS parents. It is based on the potential, given experiences in other districts and communities, that early-dismissals become the only way to maintain robust athletic and after-school programs when bell schedules are later. The implication is a reduction in academic course time, which has occurred in several districts.

Another high ranking concern for upper school parents is “Family Routines,” including transportation to and from school. (Not surprisingly, childcare was not highly ranked by upper school parents as a concern.)

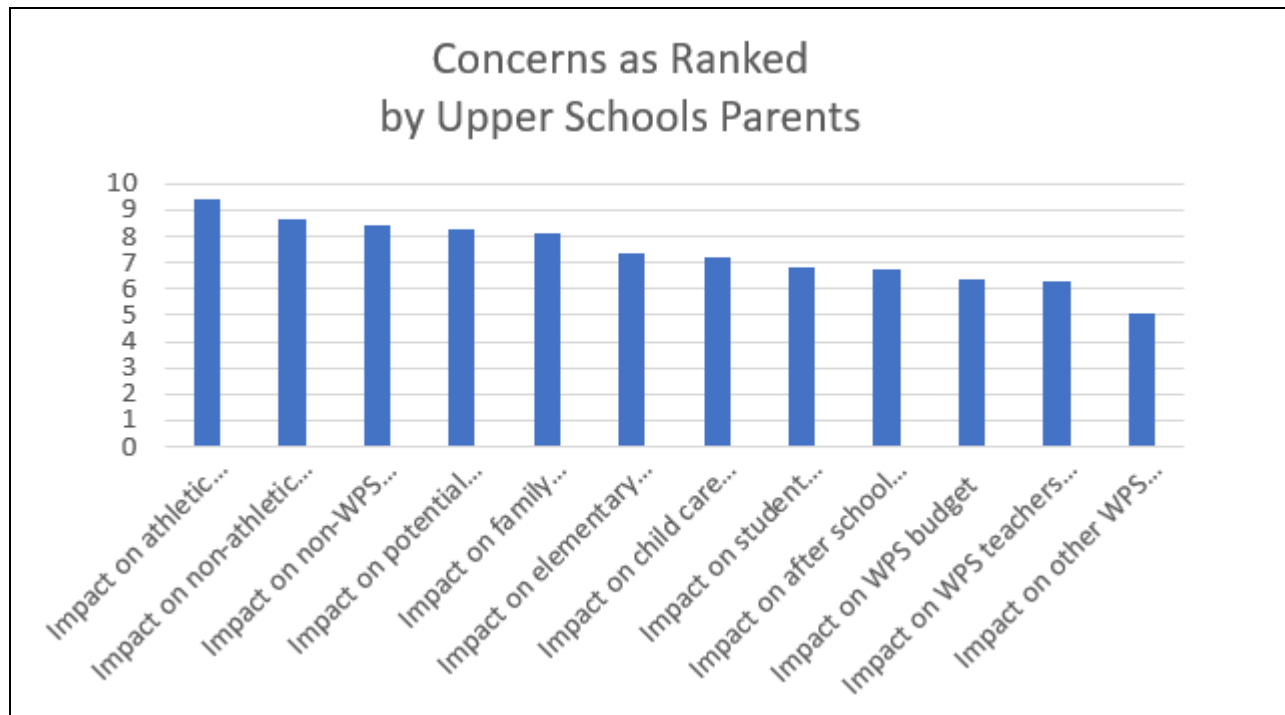


Figure 12 – Concerns as Ranked by Upper School’s Parents

| Item | Score |
|--|-------|
| Impact on athletic scheduling and opportunities | 9.42 |
| Impact on non-athletic WPS after-school programs | 8.62 |
| Impact on non-WPS after-school programs | 8.39 |
| Impact on potential early dismissals for WHS extra-curricular activities | 8.27 |
| Impact on family routines (including commuting to work) | 8.11 |
| Impact on elementary (HES and WIS) students having to start and end later. | 7.37 |
| Impact on child care arrangements | 7.17 |
| Impact on student transportation arrangements to and from school | 6.82 |
| Impact on after school job opportunities | 6.72 |
| Impact on WPS budget | 6.38 |
| Impact on WPS teachers and administrators (change in their schedules) | 6.27 |
| Impact on other WPS initiatives and priorities | 5.08 |

Chart 2 – Ranked Concerns by Upper School’s Parents

Finding 11: Consistent across lower and upper schools, parents appear to have less concern for factors that have less direct impact on their students and families. The bottom grouping for rankings included three items: impact on WPS Budget, impact on other WPS initiatives and priorities, and impact on WPS teachers and administration (change in their schedules).

Employees

Employees ranked concerns differently than parents. As listed in Chart 3 below, employees ranked as their top four concerns items related to their commute, family schedule and childcare needs. Beyond these four concerns, employees aligned with parents on flagging athletics and after-school programs as areas of impact.

Finding 12: Consistent across lower and upper school employees, the top ranked concerns related to the impact of later bell-schedules on their family routines (including commuting), child care and after-school job opportunities. These concerns were placed above athletics and after-school programming.

Finding 13: Lower school employees ranked as their top concern the impact of later bell-schedules on elementary age students.

Finding 14: Similar to parents, lower and upper school employees consistently ranked as their least concern the impact of a later bell schedule on the WPS budget or other WPS initiatives and priorities.

Finding 15: Based on information from other districts, we anticipated that employees would be concerned about commuting and childcare. Thus, we specifically asked employees, “With a 15/20 minute later time for the Start/End of School, which would be factors for you to manage?” The answer options and responses are listed in Chart 3 below. It confirms that a large percentage of employees would have new challenges to immediately manage with a later bell schedule.

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

Chart 3 – What factors would employees have to manage

MAJOR BENEFITS

We turn to what parents and employees consider the potential major benefits of changing school start/end times. The surveys specifically asked respondents to, “Please rank the following potential benefits you would anticipate from a change in school start/end times.” The listing of potential benefits was based on research and insights from other districts and communities changing bell schedules.

Parents

Three findings stand out from the parent responses regarding potential benefits. Figures 13-14 below (and the accompanying Charts 4-5) depict the full set of responses. The lead findings are as follows.

Finding 16: Lower and upper school parents coalesced in their responses around three lead benefits: allow more sleep for adolescents; improve student mental and emotional health; and, improve middle school and high school academic success.

Finding 17: Lower and upper school parents repeatedly rated as less likely potential benefits the items related to attendance, student safety, and student behavior.

Finding 18: Notably, homework completion ranked in the middle, between the top and lower set of potential benefits. However, parents may consider homework a key contributor to the higher ranked benefit of improving academic success, and as a result, may be implicitly bundling the two benefits in their responses.

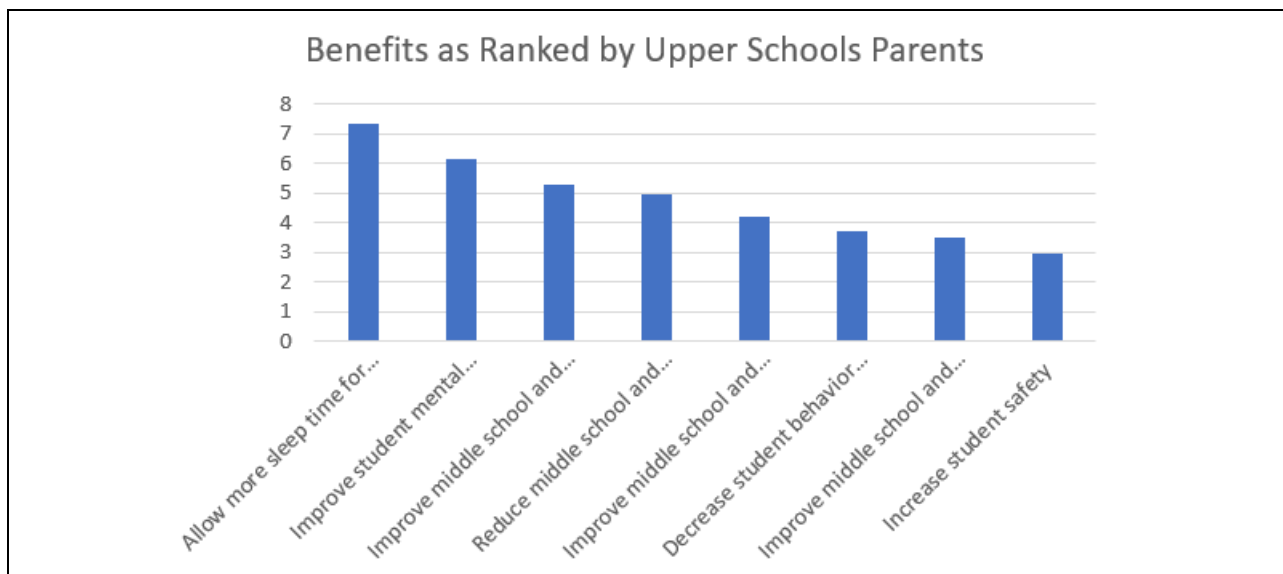


Figure 13 – Benefits as Ranked by Upper School’s Parents

| Item | Score |
|---|-------|
| Allow more sleep time for adolescents (middle and high schoolers) | 7.34 |
| Improve student mental and emotional health | 6.15 |
| Improve middle school and high school academic success | 5.31 |
| Reduce middle school and high school tardiness | 4.98 |
| Improve middle school and high school homework completion | 4.21 |
| Decrease student behavior issues | 3.72 |
| Improve middle school and high school attendance | 3.51 |
| Increase student safety | 2.96 |

Chart 4 – Ranked Benefits by Upper School’s Parents

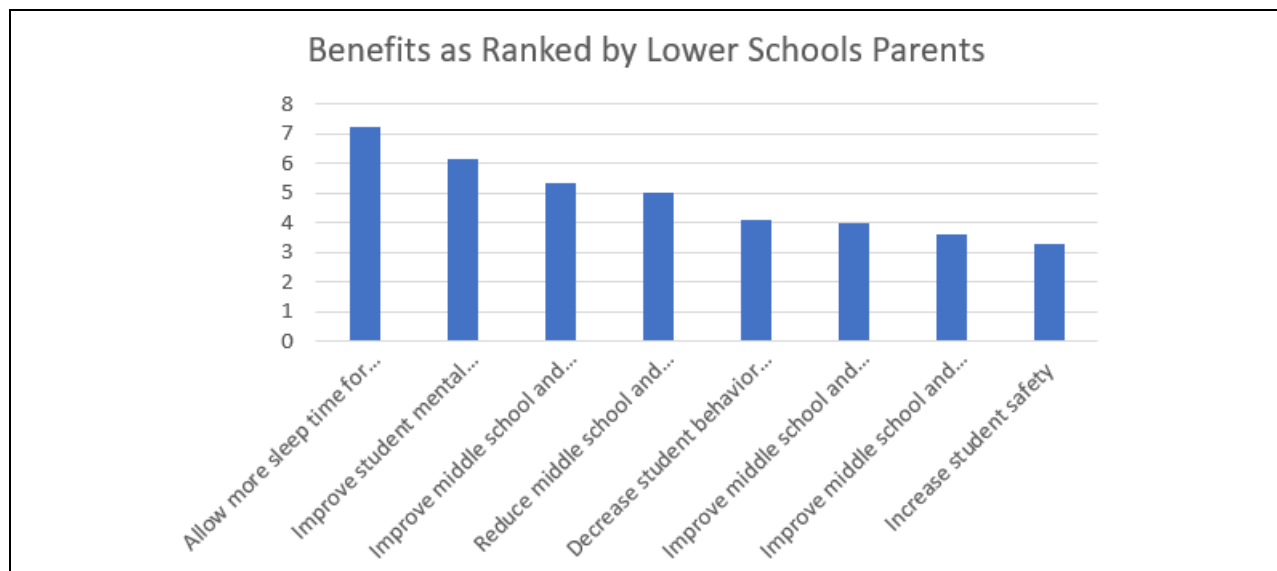


Figure 14 – Benefits as Ranked by Lower School’s Parents

| Item | Score |
|---|-------|
| Allow more sleep time for adolescents (middle and high schoolers) | 7.25 |
| Improve student mental and emotional health | 6.13 |
| Improve middle school and high school academic success | 5.34 |
| Reduce middle school and high school tardiness | 5 |
| Decrease student behavior issues | 4.1 |
| Improve middle school and high school homework completion | 3.98 |
| Improve middle school and high school attendance | 3.6 |
| Increase student safety | 3.26 |

Chart 5 – Ranked Benefits by Lower Schools Parents

Employees

Employees also coalesced around three top potential benefits. There was commonality with parents in several regards, but one notable difference. Figures 15-16 below (and the accompanying Charts 6-7) depict the full set of responses. The lead findings are as follows.

Finding 19: Lower and upper school employees consistently cited three top potential benefits to later school start/end times: Allowing more sleep time for adolescents; improving student mental and emotional health; and, reducing middle school and high school tardiness.

Funding 20: Lower and upper school employees consistently gave less weight to several academic areas as potential benefits. Typically rated at the lower end of the scale were academic success, homework completion, school attendance, behavior issues and student safety.

The apparent difference between parents and employees as to the perceived academic benefits of a later school start/end time deserves discussion. While parents see academic success within the top group of benefits, WPS educators appear to consider the impact on academic success as a lower likely outcome. WPS educators, following on the research on changing school start/end times, appear to believe that the change would improve total well-being more than result in measurable academic gains. We may want to probe this differential in a future inquiry.

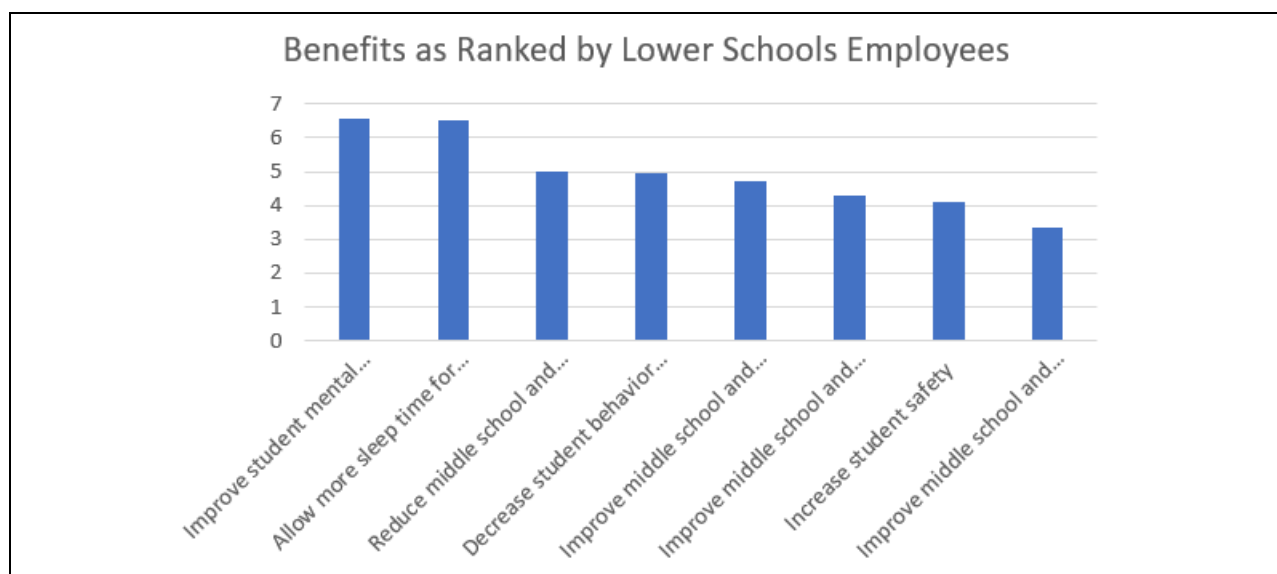


Figure 15 – Benefits as Ranked by Lower School’s Employees

| Item | Score |
|---|-------|
| Improve student mental and emotional health | 6.56 |
| Allow more sleep time for adolescents (middle and high schoolers) | 6.54 |
| Reduce middle school and high school tardiness | 5 |
| Decrease student behavior issues | 4.95 |
| Improve middle school and high school academic success | 4.7 |
| Improve middle school and high school attendance | 4.3 |
| Increase student safety | 4.12 |
| Improve middle school and high school homework completion | 3.35 |

Chart 6 – Ranked Benefits by Lower School’s Employees

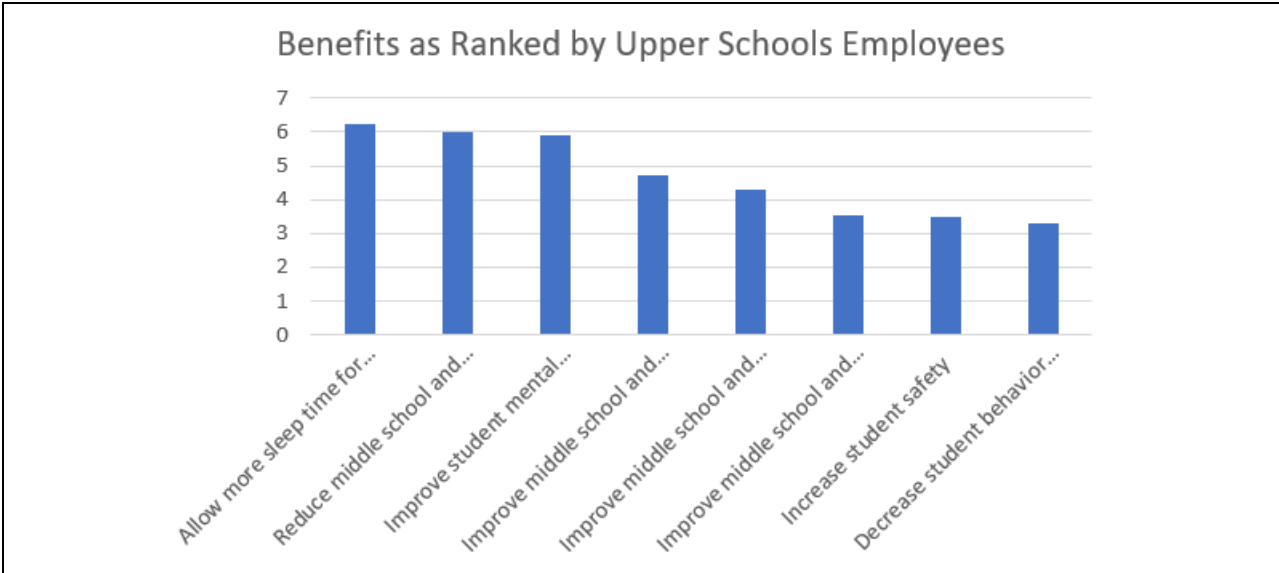


Figure 16 – Benefits as Ranked by Upper School’s Employees

| Item | Score |
|---|-------|
| Allow more sleep time for adolescents (middle and high schoolers) | 6.24 |
| Reduce middle school and high school tardiness | 6.02 |
| Improve student mental and emotional health | 5.9 |
| Improve middle school and high school attendance | 4.73 |
| Improve middle school and high school academic success | 4.29 |
| Improve middle school and high school homework completion | 3.53 |
| Increase student safety | 3.5 |
| Decrease student behavior issues | 3.32 |

Chart 7 – Ranked Benefits by Upper School’s Employees

NARRATIVE RESPONSES

The surveys provided respondents an opportunity to share comments in an open-ended format. We list all narrative responses in Appendix B. We believe this is an important transparency step.

To bring analytical order to the wide range of responses, we had a team of administrators and support staff code all responses into intentionally simple categories. Responses were first broken into positive and negative categories. The team then coded the responses for the most apparent substantive rationale for the positive or negative perspective. Based on the coding, themes were identified whenever possible. The emerging themes are as follows:

- Positive Themes:
 - Generally Positive – Impossible to discern a more specific reason
 - Scientific Evidence – Medical or other research cited as reason for change
 - Not enough time – Change needed, but 15/20-minute shift is inadequate
 - Swap WMS/WHS with HES/WIS – Change needed, but do so by swapping start and end times for upper and lower schools

- Other Comment – Range of individual positive reasons, but not repeated such that could be organized as a theme
- Negative Themes:
 - General Negative - Impossible to discern a more specific reason
 - Family Obligations – Change would negatively affect family (largely an employee response)
 - Not enough time – Change not worth it for only 15/20-minute shift
 - Swap WMS/WHS with HES/WIS – Change could be a swap, but that would be a negative for students and families (especially lower school students and families)
 - Change in working conditions – Change would negatively affect work—hours, commute, schedules (largely an employee response)

Several cautions should be understood in reviewing the following analysis. The total number of narrative responses is well below the total number of survey respondents—that is, a good share of people chose not to add narrative comments: 703 parents completed the survey, but only 317 provided narrative responses; similarly, 195 employees completed the survey, while just 72 provided narrative responses. As a result, the substantial support in the closed-ended responses (the quantitative analysis) for changing school start/times should not be seen as automatically countered by the more negative views conveyed in the narrative responses.

Moreover, while grouped as “positive” versus “negative,” the responses are often a mix of views along that continuum. We know that more complex analysis may be required to plumb important insights from the narrative responses, especially as it relates to planning and implementation. For now, we felt it most important to discern in a basic fashion to what extent parents and staff are commenting in a **positive versus negative way on a potential change in school start/end times**. Simply put, do open-ended responses indicate respondents are generally in favor of or opposed to the specific idea of a 15/20-minute adjustment to school start and end times? Moreover, what rises to the top of their open-ended responses as to the reasons for a positive or negative view? As summarized below, the responses and their broad groupings are instructive.

Narrative Response Summaries -- Parents

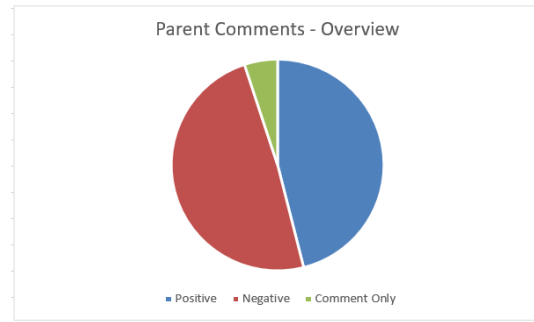
Overview: Parents were evenly balanced in their positive versus negative comments, with a slight lean to the negative.

Overview

Positive - 146

Negative - 155

Comment Only - 16



Positive Responses: By a wide margin, parents' positive responses were general statements, without a discernable specific reason. Of the 146 positive responses, 23 flagged scientific evidence for a change, 23 urged swapping lower and upper school bell schedules, 21 said a larger time change is needed, and 16 made distinct individual comments.

Parent Positive Response Detail

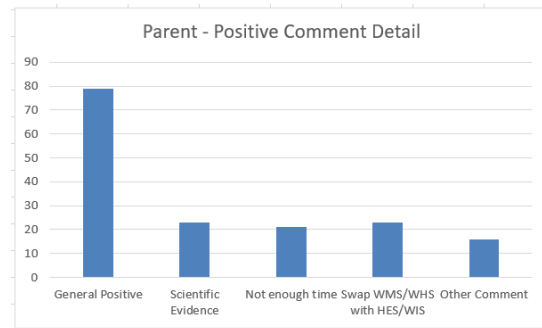
General Positive - 79

Scientific Evidence - 23

Not enough time - 21

Swap WMS/WHS with HES/WIS - 23

Other Comment - 16



Negative Responses: By a wide margin, parent negative responses were general statements, without a discernable specific reason. Of the 155 negative responses, 14 flagged swapping lower and upper school bell schedules, 11 reiterated concerns about extra-curricular impact and eight noted family affects.

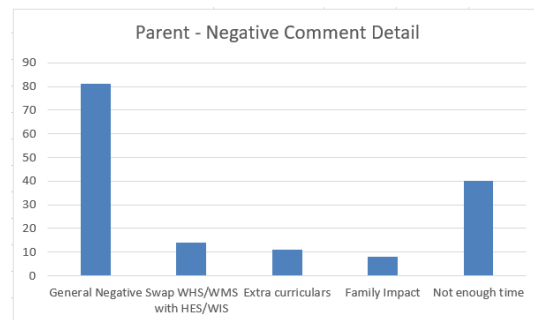
Parent Negative Response Detail

General Negative - 81

Swap WPS/WMS with HES/WIS - 14

Extra-Curricular Activities - 11

Family Impact - 8

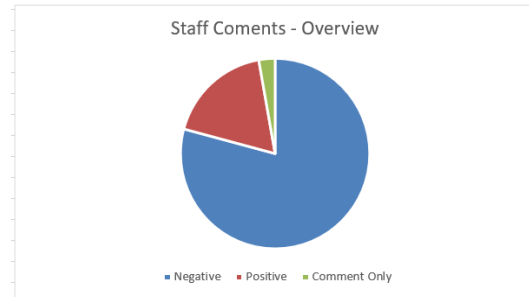


Narrative Response Summaries -- Employees

Overview: Employees were substantially more negative than positive in their comments. It is a marked difference from the parents. As noted earlier, this differential is common in other districts and communities considering and embarking on school start/end time changes.

Overview

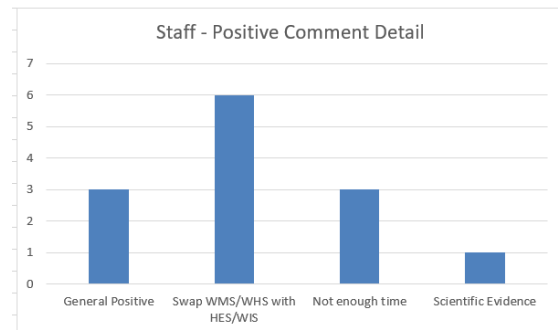
Negative - 57
Positive - 13
Comment Only - 2



Positive Responses: Employees only offered 13 statements deemed positive. Of this small number, nearly half (six) endorsed swapping the start/end times for lower and upper schools. Three responses flagged that a change is needed, but that the 15/20-minute shift is not adequate. Three other response were general, without a specific reason, and one cited the scientific evidence supporting a change in school start/end times.

Employee Positive Response Detail

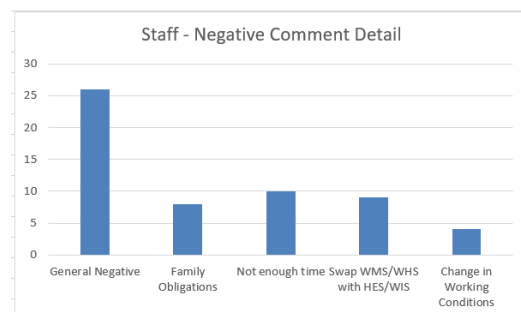
General Positive - 3
Swap WMS/WHS with HES/WIS - 6
Not enough time - 3
Scientific evidence - 1



Negative Responses: Of the 57 negative responses by employees, just under half (26) were general comments without a discernable specific reason. Of the balance, 10 indicated the change was insufficient to make a difference, nine noted a swap in lower versus upper school start/end times would be negative, eight cited family obligations, and four noted a negative impact for working conditions if bell schedules changed.

Employee Negative Response Detail

General Negative - 26
Family Obligations - 8
Not enough time - 10
Swap WMS/WHS with HES/WIS - 9
Change in working conditions - 4



CONCLUSION

This report has focused on the major findings from the parent and employee surveys regarding the merits of delaying the school start/end times by 15/20 minutes in the Weston Public Schools. Echoing an early point in the report, we believe we have captured a balanced sample of potential respondents. Surveys are not random measurement instruments, so we cannot claim the results are statistically representative of the total population of parents or employees. However, the total number of responses and the comparative counts across school levels suggest we are hearing from a broad range of respondents. Moreover, the mix of quantitative questions and responses, and the open-ended narrative responses, provide a good starting point for more deeply considering changes to school start/end times in Weston.

The results of the surveys indicate there is interest in continuing to explore a bell schedule time. As the results also indicate, changing basic school schedules is a complex endeavor with many areas of impact, and many intended and unintended consequences. While the medical research is increasingly clear about the health and well-being benefits for adolescents of start times more in line with their inherent sleep patterns, serious logistical considerations have hampered widespread adoption of new start/end times. Indeed, in Fairfield County alone, only one district during the recent wave of interest in bell schedule changes has modified their start/end times. All other districts considering a change have delayed the decision for a variety of organizational, design, financial and political reasons.

The administration set out with the view that a modest move—the 15/20-minute adjustment, getting WHS and WMS to an 8:00 a.m. start—would be a way to not become stymied by the range of barriers hindering progress in other districts. However, to be true to the survey findings, it now appears to be an open question in Weston whether a 15/20-minute adjustment is adequate and would be supported—proponents say, “not enough;” opponents say, “why bother.”

To attempt to bring clarity to a complex process, the Superintendent is recommending a series of action steps. These will have to be reviewed by the Board of Education, beginning at the June 17, 2019 BOE Meeting. The recommended action steps have a general timeline. They are predicated, however, on the understanding that any change in school start/end times could not be implemented until Fall 2020.

1. Distribute widely within the WPS Community the *Final Report on Parent & Employee Surveys Regarding School Start/End Times (June 17, 2019)*.
2. Establish a Superintendent Task Force on School Start/End Times. Chaired by the Superintendent, the Task Force would be advisory and include one BOE member, three central office administrators, two principals or their nominee (lower schools and upper schools), two teacher representatives (lower schools and upper schools), and two PTO representatives (lower schools and upper schools). The Task Force would have the initial charge to:
 - a. Develop a work plan for reviewing and recommending any changes to School Start/End Time for the 2020-21 School Year by January 2020. This timing is critical to consider budgetary needs in FY 21.

- b. The work plan will draw on past submissions to the BOE, most notably the variables analysis presented to the BOE on November 14, 2017.² That report listed the major items that must be addressed in changing school start/end times: academic programs, health considerations, co-curricular programs, non-school programs, contractual obligations, non-contractual considerations for staff, budget, transportation (traffic and safety), family life arrangements, campus and building operations, and external (community) relations.
- c. The work plan also will draw on the *Final Report on Parent & Employee Surveys*, primarily as a basis for designing and implementing additional inquiry and outreach with all critical stakeholders.
- d. A preliminary work plan would be submitted for review by the BOE at its September 2019 meeting, with monthly updates to the BOE up through the January 2020 deadline.
- e. The January 2020 report to the BOE would present the final recommendation on whether or not to pursue a start/end time change in FY 21. If recommending a change, the January 2020 report would include a detailed action and financial plan.

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

² Document available at this link: [11-14-17 School Start/End Times Document.](#)

Appendix

It is important in the spirit of transparency and full disclosure that we share specific data and information relative to each survey question. We also want to share each narrative response we received. We have shared the top-level findings, but interested parties should have the ability to examine the data and results for their own conclusions.

As a result, we present six appendix sections, each with various data.

Appendix A - Data Summary

| Primary Level Employee Data | | |
|--|-----|--------|
| Total Employee Responses | 192 | |
| Elementary Responses | 92 | |
| Q16 How do you feel about a 15/20 minute later time for the start/end of school? | 72 | 4 |
| Q25 With a 15/20 Minutes later time for the START OF SCHOOL, Which would be the factors for you to manage? | | |
| Child Care/Coverage Now Required | 22 | 30.14% |
| Would make commute to work problematic | 37 | 50.68% |
| Not Applicable | 24 | 32.88% |
| Other | 10 | 13.70% |
| Q26 With a 15/20 minute later time for the END OF SCHOOL, which would be factors for you to manage? | | |
| Child care/Coverage | 27 | 36.00% |
| Non WPS After School Program | 22 | 29.33% |
| Not Applicable | 20 | 26.67% |
| Other | 31 | 41.33% |
| Q27 Please rank the following potential BENEFITS you would anticipate from change in School Start/End Times. | | |
| Improve middle school and high school attendance | 66 | 4.30 |
| Allow more sleep time for adolescents (middle and high schoolers) | 70 | 6.54 |
| Reduce middle school and high school tardiness | 67 | 5.00 |
| Improve middle school and high school homework completion | 66 | 3.35 |
| Improve middle school and high school academic success | 67 | 4.70 |
| Improve student mental and emotional health | 67 | 6.56 |
| Decrease student behavior issues | 66 | 4.95 |
| Increase student safety | 66 | 4.12 |

| | | | |
|-----|--|----|------|
| | | | |
| Q28 | Please rank the following potential CONCERNS you have for changing School Start/End times. | | |
| | Impact on elementary (HES and WIS) students having to start and end later. | 68 | 9.97 |
| | Impact on family routines (including commuting to work) | 68 | 9.36 |
| | Impact on child care arrangements | 66 | 9.02 |
| | Impact on WPS teachers and administrators (change in their schedules) | 69 | 8.61 |
| | Impact on after school job opportunities | 63 | 7.45 |
| | Impact on non-WPS after-school programs | 66 | 7.29 |
| | Impact on non-athletic WPS after-school programs | 62 | 7.02 |
| | Impact on athletic scheduling and opportunities | 63 | 6.67 |
| | Impact on potential early dismissals for WHS extra-curricular activities | 62 | 6.38 |
| | Impact on student transportation arrangements to and from school | 61 | 6.28 |
| | Impact on other WPS initiatives and priorities | 62 | 4.26 |
| | Impact on WPS budget | 62 | 4.16 |
| | | | |
| Q29 | How important is it for WPS to continue considering a change in School Start/End time? | | |
| | | 67 | 4.00 |

| | | | |
|-----|--|-----|--------|
| | Secondary Level Employee Data | | |
| | | | |
| | Total Employee Responses | 192 | |
| | Secondary Responses | 105 | |
| | | | |
| Q16 | How do you feel about a 15/20 minute later time for the start/end of school? | | |
| | | 69 | 4 |
| | | | |
| Q25 | With a 15/20 Minutes later time for the START OF SCHOOL, Which would be the factors for you to manage? | | |
| | Child Care/Coverage Now Required | 25 | 32.47% |
| | Would make commute to work problematic | 44 | 57.14% |
| | Not Applicable | 26 | 33.77% |
| | Other | 10 | 12.99% |
| | | | |
| Q26 | With a 15/20 minute later time for the END OF SCHOOL, which would be factors for you to manage? | | |
| | Child care/Coverage | 37 | 46.84% |
| | Non WPS After School Program | 28 | 35.44% |
| | Not Applicable | 21 | 26.58% |
| | Other | 22 | 27.85% |
| | | | |
| Q27 | Please rank the following potential BENEFITS you would anticipate from change in School Start/End Times. | | |
| | Improve middle school and high school attendance | 73 | 4.73 |

| | | | |
|-----|--|----|------|
| | Allow more sleep time for adolescents (middle and high schoolers) | 73 | 6.24 |
| | Reduce middle school and high school tardiness | 74 | 6.02 |
| | Improve middle school and high school homework completion | 72 | 3.53 |
| | Improve middle school and high school academic success | 74 | 4.29 |
| | Improve student mental and emotional health | 75 | 5.90 |
| | Decrease student behavior issues | 71 | 3.32 |
| | Increase student safety | 72 | 3.50 |
| | | | |
| Q28 | Please rank the following potential CONCERNS you have for changing School Start/End times. | | |
| | Impact on potential early dismissals for WHS extra-curricular activities | 67 | 8.33 |
| | Impact on athletic scheduling and opportunities | 68 | 8.61 |
| | Impact on non-athletic WPS after-school programs | 69 | 7.73 |
| | Impact on elementary (HES and WIS) students having to start and end later. | 67 | 6.24 |
| | Impact on non-WPS after-school programs | 71 | 7.15 |
| | Impact on after school job opportunities | 68 | 6.67 |
| | Impact on child care arrangements | 70 | 9.28 |
| | Impact on student transportation arrangements to and from school | 67 | 5.08 |
| | Impact on family routines (including commuting to work) | 73 | 9.11 |
| | Impact on WPS budget | 69 | 4.13 |
| | Impact on other WPS initiatives and priorities | 67 | 4.18 |
| | Impact on WPS teachers and administrators (change in their schedules) | 69 | 8.75 |
| | | | |
| Q29 | How important is it for WPS to continue considering a change in School Start/End time? | | |
| | | 67 | 4.00 |

| | | | |
|----|--|-----|--------|
| | Parent Data - HES | | |
| | | | |
| | Total Parent Responses | 703 | |
| | HES Responses | 201 | |
| | | | |
| Q4 | Please indicate the mode of transportation your HES student(s) use to school. | | |
| | School Bus | 152 | 85.88% |
| | Adult drives student(s) | 24 | 13.56% |
| | Walk | 0 | 0.00% |
| | Other | 1 | 0.56% |
| | | | |
| Q8 | Please indicate the after-school programs for your student(s) at Hurlbutt Elementary School. | | |
| | WPS Sponsored Athletics Fall | 0 | 0.00% |
| | WPS Sponsored Athletics Winter | 0 | 0.00% |
| | WPS Sponsored Athletics Spring | 0 | 0.00% |

| | | | |
|-----|---|-----|--------|
| | Town of Weston Parks & Recreation Programs Fall | 99 | 60.37% |
| | Town of Weston Parks & Recreation Programs Winter | 97 | 59.15% |
| | Town of Weston Parks & Recreation Programs Spring | 97 | 59.15% |
| | Religious Education | 0 | 0.00% |
| | Religious Education Fall | 40 | 24.39% |
| | Religious Education Winter | 38 | 23.78% |
| | Religious Education Spring | 38 | 23.78% |
| | Other (please specify) | 65 | 39.63% |
| | | | |
| Q12 | For Hurlbutt Elementary School, how would you family feel about 15/20 minute later time for the start/end of school? | | |
| | | 166 | 3.00 |
| | | | |
| Q17 | For Hurlbutt Elementary School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)? | | |
| | No change to current mode of transportation | 162 | 91.53% |
| | Would change from car to riding bus | 6 | 3.39% |
| | Would change from riding bus to car | 9 | 5.08% |
| | Would change from walking to riding bus | 0 | 0.00% |
| | | | |
| Q21 | With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Hurlbutt Elementary student(s)? | | |
| | No change to current mode of transportation | 152 | 85.88% |
| | Would change from car to riding bus | 1 | 0.56% |
| | Would change from riding bus to car | 24 | 13.56% |
| | Would change from walking to riding bus | 0 | 0.00% |
| | | | |
| Q27 | Please rank the following potential BENEFITS you would anticipate from change in School Start/End Times. | | |
| | Improve middle school and high school attendance | 157 | 3.70 |
| | Allow more sleep time for adolescents (middle and high schoolers | 166 | 7.12 |
| | Reduce middle school and high school tardiness | 158 | 4.79 |
| | Improve middle school and high school homework completion | 160 | 4.08 |
| | Improve middle school and high school academic success | 159 | 5.34 |
| | Improve student mental and emotional health | 163 | 6.18 |
| | Decrease student behavior issues | 161 | 4.47 |
| | Increase student safety | 167 | 3.50 |
| | | | |
| Q28 | Please rank the following potential CONCERNS you have for changing School Start/End times. | | |
| | Impact on potential early dismissals for WHS extra-curricular activities | 151 | 7.01 |
| | Impact on athletic scheduling and opportunities | 157 | 8.50 |
| | Impact on non-athletic WPS after-school programs | 155 | 7.10 |
| | Impact on elementary (HES and WIS) students having to start and end later. | 154 | 8.60 |

| | | | |
|-----|--|-----|------|
| | Impact on non-WPS after-school programs | 160 | 8.53 |
| | Impact on after school job opportunities | 152 | 5.93 |
| | Impact on child care arrangements | 156 | 8.41 |
| | Impact on student transportation arrangements to and from school | 155 | 7.32 |
| | Impact on family routines (including commuting to work) | 163 | 8.81 |
| | Impact on WPS budget | 156 | 5.58 |
| | Impact on other WPS initiatives and priorities | 154 | 4.43 |
| | Impact on WPS teachers and administrators (change in their schedules) | 162 | 5.59 |
| | | | |
| Q29 | How important is it for WPS to continue considering a change in School Start/End Time? | | |
| | | 166 | 3.00 |

| | | | |
|-----|--|-----|--------|
| | Parent Data - WIS | | |
| | | | |
| | Total Parent Responses | 703 | |
| | WIS Responses | 275 | |
| | | | |
| Q5 | Please indicate the mode of transportation your WIS student(s) use to school. | | |
| | School Bus | 199 | 84.68% |
| | Adult drives student(s) | 35 | 14.89% |
| | Walk | 0 | 0.00% |
| | Other | 1 | 0.43% |
| | | | |
| Q9 | Please indicate the after-school programs for your student(s) at Weston Intermediate School. | | |
| | WPS Sponsored Athletics Fall | 0 | 0.00% |
| | WPS Sponsored Athletics Winter | 0 | 0.00% |
| | WPS Sponsored Athletics Spring | 0 | 0.00% |
| | Town of Weston Parks & Recreation Programs Fall | 126 | 57.01% |
| | Town of Weston Parks & Recreation Programs Winter | 123 | 55.20% |
| | Town of Weston Parks & Recreation Programs Spring | 122 | 55.20% |
| | Religious Education | 0 | 0.00% |
| | Religious Education Fall | 75 | 33.94% |
| | Religious Education Winter | 74 | 33.48% |
| | Religious Education Spring | 73 | 33.03% |
| | Other (please specify) | 97 | 43.89% |
| | | | |
| Q13 | For Weston Intermediate School, how would you family feel about 15/20 minute later time for the start/end of school? | | |
| | | 222 | 3.00 |
| | | | |
| Q18 | For Weston Intermediate School, with a 15/20 minute later time to the START OF | | |

| | | | |
|-----|--|-----|--------|
| | SCHOOL, would you need to CHANGE the mode of transportation for your student(s)? | | |
| | No change to current mode of transportation | 217 | 92.74% |
| | Would change from car to riding bus | 6 | 2.56% |
| | Would change from riding bus to car | 11 | 4.70% |
| | Would change from walking to riding bus | 0 | 0.00% |
| | | | |
| Q22 | With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Weston Intermediate student(s)? | | |
| | No change to current mode of transportation | 201 | 85.90% |
| | Would change from car to riding bus | 1 | 0.43% |
| | Would change from riding bus to car | 32 | 13.68% |
| | Would change from walking to riding bus | 0 | 0.00% |
| | | | |
| Q27 | Please rank the following potential BENEFITS you would anticipate from change in School Start/End Times. | | |
| | Improve middle school and high school attendance | 196 | 3.51 |
| | Allow more sleep time for adolescents (middle and high schoolers) | 202 | 7.19 |
| | Reduce middle school and high school tardiness | 204 | 4.99 |
| | Improve middle school and high school homework completion | 169 | 4.08 |
| | Improve middle school and high school academic success | 203 | 5.36 |
| | Improve student mental and emotional health | 207 | 6.07 |
| | Decrease student behavior issues | 205 | 3.89 |
| | Increase student safety | 221 | 3.23 |
| | | | |
| Q28 | Please rank the following potential CONCERNS you have for changing School Start/End times. | | |
| | Impact on potential early dismissals for WHS extra-curricular activities | 199 | 7.77 |
| | Impact on athletic scheduling and opportunities | 203 | 8.86 |
| | Impact on non-athletic WPS after-school programs | 200 | 8.58 |
| | Impact on elementary (HES and WIS) students having to start and end later. | 201 | 8.09 |
| | Impact on non-WPS after-school programs | 204 | 8.76 |
| | Impact on after school job opportunities | 198 | 5.69 |
| | Impact on child care arrangements | 201 | 7.96 |
| | Impact on student transportation arrangements to and from school | 203 | 7.33 |
| | Impact on family routines (including commuting to work) | 208 | 8.30 |
| | Impact on WPS budget | 199 | 5.41 |
| | Impact on other WPS initiatives and priorities | 204 | 4.48 |
| | Impact on WPS teachers and administrators (change in their schedules) | 215 | 5.44 |
| | | | |
| Q29 | How important is it for WPS to continue considering a change in School Start/End Time? | | |
| | | 218 | 2.00 |

| Parent Data - WMS | | |
|--------------------------|---|------------|
| | | |
| Total Parent Responses | 703 | |
| WMS Responses | 317 | |
| | | |
| Q6 | Please indicate the mode of transportation your WMS student(s) use to school. | |
| | School Bus | 198 72.00% |
| | Adult drives student(s) | 64 23.27% |
| | Walk | 2 0.73% |
| | Other | 11 4.00% |
| | | |
| Q10 | Please indicate the after-school programs for your student(s) at Weston Middle School. | |
| | WPS Sponsored Athletics Fall | 0 0.00% |
| | WPS Sponsored Athletics Winter | 0 0.00% |
| | WPS Sponsored Athletics Spring | 0 0.00% |
| | Town of Weston Parks & Recreation Programs Fall | 91 37.30% |
| | Town of Weston Parks & Recreation Programs Winter | 87 35.66% |
| | Town of Weston Parks & Recreation Programs Spring | 89 36.48% |
| | Religious Education | 0 0.00% |
| | Religious Education Fall | 66 27.05% |
| | Religious Education Winter | 67 27.46% |
| | Religious Education Spring | 66 27.05% |
| | Other (please specify) | 131 53.69% |
| | | |
| Q14 | For Weston Middle School, how would you family feel about 15/20 minute later time for the start/end of school? | |
| | | 267 2.00% |
| | | |
| Q19 | For Weston Middle School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)? | |
| | No change to current mode of transportation | 252 91.64% |
| | Would change from car to riding bus | 17 6.18% |
| | Would change from riding bus to car | 6 2.18% |
| | Would change from walking to riding bus | 0 0.00% |
| | | |
| Q23 | With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Weston Middle School student(s)? | |
| | No change to current mode of transportation | 255 92.73% |
| | Would change from car to riding bus | 7 2.55% |
| | Would change from riding bus to car | 13 4.73% |
| | Would change from walking to riding bus | 0 0.00% |

| | | | |
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| | | | |
| | Please rank the following potential BENEFITS you would anticipate from change in Q27 School Start/End Times. | | |
| | Improve middle school and high school attendance | 233 | 3.59 |
| | Allow more sleep time for adolescents (middle and high schoolers) | 248 | 7.37 |
| | Reduce middle school and high school tardiness | 240 | 4.92 |
| | Improve middle school and high school homework completion | 233 | 4.32 |
| | Improve middle school and high school academic success | 244 | 5.38 |
| | Improve student mental and emotional health | 246 | 6.11 |
| | Decrease student behavior issues | 246 | 3.82 |
| | Increase student safety | 256 | 2.69 |
| | | | |
| | Please rank the following potential CONCERNS you have for changing School Q28 Start/End times. | | |
| | Impact on potential early dismissals for WHS extra-curricular activities | 227 | 7.99 |
| | Impact on athletic scheduling and opportunities | 235 | 9.25 |
| | Impact on non-athletic WPS after-school programs | 238 | 8.57 |
| | Impact on elementary (HES and WIS) students having to start and end later. | 237 | 7.70 |
| | Impact on non-WPS after-school programs | 238 | 8.16 |
| | Impact on after school job opportunities | 235 | 5.93 |
| | Impact on child care arrangements | 235 | 7.35 |
| | Impact on student transportation arrangements to and from school | 236 | 6.76 |
| | Impact on family routines (including commuting to work) | 239 | 8.14 |
| | Impact on WPS budget | 237 | 6.19 |
| | Impact on other WPS initiatives and priorities | 245 | 5.07 |
| | Impact on WPS teachers and administrators (change in their schedules) | 253 | 6.07 |
| | | | |
| | How important is it for WPS to continue considering a change in School Start/End Q29 Time? | | |
| | | 255 | 2.00 |

| | | | |
|----|---|-----|--------|
| | Parent Data - WHS | | |
| | | | |
| | Total Parent Responses | 703 | |
| | WHS Responses | 320 | |
| | | | |
| Q7 | Please indicate the mode of transportation your WHS student(s) use to school. | | |
| | School Bus | 150 | 53.76% |
| | Adult drives student(s) to school | 67 | 24.01% |
| | Student or student's friend drives to school | 51 | 18.28% |
| | Walk | 2 | 0.72% |
| | Other | 9 | 3.23% |
| | | | |

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|-----|---|-----|--------|
| Q11 | Please indicate the after-school programs for your student(s) at Weston Middle School. | | |
| | WPS Sponsored Athletics Fall | 136 | 53.33% |
| | WPS Sponsored Athletics Winter | 115 | 45.10% |
| | WPS Sponsored Athletics Spring | 140 | 54.90% |
| | Town of Weston Parks & Recreation Programs Fall | 15 | 5.88% |
| | Town of Weston Parks & Recreation Programs Winter | 18 | 7.06% |
| | Town of Weston Parks & Recreation Programs Spring | 11 | 4.31% |
| | Religious Education | 0 | 0.00% |
| | Religious Education Fall | 3 | 1.18% |
| | Religious Education Winter | 4 | 1.57% |
| | Religious Education Spring | 2 | 0.78% |
| | Other (please specify) | 100 | 39.22% |
| | | | |
| Q15 | For Weston High School, how would you family feel about 15/20 minute later time for the start/end of school? | | |
| | | 265 | 2.00 |
| | | | |
| Q20 | For Weston High School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)? | | |
| | No change to current mode of transportation | 256 | 92.00% |
| | Would change from car to riding bus | 17 | 6.12% |
| | Would change from riding bus to car | 5 | 1.80% |
| | Would change from walking to riding bus | 0 | 0.00% |
| | | | |
| Q24 | With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Weston High School student(s)? | | |
| | No change to current mode of transportation | 260 | 93.86% |
| | Would change from car to riding bus | 5 | 1.81% |
| | Would change from riding bus to car | 12 | 4.33% |
| | Would change from walking to riding bus | 0 | 0.00% |
| | | | |
| Q27 | Please rank the following potential BENEFITS you would anticipate from change in School Start/End Times. | | |
| | Improve middle school and high school attendance | 223 | 3.59 |
| | Allow more sleep time for adolescents (middle and high schoolers) | 248 | 7.33 |
| | Reduce middle school and high school tardiness | 223 | 5.04 |
| | Improve middle school and high school homework completion | 228 | 4.20 |
| | Improve middle school and high school academic success | 235 | 5.24 |
| | Improve student mental and emotional health | 250 | 6.16 |
| | Decrease student behavior issues | 239 | 3.57 |
| | Increase student safety | 250 | 2.93 |
| | | | |
| Q28 | Please rank the following potential CONCERNS you have for changing School Start/End times. | | |
| | Impact on potential early dismissals for WHS extra-curricular activities | 224 | 8.63 |

| | | | |
|-----|--|-----|------|
| | Impact on athletic scheduling and opportunities | 230 | 9.68 |
| | Impact on non-athletic WPS after-school programs | 229 | 8.88 |
| | Impact on elementary (HES and WIS) students having to start and end later. | 228 | 6.73 |
| | Impact on non-WPS after-school programs | 233 | 8.57 |
| | Impact on after school job opportunities | 230 | 7.34 |
| | Impact on child care arrangements | 227 | 6.77 |
| | Impact on student transportation arrangements to and from school | 227 | 6.64 |
| | Impact on family routines (including commuting to work) | 234 | 7.87 |
| | Impact on WPS budget | 234 | 6.46 |
| | Impact on other WPS initiatives and priorities | 238 | 4.91 |
| | Impact on WPS teachers and administrators (change in their schedules) | 251 | 6.39 |
| | | | |
| Q29 | How important is it for WPS to continue considering a change in School Start/End Time? | | |
| | | 258 | 2.00 |

Appendix B - Narrative Responses Staff Positive

| STAFF POSITIVE COMMENTS | |
|--------------------------------|---|
| 2 | I think it's imperative for the health of the kids! All else is secondary. |
| 7 | I will support whatever option the district pursues. |
| 17 | Elementary schools should be earlier start times; |
| 35 | Yes, the earliest lunch times should start at 11:30 or 11:45 AM. Anything earlier is silly. |
| 38 | What about having the elementary and intermediate schools start before the high school / middle school? Often times younger students wake up earlier naturally before they begin to hit puberty. |
| 40 | I feel that the most effective change in start/end times is to flip the schedules. (I realize that this option is not on the table.) My understanding of the research is that it demonstrates this to be the most effective schedule change for adolescents. 15 minutes of sleep time basically has the effect of hitting the snooze button both literally and figuratively. We have the opportunity to make a bold choice that the research demonstrates is best for kids. This change would be change for change sake while making very little difference in the lives of teenagers in our schools. |
| 41 | Has switching times been considered? Instead of pushing everyone's schedule later, why can't elementary and WIS start earlier than the middle and high school? Our students are already tired at the end of the day. Teaching later will not be a benefit for them, as I believe many get up early anyways. |
| 47 | Based on research, start times for school should be later, not just 20 minutes. Adolescents and teenagers should be getting more sleep, whereas elementary aged children should be starting school earlier. |
| 48 | I'm not sure how much of a difference a 15-minute change will affect student wellness. The research seems to point to the benefits happening with a later start time. |
| 52 | I agree and support the recommendations from the American Academy of Pediatrics, which recommend a start time for teens 8:30 or later. Melatonin is not produced until 11 p.m. for 2 years after the onset of puberty, making it a challenge for these children to get to sleep at an earlier time. The result is they lose hours of sleep daily due to early school start times. This impacts their attention, reaction times, mental health, regulating their behavior and emotions, stress levels, and use of stimulants and drugs. I don't think Weston is being aggressive enough- I think you should consider an even later school start time for middle and high school. |
| 60 | The younger students should start at 7:45 and the older students should start at 8:30. |
| 62 | For me, it's not a big issue. I don't commute on highways, so don't anticipate traffic problems. I could end up having to miss some afternoon class time for medical/veterinary appointments, but I don't think that's likely. If the research supports a fifteen minute change from where we are now making a real difference for the students, I'm for it. |
| 67 | if not the start end time shift, have you considered just flip-flopping which buildings start first and which start later? i.e.: have the elementary and intermediate schools start first and the middle and high start second. that would promote mental and emotional health with the older kids because that's when they're most functional, and also promote the health and wellbeing of the younger kids since they are naturally early risers |

Appendix C - Narrative Responses Parent Positive

| PARENT POSITIVE COMMENTS | |
|---------------------------------|--|
| 1 | I applaud the effort to get the high school students a later start time. When my children were young, they would have happily gone to school at 7:30a. |
| 4 | I greatly appreciate the care and attention to the issue. The scientific evidence describing the sleep cycles of teens and the impact of school start time makes this an imperative . |
| 6 | The American pediatrics association is in strong support and recommends that school should not begin for adolescents prior to 8:30 a.m. Students well-being is first and foremost as it will impact everything else including academics, sports performance, Etc. |
| 8 | Good choice! |
| 9 | I think the start time for Hurlbutt and WIS are fine but I strongly believe that the start time for middle school and high school should be later. |
| 10 | I'm glad to see this subject gaining broader consideration. I have always felt that the early schedule was incongruous with student sleep needs. |
| 11 | 15 minutes not really enough time to make a difference. But I'll take it! |
| 12 | I drive my kids to school every day so that they can get 15 extra minutes of sleep in the morning. This is long overdue. Thank you. The only reason I didn't rate it higher is because I'd like to see an even later start time (30 minutes!) |
| 16 | I believe giving the children the extra time in the morning to start their day well rested and not rushing and therefore having anxiety is a much better way to start the day. Most after school activities (unrelated to school) do not start until 4:00 so there is still ample time to get there without rushing. |
| 20 | I fully support a later start time for the Weston schools. |
| 23 | Totally in favor of it. |
| 26 | Sleep is an essential for overall physical and mental health and needs to be considered when determining school times |
| 28 | We appreciate that this is an project for evaluating improvement for everyone in Weston, and the transparency and integration of all student families is very important and impressive. Thank you. |
| 32 | I sincerely appreciate the effort WPS is taking to look into this issue, as I do think there is validity to the argument of later start times. But with that said, I do think parents/children need to learn how to prioritize their days. MS/HS kids are in school for 6 hours and 45 min. which means they have (at a minimum) 17 hours and 15 min to use at their own discretion. Sometimes in life you have to make tough choices. Perhaps parents need to do a better job of helping their children manage their 17 hours and 15 min. |

| | |
|----|--|
| 34 | i think it's a great idea especially for the mental and emotional health for adolescents to start the day later. |
| 35 | I appreciate your modest approach of only a 15-20 minute change. As a working mom, I really empathize with working parents of young children, including your many teachers with young kids who are more likely to incur costs or inconvenience. But for middle and high school, this change could be a relief to many families in a variety of ways. My HS son sometimes sleeps fewer hours than me, which I find upsetting since his brain is still developing and needs proper rest. |
| 40 | Think it's a great idea. My child would be happy to be able to sleep an extra 10-15 minutes. |
| 43 | Studies shows is better for all students. Positive effects outweigh the negative ones. Other school districts have done it without much impact. We can do it as well! |
| 55 | The health of our students is the key to overall academic performance and both research and common sense show that a later start time is beneficial. thanks. |
| 57 | Strongly support delay school start time for WMS and WHS as it has been scientific proven that teenagers have different body clock. I would think it should be half hour or more later to allow them to sleep longer. |
| 60 | Is starting school 15-20 minutes later that much better or should it be even later? |
| 61 | It's a terrific idea. Why not try it for a few years and assess its efficacy. |
| 62 | Should be made and communicated in a timely way. |
| 64 | I think WPS should consider all the studies that have been done on the benefits of a later school start. The new start time is only 15 min. I really don't think it will have that much of an impact but we will take what we can get! |
| 66 | Let's do it! The kids really need the sleep, as do the rest of us. It's much more reasonable. |
| 67 | As long as the changing of School Start/End Times does not lead to an INCREASE in the WPS budget then we should continue to explore the opportunity. I do not support having a consultant being hired to help the WPS on this "project". This is an area that I think our administration is fully capable of investigating and arriving at a conclusion after thoughtful debate. |
| 72 | Later start time is very important for middle school and high school students |
| 75 | Student welfare, health and academic success should be the priority and having teenagers start school so early is counter to their natural biology. |
| 76 | Yes - why dont you swap out school start times between MS/HS and WIS/HES instead of changing the whole process? Young kids wake up early so they can go earlier to school happily. They get tired early so they can come to home early. Older kids need more sleep so they can start at 830. Just swapping things out seemingly might help to reduce logistical and administrative nightmare. Also, no other place in the world, school is this long without extended recess. There's no need for the WIS/HES kids to be in school this long. If need be you can cut the day by an hour and they would still be where they are academically or better since they can play. |
| 77 | I think it's a great idea. I have three children at HES, this would be great for them. |

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| 78 | If my kids were younger I would be more in favor of this, but since I only have one student left and he drives himself this doesn't really effect our family except for the extra 15 minutes of sleep which would be beneficial for him. |
| 79 | It would greatly improve my child's ability to learn in the morning in MS if she was able to sleep a little later. |
| 80 | I am for changing the school time based on the behavioral studies and importance for the children and adolescents to get enough sleep for development. |
| 81 | Please Change the times. I think 15-20 Minutes is minimum. Also think about starting middle and high school later than elementary and intermediate. |
| 82 | They need to switch the schools tarts times as middle school and high school students need to sleep.in longer than younger students. |
| 83 | I think school should star at 8:30 |
| 86 | Start time of 9 or even 9:30 for middle school and high school. My neices and nephews are in a very forward thinking school in Austin and have implemented this with brilliant success and positive behavioral and academic improvement. The schedules should not be driven by sport demands (the minority). But rather the overall good of emotional and academic performance that is research based. This schedule would also be better for working parents to allow more family time. |
| 87 | Sleep is good! |
| 88 | Improvement in road conditions during winter for teen drivers with later start time |
| 89 | I agree, these middle school and high school kids need more sleep for their growing bodies and increased academic performance and lesson illness. |
| 90 | A half hour is best |
| 91 | They nees their sleep! And while I appreciate the incremental change, we'd like to see an even later start time. Thank you for your efforts!! |
| 95 | I would prefer to see the latest possible time-8:30 as originally proposed. 8:00 is not much of a change |
| 101 | I'm for it. I think school starts too early. |
| 103 | I think Middle School and High School start times should be even later. You should flip the start times and let middle and high school children sleep later. The younger children should start earlier. |
| 104 | The elementary school kids should NOT be waking up or starting school as early as they must now do. It's nuts and unhealthy. |

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| 117 | I believe moving the start/end time for secondary schools is important. Research shows that adolescents require more sleep and later start of activities. On the other hands, smaller kids frequently wake up on their own earlier and are ready to start the day very early in the morning, but are more tired at the end of the day. An earlier start instead of a later start would be better. In other words, switching start times between secondary and elementary schools might be better than delaying both. |
| 118 | I think it is of the utmost importance to have a later start time for students, for their health, mental and physical well being. Which will in turn have an overall positive effect on their studies, etc. |
| 121 | Seems we should be considering going further and reversing the scheduling to have WMS and WHS start LATER than HES and WIS |
| 127 | Later start times are supported by the American Academy of Pediatrics. I am a pediatrician and support the later start time. |
| 128 | You should start High School at 8:30 or later as recommended by the American Academy of Pediatrics. It's in the best interest of the students, and that should be the driving factor in this decision, not staff, athletics, band or anything else. |
| 129 | My young kids are up early naturally and most of my friends say the same about their young kids. Has it been considered that the schedule is simply flipped so that the younger students have the earlier start time? Then the bus schedules and budgets should remain intact. Ultimately this is about the older students getting more sleep. While sports and after school activities are important, it's not typically a factor in long-term outcomes/careers for most students and I do not believe should be prioritized in this scenario. According to the study just released by the Science Advances Journal, students in Seattle who participated in sleep studies with later start times have reacted positively, improving not only their academic levels but also their emotional and behavioral levels. We must support teenagers and help them achieve success and become good learners who will contribute to society and the economy. If Fairfield County becomes a leader in this area, I have to believe that others will follow suit across the country, allowing for adjustments in sports and after school activities overall. |
| 134 | 15 minutes will barely make a difference for high schoolers. The HS & MS should start at 8:30. |
| 135 | Honestly I don't see a 15 minute shift causing difficulty for anyone. The benefit for students far outweighs any obstacle. It's only 15-minutes. |
| 137 | the science is clear and the health impacts are too important to ignore |
| 139 | Even 15 min is helpful! |
| 140 | I appreciate it for the health of my children and allowing me a few more minutes with them in the morning before we go our separate ways for the day |
| 141 | Nothing is more important then the emotional and physical well being of our children and our community. The science is there - later school start times need to be made the priority, taken seriously and acted on quickly. |
| 143 | My sincere hope Is the middle school and high school eventually start much later. Teens and preteens are biologically wired to need more sleep and are able to perform better later in the day. This is back by many studies. |
| 146 | 15 / 20 minutes is not a HUGE improvement, but I will take it! I understand it's tough to make big changes at once. This is a good starting point. |

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| 148 | The youngest should start their day earlier than the oldest. My youngest is up by 5:30 a.m., no problem. |
| 149 | WIS & HES should start before WHS & WMS |
| 153 | I think it is key to change the time schedule for teens to be later but do not see any justification for younger kids in Hurlbutt and Intermediate school. Also it is key for the school to start thinking of adding buses from school to very popular extra curricular activities (e.g. soccer at morehouse) so it does help parents to better manage their job or other activities to a later time. Last but not least it is also recommended to have the school INFLUENCE the extra-curricular activities to then start at a later stage so no early dismissal is needed obviously! |
| 154 | I think we should do whatever we can to push back the start time for our HS and MS students. |
| 156 | There are always going to be pluses and minuses with any potential change, but if we prioritize student health and safety above everything else then the benefits of making this change far outweigh any potential drawbacks. |
| 159 | I am glad you are working to make a change, sleep is essential for the well being and therefore success of our teenagers. It has probably been considered, but if it works out better for the schedule to have HES and WIS start earlier, so the older kids can start later, that would be my preferred solution as younger kids are awake earlier anyway and it would get them home earlier to play. It would give older kids a chance to sleep in when needed or do sports before school at a more reasonable time. |
| 160 | In Weston my guess would be that most if not all of the afterschool activities would adapt their schedules readily to the school schedule. Later start and dismissal times might actually be a boon to parents and families from a scheduling perspective. |
| 161 | As a doctor and a parent, I believe that a later start time leading to better sleep for children is a very important issue to consider. The inconveniences that the change might cause in the short term are a small price to pay. |
| 163 | I appreciate and commend the incremental approach to changing these times. |
| 166 | If we are going to make a change, I would advocate for considering later start for WHS/WMS and earlier for HES/WIS. Shifting the whole schedule 15-20 min later is a lot of work for not a lot of benefit |
| 171 | We can do this! We are 100% for this 15/20 minute change in school start/end times. Thank you! |
| 172 | Yes, 15 minute change isn't going to be as effective as a 30 minute change |
| 173 | This has been very successful in other areas. All of the research I have seen supports it and "problems" always seem to be managed once it is really happening SO glad you are addressing this issue |
| 175 | I am a big proponent of a later start time for WHS, WMS. |
| 177 | I think westport is on this schedule and seems to be working for them. |
| 178 | We as a family strongly support the change for the well-being of the students which should be the one and only concern of the WPS |

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| 180 | Other school districts have flipped the start times of the younger students with the older students (see Town of Wilton start/end times). WMS and WHS would start at the current time WIS and Hurlbutt start (later) and elementary/intermediate age students would start at the earlier time (7:45am). Fifteen minutes is not a major change. Studies have shown that middle and high school students function better with a (much) later start time. The younger children go to bed earlier and therefore get more sleep. Do your research. After school athletic programs would be the most affected (e.g., away games). But... what is the percentage of students on a varsity team (in any given season/sport, as the student generally would only participate part of the school year) vs. the entire student body, who would benefit from a much later start time. |
| 184 | The consequences of sleep deprivation during the teenage years are serious. Teens spend a great portion of each day in school; however, they are unable to maximize the learning opportunities afforded by the education system, since sleep deprivation impairs their ability to be alert, pay attention, solve problems, cope with stress and retain information. Young people who do not get enough sleep night after night carry a significant risk for drowsy driving ; emotional and behavioral problems such as irritability, depression, poor impulse control and violence; health complaints; tobacco and alcohol use; impaired cognitive function and decision-making; and lower overall performance in everything from academics to athletics. Why not make start times later? My high school in South Florida started at 9:20am. We all managed to make it work. I had 2 working parents and younger siblings (they were in elementary and middle school while I was in high school. Elementary and middle also started at 9:20am). High school didn't get out until 4:20pm, and I got home even later when I played sports. But, I was always well rested, able to learn, and stress free! Weston should follow suit! |
| 185 | I wish it had been done sooner - before my older children graduated. I also think the staff needs the extra morning time/sleep time etc. |
| 187 | Is there a possibility to flip the WHS/WMS and HES/WIS - no change to current times just flipping so the younger kids start at the current earlier start of 7:45 and the older at 8:30. |
| 189 | I think it's a great idea. It will mean some adjustment to our drop off plan but it's worth it. |
| 192 | I think this is very important, other towns are doing this and older students need their sleep and need more time for homework. |
| 193 | Follow the research |
| 194 | I have a senior so not really impacted but I do think it's a good idea. |
| 197 | 15 minutes is a lot of extra sleep especially for teens who can drive to school. |
| 198 | I would have thought that there would have been a consideration to start the younger kids at an earlier time rather than push everything later. also helps with parents that have to get to work to have the kids out earlier and then they only have to coordinate afterschool care rather than both morning and afterschool |
| 200 | I think it is important that the discussion continue with later start times for both elementary & middle/high school. It is important neither level is pushed to start earlier then their current respective times. |
| 201 | I think it's probably a good idea. |

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| 202 | While I appreciate that the proposed 15/20 minute changes are more easily enacted than a larger time change, I hope these changes will be an intermediate step towards larger time changes (that hopefully take less than an additional decade to enact). |
| 207 | This is a great idea, especially HS Children are struggling to wake up that early in the morning and the parents have to drive because they can't miss the bus |
| 208 | I appreciate your attempt at incremental changes, and support a 15/20 minute change but given the research and the incredibly high levels of stress and anxiety (all compounded by lack of adequate sleep) among middle and high school students in our community this small shift does not seem adequate. |
| 209 | We fully support it, despite concerns over extra curricular activity times. We strongly believe student physical and mental health and academic success is far more important than extra curricular activities (which have gained way too much importance and gravity in parents' considerations in recent years). |
| 210 | I think it's a great idea |
| 211 | The youngest students wake earlier and fatigue earlier in the day. Has there been consideration to switching start times for some schools (I.e., Hurlbutt and WIS beginning and ending earlier, with each school change thereafter starting later to reflect child development/sleep needs)? This would actually impact my work schedule more, but would be more beneficial to the students. |
| 212 | This seems like a good start to solving the problem but not the final solution. The difference in time is quite minimal and really does not make much of an impact aside from giving relief to the middle school & high school students who have the early pickups |
| 213 | I think these proposed new times are excellent! |
| 214 | Would love to see a more impactful change made to reflect sleep patterns of children and adolescents - young children wake up early and should have first round of bus rides and earliest start time with adolescents on later schedule. |
| 215 | I'm glad to see the district carefully considering this important chance which respects the biological needs and health of students. |
| 218 | Please do it!!! |
| 219 | I am STRONGLY in favor of an 8:05am school start time. I think this is a step in the right direction for the kids. |
| 220 | My belief is that if school starts later, kids will stay up later by the same amount. It is like daylight savings - everything just shifts. They won't get more sleep. But 15-20 minutes later will be nice in the morning so that it is not dark while they wait for the bus in the morning. |
| 221 | This would be helpful to alleviate early morning traffic time sue to early commute to NYC. |
| 222 | 15 minutes is not enough. I strongly support a later time, but 15 minutes is barely enough. This survey is nonsense and poorly constructed. There is no opportunity to vote my true feelings. I can either vote that I'm satisfied with 15 minutes or that I'm not. But it should AT LEAST that. |
| 223 | The later the better! |
| 224 | We fully support a later time for WMS and WHS school to start (and end later) for the health of the children |

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| 226 | If school start and end times do shift, is the assumption that all other Weston ancillary activities and supports will shift accordingly? For example, WOW programming, club sports, etc? I think that would be crucial. I appreciate the consideration that is going into this matter. I don't anticipate any major impact on my family depending on how this lands. |
| 230 | This is a tough one. I do think middle & high schoolers would benefit tremendously from starting later. However, I'm not sure that 15-20 minutes would really make that much difference in the big picture. For kids in WIS who have homework, getting home at 4:30 is pretty late. |
| 233 | I strongly believe it would be beneficial to our kids to move the beginning of school to a later time. It is tough to get catch the bus before 7am. |
| 234 | I know it has been proven that middle school and high school students need more sleep, and I like the idea of the later start time. However, with little ones, I feel having the last drop off at 4:30 is ridiculous....so late for a 4 or 5 year old! I myself had high school 8:25-3:15, but this was for the whole district, and I understand that our "campus" would be too congested... It's just difficult to balance the littles with the older students. |
| 236 | Just wondering if 15min is enough- Why not consider swapping Bus schedules with lower grades? |
| 238 | All the research supports that it's a good idea to start later. |
| 239 | Rather than start HES and WIS later, is it at all possible to switch them to earlier or make all schools start at same time (probably a logistical nightmare)? |
| 241 | I am in full support of this change! My family struggles in the morning because of the ridiculously early bus pick up time for middle/ high school. |
| 244 | The high/ middle schoolers should be given the latest pick up rather than the elementary students. |
| 245 | Why only a 15/20 minute time change? Wouldn't our students be better served by starting closer to 8am for high school and buying more buses, hiring more bus drivers, obtaining more insurance, and finding additional space to store them. The initial cost might seem high, but if we really care about the health and well-being of our students, then parents should be willing to pay whatever assessment or additional cost there would be... |
| 246 | Apart from whatever inconveniences this could bring to other aspects, I still encourage this change as I strongly feel it will improve health and sleep of the children. This is of the utmost importance. |
| 248 | If it were up to me the time change would be 45 min later not just 15 min. I completely support changing the time even a little. Wilton did it we can too. Acedemics and physical/mental health are more improtant than athletics and clubs. |
| 249 | The research on sleep necessity is clear. It will improve every aspect of the schools. Better rested kids will help teachers teach and the students learn. |
| 252 | Having the middle school start prior to 8am is crazy / a terrible current practice. All the kids are tired, particularly the active ones. All the schools should start 8.30 at the earliest. Cut each class by 5 minutes if you need to squeeze out an extra half hour to make a reasonable start time happen. |
| 253 | I think later start times are important and would support an even later start time than the one proposed. |
| 254 | Since many other districts are changing as well- the sports times will be changing anyway.... |

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| 262 | sleep is key - leads to overall health. great idea. |
| 268 | Prefer swapping upper and Lower school start time over pushing back both incrementally |
| 270 | It seems that studies indicate that high school students are the ones most in need of additional sleep (and who have the most homework), I know the logistics would be challenging but shouldn't they be the last rather than first to school? End one of the free periods? |
| 271 | Delaying school start time by 15/20 minutes will allow for improved student health and safety |
| 272 | I understand the challenges with starting later, but think its important to the success and development of our children. I see this as an incremental step to starting even later. |
| 274 | Please reconsider swapping the schedules of HES/WIS with WMS/WHS. The research supports more closely accommodating the natural sleep/wake cycles of the students, that is: younger students tend to sleep/wake earlier and older students tend to sleep/wake later. Swapping these schedules would have the most beneficial impact for students while keeping the overall school day schedule in the same "footprint" we have now. |
| 275 | My six year old requires a lot of sleep and she hasn't been getting it because of the early start time. I have to wake her up every day and she barely has time to eat breakfast. I would like to see a later start time so mornings won't be so frantic. |
| 277 | I think this delay would improve the overall student mental state and thereby improving their academic mindset and performance |
| 278 | I would like to see WMS and WHS start LATER than 15/20 min change. Would prefer they start 45-60 mins later. |
| 279 | Our students need these changes ASAP - Biggest benefits are improved academic performance, mental health and personal safety. These are schools - Priority needs to be academics and student welfare, then sports and extracurriculars. As more surrounding schools follow suit, potential sports and extracurricular activity scheduling issues will naturally resolve. Bottom line - families will have to adjust. The proposed 15/20 minute shift is a significantly lesser hardship than the current start times for teens. |
| 280 | Appears as though the Superintendent and BOE have carefully thought out the issues. Far greater number of concerns than benefits. |
| 281 | Please give the kids more time to sleep! They are all exhausted!!! |
| 282 | "Life belongs to people waking up early" and so the main benefit I see in shifting the hours of school will be in the afternoon. This will de-facto reduce the possible time spent on all electronic devices for gaming and texting. This will be the major improvement in the life of our students. |
| 283 | Good idea! |
| 286 | I conceptually like the concept of having MS and HS students start later. However, I'm concerned that the later start time for the elementary students will have a negative impact on working parents. To implement this change, I suggest a before care option is introduced for HES and WIS. Then I would fully support this change. |
| 288 | The science is clear: later start times benefit children's mental, emotional, and physical health. Please move to later start times as soon as possible. And please do not let athletics drive this discussion. The overall health of ALL students takes priority over the segment that participates in sports. |

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| 290 | I'm not sure what an extra 15 minutes would accomplish but I guess every little bit helps. I strongly believe that for middle and high school students a later start time is crucial. We have one child so it's easy for me to ask-why don't the younger kids go earlier and the older kids go later? I'm sure there's an obvious reason but it seems like a great solution to me. Just swap the two |
| 293 | Other towns promote success give great insight. Firm believer in more sleep for teens and less stress for them. |
| 294 | Great initiative, please do it. Schools who have implemented this have seen excellent results. |
| 304 | Later start for MS/HS would be even better |
| 308 | Thought the proposal was smart and well thought out. Thank you! |
| 309 | Changing times is great, but 15 minutes is not going to help much without switching start times for WMS/WHS with those for WIS/HUR |
| 312 | Ideally, the start and end times for WMS/WHS would move to the later times but the HES/WIS times would remain the same. |
| 316 | Is there any consideration about switching HES/WIS and WMS/WHS so that the younger kids start earlier and end earlier? |
| 317 | At this crucial time in education what is best for the mental and physical well being of the students needs to be of paramount consideration. Logistics can be sorted out. We need to consider new research and the impact these early times are having on our students overall well being. |

Appendix D - Narrative Responses Staff Negative

| STAFF NEGATIVE COMMENTS | |
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| 1 | Picking up my children is a priority and the change in time would make it difficult to get there in time! Extra help would become difficult to fit into the day. |
| 3 | I don't think that 15 minutes will make a difference to the students. I think it will be more difficult for faculty getting to work and starting 15 minutes later, students will go to sleep 15 minutes later. |
| 4 | <p>The districts that have changed times are finding that the change is little to the benefits of their students. High school students are not necessarily sleeping in as there is no change in their other life/daily activities. In speaking with many secondary students, they have noticed no change or benefit in their academic success. The behavior and performance of their peers has not changed. A district changing times is only a small piece to a larger conversation. In order for this to impact positively, secondary students need to make life changes as well. That does not happen for the majority of students.</p> <p>For our younger students, arriving later and staying later can cause difficulty there as well. Our young students struggle by the end of the day to maintain their stamina and focus on their learning. We see an increase in misbehavior as the day goes on. Keeping them longer will not be better but make learning more difficult.</p> <p>Also, many students leave early as it is for after school activities and obligations. With a later dismissal time, they will miss more learning, not less.</p> <p>The impact on staff and teachers needs to be considered and considered seriously. These changes, for some of us, will cause a great deal of stress on our family schedules and obligations. The financial, emotional, and mental toll can be significant for families, both intact and single parent families. Please consider these points before assuming that a change in time is beneficial for all - staff and students.</p> |
| 5 | Not worth it. |
| 6 | This would completely impact my family life as well as my financial situation. I would need before AND after school care for my children. Now I dont need afterschool |
| 8 | no |
| 9 | no |
| 10 | I don't think that the change at the WIS or HES is necessary or beneficial. Young children are often awake quite early and their best learning times tend to be in the morning (I used to be a Montessori teacher). Many young kids really need to rest for a spell in the afternoon and I truly believe this schedule change would negatively impact their day, as well as the morning work routines of families. |
| 11 | This change would create a problem with traffic. A later start would create more volume. |

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| 12 | <p>I just don't know if a 15 minute in time change is going to bring out all of the desired changes that we would want.</p> <p>Also, I think it will be hard for myself and other teachers to give extra help in the afternoon due to after school obligations.</p> |
| 13 | <p>This Change would drastically impact my commute, family schedule, childcare, and ability to oversee clubs and activities at WHS in a negative way. I would prefer it not be changed.</p> |
| 15 | <p>I am also concerned about the impact that starting later and ending later will have on our youngest learners. We all know that the elementary students are most attentive and achieve their highest learning in the earlier part of the day. They are exhausted and it is extremely difficult for them to attend to lessons and their work as the day goes on. What studies have we done on the impact of starting later for our youngest learners that are getting the foundation of education?</p> |
| 16 | <p>Unsure of the impact on students as far as academic improvement because instead of sleeping they may delay school work and the benefits would be negated.</p> |
| 19 | <p>A mere change of 15 minutes is not a beneficial change, it seems it is just to put a notch in administration's "we did" list. 15 minutes will impact so much beyond any educational benefits. I hope that the administration listens to people that are in the trenches for once.</p> |
| 20 | <p>A later start time would impact both the older and younger kids negatively for return home due to homework, down time and activities. They would benefit from the extra sleep but I don't think that outweighs the negatives.</p> |
| 21 | <p>I understand the research but cannot see a strong enough argument for changing so many things for 15 minutes - students will simply shift their schedules, nothing will change in regards to attendance and/or work ethic.</p> |
| 22 | <p>NOT WORTH IT</p> |
| 23 | <p>A time change of 15 minutes does not seem significant enough to actually promote the benefits that many are seeking from a later start time (more sleep, mental health, etc). At the same time, it seems that it will cause a tremendous amount of disruption to everyone - students and teachers at all schools, as well as parents.</p> |
| 24 | <p>I agree that the research supports that sleeping later and starting learning later in the day (especially for adolescents) bears out that it can be beneficial. However, I am concerned that the logistics (impact on family, impact on extracurricular endeavors, how late students stay up doing homework, etc.) negate the positive effects.</p> <p>When the start time was adjusted in 2009, I did see an initial positive impact for the students who were already in the high school; however, as time went on, the students and staff adjusted... students stayed up later, the tardies returned, attendance issues re-emerged. By itself, I think starting later is a wonderful idea, but I fear the surrounding factors negate the benefits.</p> <p>(On the other hand, having children who are elementary age and younger who often pop out of bed at or before the crack of dawn, I've often wondered if THEY should have the earlier start.)</p> <p>It's a tough decision... I wish you luck and hope this is helpful from an educator's eyes. :)</p> |
| 25 | <p>If there needs to be a change, I would recommend that elementary schools start earlier and end earlier since they are younger and get up early.</p> |
| 26 | <p>if anything just flip flop, HES/WIS start and end times with WMS/WHS</p> |

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| 27 | If younger children are up earlier, why then does this plan involve them going to school later than HS/MS? It doesn't make sense to change for 15-20 difference. |
| 28 | Has any consideration been giving to flip flopping the start and end times of HES/WIS and WMS/WHS? By this I mean, have the lower grades start at the earlier high school time and having the upper grades start later since studies show older students are the ones that need more sleep? |
| 29 | It is too late for elementary students to get home. In the winter, it is DARK at 4:30. Children who ride the bus from Bridgeport would not get home until almost 6 in the evening! Why not switch Elementary with upper level times? That is what I thought we were discussing! |
| 30 | There is no evidence of this providing positive outcomes in districts that have adopted it. Many problems with extra curriculums, teacher burdens with childcare, and shifts everything to ending later. |
| 31 | I hope the time does not change |
| 32 | Don't think that most staff members want their work hours changed. |
| 33 | I do not think it will change any of student behavior challenges. I do not think it is worth changing the after school schedule just to give students 15 more minutes of "sleep". |
| 34 | I don't feel that a 15 minute change would be worth all of the negative impacts and potential problems that would happen as a result. |
| 36 | I am concerned about Elementary parents having to get siblings to preschool/daycare with time change |
| 37 | I think it is very important to consider changing the start of school to a later time. All research shows the benefits for high school students in particular. I just don't support changing everything around for an additional 15 of possible sleep. It seems that it would take more than that to make a difference. |
| 39 | A 15 minute difference in start time will not greatly impact the students, their work, their attendance, etc. |
| 42 | I feel this would be very difficult for staff, especially in the lower grades. Picking up your child from care and being available for your own child/children's needs will be disrupted |
| 43 | I don't think this is the time to make any more changes. Our district has undergone many changes in a very short period of time. As a teacher, I am adjusting to a great deal fo new technology (that, I might add, has been very tempermental), a change in grades, on-going new curriculum, and a decrease in mental health staff (with rising student concerns and not enough people available to meet those needs). Morale is at an all time low. Coming to work used to bring me joy. And on many occassions it does. The driving forces currently behind all this are not enough as there are many factors we have not considered. I know that there have been concerns about high school students driving in the dark. What about them driving in the snow or icy conditions? What about the risks associated with an open campus? |
| 44 | As a teacher, it would make me more likely to put all extra help in the morning rather than after school. |
| 45 | I feel that the negative impact on schedules, routines, childcare, other districts's alignment, and likely decrease in after-school opportunities greatly outweigh the trivial 15 minute additional time in the morning that this change would grant the upper grades. |

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| 46 | Has this been discussed with students? They are the ones who would see the major impacts in their lives, and I'm curious to know how much they have been considered, here... Since the change is so minimal, I would be really interested to know their thoughts, and make the decisions based on how they see this effecting their world. So often, we discount their opinion, and if we were making a major change, I would understand trying to help them understand a different schedule, but we're not... it's 15/20 minutes. |
| 49 | You should flip flop the start times for HES/WIS with WMS/WHS |
| 50 | I may need to consider changing districts. This would be a huge burden as I am a single parent and am already financially struggling. |
| 51 | The cost involved and inconvenience to commuting staff would not be worth a 15-20 minute difference in start/end times. 15-20 minutes isn't going to positively affect students' sleep, homework or tardiness - we have seen a later time does not help with absences, tardies or homework completion when we have had late arrivals for PD and other reasons. |
| 53 | I think 4:30 is way too late for K-5 students to get home. During some parts of the winter, it will be dark when they get off the bus. Elementary students are able to fall asleep earlier and naturally wake up earlier. It makes more sense to just flip the times. Wilton did this when they made their switch. They flipped the HS/MS run with the Intermediate school run. I think we will have a harder time recruiting good young teachers and lose some once their own children become school age as they will get home so late. |
| 54 | I'm not very convinced that a 15 minute change will make much of a difference. If the change isn't going to be substantial I don't see much of an advantage. There is not enough time in the morning to get things done, and rather cuts into the afternoon time to make appointments and things such as that. |
| 55 | I'm not convinced that a 15 minute change will have that much of an impact on anything. I will still have to get here at the same time each day. I have no major issues with student tardiness when my classes fall first period of the day (and I teach juniors and seniors). While I appreciate the sentiment behind exploring this change, I do not think that the change is necessary. |
| 56 | Go to bed/sleep earlier |
| 57 | I appreciate you trying to respond to research about adequate sleep times for adolescents. However I feel that a 15/20 min shift would not benefit students for all the hassle it would cause: parents trying to commute/work, teachers, after school commitments (in this community and the ones we live in) |
| 58 | Faculty members make life choices--where to live, how far to commute, etc.--based on the original parameters of the job. If those shift, carefully scheduled days can be easily disrupted. |
| 59 | Cons seem to out weigh the pros. Feel like attendance will still be an issue with or without the later start time |
| 61 | you need to take into consideration your teachers and their commutes as well as child care. It will cause a great deal of stress for those of us who do not live in Weston. |
| 63 | I really hope you get more parent and teacher contributions to this idea before making a final decision. I do not believe it will benefit our students. |
| 64 | With morning traffic, I would have to leave at the same time to get here, leaving later would have more traffic, yet I would have to stay later, therefore I would have a longer day due to this 15 minute change. Has traffic conditions been looked at. |
| 65 | I feel that we should be starting school for the HS and MS 15 minutes earlier. We had this years ago and it worked well. |

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| 66 | Might lose good teachers. Will not change attendance/tardiness at the high school level. |
| 68 | I'm not sure if 15 minutes is worth the change in schedule. My main reason for change would be a better start time for students (more sleep) and I don't think 15 minutes will change this. |
| 69 | Have we considered switching the K-5 and 6-12 start times so that K-5 starts earlier and 6-12 starts later, rather than shifting both up? |
| 70 | The concerns outweigh the potential benefits. We should not be doing this simply because others are. |
| 71 | I really can not urge against it enough. I do not think the high school students would go to bed 15 minutes earlier, I do not think that it is worth disrupting so much to gain 15 minutes. I do think the negative impact on the teachers (commuting, childcare) would be enough to say do not do it. I think the turnover could increase and I think that it is not going to impact them enough. 7:45 is by far a fair enough amount of time to get them enough sleep. Another thing is that the kids leave all day long, and are late to class later in the day. I think the atmosphere about school needs to change, rather than the time. |
| 72 | I think changing the start and end times is a terrible idea and most districts who attempt to do this end up abandoning it. |
| 2 | I think it's imperative for the health of the kids! All else is secondary. |
| 7 | I will support whatever option the district pursues. |
| 17 | Elementary schools should be earlier start times; |
| 35 | Yes, the earliest lunch times should start at 11:30 or 11:45 AM. Anything earlier is silly. |
| 38 | What about having the elementary and intermediate schools start before the high school / middle school? Often times younger students wake up earlier naturally before they begin to hit puberty. |
| 40 | I feel that the most effective change in start/end times is to flip the schedules. (I realize that this option is not on the table.) My understanding of the research is that it demonstrates this to be the most effective schedule change for adolescents. 15 minutes of sleep time basically has the effect of hitting the snooze button both literally and figuratively. We have the opportunity to make a bold choice that the research demonstrates is best for kids. This change would be change for change sake while making very little difference in the lives of teenagers in our schools. |
| 41 | Has switching times been considered? Instead of pushing everyone's schedule later, why can't elementary and WIS start earlier than the middle and high school? Our students are already tired at the end of the day. Teaching later will not be a benefit for them, as I believe many get up early anyways. |
| 47 | Based on research, start times for school should be later, not just 20 minutes. Adolescents and teenagers should be getting more sleep, whereas elementary aged children should be starting school earlier. |
| 48 | I'm not sure how much of a difference a 15 minute change will affect student wellness. The research seems to point to the benefits happening with a later start time. |

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| 52 | I agree and support the recommendations from the American Academy of Pediatrics, which recommend a start time for teens 8:30 or later. Melatonin is not produced until 11 p.m. for 2 years after the onset of puberty, making it a challenge for these children to get to sleep at an earlier time. The result is they lose hours of sleep daily due to early school start times. This impacts their attention, reaction times, mental health, regulating their behavior and emotions, stress levels, and use of stimulants and drugs. I don't think Weston is being aggressive enough- I think you should consider an even later school start time for middle and high school. |
| 60 | The younger students should start at 7:45 and the older students should start at 8:30. |
| 62 | For me, it's not a big issue. I don't commute on highways, so don't anticipate traffic problems. I could end up having to miss some afternoon class time for medical/veterinary appointments, but I don't think that's likely. If the research supports a fifteen minute change from where we are now making a real difference for the students, I'm for it. |
| 67 | if not the start end time shift, have you considered just flip-flopping which buildings start first and which start later? ie: have the elementary and intermediate schools start first and the middle and high start second. that would promote mental and emotional health with the older kids because that's when they're most functional, and also promote the health and wellbeing of the younger kids since they are naturally early risers |

Appendix E - Narrative Responses Parent Negative

| PARENT NEGATIVE COMMENTS | |
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| 2 | Our children's learning and development need to be at the core of this discussion however if the data supports a later school start time we can not let this sacrifice the extra curricular aspects that also play an important role in our children's development. If starting school later proposes a budget increase as well as limits the opportunity for participation in after school activities (sports, skill building, religious ed, etc.) and work opportunities than I am not in favor. It also could pose challenges for working parents and child care schedules. Thank you the opportunity to voice my opinion. |
| 3 | It is imperative to change the time of school start to a later time as the current start time is unproductive and health-damaging. More than 15 minutes would be necessary. |
| 5 | Thank you for exploring this issue. We are satisfied with the current start times. At the same time I ask that homework levels at WHS and teaching students' time management skills be reviewed. Natural sleep cycles keep adolescents awake later than younger children, but other factors keep teens from going to bed at reasonable hours. Our WHS junior is in the minority; he chooses goes to bed at 10:15 and rise early. However, to do so, he does not finish all of his homework on any given night and instead uses his free periods during the day to complete his work. Thank you. |
| 7 | No |
| 13 | doesn't seem like a 15 to 20 min change will be enough to truly have an impact on children's sleep time / thus better health although the goal, would not be the outcome |
| 14 | Too much disruption for minimal benefit. This is ridiculous. |
| 15 | No |
| 17 | The 20 min can be gained by going to bed earlier if needed. Research shows that what is important is to wake up consistently at the same time in order to function best during the day maybe suggest removing electronics before going to bed. My kids are all in HES hard to understand the impact for other schools from my point of view. But there are always plus and minuses with all options, a lot of people also wk so this change would potentially cause a strain in their schedules. |
| 18 | Rather than focusing on starting BOTH schedules later, there should be consideration for simply swapping the upper and lower schools schedules. Or shifting WHS/WMS even more but in either case to start AFTER HES/WIS which could also be shifted to an earlier start. Younger kids get up earlier than older kids. This would be more aligned with the science and would be healthier for not only the older kids, but also the younger kids. |
| 19 | The best option is to start WIS and HES early, and WMS and WHS later instead of moving everyone later. Young children are generally early risers |
| 21 | Commuters / rush hour starts at 745am. Moving to a later time will result in families, teachers & staff being late for work and school, thus creating unnecessary stress for all. In addition all outside after school activities will be effected by less daylight. Not sure what the upside is - 15 minutes of sleep? Then declare hump day Wednesday a "no homework" night as long as the students do something |

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| | towards community service and agree to go to sleep no later then 10pm. Hope this helps :) |
| 22 | My biggest concern is that elementary and intermediate students already have a very long school day. I like the idea of the students coming in later in the morning. However, making them come home later impacts their energy level, limits routines & activities, and perhaps pushes out meal times. |
| 24 | If school ends later making it so that after school sports and activities are later, that will leave less time at night for homework assuming the same bedtime or will push bedtimes later which is not great. |
| 25 | I think 15 minutes is not a serious proposal to affect real change for students. I would encourage flipping the start times of HES/WIS with WMS/WHS. You cannot please everyone. Please go with science. People will adjust. |
| 27 | I don't think 15 minutes is going to make that much of a difference... I think after school sports and after school job for high school students might be affected (negatively) |
| 29 | No |
| 30 | Please get rid of an extended learning time and end/start school even earlier. Kids can use this time at home. |
| 31 | all negatives a 15 minute change is not enough time to benefit teenagers and does more to disturb other activities |
| 33 | This plan is not good enough. The start and end times should switch. 8:30 for High School and Middle School 7:45 for WIS and Hurlbutt |
| 36 | The Days are getting dark by 420 in the winter. To make those elementary school kids come home in the dark is wrong. Especially if parents are not at the bus stop for some reason |
| 37 | No |
| 38 | It is completely unnecessary. 15 minutes won't make that much difference. |
| 41 | I don't think that allowing my high schooler to sleep 15 min later will actually amount to 15 more minutes of sleep- everything he does after school- homework, athletics, volunteering will all need to start later, and thus he will need to stay up later to ensure its completion. I do not see how this short amount of time will make a significant difference in the lives of any Weston school kids except to serve as a disruption to their already established schedules. |
| 42 | I don't think 15 minutes is going to change anything. Unless you were changing the start time to HES/WIS times, I don't feel 15 minutes is what the studies have in mind when they say that teenagers need more sleep. |
| 44 | I strongly believe that WMS and WHS should start at least 30 min later!!!!!!! |
| 45 | Could we swap times with high school going at middle school time? |

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| 48 | For this to be beneficial for high schoolers they would need much more time in the morning for sleep. Starting younger kids later than they are now is counterproductive to any working parents that are already struggling to adjust in the early years of school to schedules. Many families would have to find before care in addition to after care. |
| 49 | Moving the time will seriously impact job and we may have to consider moving. |
| 50 | 15 minutes is silly. That to me just disrupts my personal house more in the morning - if you're going to change it make it realistic a 1/2 hour or more. |
| 51 | I think this is very important to consider after reading many studies, a later start time can greatly benefit teens. MY concern is that 15 minutes will not be enough of a time change change. 40-60 minutes would be ideal. |
| 52 | I don't understand why the younger grades (HES and WIS) can't start a little earlier - and middle school and high school start and end slightly later. |
| 53 | Changing the school start time is a horrible idea. If parents aren't making sure their children are on time nothing changes with a delay in the start. What it does do is make it impossible for parents that work to drop their kids off in the morning or let them take the bus with out a long morning alone. This idea assumes their is a parent at home that the delay doesn't impact at all. Its borderline sexist (if you are assuming its the moms staying home). I think it's a terrible idea and I hope you don't change the start time of school! |
| 54 | It isn't a significant amount of time to help students and it is significant time added to commute since the Merritt pkwy gets packed early. It would change my childcare arrangement and she doesn't want to come earlier. If highschoolers need more sleep or safer travel then make homeroom first period and have a fifteen minute flexibility on start time |
| 56 | I have children at Hurlbutt. Pushing back start/end time would greatly impact their ability to participate in after school activities (not Weston related) & my ability to get to work on time. |
| 58 | No |
| 59 | This would mean I can no longer take 8:45 exercise class at my gym. Which I would be very disappointed about. |
| 63 | Please don't change, it's not broken |
| 65 | A 15 minute later shift would not benefit the students. |
| 68 | The change should be at least 30 mins. All this hassle for 15 minutes doesn't make much sense. |
| 69 | I see the logistical challenges but 15 minutes isn't significant enough. Our kids spend too much time riding the bus as well. They also should have two recesses and remove sugared foods and drinks from school menu if you would like to see instant behavioral improvements. WMS and WHS need a start time at least 45 minutes later for any impact to occur. |
| 70 | 15 minutes change does not change anything for our household and getting to/from school. I don't feel 15 minutes would make much of a difference in kids being tardy in the morning or getting homework done. I would assume athletics would change their schedule to compensate and I don't feel like 15 minutes would have a huge impact. Not sure what it means from the educational and financial terms so leave that up to you and answers from this survey but would say no if it costs the school more money. |

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| 71 | NO |
| 73 | If the end times are changed, my children will miss MORE school because I will have to pull them out of school early so they can participate in their high level sports. |
| 74 | I still believe the middle school should start even later to 8:30. |
| 84 | For a 15 minute change, this is an enormous waste fo time and funds. I would not be in favor of any change. |
| 85 | No |
| 92 | We appreciate the proposal to change the start and end time but 15-20 minutes may impact the budget or the School in a positive way but do you really think getting on the bus an extra 15 minutes later is really going to make that big an impact on a student's schedule in a positive way? We really don't think so? Appreciate this isn't easy as there are a lot of factors to consider here, but in the long run it is not the students that are benefiting here. Appreciate the effort and that this is not an easy project by any means. Thank you. |
| 93 | 15/20 minutes is not sufficient to make any difference at all - the start/end times should be moved substantially for any benefit to be seen - I believe that much more drastic changes should be made. |
| 94 | A later start and end time for HES would make my son have to stop participating in an activity he loves. In addition, it would complicate child care and work scheduling for our family. |
| 96 | Unnecessary upheaval for a small time change! Fine as it is - has worked for ages. |
| 97 | <p>This would impact fall soccer practice due to decreasing daylight in the fall. As it is currently, practices decrease from 90 min to 60 min in the last few weeks due to sunlight. It would be worse if we had to start everything 15-20 min later.</p> <p>Additionally, there are kids from WIS who play on teams largely made up of WMS students. The WIS students have to arrive late to some practices because they get out late. This would also exacerbate that problem. To be clear, the WIS kids affected often don't have a choice, but have to play on the WMS team due to their birth date.</p> <p>Working parents will obviously be affected in the morning. Personally, I will get to work 25 min later (more traffic the later you go), which is not ideal.</p> <p>In summary, while I think more sleep is better, I don't think 15/20 min will have enough benefit to justify all the mayhem in routines that it will cause. I also understand why we are considering only 15/20 min (thanks for laying it all out in the memo).</p> <p>Thank you for asking for our thoughts.</p> |
| 98 | I think the later school time most impacts the parents' ability to get to work in a dual income household or in a single parent household (like I have). It will increase costs to these families to have early morning coverage. |

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| 99 | Should consider 30 minutes if you want real results. |
| 100 | I do not personally feel there is a compelling reason to spend time and resources on this issues. There are other more pressing matters the Boe should focus on to ensure schools continue to operate at the same high levels. |
| 102 | no |
| 105 | Fifteen minutes is not sufficient. Figure out how to reduce the time needed for bus runs. If my student were to take the bus, he has to be at the bus stop by 6:45/50 for a school start time of 7:45. That's absurd. We live four minutes door to door from the school. Invest in more buses/shorter runs so both schools can start no earlier than 8:15 but not end so late because of long bus runs. |
| 106 | Doesn't seem like its worth all of the apparent effort but good luck. |
| 107 | Changing the time by 15 minutes will not fix the larger very complex issue of student well-being and mental health. It has a greater chance of putting a strain on teachers' schedules causing less teacher availability both emotionally and physically for our students. The larger issue here is student resiliency, reasonable expectations, and appropriate demands on students' time. In my view it's not the time kids have, it's how they manage the time they have. Giving them the skills to do this before leaving the school system will set them up much better for future success than a 15-minute change in start time which presents many unintended and expensive consequences. If the money proposed to change the start time were invested year over year on wellness, it would be a much better investment. |
| 108 | It would make most sense to swap start times of WHS & WMS with WIS & Hurlbutt. WIS & Hurlbutt should start earlier than WHS & WMS due to widespread studies showing adolescents' circadian rhythms up later at night, sleeping later in the AM. After the swap, if there is still support to push the times ahead, great, but if not - the more advanteous change would be to just swap the start times -with older kids starting later than younger kids |
| 110 | This would literally not be possible for our family. My son is a kindergarten student currently and literally the only reason we stay in town is for education. The later times would not be possible for my wife and myself to keep our current jobs. We are both in education and would have to move if the times changed. There is no possible way to get our son to school in the morning for the slated time. 830 is already extremely difficult. Best. Al Granite |
| 111 | 15/20 minutes doesn't seem to be enough of a change to warrant increasing costs. |
| 112 | It seems like a lot shifting around for only a 15 minute later start time for the WMS/WHS older kids, who are the ones that need more sleep and later start time. 15 minutes frankly does not get them much more. Is there an opportunity or option, and has it been considered, to start to younger kids earlier than the older ones. They typically wake up earlier on their own at the younger ages. I.e. Go back to an earlier 7:25 start time, but for HES and WIS, and have WMS and WHS do the later shift. HES/WIS 7:25-2:10 or 7:30-2:15 WMS/WHS 8:10-2:55 or 8:15-3:00 If rounded to nearest quarter hour. |
| 113 | This would get the older kids at least another 30 minutes in the mornings. While not intended, the change in schedule will impact working parents disproportionately. It's just about possible to make it to work for 9:00 AM with the existing bus schedule but it would be a nonstarter with a 15 minute difference. |

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| 114 | I really respect the school for putting the time and energy into considering this. obviously it is an important topic. that said, i think shifting schedules by 15 minutes is not going to make any kind of meaningful changes for anyone. the high schoolers won't be more rested. for some families the schedule will work better, for others it will work worse. i'm just not sure all the effort that would go into changing this is worth it for 15 minutes. |
| 115 | While 15 minutes would be nice, I don't believe the benefits support increasing the WPS budget, missing class time for athletics or creating hardships for huge parts of community, eg young parents with limited am childcare. Seems a change to HS rotational schedule and PE requirements could be modified to provide a more customized and flexible solution for Individual students. |
| 116 | The benefit of delaying WHS/WMS by 15 mins. is negligible and does not justify the negative impact to WIS/HES students. Change in school time would cause these students to return home at 4:30, or later if there are delays in releasing the buses from school, and cause after school programs to end close to 5 pm. |
| 119 | this process is a waste of time. an extra 15 minutes is not relevant in the AM and causes way more problems in PM than it helps in AM. |
| 120 | Last week I received an email about WPS having strongest ever AP accomplishments at HS therefore I believe enough of a change in school times has already been implemented and is working. Why change what works with potentially negatively impacting so many areas as outlined in survey as major potential future setbacks and problems to daily life. As it is, my middle school has basketball practice ending at 9pm 2 times daily, should that be 9:15 or 9:20? I think we're shifting the sleep window for enough people (i.e.: HS away games athletes and the like) that we should stop talking about this and leave it as is. Getting home to do homework for these students at the time it works out to be is already penalizing enough psychologically and physically. |
| 122 | Kids coming later after school will impact all post school activities moving entire routine. Ending in kids having less time for those activities and rest time. Hence kids will be tired and not prepared for next day at school. |
| 123 | The later start time of school for all my 3 kids would make me impossible to keep my 9am to 5pm job. Its easier to arrange child care after school then find help for the morning drop of. In fact with the changes our family would need both, morning and afternoon help with kids. With current start time we/ parents manage to drop of kids by ourselves. |
| 126 | We all have weekends, holidays and summer break to sleep late. Waking up early for school is good training for real life. Make bedtimes earlier quit whining and let's move on. |
| 130 | I believe a 15 change in start/end times is insignificant for the big picture and would only create huge issues in it's implementation for no gain in outcomes. |
| 131 | As a home with two working parents, making the start of the school later makes it impossible for parents to get to work on time. Also, as we end later than all the surrounding times, it is hard for kids already to make it to activities outside the school. We are a small town and need to go out side for some activities. This would make it impossible to get there and our kids would suffer. |
| 132 | How about putting the kids to bed earlier????? All this drama! |
| 136 | Don't want this to hinder my children's ability to coordinate with Westport Sports activities. The two towns need to be in sync. Do not approve of this only involves Weston. |

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| 138 | Many HS Students, especially those with sports or other after-school activities, have ZERO free time during the week and are up too late doing homework. They fail to get enough sleep because of the homework load, not the start time. Moving the start time later is just going to move the bed time later - there are only so many hours in which to get the work done. A 15 min shift will be meaningless and not worth the disruption. Instead, please investigate some reasonable limitations on the HS homework load. |
| 142 | 1. This was a horribly designed survey 2. This is a waste of time, effort, and resources for a mere 20 minute change 3. Changing start times will have no impact to student health. Just consider the impact of daylight savings time; as the clock gets moved forward and backward one hour, people simply adjust all their patterns accordingly, including sleep. We all end up right back where we started. |
| 144 | No |
| 145 | I believe our start time is better than most as is. It could possibly mean I would have to pull one child out of school 15 minutes early 2X week to get her to her current 3PM program two towns away. Many after school programs begin at 3, this would make that difficult. I do think bumping by 15 minutes is MUCH better than flipping current school start times by schools. |
| 147 | Benefits are "0" , your questionnaire is tilted - you are only going to move a set and established "bar". I can't believe "educated" people are wasting valuable resources on something that will have absolutely no effect on the mental capacity of individuals. Research can always be interpreted in many ways. There used to be a commercial on TV for the army that stated " we accomplish more by 9am than most people do all day"! Society has clocks for a reason - maybe educating students and parents about the benefits of "early to bed, early to rise...". Maybe that is the "bar" that needs to be researched and studied a little more |
| 150 | The largest issue is getting to work on time for working parents. Having a child at HES and getting him on the bus, I still have to drive to daycare for my younger child. 15-20 minutes would impact my morning and result in being late for morning meetings. |
| 151 | No |
| 152 | Changing the times is a waste of funds Feedback from employees in district that made this change is very negative |
| 155 | I don't think 15 minutes really enough to make a difference. Why aren't you just swapping start and end times for the lower and upper schools. |
| 157 | If I understand correctly and the issue is simply bus turnaround time, consider moving HS and MS starts up 5-10 and WIS/HES back 5-10 minutes. I don't instinctively understand how a 15-20 minute delayed start time would have any positive (or negative impact) on attendance, grades, mental health, etc., and I put more weight onto the accountability aspects of start times. If a change needs to occur, I recommend the change that has minimum impact across the board - adjust HS/MS up 5-10 and WIS/HES back 5-10. My family is relatively new to WPS, and the start times for HS/MS are 35 minutes later than what we were accustomed to. Fortunately, grades, attendance or mental strength were not something we've had to contend with. I would find it more concerning that late drop offs for WIS/HES would occur after sunset during the winter season. |
| 164 | This change is not necessary...15/20 minutes is not going to change anything. Those students that cannot wake up will just sleep 15/20 minutes later and still be tardy or tired or etc. etc. This change would only delay working parents from getting to work. |
| 165 | A change of even 15 minutes would have an enormously detrimental impact on our family's routines - most important would include requiring our children to spend more time in childcare and less time with their parents. Additionally, this would add to our already-busy evening schedule and have a detrimental affect on sleep (our children go to bed at 7:30pm and wake up at 5:30am) |

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| 167 | adjusting the schedule with such a minor incremental change gives you all the negative impact with no positive. 15-20 minutes extra sleep in the morning is not going to help the problems you are trying to solve. If you are going to make a change then make a change, not an inconvenience. this was ridiculous. |
| 168 | Honestly, what does 15-20 minutes give in the morning (and this is coming from a person who is NOT a morning person at all). It doesn't impact your entire day to get up early (unless you are sleep deprived which is a totally different discussion). I have a HS senior this year and I had one who graduated from WHS last year. They are fine getting up early. |
| 169 | It would be very difficult/costly for our family to accommodate a later start, as we would need morning child care in order to get to work on time. |
| 170 | scheduling doctor appointments after school hours is hard enough without having an additional 15/20 min tacked onto the school day. 2:30 is a good dismissal time for WHS. |
| 176 | My children already get off last in the afternoon and often get home at 4:20pm. It is nearly dark now. If the change, it would definitely be dark when they get off the bus - I am very concerned for their safety. I also think there would be a big impact on after school activities. Soccer now starts at 4:00 (meaning they have to be picked up to get there in time) and the sessions are shortened throughout the fall season as it gets dark earlier. This would really shorten practice times. |
| 179 | I think you would see a lot of parents picking up early from HES and WIS for after school activities. 4:30 is far too late for a young child to arrive home from school. I am vehemently opposed! |
| 181 | 15 min change is insignificant to our family. 30mins to an hour is a change. Flip the times for higher and lower schools. |
| 182 | 15/20 minutes does not seem like a significant enough change to achieve the desired impact. Hurlbutt and WIS should start earlier and the Middle School and High School later. Flip the proposed start times. |
| 183 | Rather than changing school time school should focus on what students do in the time they spend in the school. |
| 186 | We don't see a problem with the current start/end times so we don't see a need to change. |
| 188 | Younger children are awake early and their energy needs to be channeled into school accordingly - thus the current timing suits their development. Also, this would have a detrimental impact on our commute schedules as we both work and our careers are critical to living in Weston. |
| 190 | 15 minutes for WMS and WHS is simply not enough!!!! At least 1/2 hour later- 8:15 am please. |
| 191 | I'd be interested in having the High School and Middle School have later start times, but 15/20 minutes is not meaningful enough to be anything other than noise. Not against it, but too little to make much difference. |
| 195 | 15/20 is insignificant. No more valuable time or resources should be spent on this |
| 196 | I don't think changing times by 15/20 minutes really makes an impact. It's not going to get adolescents to go to bed earlier. The only positive I see is they can sleep 15 minutes later or use that extra time in the morning to do homework. But in the long run, 15 minutes doesn't seem all that |

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| | impactful. |
| 203 | We already have difficulty making to afterschool activities outside of the Weston public school system in the afternoon. Furthermore, the sun is up, people should be up. If extend the time by an hour or 15 minutes, people are just going to go to bed an hour or 15 minutes later. The sun is up, time to get going. The Boy Scouts up early, there early bird gets the worm, people who have jobs are out there early, the only people who stay up late are those who don't have things to do with their lives. Strongly Against! |
| 204 | My kids says it is not beneficial: Days will feel shorter, and they will end up going to bed later to finish homework. |
| 205 | No but my above question #14 would keep the correct number- all should have been 12's |
| 206 | I don't think 20 minute change is that significant. I would like to see 30+ minute change. |
| 216 | Students miss more school when there is a sport. |
| 217 | WIS and HS students are older and can be self sufficient in the morning, when it comes to waking up, preparing themselves, and getting on the bus. However, HES students heavily depend on parents to get ready and be put on the bus in the morning. Delaying the start time for HES is a huge disadvantage for working parents. Some of us take turns on going into work late with the current bus schedule. Delaying the start time will not help the situation. I recommend keeping the school time the same for HES where students are not as independent as WIS or HS students. |
| 225 | Please do not entertain the early change time. The small change time will have so many implications. Keep the schedule the same it works. |
| 227 | This is a ridiculous proposal - logistics for things that Weston cannot control make this a non-starter. I do not want my student to miss school to leave early to make it to sports on a regular basis. Fall season has most impact due to early sunset and lack of lights in many neighboring school districts. |
| 229 | Nope |
| 231 | While well intentioned and thoughtful, I think we are "jumping the shark" on this matter. The current start times strike a balance that is reasonable for both the schools and families - including both children and parents. I strongly feel that children will benefit much more from play outside or with friends at the end of school, or getting homework done earlier, than they will from a mere 20 minutes of time that may or may not be used for actual sleep. I am a strong proponent of making no further adjustments to the schools' schedules. |
| 235 | No |
| 237 | We have the first pick up and having 5 year olds being woken up at 6:45 in the morning to catch a 7:45 bus is just cruel. There have been multiple studies done on the benefits of allowing children to sleep later. We need to start taking care of our children better. |
| 240 | No |

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| 242 | I am somewhat opposed to a change in start/end time. My personal experience is it has been very positive for my son to learn the discipline of managing his homework schedule, particular around test time, with the need to get up and moving in the morning. Many people get to work at 745am / 8am, and I think constructing a framework where teenagers have more time to sleep isn't necessarily setting the right expectations for later life. I also think 15 minutes just doesn't matter that much. However, I could be persuaded of the benefits through research, but I'm skeptical. I see a downside in later dismissal, leading to later practices and later evenings. |
| 243 | I'm not sure all of this effort is worth it for a 15-20 minute adjustment? |
| 247 | Do not change start/end time. 15/20 minute change so small it will likely do nothing to improve student sleep, but will certainly inconvenience working parents. |
| 250 | No |
| 251 | PLEASE PLEASE PLEASE do not change the school start and end times. Our family sees this to be more disruptive than beneficial to our routine and creates an unnecessary administrative burden for the schools. Our family consists of two parents who work full time and the current schedule allows us to be part of our kids' morning routine. A later schedule would force us to relegate this responsibility to a nanny, which means less time spent with our kids and at an additional expense. The school's resources should be deployed on more pressing matters such as lack of A/C in certain schools and school safety. |
| 255 | For 15/20 minutes difference i dont think we should change. Parents needs to understand that it is up to them to make sure their kids are going to bed at a timely maner. Early birds catches the worm as we say. |
| 256 | Many districts in other parts of the country start elementary first, middle second and HS last. I'm not sure why something like this isn't being considere for Weston. |
| 258 | No |
| 259 | For our family, the later start time for HES/WIS would cause the am bus to interfere with preschool drop-off forcing us to drive to HES every morning. Our HES student participates in athletic activities in the afternoon that require pick-up at 3:15 (the latest). Moving the release time would force us to abandon the sport. While my first preference would be for both schools to start/end at the current HES/WIS times, I understand the logistical challenge. My second preference would be to swap the current start/end times. My young kids are up early in the morning and an early start to school may be less jarring than for older students with later bedtimes. |
| 260 | I would like middle and intermediate to start at the same time which would be the intermediate school time. Easier waking them together than waiting an hour imbetween |
| 261 | I think 15 mins makes no difference to the health benefits of our children. |
| 263 | I would prefer a time swap instead of pushing both sets of schools later. Little kids tend to be up early and do better in the first half of the day |
| 264 | It would mean substantial added child care cost for my family as we would need to hire a nanny in the morning to bring the children to the later bus. |
| 265 | Keep it as is. Will be a disaster trying to get kids to after school activities on time |

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| 266 | Honestly, for 15minutes difference, I think this is going to be a huge hassle. If you were going to entirely switch the Elementary and Upper schools that would be one thing but I don't think simply shifting everything so that the day starts and ends 15 min later is worth the trouble. |
| 267 | 15 minutes? Really? If you are going to talk about change then make it substantial. 15 Minutes is silly. Kind of a joke to be spending this much time and effort changing so many things from child care, to buses, to educators and after school activities for 15 minutes. Impressive waste of time - you asked. |
| 269 | I am concerned about HES last bus drop occurring so late in winter and the fact it is getting dark already at that time. It could pose a risk to children's safety. |
| 273 | With both parents working and potential elementary child starting school 20 minutes late, we will really struggle between work time and sending elementary child to school, pay more money and effort looking for child care for both before and after school. Plus the change will make it too late to start and end school and the morning time before school starts will be wasted. We strongly disagree on the time change for elementary schools level. |
| 284 | It is fine the way it is, no need to change it. As a working parent with a long commute to work, it is helpful to have the kids get on the bus early NOT later. Also, I am sure most parents already have arrangements for afterschool activities and changing the start/end time would impact what activities kids can do outside of school. That would make it for a long day and or late night. Why trying to fix something that is not broken??? |
| 285 | Pursuing such an initiative seems to be a waste of valuable time and resources. Weston residents would be better served if WSD leadership concentrate on more meaningful initiatives to improve student health (e.g., healthier meal, snack and drink choices; providing more time to have lunch; better lighting in classrooms) |
| 287 | Not at this time |
| 289 | I think much thought should be made into faculty impact. Arriving at school later could have a negative impact on teacher travel time. |
| 291 | I don't feel that changing school start times by 15/20 minutes will make a difference in a child's sleep habits. I also believe that the changes need to be at home and parent driven, with rules for winding down at a decent time and unplugging. Upsetting the entire community, families with working parents schedules and the budget increases this would cause, seems enormous compared to assuming that a child will benefit from 15/20 additional minutes of sleep. |
| 292 | No |
| 295 | The change would be detrimental for my son personally. As it is, working out his schedule is complicated enough as he leaves at 11:45 every day except Fridays. Pushing it back 15 mins would make it that much more difficult. Overall, I really don't think 15 mins is going to have any benefits for anyone. It won't make kids go to bed earlier or give them more time for HW - they'll just find other things to do in those 15 mins. Sure they may get a few more mins of sleep in the morning, but will 10-15 mins really make that much of an impact? We already have a later start time than a lot of schools out there. If you're looking for major change, then the time needs to be greater - at least 1/2 hour or more, and that just doesn't seem feasible at all. |
| 296 | I had been hoping that there would be a switch in times with the older kids going later and the early kids going earlier. |
| 297 | No |

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| 298 | I do not wish for little kids to get home later. Their productivity declines in the afternoon. I would pick up early every day as soon as state law permits it. For older kids it infringes on after school activities. They would have school and be home only after clubs and sports and homework would be pushed to evening hours reinforcing late bedtime and evening work. That is unhealthy in my opinion. 2:30 finish, homework, sports, dinner and minimal homework in the evening is healthier than forcing them to have a schedule of school, after school sports/activities, dinner, late night home work and sleeping in. Winding down from demanding day takes time. I am truly opposed to it no matter what some random research shows. |
| 299 | we are at HES and WIS and there are times when we may be forced to rely on neighbors for post 8AM child care if both of us need to get work or are traveling |
| 300 | The impact of a 15 minute change would be negligible. Studies show the high school brain doesn't wake up before 9am. Anything shy of a 9am start time for the 14+ year olds is not really addressing the issue. |
| 301 | The IE school buses are unable to meet current scheduled pick up times in the morning, so I find it hard to believe that a change like this would improve this. We are a 2 parent working family and this would have an impact on when we are able to start work and end work. I also have concerns about my HS student potentially needing to leave school early to attend sporting events. |
| 302 | No |
| 303 | It is not worth making the change unless it is 30 minutes or more later. |
| 305 | No |
| 306 | All three of my children participate in extracurricular activities outside of the district and a change in the schedule would mean that they would no longer be able to get to those in time. In addition, the later start would affect my work schedule. |
| 310 | I don't think changing the start/end times by 15 minutes really makes a difference at all. |
| 311 | No |
| 313 | I do not think a change of only 15 minutes will make an impact and should not be considered if it affects the budget. |
| 314 | Absurd to go through there expensive, inconvenience for 15-minutes... an additional 15 minutes will be far more disruptive to schedules than add any benefit |
| 315 | Would make it more difficult for working parents who depend on an early bus in the mornings. |

Appendix F - Comments referencing 8:30 a.m. School Start

| PARENT COMMENTS REFERRING TO 8:30 a.m. School Start | |
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| 6 | The American pediatrics association is in strong support and recommends that school should not begin for adolescents prior to 8:30 a.m. . Students well being is first and foremost as it will impact everything else including academics, sports performance, Etc. |
| 33 | This plan is not good enough. The start and end times should switch. 8:30 for High School and Middle School 7:45 for WIS and Hurlbutt |
| 74 | I still believe the middle school should start even later to 8:30. |
| 83 | I think school should start at 8:30 |
| 95 | I would prefer to see the latest possible time-8:30 as originally proposed. 8:00 is not much of a change |
| 128 | You should start High School at 8:30 or later as recommended by the American Academy of Pediatrics. It's in the best interest of the students, and that should be the driving factor in this decision, not staff, athletics, band or anything else. |
| 134 | 15 minutes will barely make a difference for high schoolers. The HS & MS should start at 8:30. |
| 187 | Is there a possibility to flip the WHS/WMS and HES/WIS - no change to current times just flipping so the younger kids start at the current earlier start of 7:45 and the older at 8:30. |

| STAFF COMMENTS REFERRING TO 8:30 | |
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| 52 | I agree and support the recommendations from the American Academy of Pediatrics, which recommend a start time for teens 8:30 or later. Melatonin is not produced until 11p.m. for 2 years after the onset of puberty, making it a challenge for these children to get to sleep at an earlier time. The result is they lose hours of sleep daily due to early school start times. This impacts their attention, reaction times, mental health, regulating their behavior and emotions, stress levels, and use of stimulants and drugs. I don't think Weston is being aggressive enough- I think you should consider an even later school start time for middle and high school. |
| 60 | The younger students should start at 7:45 and the older students should start at 8:30. |

Appendix G - Copy of Survey Questions

- Q1 What is your role in Weston Public Schools?
- Q2 Please indicate what level you work in the school district.
- Q3 Please indicate your student(s) school for the 2019-2020 school year. If you have multiple students, mark all applicable schools.
- Q4 Please indicate the mode of transportation your HES student(s) use to school.
- Q5 Please indicate the mode of transportation your WIS student(s) use to school.
- Q6 Please indicate the mode of transportation your WMS student(s) use to school.
- Q7 Please indicate the mode of transportation your WHS student(s) use to school.
- Q8 Please indicate the after-school programs for your student(s) at Hurlbutt Elementary School.
- Q9 Please indicate the after-school programs for your student(s) at Weston Intermediate School.
- Q10 Please indicate the after-school programs for your student(s) at Weston Middle School.
- Q11 Please indicate the after-school programs for your student(s) at Weston High School.
- Q12 For Hurlbutt Elementary School, how would your family feel about a 15/20 minute later time for the start/end of school?
- Q13 For Weston Intermediate School, how would your family feel about a 15/20 minute later time for the start/end of school?
- Q14 For Weston Middle School, how would your family feel about a 15/20 minute later time for the start/end of school?
- Q15 For Weston High School, how would your family feel about a 15/20 minute later time for the start/end of school?
- Q16 How do you feel about a 15/20 minute later time for the start/end of school?
- Q17 For Hurlbutt Elementary School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)?
- Q18 For Weston Intermediate School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)?
- Q19 For Weston Middle School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)?

- Q20 For Weston High School, with a 15/20 minute later time to the START OF SCHOOL, would you need to CHANGE the mode of transportation for your student(s)?
- Q21 With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Hurlbutt Elementary student(s)?
- Q22 With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Weston Intermediate School student(s)?
- Q23 With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Weston Middle School student(s)?
- Q24 With a 15/20 minute delay to the END OF SCHOOL, would you need to CHANGE the mode of transportation for your Weston High School student(s)?
- Q25 With a 15/20 minute later time for to the START OF SCHOOL, which would be factors for you to manage?
- Q26 With a 15/20 minute later time for the END OF SCHOOL, which would be factors for you to manage?
- Q27 Please rank the following potential BENEFITS you would anticipate from a change in School Start/End times. (1 is the highest ranking)
- Q28 Please rank the following potential CONCERNS you have for changing School Start/End times. (1 is the highest ranking)
- Q29 How important is it for WPS to continue considering a change in School Start/End time?
- Q30 Is there anything else you would like to comment on regarding changing School Start/End Times?

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: Textbook/Resource Adoption-AP Music Theory

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Submitted for Board review, textbook/resource adoption of *Tonal Harmony* textbook and ancillary resources for newly created AP Music Theory course at WHS.

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 Textbook Adoption Form

School: WHS **Date:** 6/12/19
Subject Area: AP Music Theory
Grade Level: 9- 12 **Grades:** 11 & 12

Committee Members:

| | |
|----------------|-----------|
| Liz Morris | Music CIL |
| Meghan Stewart | Orchestra |

Selection criteria or parameters established for this textbook:

1. Comprehensive text of standard and AP Music Theory Curriculum that is aligned with the AP test and is aligned with Music Theory 1 and Diatonic Harmony collegiate courses.
2. A resource with a physical workbook that progresses congruently with the text.
3. Supplemental materials should include links to sound media files that are introduced in the text.
4. Other online resources to benefit students such as: online text subscription with resources and applications that are accessible at any time and adaptive workbooks that show student progress.

Weston Public Schools

Textbook Adoption Form

Textbooks reviewed during the process:

Title: Tonal Harmony, Eighth edition

Author: Kostka, Payne and Almen

Publisher: McGraw Hill

Publication Date: 2018

Title: Music in Theory and Practice, Ninth Edition

Author: Benward and Saker

Publisher: McGraw Hill

Publication Date: 2015

Research Conducted:

(Survey of DRG, high performing districts in Fairfield County and in the Tri-State Consortium. List districts surveyed and text used if course is offered.)

| District | Text |
|-----------------|---------------|
| ER9 | Tonal Harmony |
| Darien | Tonal Harmony |
| Wilton | Tonal Harmony |
| Westport | Tonal Harmony |

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

We don't have a course to pilot this.

Weston Public Schools Textbook Adoption Form

Committee Recommendations:

Title: Tonal Harmony, Eighth edition

Author: Kostka, Payne and Almen

Publisher: McGraw Hill

Publication Date: 2018

Planned date of next edition:

DRP Score: n/a

Unit Cost: \$166.67 with online materials and workbook

Number of texts being purchased: 30

Total cost (including shipping): \$5407.52

Based on criteria established, explain why this textbook is being recommended for purchase.

Tonal Harmony is the standard text used for the AP Music Theory courses in most high schools in our DRG, and across national curriculums. Tonal Harmony is a comprehensive outline for the curriculum that we envision for Weston High School and is often used by collegiate Intro to Music Theory, Music Theory I, and Diatonic Harmony courses both at standard universities and music schools. This textbook comes with a paired physical workbook that provides supplemental exercises and assessments, as well as a six year subscription to their online supplemental material, digital music theory tools, and ear training applications. Tonal Harmony also comes with the Tonal Harmony Smartbook which is an online adaptive assessment tool.

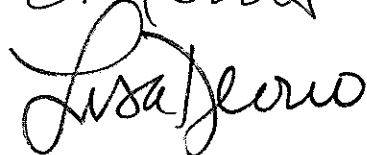
The Benward and Saker text (Music in Theory and Practice) is a supplemental textbook that we like for its comprehensive sequence, and detailed scaffolding of each unit. We envision using this text for supplemental material for students. The main reason for our choice of Tonal Harmony over Music in Theory and Practice is its continuity between high school and collegiate curriculums, and the access to supplemental online resources such as media files, and adaptive assessment tools that Music in Theory and Practice does not provide.

Recommendation approved by:



Date: 6/10/19

CIL



Date: 6/10/19

Principal

Date:

Assistant Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: Textbook/Resource Adoption-WMS Science

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Submitted for Board review, a textbook/resource adoption of Amplify Science resources for WMS science grades 6-8.

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 Textbook Adoption Form

Textbooks reviewed during the process:

Title: Interactive Science
Author: unknown
Publisher: Pearson
Publication Date: 2016

Title: Glencoe iScience
Author: unknown
Publisher: McGraw Hill
Publication Date: 2017

Research Conducted: With the changes to the curriculum at the middle school over the past two years in response to the adoption of the Next Generation Science Standards (NGSS), attention has been placed on finding appropriate, effective, and engaging resources to supplement this new curriculum. As textbook suppliers also shift their resources to align to the NGSS, there have not been many high-quality textbooks (or digital resources) available that closely link to the standards and engage the students in the science and engineering practices of the NGSS. After researching some possibilities that had been released, such as Pearson’s “Interactive Science” texts and Glencoe’s “iScience” texts, it seemed that more time was needed for these true shifts to the NGSS to reach the textbook suppliers. As of now, one of the most well-aligned, interactive, and challenging resources to supplement the middle school classes is *Amplify Science* by the Lawrence Hall of Science. These units are designed to provide the content, authentic phenomena, science and engineering practices, and review and application questions associated with a particular middle school unit of study. Curricular units not being addressed by Amplify Science are supported by supplemental resources, especially those that leverage the one-to-one availability of digital resources.

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

These interactive resources were initially piloted for the 2017-2018 school year based on the research and decisions made by Darcy Ronan, the previous Science CIL. Though they required significant preparation and organization, the teachers found most of the units engaging and relevant for teaching and reinforcing their curricula; and as a result had chosen to pilot them for an additional year with appropriate revisions to best fit into the time constraints of the curriculum. As a result, we again piloted the Amplify units throughout this current 2018-2019 school year to implement these modifications and try some new units that aligned more closely to our curriculum and rigor. As districts shift to NGSS-alignment, various resources have been coming onto the market that reinforce the 3-dimensional learning of the NGSS and engage the students in real-world phenomena and investigations. These Amplify units align very well to these expectations.

Weston Public Schools

Textbook/Resource Adoption Form

Committee Recommendations:

We recommend Amplify Science units for use in the middle school science courses to supplement the curricular units in grade 6-8. These align well with the one-to-one digital access of all middle school students in Weston. The appeal of these interactive learning modules include their interactive features (such as hands-on experiments, digital simulations, authentic data and articles), as well as age-appropriate readings, class challenges, and real-world examples of class concepts. The specific titles are as follows:

- 1) *Earth's Changing Climate (6th grade)*
- 2) *Geology on Mars (7th grade)*
- 3) *Phase Changes (7th grade)*
- 4) *Force and Motion (8th grade)*
- 5) *Light Waves (8th grade)*
- 6) *Additional possibility: Traits and Reproduction (8th grade)*

Title: Amplify Science

Author: The Lawrence Hall of Science

Publisher: Amplify Science

Publication Date: 2017

Planned date of next edition: n/a

DRP Score: unknown

Unit Cost: \$5.00/student per unit (or \$3.50/student per add-on units)

Number of texts being purchased: 6th grade: 1 unit x 180 students

7th grade: 2 units x 185 students

8th grade: 2 units x 200 units

Total cost (including shipping): 3-year access: \$11,475.00

Based on criteria established, explain why this textbook is being recommended for purchase.

These Amplify interactive resources combine digital simulations, in-class experiments and manipulatives, real-world data, case studies and article readings, and authentic extension activities that require students to apply their learning and understandings. The units take full advantage of the one-to-one digital access of our middle school students and appropriately and effectively align with the content and expectations of the NGSS and science practices. Their focused content allows for the teachers to integrate these resources into their curriculum when relevant and provide their students with interactive and engaging explorations into the NGSS-aligned curricular units specific to each grade level.

Recommendation approved by:

Jamie Charles

Date: June 12, 2019

CIL

Click here to enter text.

Date: Click here to enter a date.

Principal

Click here to enter text.

Date: Click here to enter a date.

Assistant Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: Textbook/Resource Adoption-WMS Science

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Submitted for Board review, a textbook/resource adoption of Gizmos resources for WMS science grades 6-8.

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 Textbook Adoption Form

Textbooks reviewed during the process:

Title: Amplify Science
Author: Lawrence Hall of Science
Publisher: Amplify Science
Publication Date: 2017

Title: Glencoe iScience
Author: unknown
Publisher: McGraw Hill
Publication Date: 2020

Title: Interactive Science
Author: unknown
Publisher: Pearson
Publication Date: 2016-2017

Research Conducted:

With the changes to the curriculum at the middle school over the past several years in response to the adoption of the Next Generation Science Standards (NGSS), attention has been placed on finding appropriate, effective, and engaging resources to supplement this new curriculum and promote the skills and practices emphasized by the new NGSS. As resource suppliers also shift their products to align to the NGSS content and practices, there have not been many high-quality resources available that closely link to the standards and engage the students effectively in the science and engineering practices of the NGSS. After researching some possibilities that had been released (and in addition to Amplify Science that we wish to adopt), the Gizmos by Explore Learning have shown to be engaging, interactive, and effective tools to help the students explore class content and build higher-level comprehension of curriculum and skills. The Gizmos involve a research-based approach that allow the students to experiment and build their own understanding of the class concepts involved. They are also accompanied by student exploration guides that can be differentiated at three different levels to best match student learning abilities in the classroom.

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

These resources were piloted from January through June 2019. As we continue to shift to be better aligned with the standards and science practices of the NGSS, various resources have been coming onto the market that reinforce the 3-dimensional learning of the NGSS and engage the students in real-world phenomena and stimulating investigations. These Gizmo interactive digital simulations and activities align very well to these expectations.

Weston Public Schools Textbook/Resource Adoption Form

Committee Recommendations:

We recommend *Explore Learning Gizmos* for use in the middle school science courses to supplement the curricular units in grade 6-8. They align well with the one-to-one digital access of all middle school students in Weston. They involve digital simulations that allow the students the opportunity to interactively learn the class content and science skills associated with the new demands of the NGSS in an engaging and stimulating way.

Title: Gizmos

Author: unknown

Publisher: Explore Learning

Publication Date: n/a

Planned date of next edition: n/a

DRP Score: unknown

Unit Cost: \$4.75/student for access to entire library (\$4.00/student with 3-yr option)

Number of texts being purchased: 600 licenses

Total cost (including shipping): 3-year access: \$7,353.00

Based on criteria established, explain why this textbook is being recommended for purchase.

The Gizmos by Explore Learning simulations are very effective at engaging the students in the 3-D nature of the new NGSS expectations. They are digital simulations that engage the students in the science curriculum and practices, such as gathering and analyzing data, creating models, and constructing explanations, while building and demonstrating their comprehension of the class content. In light of the new state science assessment given at the end of eighth grade, the Gizmo simulations are also accompanied by assessment questions that help the students practice for these digital items comparable to what they will see on the NGSS assessment itself. The exploration sheets that accompany each lesson work to activate prior knowledge as well as allow students the opportunity to record their new learning during the activity.

Recommendation approved by:

Jamie Charles

Date: June 12, 2019

CIL

Click here to enter text.

Date: Click here to enter a date.

Principal

Click here to enter text.

Date: Click here to enter a date.

Assistant Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/17/19

Information Only

Action Requested

Agenda Item Subject: Approval to move forward with Diamond Landscaping's recommendations to repair Revson varsity field and the middle school softball field

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Following is background information regarding Diamond Landscaping's athletic field proposal. We are recommending moving forward with their suggestions for both Revson varsity field and the middle school softball field.

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



June 17, 2019

To: Board of Education
From: Richard Rudl, Director of Finance & Operations
CC: Dr. William McKersie, PhD., Superintendent of Schools

Subject: Athletic Field Proposal

We have discussed at both the Facilities Committee meeting held on June 7, 2019 and Finance Committee meeting held on June 11, 2019 the proposal by Diamond Landscape to improve the athletic fields on campus. Their proposal included the following work:

- Rebuild the infield on the varsity field at Revson
- Shockwave sidelines and outfield on the varsity field at Revson
- Address the curtain drain in the outfield and regrade and re-pitch the entire field on the varsity field at Revson
- Add top soil as necessary as on the varsity field at Revson
- Shockwave the outfield of the Middle School softball field
- Laser grade the clay on the Middle School softball field
- Add top soil, seed and hay effected outfield areas on the Middle School softball field.

At Finance Committee, the recommendation was to proceed with this work at a total cost of \$91,360 so that it could occur this summer. Funding for this work would be determined at a later date either through budgetary transfers or possibly a supplemental appropriation at the end of FY 20 if needed.

New tarps for both the Revson varsity field and the middle school softball field will be supplied out of the Athletic Materials budget.

Athletic Field Proposals for Consideration

FINANCE COMMITTEE-JUNE 11, 2019



Revson Varsity Field Proposals

Diamond Landscape Proposal:

| | |
|--|-----------------|
| 1. Rebuild infield with Partec Clay | \$54,750 |
| 2. Shock waving sidelines and outfield | \$4,150 |
| 3. Address curtain drain in outfield and regrade and pitch field | \$24,610 |
| 4. Top Soil replacement | \$2,500 |
| Total: | \$86,010 |



Revson Varsity Field Proposals

US Pitchcare:

| | | |
|----|-----------------------------------|------------------|
| 1. | Strip and remove existing sod | \$18,900 |
| 2. | Regrade field | \$28,350 |
| 3. | Laser grade grass and clay areas | \$34,425 |
| 4. | Rake in surface materials | \$608 |
| 5. | Drainage installation in outfield | \$20,050* |
| 6. | Re-sod field | \$54,810 |
| | Total | \$157,143 |

*Recommendation includes drainage going into the Wetlands, which might not be permissible.



Middle School Softball Field Proposal

Diamond Landscape Proposal:

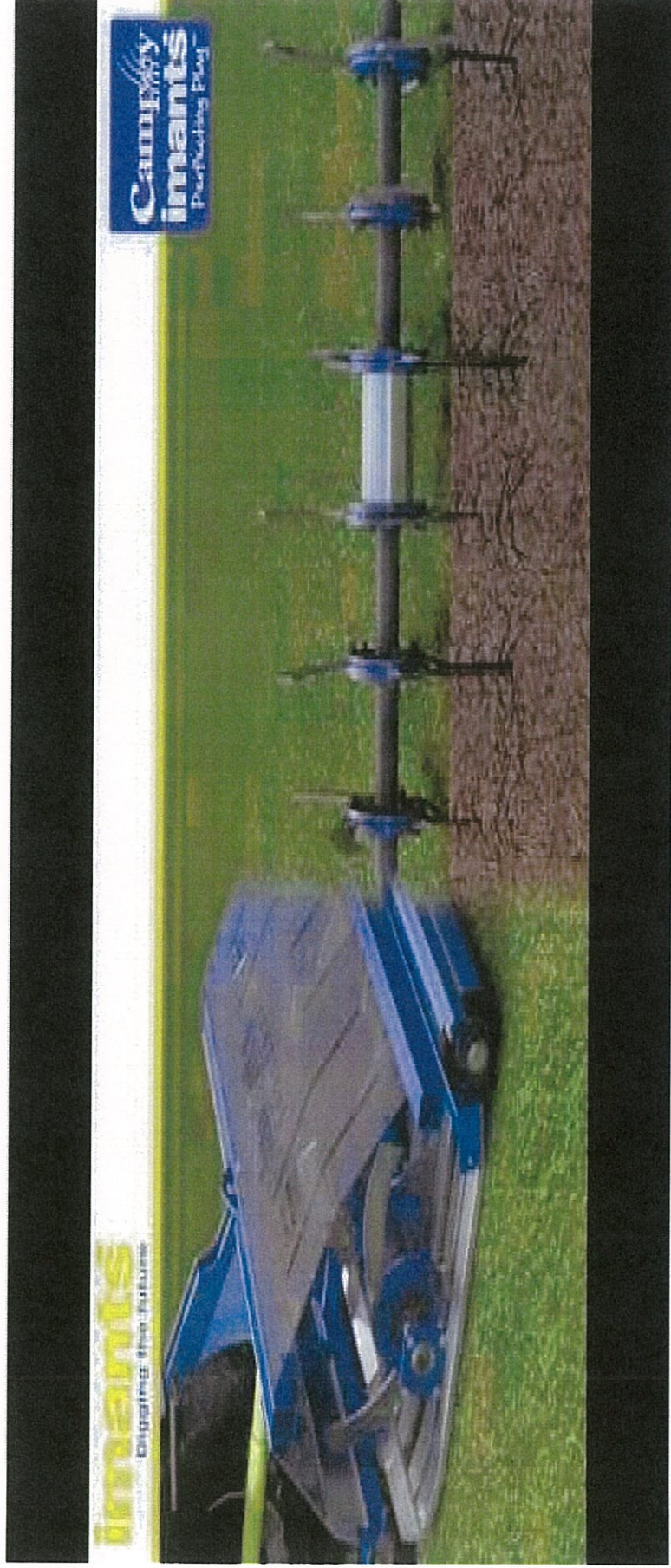
| | |
|---|----------------|
| 1. Shockwave outfield | \$2,360 |
| 2. Laser grade clay | \$1,500 |
| 3. Add top soil, seed and hay effected outfield areas | \$1,490 |
| Total | \$5,350 |

US Pitchcare Proposal:






| | |
|--|----------|
| 1. Strip, remove existing sod, reverse till grass areas, laser grade grass and clay, sod all grass area | \$73,950 |
|--|----------|



Shockwave Recommendations



Tarp Considerations

| | | | | |
|---|--|---|--|----------------------------------|
|  | ARTWORK APPROVAL | DATE: 5/15/2019 CONSULTANT: LM CUSTOMER: Weston School | QUOTE#: Q-081961 CHROMA-BOND <input type="checkbox"/> | DIGITAL <input type="checkbox"/> |
|  |  |  |  | |
| PRODUCT: WIND-WEIGHTED™ BASEBALL TARP COLOR: NAVY MATERIAL TYPE: VINYL | | | | |
| QTY: 2 | SIZE: 26' DIA | PRINTING INFO: 8' Tall "WESTON BASEBALL" Layout - Lettering Gold - Varsity Font - Centered | | |
| QTY: 2 | SIZE: 20' DIA | PRINTING INFO: 8' Tall "WESTON SOFTBALL" Layout - Lettering Gold - Varsity Font - Centered | | |



Timeline

In order to make the recommended changes from Diamond Landscape and have the fields ready for the start of next season, work would have to occur this summer, which would require approval to move forward by the end of June.



Diamond Landscape Future Recommendations

Convert Junior Varsity Field at Revson to Partec Clay

Convert Middle School Softball Field to Partec Clay

Convert North House Softball Field to Partec Clay

New Tarps for all fields

These recommendations would need to be considered as part of a capital request in a future budget year.



Funding Considerations

The athletic field repair budget for the district is \$20,000, which includes all baseball fields, softball fields, the football field, the soccer field and all tennis courts. This \$20,000 budget is an increase of \$12,000 from FY 19. Should we pursue Diamond Landscapes proposal for Revson Field and Middle School Field we would need \$91,360. Funding options would include:

1. Request a supplemental appropriation from the Town of Weston
2. Increase participation fees from \$100 to \$200, generating approximately \$86,000 in revenue. This coupled with a portion of the field repair budget would cover the cost.
3. Re-allocate existing funds from a currently budgeted line item, which would require a budget cut.
4. Deficit spend to cover this project and implement a freeze later in FY 20 or request a partial supplemental for what cannot be covered through transfers/freeze.
5. Consider selling advertisements/sponsors to hang on the outfield fence of Revson Field to generate a portion of the cost and pairing this option with one of the options listed above. This would require the BOE to revisit their advertisement policy.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/17/19

Information Only

Action Requested

Agenda Item Subject: Approval of May 2019 Financial Report

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Following is the financial report, with an update on the Internal Services Fund (for dental), for May 2019. We are recommending approval of the report.

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
FINANCIAL REPORT
 Period 11 of 12
 July 2018-May 2019

The financial report for the FY 2019 Operating Budget can be found on pages 9 through 41 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, encumbrances, unanticipated 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 detail insurance can be found on pages 42-43.

| | |
|-------------------------------------|---------------|
| FY 2019 Budget | \$ 51,444,906 |
| FY 2019 Supplemental Appropriations | \$ 509,459 |
| FY 2019 Adjusted Budget | \$ 51,954,365 |
| FY 2019 YTD Actuals | \$ 44,147,707 |
| FY 2019 Encumbrances | \$ 7,285,566 |
| FY 2019 SPED Encumbrance Holds | - |
| FY 2019 Anticipated | \$ 51,939,369 |
| FY 2019 Projected Balance | \$ 1,723 |

There are transfers totaling \$123,647 before the Board of Education for its approval. Of these transfers there are 4 in excess of \$5,000.

Special Education:

| | | | |
|-------|---|-----------|----------|
| To: | Consulting (Special Education) | \$ 23,970 | \$ 6,419 |
| From: | Testing and Evaluation (Special Education) | | 200 |
| From: | Outage Material (Special Education) | | 700 |
| From: | Books (Special Education) | | 441 |
| From: | Equipment (Special Education) | | 1,941 |
| From: | Other Professional Technical Services (WHS) | | 6,609 |
| From: | Materials (WHS) | | 125 |
| From: | Equipment Rental (WHS) | | 425 |
| From: | Transportation (WHS) | | 205 |
| From: | Dues, Fees, Memberships (WHS) | | 414 |
| From: | Materials (Special Education) | | 345 |
| From: | Contracted Services (Special Education) | | 985 |
| From: | Materials (PPS) | | 510 |
| From: | Printing (PPS) | | 2,000 |
| From: | Other Pupil Services (PPS) | | 1,071 |
| From: | Travel and Conference (Curriculum) | | 356 |
| From: | Office Materials (Curriculum) | | 12 |
| From: | Books (Curriculum) | | 7,172 |
| From: | Tuition (Special Education) | | |
| | <i>Contribution on IEP's.</i> | | |

Transportation:

| | | | |
|-------|---|-----------|----------|
| To: | Non-Certified Salaries (Transportation) | \$ 14,976 | \$ 1,027 |
| From: | Books (WHS) | | 4,049 |
| From: | Materials (WHS) | | 495 |
| From: | Other Professional Technical Services (WHS) | | 56 |
| From: | Equipment Repair (WHS) | | 9,350 |
| From: | Certified Salaries (Special Education) | | |

Accumulated sick time payout due to elimination of Special Education drivers

Employee Benefits:

| | | | |
|-------|--|----------|-------|
| To: | Premium Cost Share (Employee Benefits) | \$ 9,238 | \$ 13 |
| From: | Equipment Repair (WHS) | | 366 |
| From: | Office Materials (WHS) | | 250 |
| From: | Mileage (WHS) | | 282 |
| From: | Travel and Conference (WHS) | | 210 |
| From: | Printing (WHS) | | 3,041 |
| From: | Police (WHS) | | 1,424 |
| From: | Materials (WHS) | | 237 |
| From: | Books (WHS) | | |

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT**

July 2018-May 2019
Period 11 of 12

| | | | |
|-------|---|----|-----|
| From: | Dues, Fees, Membership (WMS) | \$ | 820 |
| From: | Other Professional Technical Services (WMS) | \$ | 280 |
| From: | Equipment Repair (WMS) | \$ | 550 |
| From: | Police (WMS) | \$ | 28 |
| From: | Transportation (WMS) | \$ | 8 |
| From: | Postage (WMS) | \$ | 297 |
| From: | Mileage (WMS) | \$ | 444 |
| From: | Travel and Conference (WMS) | \$ | 300 |
| From: | Office Materials (WMS) | \$ | 13 |
| From: | Tuition (WMS) | \$ | 445 |

Premium cost share reduction due to census changes in health insurance.

Curriculum:

| | | | |
|-------|---------------------------------------|----|-------|
| To: | Certified Salaries (Curriculum) | \$ | 6,336 |
| From: | Consulting (Curriculum) | \$ | 850 |
| From: | Testing and Evaluation (Curriculum) | \$ | 1,756 |
| From: | Other Purchased Services (Curriculum) | \$ | 2,340 |
| From: | Dues, Fees, Membership (Curriculum) | \$ | 390 |
| From: | Travel and Conference (Curriculum) | \$ | 1,000 |

Curriculum writing

Hurlbutt:

| | | | |
|-------|-------------------------------|----|-------|
| To: | Certified Salaries (HES) | \$ | 4,875 |
| From: | Materials (HES) | \$ | 3,114 |
| From: | Books (HES) | \$ | 1,751 |
| From: | Dues, Fees, Memberships (HES) | \$ | 9 |

Substitute coverage shortfall

Technology:

| | | | |
|-------|----------------------------------|----|-------|
| To: | Communications (Technology) | \$ | 4,601 |
| From: | Certified Stipends (Athletics) | \$ | 1,500 |
| From: | Unemployment (Employee Benefits) | \$ | 2,000 |
| From: | Certified Stipends (WMS) | \$ | 645 |
| From: | Certified Stipends (WIS) | \$ | 456 |

Telephone expenditures

| | | | |
|-------|--|----|-------|
| To: | Equipment (Technology) | \$ | 2,257 |
| From: | Certified Salaries (Special Education) | \$ | 2,048 |
| From: | Equipment Repair (Facilities) | \$ | 209 |

Smartboard

| | | | |
|-------|-----------------------------------|----|-------|
| To: | Communications (Technology) | \$ | 1,674 |
| From: | Parks and Recreation (Facilities) | \$ | 671 |
| From: | Materials (Curriculum) | \$ | 96 |
| From: | Books (Curriculum) | \$ | 140 |
| From: | Equipment Repair (Technology) | \$ | 500 |
| From: | Software (Special Education) | \$ | 268 |

Verizon Cellphones

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 11 of 12

To: \$ 1,120 \$ 500
From: \$ 629

July 2018-May 2019
Consulting (Technology)
Travel and Conference (Curriculum)
Equipment Repairs (Technology)

Novus migration

To: \$ 1,106 \$ 120
From: \$ 500
From: \$ 41
From: \$ 42
From: \$ 483

Other Professional Technical Services (Technology)
Equipment Repairs (Technology)
Materials (Special Education)
Books (Special Education)
Software (Special Education)
Certified Salaries (Special Education)

Hosting support

To: \$ 1,000 \$ 1,000

Overtime (Technology)
Certified Salaries (Curriculum)

Technology overtime

To: \$ 840 \$ 840

Materials (Technology)
Equipment Repair (Technology)

Computer materials

To: \$ 179 \$ 179

Software (Technology)
Equipment Repair (Facilities)

ANZI Software

To: \$ 267 \$ 149
From: \$ 118

Dues, Fees, Memberships (Technology)
Certified Salaries (Special Education)
Non Certified Salaries (Hurlbutt)

Technology membership

To: \$ 45 \$ 45

Software (Technology)
Software (Special Education)

Trelo software

Copy Center:

To: \$ 3,661 \$ 255
From: \$ 1,043
From: \$ 382
From: \$ 208
From: \$ 212
From: \$ 300
From: \$ 6
From: \$ 1,218

Materials (Copy Center)
Dues, Fees, Memberships (HHS)
Materials (HHS)
Equipment Repair (HHS)
Books (HHS)
Postage (HHS)
Miscellaneous (HHS)
Travel and Conference (HHS)
Office Materials (HHS)
Materials (WIS)

Materials for copy requests

To: \$ 2,000 \$ 2,000

Non Certified Salaries (Copy Center)
Equipment Repairs (WHS)

Substitute coverage for copy center

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT

Period 11 of 12
July 2018-May 2019

| | | | |
|-------------------------|---|----------|----------|
| To: | | | |
| From: | Materials (Copy Center) | \$ 1,590 | \$ 1,200 |
| From: | Management Services (District Administration) | \$ | \$ 190 |
| From: | Equipment Repair (Technology) | | |
| <i>Binding machines</i> | | | |
| To: | Postage (Copy Center) | \$ 662 | \$ 250 |
| From: | Books (Curriculum) | \$ | \$ 123 |
| From: | Travel and Conferences (Curriculum) | \$ | \$ 289 |
| From: | Materials (PPS) | | |
| <i>Postage</i> | | | |

Transportation:

| | | | |
|--|---|----------|----------|
| To: | Non-Certified Salaries (Transportation) | \$ 3,600 | \$ 3,600 |
| From: | Consulting (Curriculum) | | |
| <i>Early morning coverage for special education transportation</i> | | | |
| To: | Non-Certified Salaries (Transportation) | \$ 2,858 | \$ 2,400 |
| From: | Consulting (Curriculum) | \$ | \$ 458 |
| From: | Certified Salaries (Special Education) | | |
| <i>Driver coverage</i> | | | |
| To: | SPED Transportation (Transportation) | \$ 2,604 | \$ 2,604 |
| From: | Tuition (Special Education) | | |
| <i>Out of district transportation</i> | | | |

Regular Transportation:

| | | | |
|---------------------------|---|--------|--------|
| To: | Regular Transportation (Transportation) | \$ 718 | \$ 718 |
| From: | SPED Transportation (Transportation) | | |
| <i>Extra Bus coverage</i> | | | |

Special Education:

| | | | |
|-----------------------------------|--|----------|----------|
| To: | Non-Certified Salaries (Special Education) | \$ 3,500 | \$ 3,500 |
| From: | Certified Salaries (Special Education) | | |
| <i>Bus and coverage</i> | | | |
| To: | Contracted Services (Special Education) | \$ 235 | \$ 235 |
| From: | Equipment (Special Education) | | |
| <i>Special Education services</i> | | | |

Facilities:

| | | | |
|----------------------------|-------------------------------------|----------|----------|
| To: | Repair Allowance (Facilities) | \$ 3,596 | \$ 2,000 |
| From: | Travel and Conferences (Curriculum) | | \$ 1,596 |
| From: | Custodial Materials (Facilities) | | |
| <i>Repairs to plumbing</i> | | | |

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT

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To: Repair Allowance (Facilities) \$ 1,866 \$ 866
 From: Equipment Repairs (Facilities) \$ 1,000
 From: Certified Shipolds (Athletics)

Boiler Repairs

To: Repair Allowance (Facilities) \$ 1,760 \$ 900
 From: Propose (Facilities) \$ 195
 From: Dues, Fees, Memberships (Facilities) \$ 665
 From: Equipment Repair (Facilities)

Repairs to doors

To: Roof Repair (Facilities) \$ 1,280 \$ 225
 From: Equipment Repair (Facilities) \$ 265
 From: Custodial Materials (Facilities) \$ 790
 From: Materials (PPS)

HES Roof repair

To: Contracted Services (Facilities) \$ 1,150 \$ 457
 From: Equipment (Technology) \$ 60
 From: Communications (Technology) \$ 60
 From: Software (Technology) \$ 22
 From: Materials (Technology) \$ 550
 From: Other Professional Technical Services (Theater)

Pumping machine for recess

To: Fire Alarm System (Facilities) \$ 913 \$ 913
 From: Equipment Repairs (Facilities)

Fire panel repair

To: Repair Allowance (Facilities) \$ 857 \$ 857
 From: Equipment Repair (Facilities)

Lighting Repairs

To: Special Projects (Facilities) \$ 820 \$ 820
 From: Parks and Recreation (Facilities)

Gas System Upgrade

To: Septic Cleaning (Facilities) \$ 654 \$ 654
 From: Equipment Repairs (Facilities)

Street Sweeping

To: Maintenance Materials (Facilities) \$ 560 \$ 560
 From: Security Materials (Security)

Top Soil

To: Maintenance Materials (Facilities) \$ 560 \$ 520
 From: Security Materials (Security) \$ 40
 From: Custodial Materials (Facilities)

Motor parts

To: Equipment Repair (Facilities) \$ 509 \$ 509
 From: Parks and Recreation (Facilities)

Vehicle Repair

To: Equipment Repair (Facilities) \$ 509 \$ 509
 From: Parks and Recreation (Facilities)

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July 2018-May 2019

To: \$ 370 \$ 370 370
From:

Other Objects (Facilities)
Equipment Repairs (Facilities)
Uniform Rental Service
Maintenance Materials (Facilities)
Transportation Insurance (Transportation)
Security Materials (Security)

To: \$ 332 \$ 332 332
From: \$ 110 \$ 110 110
From: \$ 200 \$ 200 200
From: \$ 8 \$ 8 8
From: \$ 14 \$ 14 14

Windscreen
Playground Repairs (Facilities)
Glass (Facilities)
Equipment Repair (Facilities)
Security Materials (Security)
Non-Certified Salaries (HES)

To: \$ 250 \$ 250 250
From: \$ 165 \$ 165 165
From: \$ 27 \$ 27 27
From: \$ 51 \$ 51 51
From: \$ 7 \$ 7 7
From: \$ 1 \$ 1 1

Repairs to playgrounds
Equipment Rental (Facilities)
Other Professional Technical Services (Theater)
Materials (Theater)
Pre-K, Luthen (Special Education)
Dues, Fees, Memberships (HES)
Custodial Materials (Facilities)

To: \$ 250 \$ 250 250
From:

Graduation
Maintenance Materials (Facilities)
Equipment Repair (Facilities)

To: \$ 180 \$ 180 180
From:

Grounds materials
Other Objects (Facilities)
Equipment Repair (Facilities)

To: \$ 84 \$ 84 84
From:

Work boots
Locks (Facilities)
Equipment Repair (Facilities)

To: \$ 2,500 \$ 2,500 2,500
From:

Lock repair
Certified Salaries (WHS)
Materials (WHS)

Weston High School:

To: \$ 1,270 \$ 1,270 1,270
From:

Substitute coverage
Equipment Repair (WHS)
Materials (WHS)

To: \$ 900 \$ 900 900
From:

Instrument repairs
Police (WHS)
Travel and Conference (WHS)

To: \$ 900 \$ 900 900
From:

Fire Duty

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To: Transportation (WHS) \$ 490 \$ 108
 From: Professional Technical Services (WHS) \$ 181
 From: Materials (WHS) \$ 201
 From: Dues, Fees, Memberships (WHS)

Bus fees for music festivals

To: Books (WHS) \$ 235 \$ 235
 From: Materials (WHS)

Library books

To: Other Professional Technical Services (WHS) \$ 23 \$ 23
 From: Police (WHS)

Technical Services for concerts

To: Materials (Theater) \$ 758 \$ 564
 From: Materials (WHS) \$ 57
 From: Books (WHS) \$ 136
 From: Other Purchased Services (WHS)

Theater materials

To: Materials (Theater) \$ 190 \$ 190
 From: Materials (WMS)

Drama Materials

To: Facility Rentals (Athletics) \$ 2,000 \$ 1,000
 From: Certified Stipends (Athletics) \$ 307
 From: Other Pupil Services (Athletics) \$ 286
 From: Police (Athletics) \$ 42
 From: Materials (Athletics) \$ 465
 From: Transportation (Athletics)

Less facility rental revenue than anticipated

To: Overtime (Athletics) \$ 400 \$ 400
 From: Certified Salaries (WHS)

Overtime for transition of administrative assistants

To: Certified Stipends (PPS) \$ 1,600 \$ 1,600
 From: Other Pupil Services (PPS)
 SAT Proctor Payment

Pupil Services:

Weston Middle School:

To: Transportation (WMS) \$ 950 \$ 900
 From: Dues, Fees, Memberships (WMS) \$ 50
 From: Materials (WMS)

Math Competition and mock trial

To: Materials (WMS) \$ 271 \$ 271
 From: Dues, Fees, Memberships (WMS)

WESTON PUBLIC SCHOOLS
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 July 2018-May 2019

DBQ

District Administration:

| | | | | | |
|-------|---|----|-----|----|-----|
| To: | Materials (District Administration) | \$ | 446 | \$ | 446 |
| From: | Travel and Conferences (Curriculum) | | | | |
| | <i>Administration supplies</i> | | | | |
| To: | Other Objects (District Administration) | \$ | 400 | \$ | 400 |
| From: | Certified Salaries (WMS) | | | | |
| | <i>EOY Awards</i> | | | | |
| To: | Materials (District Administration) | \$ | 398 | \$ | 398 |
| From: | Advertising (District Administration) | | | | |
| | <i>HR Supplies</i> | | | | |
| To: | Advertising (District Administration) | \$ | 76 | \$ | 76 |
| From: | Travel and Conferences (Curriculum) | | | | |
| To: | Materials (District Administration) | \$ | 50 | \$ | 50 |
| From: | Equipment Repairs (Transportation) | | | | |
| | <i>Timer for payroll printer</i> | | | | |

Curriculum:

| | | | | | |
|-------|---------------------------------------|----|-----|----|-----|
| To: | Other Purchased Services (Curriculum) | \$ | 400 | \$ | 400 |
| From: | Office Materials (Curriculum) | | | | |
| | <i>Teacher training</i> | | | | |

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| Object Series | Account | FY Adopted 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 | (\$160,818) | (\$3,997) | \$24,609,089 | -0.6% | \$19,958,308 | \$4,590,419 | \$60,363 | \$ (1) |
| | Non Certified Staff | \$6,359,029 | \$15,978 | \$51,048 | \$26,803 | \$6,410,077 | 0.8% | \$5,700,693 | \$636,014 | \$67,686 | \$ 5,684 |
| | Overtime | \$173,340 | \$0 | \$38,778 | \$1,400 | \$212,118 | 22.4% | \$176,028 | \$0 | \$36,091 | \$ 0 |
| | Certified Stipends | \$819,582 | \$0 | \$5,583 | (\$3,001) | \$825,165 | 0.7% | \$698,763 | \$34,706 | \$91,696 | \$ 1 |
| | Non Certified Stipends | \$259,967 | \$0 | (\$24,869) | \$0 | \$235,098 | -9.6% | \$190,297 | \$13,362 | \$31,439 | \$ (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 | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$32,331,584 | \$15,978 | (\$40,036) | \$21,205 | \$32,291,548 | | \$26,724,089 | \$ 5,274,501 | \$ 287,274 | \$ 5,684 |
| | <i>Group change %:</i> | | | | | (\$40,036) | | | | | |
| | | | | | | | | | | | |
| Benefits (2000's) | | | | | | | | | | | |
| | 2000 Health Insurance | \$7,357,280 | \$0 | \$82,177 | \$0 | \$7,439,457 | 1.1% | \$6,638,588 | \$600,868 | \$0 | \$ (0) |
| | 2022 Premium Cost Share | (\$1,312,771) | \$0 | \$4,710 | \$9,258 | (\$1,308,061) | -0.4% | (\$1,194,924) | \$0 | (\$113,137) | \$ - |
| | 2001 Social Security | \$556,730 | \$0 | \$21,472 | \$0 | \$578,202 | 3.9% | \$508,561 | \$0 | \$69,641 | \$ 0 |
| | 2002 Medicare | \$457,884 | \$0 | \$5,359 | \$0 | \$463,243 | 1.2% | \$385,828 | \$0 | \$77,416 | \$ (0) |
| | 2003 Workers Compensation | \$238,335 | \$0 | \$9,801 | \$0 | \$248,136 | 4.1% | \$248,136 | \$0 | \$0 | \$ - |
| | 2004 Unemployment Compensation | \$37,066 | \$0 | (\$25,325) | (\$2,000) | \$11,741 | -68.3% | \$7,241 | \$4,500 | \$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 | \$14,127 | \$0 | \$918,027 | 1.6% | \$824,066 | \$0 | \$93,961 | \$ 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% | \$54,352 | \$5,054 | \$0 | \$ 0 |
| | 2012 Disability Insurance | \$19,306 | \$0 | (\$14,699) | \$0 | \$4,607 | -76.1% | \$4,083 | \$524 | \$0 | \$ 0 |
| | 2014 Sick Bank | \$45,000 | \$0 | (\$45,000) | \$0 | \$0 | -100.0% | \$0 | \$0 | \$0 | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$8,644,631 | \$0 | \$87,687 | \$7,258 | \$8,732,318 | | \$7,923,492 | \$ 610,946 | \$ 197,880 | \$ 7 |
| | <i>Group change %:</i> | | | | | \$87,687 | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | |
| | 3210 Contracted Services Educational | \$388,625 | \$0 | (\$110,374) | (\$110) | \$278,251 | -28.4% | \$217,888 | \$60,121 | \$242 | \$ (0) |
| | 3220/3221 Consulting Services | \$150,700 | \$0 | (\$5,125) | \$18,240 | \$145,575 | -3.4% | \$86,949 | \$56,625 | \$0 | \$ 1 |
| | 3235 Testing | \$96,600 | \$0 | (\$4,230) | (\$8,175) | \$92,370 | -4.4% | \$87,452 | \$4,918 | \$0 | \$ (0) |
| | 3239 Other Pupil Services | \$177,075 | \$0 | (\$4,042) | (\$3,807) | \$173,033 | -2.3% | \$155,586 | \$14,308 | \$0 | \$ 3,139 |
| | 3303 Management Services | \$78,855 | \$0 | (\$4,819) | (\$1,200) | \$74,036 | -6.1% | \$70,625 | \$3,411 | \$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 |
|----------------------------------|--------------------------------------|--------------------------|----------------------|-------------------------------|-----------------------------------|----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| | | \$3,500 | \$0 | \$1,115 | \$0 | \$4,615 | 31.9% | \$4,615 | \$0 | \$0 | \$ - |
| | 3304 License Fees-Facilities | \$105,000 | \$0 | \$187,460 | \$0 | \$292,460 | 178.5% | \$211,845 | \$80,615 | \$0 | \$ - |
| | 3306 Legal Fees | \$64,020 | \$22,932 | \$2,019 | \$353 | \$88,971 | 39.0% | \$73,155 | \$15,587 | \$228 | \$ - |
| | 3309 Professional Technical Services | \$139,419 | \$0 | \$32,082 | (\$2,595) | \$171,501 | 23.0% | \$163,834 | \$7,666 | \$0 | \$ - |
| | 3310 Sports Officials | \$48,649 | \$0 | \$0 | \$0 | \$48,649 | | \$48,649 | \$0 | \$0 | \$ - |
| | | \$1,252,443 | \$22,932 | \$117,017 | \$2,707 | \$1,389,460 | | \$1,122,598 | \$243,253 | \$470 | \$3,739 |
| | Group \$ transfer in/(transfer out): | | | \$117,017 | \$2,707 | \$117,017 | 9.3% | | | | |
| | Group change %: | | | | | | | | | | |
| Property Services (4000s) | | | | | | | | | | | |
| | 4200 Cleaning Services | \$602,979 | \$0 | (\$5,204) | \$0 | \$597,775 | -0.9% | \$547,960 | \$49,815 | \$0 | \$ (0) |
| | 4202 Rubbish Removal | \$78,245 | \$0 | (\$27,595) | \$0 | \$50,650 | -35.3% | \$45,098 | \$5,552 | \$0 | \$ (0) |
| | 4203 Mop & Mat Service | \$5,250 | \$0 | \$0 | \$0 | \$5,250 | | \$4,715 | \$535 | \$0 | \$ (0) |
| | 4204 Exterminator | \$8,000 | \$0 | (\$950) | \$0 | \$7,050 | -11.9% | \$6,488 | \$562 | \$0 | \$ - |
| | 4302 Equipment Repairs | \$158,738 | \$0 | (\$47,900) | (\$9,169) | \$110,838 | -30.2% | \$97,742 | \$12,537 | \$558 | \$ 2 |
| | 4400 Equipment Rental | \$435,487 | \$0 | (\$55,704) | (\$100) | \$379,783 | -12.8% | \$361,154 | \$18,628 | \$0 | \$ - |
| | 4401 Rental of Facilities | \$4,675 | \$0 | (\$398) | \$0 | \$4,277 | -8.5% | \$4,197 | \$80 | \$0 | \$ - |
| | 4500 Repair Allowance | \$127,000 | \$0 | \$52,912 | \$8,079 | \$179,912 | 41.7% | \$175,469 | \$4,442 | \$2,500 | \$ (2,500) |
| | 4508 Generator Repairs | \$3,420 | \$0 | \$3,401 | \$0 | \$6,821 | 99.5% | \$6,729 | \$96,763 | \$93 | \$ (0) |
| | 4509 Septic Cleaning | \$50,825 | \$470,549 | \$34,508 | \$654 | \$555,862 | 993.7% | \$459,119 | \$96,763 | \$0 | \$ (0) |
| | 4510 Asbestos Abatement | \$5,000 | \$0 | (\$5,000) | \$0 | \$0 | -100.0% | \$0 | \$0 | \$0 | \$ - |
| | 4511 Elevator Contract | \$14,350 | \$0 | (\$1,084) | \$0 | \$13,266 | -7.6% | \$13,146 | \$120 | \$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% | \$4,413 | \$288 | \$0 | \$ - |
| | 4514 Fire Alarm System | \$30,000 | \$0 | \$9,507 | \$913 | \$39,507 | 31.7% | \$37,721 | \$1,786 | \$0 | \$ - |
| | 4515 Fire Protection System | \$9,605 | \$0 | (\$331) | \$0 | \$9,274 | -3.4% | \$8,074 | \$1,200 | \$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 | | \$3,699 | \$1,159 | \$0 | \$ - |
| | 4518 Sewer System Plant Maintenance | \$89,579 | \$0 | \$0 | \$0 | \$89,579 | | \$82,114 | \$7,465 | \$0 | \$ (0) |
| | 4530 Parks & Recreation | \$73,954 | \$0 | (\$7,000) | (\$2,000) | \$66,954 | -9.5% | \$53,741 | \$13,213 | \$0 | \$ (0) |
| | 4531 Drain System | \$5,575 | \$0 | (\$1,314) | \$0 | \$4,261 | -23.6% | \$4,261 | \$0 | \$0 | \$ - |
| | 4533 Glass Replacement | \$5,000 | \$0 | \$4,190 | (\$110) | \$9,190 | 83.8% | \$8,550 | \$640 | \$0 | \$ - |
| | 4534 Roof Repair | \$7,000 | \$0 | \$6,330 | \$1,280 | \$13,330 | 90.4% | \$12,050 | \$1,280 | \$0 | \$ (0) |
| | 4535 Window Treatments | \$3,000 | \$0 | (\$3,000) | \$0 | \$0 | -100.0% | \$0 | \$0 | \$0 | \$ - |
| | 4536 Air Filler HVAC System | \$4,500 | \$0 | (\$2,121) | \$0 | \$2,379 | -47.1% | \$2,379 | \$0 | \$0 | \$ - |
| | 4538 Chiller Contract | \$13,150 | \$0 | (\$5,822) | \$0 | \$7,328 | -44.3% | \$7,328 | \$0 | \$0 | \$ - |
| | 4539 Energy Management System | \$21,020 | \$0 | (\$2,774) | \$0 | \$21,020 | | \$21,020 | \$0 | \$0 | \$ - |
| | 4540 Athletic Facilities Repairs | \$8,000 | \$0 | \$94,377 | \$1,150 | \$117,227 | 413.0% | \$85,135 | \$32,093 | \$0 | \$ (0) |
| | 4542 Contracted Services | \$22,850 | \$0 | \$0 | \$0 | \$22,850 | | \$10,500 | \$4,500 | \$0 | \$ - |
| | 4543 Paving | \$8,500 | \$0 | \$19,151 | \$820 | \$39,151 | 95.8% | \$34,651 | \$4,500 | \$0 | \$ - |
| | 4600 Special Projects | \$20,000 | \$0 | (\$7,500) | \$0 | \$12,500 | -37.5% | \$12,500 | \$0 | \$0 | \$ - |
| | 4602 Tree Service | \$7,500 | \$0 | \$0 | \$0 | \$7,500 | | \$7,500 | \$0 | \$0 | \$ - |
| | 4603 Exterior Lighting | \$0 | \$0 | \$0 | \$0 | \$0 | 0.0% | \$0 | \$0 | \$0 | \$ - |

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| Object Series | Account | FY Adopted Budget | | 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 |
|------------------|--------------------------------------|-------------------|--|-------------------------|-------------------------------------|---|-------------------|--------------------|------------------------|-----------------------|------------------------|--------------------|
| | | Budget | | | | | | | | | | |
| 6530 | Propane gas | \$5,000 | | \$0 | (\$2,526) | (\$800) | \$2,474 | -50.5% | \$1,748 | \$727 | \$0 | 0 |
| | Group \$ transfer in/(transfer out): | \$2,765,905 | | \$0 | (\$194,372) | (\$22,381) | \$2,611,533 | | \$2,326,444 | \$274,249 | \$10,840 | 7 |
| | Group change %: | | | | -5.6% | | | | | | | |
| 7300 | Equipment | \$505,966 | | \$0 | (\$13,484) | \$1,024 | \$492,482 | -2.7% | \$491,831 | \$650 | \$0 | 1 |
| | Group \$ transfer in/(transfer out): | \$505,966 | | \$0 | (\$13,484) | \$1,024 | \$492,482 | | \$491,831 | \$650 | \$0 | 7 |
| | Group change %: | | | | -3% | | | | | | | |
| 8100 | Dues, Fees and Memberships | \$90,139 | | \$0 | (\$8,666) | (\$2,986) | \$81,473 | -9.6% | \$80,845 | \$629 | \$0 | (1) |
| 8900 | Other Objects | \$26,395 | | \$0 | \$1,087 | \$950 | \$27,482 | 4.1% | \$20,246 | \$6,837 | \$0 | 399 |
| | Group \$ transfer in/(transfer out): | \$116,534 | | \$0 | (\$7,579) | (\$2,036) | \$108,955 | | \$101,090 | \$7,466 | \$0 | 399 |
| | Group change %: | | | | -6.5% | | | | | | | |
| 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 | \$11,115 | \$0 | (\$73,440) | -13.1% | (\$73,440) | \$0 | \$0 | 0 |
| 9202 | Gate Receipts, Athletics | (\$13,500) | | \$0 | (\$5,970) | \$0 | (\$19,470) | 44.2% | (\$19,470) | \$0 | \$0 | 0 |
| 9205 | Excess Cost SPED | (\$591,917) | | \$0 | \$13,306 | \$0 | (\$578,611) | -2.2% | (\$578,611) | \$0 | \$0 | 0 |
| 9206 | Pre School Tuition SPED | (\$96,000) | | \$0 | \$8,899 | (\$51) | (\$87,101) | -9.3% | (\$87,101) | \$0 | \$0 | 0 |
| 9207 | Regular Ed. Tuition | (\$19,438) | | \$0 | (\$9,382) | \$0 | (\$28,820) | 48.3% | (\$27,872) | (\$947) | \$0 | (0) |
| 9208 | Revenue from Town for Fields | (\$44,580) | | \$0 | \$0 | \$0 | (\$44,580) | | (\$34,093) | \$0 | (\$10,487) | 0 |
| 9209 | Parking Fees | (\$30,000) | | \$0 | \$0 | \$0 | (\$30,000) | | (\$30,000) | \$0 | \$0 | 0 |
| 9210 | Theater Receipts | (\$78,000) | | \$0 | \$12,017 | \$0 | (\$65,983) | | (\$65,983) | \$0 | \$0 | 0 |
| 9212 | Facility Use Rental | (\$17,500) | | \$0 | \$2,000 | \$2,000 | (\$15,500) | -11.4% | (\$15,500) | \$0 | \$0 | 0 |
| | Group \$ transfer in/(transfer out): | (\$1,027,619) | | \$0 | (\$40,114) | \$1,949 | (\$1,067,733) | | (\$1,056,299) | (\$947) | (\$10,487) | (1) |
| | Group change %: | | | | 4% | | | | | | | |
| Total: | | \$51,444,906 | | \$509,459 | \$0.00 | \$0.00 | \$51,954,365 | | \$44,147,707 | \$7,285,566 | \$519,369 | \$1,723 |

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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 |
|--|---|--------------------------|-------------------------------|-----------------------------------|----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Hurlbutt Elementary | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | |
| | Certified Staff | \$2,942,559 | \$14,950 | \$4,875 | \$2,957,509 | 0.5% | \$2,336,047 | \$ 616,184 | \$ 5,277 | \$ 0 |
| | Non Certified Staff | \$322,919 | (\$4,999) | (\$132) | \$317,920 | -1.5% | \$286,912 | \$ 31,008 | - | \$ 0.00 |
| | Overtime | \$1,500 | (\$324) | \$0 | \$1,176 | -21.6% | \$521 | - | \$ 655 | - |
| | Certified Stipends | \$19,021 | (\$100) | \$0 | \$18,921 | -0.5% | \$15,205 | \$ 3,716 | - | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$3,285,999 | \$9,528 | \$4,744 | \$3,295,527 | | \$2,638,686 | \$ 650,908 | \$ 5,932 | \$ 1 |
| | <i>Group change %:</i> | | | | \$9,528 | | | | | |
| | | | | | 0.3% | | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3308 Police/Fire | \$250 | (\$22) | \$0 | \$228 | -8.8% | \$0 | - | \$ 228 | - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$250 | (\$22) | \$0 | \$228 | | \$0 | - | \$ 228 | - |
| | <i>Group change %:</i> | | | | (\$22) | | | | | |
| | | | | | -8.8% | | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$1,590 | (\$972) | (\$382) | \$618 | -61.1% | \$528 | \$ 90 | - | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$1,590 | (\$972) | (\$382) | \$618 | | \$528 | \$ 90 | - | \$ 0 |
| | <i>Group change %:</i> | | | | (\$972) | | | | | |
| | | | | | -61.1% | | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5105 Extra Curricular Transportation | \$350 | \$0 | \$0 | \$350 | -100.0% | \$0 | \$ 350 | - | \$ - |
| | 5400 Postage | \$100 | (\$100) | (\$5) | \$0 | -20.0% | \$0 | - | - | \$ - |
| | 5501 Printing | \$500 | (\$100) | \$0 | \$400 | -100.0% | \$400 | - | - | \$ - |
| | 5800,5802-5880 Travel & Conference | \$750 | (\$750) | (\$300) | \$0 | -100.0% | \$0 | - | - | \$ - |
| | 5801 Mileage Reimbursement | \$300 | (\$225) | (\$225) | \$75 | -75.0% | \$75 | - | - | \$ (0) |

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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 |
|--|---|-----------------------------|-------------------------------------|---|---------------------------------|--------------------|------------------------|-----------------------|------------------------|--------------------|
| | | | | | | | | | | |
| | Group \$ transfer in/(transfer out): Group change %: | \$2,000 | (\$1,175) | (\$530) | \$825 (\$1,175) -58.8% | | \$475 | \$350 | - | \$(0) |
| Supplies & Materials (6000's) | | | | | | | | | | |
| | 6110 Materials | \$54,132 | (\$5,519) | (\$4,157) | \$48,613 | -10.2% | \$43,929 | \$4,684 | - | \$ (0.00) |
| | 6120 Office Materials | \$2,000 | \$617 | (\$6) | \$2,617 | 30.9% | \$2,268 | \$349 | - | \$ 0 |
| | 6410 Books | \$18,250 | (\$2,759) | (\$1,959) | \$15,491 | -15.1% | \$12,326 | \$3,165 | - | \$ 0 |
| | Group \$ transfer in/(transfer out): Group change %: | \$74,382 | (\$7,661) | (\$6,122) | \$66,721 (\$7,661) -10.3% | | \$58,522 | \$8,198 | - | \$ 1 |
| Other Objects (8000's) | | | | | | | | | | |
| | 8100 Dues, Fees and Memberships | \$738 | (\$552) | (\$271) | \$186 | -74.8% | \$186 | - | - | \$ - |
| | Group \$ transfer in/(transfer out): Group change %: | \$738 | (\$552) | (\$271) | \$186 (\$552) -74.8% | | \$186 | - | - | \$ - |
| Total: | | \$3,364,959 | (\$854) | (\$2,562) | \$3,364,105 | | \$2,698,397 | \$659,546 | \$6,160 | \$ 1 |

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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 | (\$52,295) | \$0 | \$3,549,041 | -1.5% | \$2,877,609 | \$ 668,442 | \$ 2,991 | \$ 0.00 |
| | Non Certified Staff | \$242,970 | (\$4,103) | \$0 | \$238,867 | -1.7% | \$214,941 | \$ 23,927 | - | \$ 0.00 |
| | Overtime | \$750 | (\$247) | \$0 | \$503 | -32.9% | \$43 | - | \$ 460 | - |
| | Certified Stipends | \$25,802 | \$217 | \$0 | \$26,019 | 0.8% | \$22,679 | \$ 3,340 | - | \$ 0.00 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$3,870,859 | (\$56,428) | \$0 | \$3,814,431 | | \$3,115,271 | \$ 695,709 | \$ 3,451 | \$ 0 |
| | <i>Group change %:</i> | | | | (\$56,428) | -1.5% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3308 Police/Fire | \$315 | (\$210) | (\$210) | \$105 | 100.0% | \$105 | - | \$ - | \$ - |
| | 3309 Professional Technical Services | \$900 | (\$795) | (\$495) | \$105 | 100.0% | \$105 | - | \$ - | \$ - |
| | | \$1,215 | (\$1,005) | (\$495) | \$210 | | \$210 | - | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | | | | (\$1,005) | | | | | |
| | <i>Group change %:</i> | | | | 100.0% | | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$1,805 | (\$600) | (\$69) | \$1,205 | -33.2% | \$1,095 | \$ 110 | \$ - | \$ 0 |
| | | \$1,805 | (\$600) | (\$69) | \$1,205 | | \$1,095 | \$ 110 | \$ - | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | | | | (\$600) | | | | | |
| | <i>Group change %:</i> | | | | -33.2% | | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5501 Printing | \$500 | (\$282) | (\$282) | \$218 | -56.4% | \$218 | - | \$ - | \$ (0) |
| | 5800,5802-5880 Travel & Conference | \$500 | (\$500) | (\$250) | \$0 | -100.0% | \$0 | - | \$ - | \$ - |
| | 5801 Mileage Reimbursement | \$250 | (\$250) | (\$250) | \$0 | -100.0% | \$0 | - | \$ - | \$ - |
| | | \$1,250 | (\$1,032) | (\$782) | \$218 | | \$218 | - | \$ - | \$ (0) |
| | <i>Group \$ transfer in/(transfer out):</i> | | | | (\$782) | | | | | |
| | <i>Group change %:</i> | | | | (\$1,032) | | | | | |

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OPERATING FUND BUDGET

| Object Series | 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 |
|--|--------------------------------------|--------------------|-------------------------------|-----------------------------------|--------------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Group change %: | | | | | | | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | |
| | 6110 Materials | \$38,141 | (\$11,263) | (\$8,328) | \$26,878 | -29.5% | \$25,202 | \$ 1,676 | \$ - | \$ (0) |
| | 6120 Office Materials | \$2,000 | (\$366) | (\$366) | \$1,634 | -18.3% | \$1,328 | \$ 305 | \$ - | \$ 0 |
| | 6410 Books | \$38,830 | (\$3,621) | (\$1,027) | \$35,209 | -9.3% | \$32,127 | \$ 3,082 | \$ - | \$ 0.00 |
| | | \$78,971 | (\$15,250) | (\$9,721) | \$63,721 | | \$58,658 | \$ 5,063 | \$ - | \$ 0 |
| Group \$ transfer in/(transfer out): | | | | | (\$15,250) | | | | | |
| Group change %: | | | | | -19.3% | | | | | |
| Other Objects (8000's) | | | | | | | | | | |
| | 8100 Dues, Fees and Memberships | \$1,066 | (\$341) | \$0 | \$725 | -32.0% | \$591 | \$ 134 | \$ - | \$ - |
| | | \$1,066 | (\$341) | \$0 | (\$341) | | \$591 | \$ 134 | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | | | | | | | | | |
| | Group change %: | | | | -32.0% | | | | | |
| Total: | | \$3,955,166 | (\$74,656) | (\$11,067) | \$3,880,510 | | \$3,176,043 | \$ 701,016 | \$ 3,451 | \$ 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 |
|--|---|--------------------------|-------------------------------|-----------------------------------|----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Weston Middle School | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | |
| | Certified Staff | \$4,524,390 | (\$57,766) | (\$400) | \$4,466,624 | -1.3% | \$3,655,033 | \$ 803,993 | \$ 7,598 | \$ (0.00) |
| | Non Certified Staff | \$191,778 | \$1,512 | \$0 | \$193,290 | 0.8% | \$177,279 | \$ 16,011 | \$ - | \$ (0) |
| | Overtime | \$0 | \$0 | \$0 | \$0 | 0.0% | \$0 | \$ - | \$ - | \$ - |
| | Certified Stipends | \$88,280 | (\$1,645) | (\$645) | \$86,635 | -1.9% | \$52,382 | \$ 4,383 | \$ 29,870 | \$ (0) |
| | <i>Group \$ transfer in/(transfer out):</i> | \$4,804,448 | (\$57,899) | (\$1,045) | \$4,746,549 | | \$3,884,694 | \$ 824,387 | \$ 37,468 | \$ (0) |
| | <i>Group change %:</i> | | | | (\$57,899) | -1.2% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3308 Police/Fire | \$1,610 | (\$627) | (\$28) | \$983 | -38.9% | \$53 | \$ 930 | \$ - | \$ 1 |
| | 3309 Professional Technical Services | \$3,920 | \$537 | (\$280) | \$4,457 | 13.7% | \$3,107 | \$ 1,350 | \$ - | \$ (0) |
| | <i>Group \$ transfer in/(transfer out):</i> | \$5,530 | (\$90) | (\$308) | \$5,440 | | \$3,160 | \$ 2,280 | \$ - | \$ 0 |
| | <i>Group change %:</i> | | | | (\$90) | -1.6% | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$4,220 | (\$3,200) | (\$550) | \$1,020 | -75.8% | \$1,020 | \$ - | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$4,220 | (\$3,200) | (\$550) | \$1,020 | | \$1,020 | \$ - | \$ - | \$ - |
| | <i>Group change %:</i> | | | | (\$3,200) | -75.8% | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5105 Extra Curricular Transportation | \$8,115 | (\$458) | \$942 | \$7,657 | -5.6% | \$6,114 | \$ 1,543 | \$ - | \$ (0) |
| | 5400 Postage | \$297 | (\$297) | (\$297) | \$0 | -100.0% | \$0 | \$ - | \$ - | \$ - |
| | 5501 Printing | \$3,250 | (\$767) | \$0 | \$2,483 | -23.6% | \$356 | \$ 2,127 | \$ - | \$ - |
| | 5600 Tuition | \$2,755 | (\$1,619) | (\$445) | \$1,136 | -58.8% | \$1,096 | \$ 40 | \$ - | \$ - |
| | 5800,5802-5880 Travel & Conference | \$1,020 | (\$820) | (\$300) | \$200 | -80.4% | \$0 | \$ 200 | \$ - | \$ - |
| | 5801 Mileage Reimbursement | \$555 | (\$444) | (\$444) | \$111 | -80.0% | \$76 | \$ 35 | \$ - | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$15,992 | (\$4,405) | (\$544) | \$11,587 | | \$7,642 | \$ 3,945 | \$ - | \$ 0 |
| | <i>Group change %:</i> | | | | (\$4,405) | -27.6% | | | | |

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| Object Series | 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 |
|--|----------------------------|--------------------|-------------------------------|-----------------------------------|--------------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Group \$ transfer in/(transfer out): | | | | | (\$4,405) | | | | | |
| Group change %: | | | | | -27.5% | | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | |
| 6110 | Materials | \$67,115 | (\$8,101) | (\$1,393) | \$59,014 | -12.1% | \$48,505 | \$ 10,509 | \$ - | \$ (0.00) |
| 6120 | Office Materials | \$3,669 | (\$765) | (\$13) | \$2,904 | -20.9% | \$1,754 | \$ 1,150 | \$ - | \$ 0.00 |
| 6410 | Books | \$24,432 | (\$3,322) | (\$237) | \$21,110 | -13.6% | \$18,483 | \$ 2,627 | \$ - | \$ (0.00) |
| | | \$95,216 | (\$12,189) | (\$1,643) | \$83,027 | | \$68,742 | \$ 14,286 | \$ - | \$ (0) |
| Group \$ transfer in/(transfer out): | | | | | (\$12,189) | | | | | |
| Group change %: | | | | | -12.8% | | | | | |
| Equipment (7000's) | | | | | | | | | | |
| 7300 | Equipment | \$11,068 | \$752 | \$0 | \$11,820 | 6.8% | \$11,820 | \$ - | \$ - | \$ - |
| | | \$11,068 | \$752 | \$0 | \$11,820 | | \$11,820 | \$ - | \$ - | \$ - |
| Group \$ transfer in/(transfer out): | | | | | \$752 | | | | | |
| Group change %: | | | | | 7% | | | | | |
| Other Objects (8000's) | | | | | | | | | | |
| 8100 | Dues, Fees and Memberships | \$8,084 | (\$3,095) | (\$1,991) | \$4,989 | -38.3% | \$4,989 | \$ - | \$ - | \$ 0 |
| | | \$8,084 | (\$3,095) | (\$1,991) | \$4,989 | | \$4,989 | \$ - | \$ - | \$ 0 |
| Group \$ transfer in/(transfer out): | | | | | (\$3,095) | | | | | |
| Group change %: | | | | | -38.3% | | | | | |
| Total: | | \$4,944,558 | (\$80,126) | (\$6,081) | \$4,864,432 | | \$3,982,066 | \$ 844,897 | \$ 37,468 | \$ 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 |
|--|---|--------------------------|-------------------------------|-----------------------------------|----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Weston High School | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | |
| | Certified Staff | \$6,136,285 | \$94,821 | \$2,100 | \$6,231,106 | 1.5% | \$5,014,733 | \$ 1,209,765 | \$ 6,607 | \$ (0) |
| | Non Certified Staff | \$276,353 | (\$10,952) | \$0 | \$265,401 | -4.0% | \$238,812 | \$ 25,358 | \$ 1,231 | \$ 0.00 |
| | Overtime | \$250 | \$1,312 | \$0 | \$1,562 | 524.8% | \$1,562 | \$ - | \$ - | \$ (0) |
| | Certified Stipends | \$97,605 | \$3,685 | (\$456) | \$101,290 | 3.8% | \$52,715 | \$ - | \$ 48,575 | \$ (0) |
| | <i>Group \$ transfer in/(transfer out):</i> | \$6,510,493 | \$88,867 | \$1,644 | \$6,599,359 | | \$5,307,822 | \$ 1,235,124 | \$ 56,413 | \$ 0 |
| | <i>Group change %:</i> | | | | \$88,867 | 1.4% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3308 Police/Fire | \$2,070 | \$199 | \$877 | \$2,269 | 9.6% | \$1,034 | \$ 1,235 | \$ - | \$ (0) |
| | 3309 Professional Technical Services | \$11,880 | (\$2,209) | (\$2,211) | \$9,671 | -18.6% | \$7,254 | \$ 2,416 | \$ - | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$13,950 | (\$2,010) | (\$1,334) | \$11,940 | | \$8,289 | \$ 3,651 | \$ - | \$ 0 |
| | <i>Group change %:</i> | | | | (\$2,010) | -14.4% | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$7,690 | (\$3,984) | (\$730) | \$3,706 | -51.8% | \$2,286 | \$ 1,420 | \$ - | \$ - |
| | 4400 Equipment Rental | \$3,625 | (\$125) | (\$125) | \$3,500 | -3.4% | \$0 | \$ 3,500 | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$11,315 | (\$4,109) | (\$855) | \$7,206 | | \$2,286 | \$ 4,920 | \$ - | \$ - |
| | <i>Group change %:</i> | | | | (\$4,109) | -36.3% | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5100 Regular Transportation | \$3,500 | (\$85) | \$65 | \$3,415 | -2.4% | \$3,415 | \$ - | \$ - | \$ (0) |
| | 5400 Postage | \$0 | \$0 | \$0 | \$0 | | \$0 | \$ - | \$ - | \$ - |
| | 5501 Printing | \$14,133 | (\$3,552) | \$0 | \$10,581 | -25.1% | \$7,581 | \$ 3,000 | \$ - | \$ - |
| | 5600 Tuition | \$0 | \$4,900 | \$0 | \$4,900 | | \$4,900 | \$ - | \$ - | \$ - |
| | 5800,5802-5880 Travel & Conference | \$2,000 | (\$2,000) | (\$900) | \$0 | -100.0% | \$0 | \$ - | \$ - | \$ - |
| | 5801 Mileage Reimbursement | \$2,750 | (\$1,576) | \$0 | \$1,174 | -57.3% | \$504 | \$ 670 | \$ - | \$ (0) |
| | 5900 Other Purchased Services | \$1,200 | (\$520) | \$0 | \$680 | -43.3% | \$680 | \$ - | \$ - | \$ - |

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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 |
|--|---------|--------------------------|-------------------------------|-----------------------------------|--------------------|-----------------|---------------------|---------------------|---------------------|-----------------|
| | | | | | | | | | | |
| Group \$ transfer in/(transfer out): | | | | | | | | | | |
| Group change %: | | | | | | | | | | |
| | | | | | | | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | |
| 6110 Materials | | \$134,830 | (\$15,385) | (\$5,250) | \$119,445 | -11.4% | \$107,273 | \$ 11,033 | \$ 1,138 | \$ (0.00) |
| 6120 Office Materials | | \$7,172 | (\$3,774) | \$0 | \$3,398 | -52.6% | \$874 | \$ 2,524 | \$ - | \$ 0.00 |
| 6410 Books | | \$23,527 | \$2,318 | \$178 | \$25,845 | 9.9% | \$25,356 | \$ 488 | \$ - | \$ 0 |
| | | \$165,529 | (\$16,841) | (\$5,072) | \$148,688 | | \$133,504 | \$ 14,045 | \$ 1,138 | \$ 0 |
| Group \$ transfer in/(transfer out): | | | | | | | | | | |
| Group change %: | | | | | | | | | | |
| | | | | | | | | | | |
| Equipment (7000's) | | | | | | | | | | |
| 7300 Equipment | | \$3,180 | (\$139) | \$0 | \$3,041 | -4.4% | \$3,041 | \$ - | \$ - | \$ - |
| | | \$3,180 | (\$139) | \$0 | \$3,041 | | \$3,041 | \$ - | \$ - | \$ - |
| Group \$ transfer in/(transfer out): | | | | | | | | | | |
| Group change %: | | | | | | | | | | |
| | | | | | | | | | | |
| Other Objects (8000's) | | | | | | | | | | |
| 8100 Dues, Fees and Memberships | | \$14,536 | (\$2,178) | (\$406) | \$12,358 | -15.0% | \$12,218 | \$ 140 | \$ - | \$ - |
| 8900 Other Objects | | \$0 | \$0 | \$0 | \$0 | | \$0 | \$ - | \$ - | \$ - |
| | | \$14,536 | (\$2,178) | (\$406) | \$12,358 | | \$12,218 | \$ 140 | \$ - | \$ - |
| Group \$ transfer in/(transfer out): | | | | | | | | | | |
| Group change %: | | | | | | | | | | |
| | | | | | | | | | | |
| Revenues (9000's) | | | | | | | | | | |
| 9209 Parking Fees | | \$ (30,000) | \$0 | \$0 | (\$30,000) | | (\$30,000) | \$ - | \$ - | \$ - |
| | | (\$30,000) | \$0 | \$0 | (\$30,000) | | (\$30,000) | \$ - | \$ - | \$ - |
| Group \$ transfer in/(transfer out): | | | | | | | | | | |
| Group change %: | | | | | | | | | | |
| | | | | | | | | | | |
| Total: | | \$6,712,586 | \$60,756 | (\$6,858) | \$6,773,342 | | \$5,454,240 | \$ 1,261,551 | \$ 57,552 | \$ 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 | | FY 2019 Anticipated | FY 2019 Balance |
|--|---|--------------------------|-------------------------------|-----------------------------------|----------------|-----------------|-------------|------------|---------------------|-----------------|
| | | | | | | | \$ Expended | Encumbered | | |
| Athletics | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | |
| | Certified Staff | \$157,718 | (\$607) | \$0 | \$157,111 | -0.4% | \$144,979 | \$ 12,132 | \$ - | \$ (0) |
| | Non Certified Staff | \$55,236 | (\$1,757) | \$0 | \$53,479 | -3.2% | \$41,434 | \$ 10,586 | \$ 1,459 | \$ 0.00 |
| | Overtime | | \$400 | \$400 | \$400 | | \$400 | \$ - | \$ - | \$ (0) |
| | Certified Stipends | \$383,655 | (\$12,908) | (\$3,500) | \$370,747 | -3.4% | \$366,496 | \$ - | \$ 4,251 | \$ - |
| | Non Certified Stipends | \$85,782 | (\$1,276) | \$0 | \$84,506 | -1.5% | \$75,647 | \$ 1,151 | \$ 7,708 | \$ (0) |
| | <i>Group \$ transfer in/(transfer out):</i> | \$682,391 | (\$16,148) | (\$3,101) | \$666,243 | | \$628,957 | \$ 23,869 | \$ 13,418 | \$ (1) |
| | <i>Group change %:</i> | | | | (\$16,148) | -2.4% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3239 Other Pupil Services | \$3,500 | (\$207) | (\$207) | \$3,293 | -5.9% | \$3,293 | \$ - | \$ - | \$ - |
| | 3308 Police/Fire | \$2,960 | (\$286) | (\$286) | \$2,694 | -9.6% | \$2,694 | \$ - | \$ - | \$ (0) |
| | 3310 Sports Officials | \$48,649 | \$0 | \$0 | \$48,649 | | \$48,649 | \$ - | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$55,129 | (\$493) | (\$493) | \$54,636 | | \$54,636 | \$ - | \$ - | \$ (0) |
| | <i>Group change %:</i> | | | | (\$493) | -0.9% | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$20,000 | \$0 | \$0 | \$20,000 | | \$13,192 | \$ 6,808 | \$ - | \$ 0 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$20,000 | \$0 | \$0 | \$20,000 | | \$13,192 | \$ 6,808 | \$ - | \$ 0 |
| | <i>Group change %:</i> | | | | \$0 | 0.0% | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5104 Athletic Transportation | \$87,143 | \$811 | (\$465) | \$87,954 | 0.9% | \$82,446 | \$ 5,508 | \$ - | \$ (0) |
| | 5202 Athletic Insurance | \$29,939 | (\$7,410) | \$0 | \$22,529 | -24.8% | \$22,529 | \$ - | \$ - | \$ - |

**WESTON PUBLIC SCHOOLS
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May-19
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| Object Series | Account | FY Adopted Budget Budget | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2019 | | FY 2019 Anticipated | FY 2019 Balance |
|--|--------------------------------------|-----------------------------|-------------------------------------|---|-------------------|--------------------|------------------|------------------|------------------------|--------------------|
| | | | | | | | \$ Expended | Encumbered | | |
| 5800.5802-5880 | Travel & Conference | \$5,100 | \$0 | \$0 | \$5,100 | | \$4,500 | \$ 600 | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | \$122,182 | (\$6,599) | (\$465) | \$115,583 | | \$109,475 | \$ 6,108 | \$ - | \$ (0) |
| | Group change %: | | | | (\$6,599) | | | | | |
| | | | | | -5.4% | | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | |
| 6110 | Materials | \$57,750 | (\$42) | (\$42) | \$57,708 | -0.1% | \$38,612 | \$ 19,096 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$57,750 | (\$42) | (\$42) | \$57,708 | | \$38,612 | \$ 19,096 | \$ - | \$ 0 |
| | Group change %: | | | | (\$42) | | | | | |
| | | | | | -0.1% | | | | | |
| Other Objects (8000's) | | | | | | | | | | |
| 8100 | Dues, Fees and Memberships | \$17,635 | \$0 | \$0 | \$17,635 | | \$17,635 | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | \$17,635 | \$0 | \$0 | \$17,635 | | \$17,635 | \$ - | \$ - | \$ - |
| | Group change %: | | | | \$0 | | | | | |
| | | | | | 0.0% | | | | | |
| Revenues (9000's) | | | | | | | | | | |
| 9201 | Participation Fees, Athletics | (84,555) | \$11,115 | \$0 | (\$73,440) | -13.1% | (\$73,440) | \$ - | \$ - | \$ - |
| 9202 | Gate Receipts, Athletics | (13,500) | (\$5,970) | \$0 | (\$19,470) | 44.2% | (\$19,470) | \$ - | \$ - | \$ - |
| 9212 | Facility Use Rental | (17,500) | \$2,000 | \$2,000 | (15,500) | | (\$15,500) | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | (\$115,555) | \$7,145 | \$2,000 | (\$108,410) | | (\$108,410) | \$ - | \$ - | \$ - |
| | Group change %: | | | | \$7,145 | | | | | |
| | | | | | -6% | | | | | |
| Total: | | \$839,532 | (\$16,137) | (\$2,101) | \$823,395 | | \$754,097 | \$ 55,880 | \$ 13,418 | \$ (1) |

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| Object Series | Account | FY Adopted Budget Budget | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2019 \$ Expended | FY 2019 Encumbered | FY 2019 Anticipated | FY 2019 Balance |
|--|--------------------------------------|--------------------------|-------------------------------|-----------------------------------|-----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Theater | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | |
| | Certified Stipends | \$86,702 | \$7,757 | \$0 | \$94,459 | 8.9% | \$94,459 | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$86,702 | \$7,757 | \$0 | \$94,459 | | \$94,459 | \$ - | \$ - | \$ 0 |
| | Group change %: | | | | \$7,757 | 8.9% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3308 Police/Fire | \$1,295 | (\$35) | \$0 | \$1,260 | -2.7% | \$1,260 | \$ - | \$ - | \$ - |
| | 3309 Professional Technical Services | \$13,850 | \$2,935 | (\$715) | \$16,785 | 21.2% | \$16,285 | \$ 500 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$15,145 | \$2,900 | (\$715) | \$18,045 | | \$17,545 | \$ 500 | \$ - | \$ 0 |
| | Group change %: | | | | \$2,900 | 19.1% | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | |
| | 6110 Materials | \$48,250 | (\$7,503) | \$921 | \$40,747 | -15.6% | \$39,189 | \$ 1,559 | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$48,250 | (\$7,503) | \$921 | \$40,747 | | \$39,189 | \$ 1,559 | \$ - | \$ (0) |
| | Group change %: | | | | (\$7,503) | -15.6% | | | | |
| Revenues (9000's) | | | | | | | | | | |
| | 9210 Theater Receipts | \$ (78,000) | \$12,017 | \$ - | (\$65,983) | | (\$65,983) | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$ (78,000) | \$12,017 | \$0 | (\$65,983) | | \$ (65,983) | \$ - | \$ - | \$ 0 |
| | Group change %: | | | | \$12,017 | -15% | | | | |
| | Total: | \$72,097 | \$15,171 | \$206 | \$87,268 | | \$85,209 | \$ 2,059 | \$ - | \$ 0 |

WESTON PUBLIC SCHOOLS
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| Object Series | Account | FY Adopted Budget | | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2019 | | FY 2019 Anticipated Balance |
|-------------------------------|---|-------------------|-----------------|-------------------------------|-----------------------------------|------------------|-----------------|------------------|-----------------|-----------------------------|
| | | Budget | Budget | | | | | \$ Expended | Encumbered | |
| Copy Center | | | | | | | | | | |
| Salaries & Wages (1000s) | Non Certified Staff | \$49,730 | \$2,038 | \$2,000 | \$51,768 | \$45,159 | 4.1% | \$4,680 | \$ 1,929 | \$ - |
| | Group \$ transfer in/(transfer out): Group change %: | \$49,730 | \$2,038 | \$2,000 | \$51,768 \$2,038 4.1% | \$45,159 | | \$4,680 | \$ 1,929 | \$ - |
| Property Services (4000s) | 4400 Equipment Rental | \$127,152 | \$6,528 | \$0 | \$133,680 | \$123,084 | 5.1% | \$ 10,596 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): Group change %: | \$127,152 | \$6,528 | \$0 | \$133,680 \$6,528 5.1% | \$123,084 | | \$ 10,596 | \$ - | \$ 0 |
| Other Services (5000s) | 5400 Postage | \$18,836 | \$6,197 | \$662 | \$25,033 | \$25,033 | 32.9% | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): Group change %: | \$18,836 | \$6,197 | \$662 | \$25,033 \$6,197 32.9% | \$25,033 | | \$ - | \$ - | \$ 0 |
| Supplies & Materials (6000's) | 6110 Materials | \$17,895 | \$3,563 | \$5,251 | \$21,458 | \$19,222 | 19.9% | \$ 2,236 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): Group change %: | \$17,895 | \$3,563 | \$5,251 | \$21,458 \$3,563 19.9% | \$19,222 | | \$ 2,236 | \$ - | \$ 0 |
| Total: | | \$213,613 | \$18,326 | \$7,913 | \$231,939 | \$212,497 | | \$ 17,512 | \$ 1,929 | \$ 1 |

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| Object Series | Account | FY Adopted Budget | | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2019 | | FY 2019 Anticipated | FY 2019 Balance |
|--|---|-------------------|------------|-------------------------------|-----------------------------------|----------------|-----------------|-------------|------------|---------------------|-----------------|
| | | Budget | Budget | | | | | \$ Expended | Encumbered | | |
| Curriculum & Instruction | | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | | |
| | Certified Staff | \$851,165 | \$831,586 | (\$19,579) | \$5,336 | \$831,586 | -2.3% | \$682,246 | \$ 124,576 | \$ 24,764 | \$ 0.00 |
| | Non Certified Staff | \$65,216 | \$66,846 | \$1,630 | \$0 | \$66,846 | 2.5% | \$61,704 | \$ 5,142 | \$ - | \$ - |
| | Certified Stipends | \$88,780 | \$87,832 | (\$948) | \$0 | \$87,832 | -1.1% | \$67,917 | \$ 15,915 | \$ 4,000 | \$ 0.00 |
| | <i>Group \$ transfer in/(transfer out):</i> | \$1,005,161 | \$986,264 | (\$18,897) | \$5,336 | \$986,264 | | \$811,867 | \$ 145,633 | \$ 28,764 | \$ -0 |
| | <i>Group change %:</i> | | (\$18,897) | | | (\$18,897) | -1.9% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | |
| 3220/3221 | Consulting Services | \$55,700 | \$30,137 | (\$25,563) | (\$6,850) | \$30,137 | -45.9% | \$27,672 | \$ 2,464 | \$ - | \$ (0.00) |
| | 3235 Testing | \$43,600 | \$39,844 | (\$3,756) | (\$1,756) | \$39,844 | -8.6% | \$35,496 | \$ 4,348 | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$99,300 | \$69,980 | (\$29,320) | (\$8,606) | \$69,980 | | \$63,168 | \$ 6,812 | \$ - | \$ (0) |
| | <i>Group change %:</i> | | (\$29,320) | | | (\$29,320) | -29.5% | | | | |
| Property Services (4000s) | | | | | | | | | | | |
| Other Services (5000s) | | | | | | | | | | | |
| | 5800,5802-5880 Travel & Conference | \$41,750 | \$28,396 | (\$13,354) | (\$5,216) | \$28,396 | -32.0% | \$27,196 | \$ 1,200 | \$ - | \$ - |
| | 5801 Mileage Reimbursement | \$6,000 | \$0 | (\$6,000) | \$0 | \$0 | -100.0% | \$0 | \$ - | \$ - | \$ - |
| | 5900 Other Purchased Services | \$7,500 | \$5,435 | (\$2,065) | (\$1,940) | \$5,435 | -27.5% | \$3,884 | \$ 1,551 | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$55,250 | \$33,831 | (\$21,419) | (\$7,156) | \$33,831 | | \$31,080 | \$ 2,751 | \$ - | \$ - |
| | <i>Group change %:</i> | | (\$21,419) | | | (\$21,419) | -38.8% | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | | |

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| Object Series | Account | FY Adopted Budget | | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2019 | | FY 2019 Anticipated | FY 2019 Balance |
|------------------------|--------------------------------------|--------------------|--------------------|-------------------------------|-----------------------------------|--------------------|-----------------|--------------------|-------------------|---------------------|-----------------|
| | | Budget | Budget | | | | | \$ Expended | Encumbered | | |
| 6110 Materials | | \$55,664 | \$60,273 | \$4,609 | (\$96) | \$60,273 | 8.3% | \$60,273 | \$ - | \$ - | \$ (0) |
| 6120 Office Materials | | \$4,800 | \$2,539 | (\$2,261) | (\$756) | \$2,539 | -47.1% | \$2,091 | \$ 448 | \$ - | \$ 0 |
| 6410 Books | | \$54,487 | \$57,586 | \$3,099 | (\$402) | \$57,586 | 5.7% | \$32,382 | \$ 25,204 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$114,951 | \$120,398 | \$5,447 | (\$1,254) | \$120,398 | | \$94,746 | \$ 25,652 | \$ - | \$ 0 |
| | Group change %: | | \$5,447 | | | \$5,447 | | | | | \$ - |
| | | | 4.7% | | | | | | | | |
| Other Objects (8000's) | | | | | | | | | | | |
| | 8100 Dues, Fees and Memberships | \$12,810 | \$12,419 | (\$391) | (\$390) | \$12,419 | -3.1% | \$12,419 | \$ - | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$12,810 | \$12,419 | (\$391) | (\$390) | \$12,419 | | \$12,419 | \$ - | \$ - | \$ (0) |
| | Group change %: | | | | | | | | | | |
| | | | | | | | | | | | |
| | Total: | \$1,287,472 | \$1,222,892 | (\$64,580) | (\$12,070) | \$1,222,892 | | \$1,013,280 | \$ 180,849 | \$ 28,764 | \$ 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 |
|--|--------------------------------------|--------------------------|-------------------------------|-----------------------------------|----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| District Administration | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | |
| | Certified Staff | \$635,745 | \$20,304 | \$0 | \$656,049 | 3.2% | \$605,583 | \$ 50,465 | \$ - | \$ (0.00) |
| | Non Certified Staff | \$410,749 | \$10,252 | \$0 | \$421,001 | 2.5% | \$381,087 | \$ 39,914 | \$ - | \$ 0 |
| | Overtime | \$1,000 | (\$717) | \$0 | \$283 | -71.7% | \$283 | \$ - | \$ - | \$ 0 |
| | Non Certified Stipends | \$6,000 | \$0 | \$0 | \$6,000 | | \$5,500 | \$ - | \$ 500 | \$ - |
| | Group \$ transfer in/(transfer out): | \$1,053,494 | \$29,839 | \$0 | \$1,083,333 | | \$992,453 | \$ 90,380 | \$ 500 | \$ 0 |
| | Group change %: | | | | \$29,839 | 2.8% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3303 Management Services | \$15,000 | (\$5,222) | (\$1,200) | \$9,778 | -34.8% | \$7,483 | \$ 2,295 | \$ - | \$ (0) |
| | 3306 Legal Fees | \$50,000 | \$62,460 | \$0 | \$112,460 | 124.9% | \$67,166 | \$ 45,294 | \$ - | \$ 0 |
| | 3309 Professional Technical Services | \$12,500 | \$28,524 | \$0 | \$41,024 | 228.2% | \$40,275 | \$ 749 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$77,500 | \$85,762 | (\$1,200) | \$163,262 | | \$114,924 | \$ 48,337 | \$ - | \$ 0 |
| | Group change %: | | | | \$85,762 | 110.7% | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$750 | (\$106) | \$0 | \$644 | -14.1% | \$644 | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$750 | (\$106) | \$0 | \$644 | | \$644 | \$ - | \$ - | \$ 0 |
| | Group change %: | | | | (\$106) | -14.1% | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5400 Postage | \$2,500 | (\$800) | \$0 | \$1,700 | -32.0% | \$1,075 | \$ 625 | \$ - | \$ (0) |
| | 5500 Advertising | \$8,000 | (\$2,591) | (\$323) | \$5,409 | -32.4% | \$4,099 | \$ 1,310 | \$ - | \$ 0 |
| | 5501 Printing | \$1,250 | (\$1,250) | \$0 | \$0 | -100.0% | \$0 | \$ - | \$ - | \$ - |
| | 5801 Mileage Reimbursement | \$12,500 | (\$5,922) | \$0 | \$6,578 | -47.4% | \$5,783 | \$ 294 | \$ 500 | \$ - |
| | Group \$ transfer in/(transfer out): | \$24,250 | (\$10,563) | (\$323) | \$13,687 | | \$10,957 | \$ 2,229 | \$ 500 | \$ 0 |
| | Group change %: | | | | (\$10,563) | -43.6% | | | | |

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| Object Series (6000's) | Account | FY Adopted Budget | | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2019 | | FY 2019 Anticipated | FY 2019 Balance |
|-------------------------------|--------------------------------------|--------------------|--------------------|-------------------------------|-----------------------------------|--------------------|-----------------|--------------------|-------------------|---------------------|-----------------|
| | | Budget | Budget | | | | | \$ Expended | Encumbered | | |
| Supplies & Materials (6000's) | 6120 Office Materials | \$15,850 | \$14,472 | (\$1,378) | \$894 | \$14,472 | -8.7% | \$12,822 | \$ 1,277 | \$ 373 | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$15,850 | \$14,472 | (\$1,378) | \$894 | \$14,472 | | \$12,822 | \$ 1,277 | \$ 373 | \$ 0 |
| | Group change %: | | | | | (\$1,378) -8.7% | | | | | |
| Other Objects (8000's) | 8100 Dues, Fees and Memberships | \$29,630 | \$29,207 | (\$423) | \$0 | \$29,207 | -1.4% | \$29,108 | \$ 100 | \$ - | \$ (1) |
| | 8900 Other Objects | \$12,395 | \$15,066 | \$2,671 | \$400 | \$15,066 | 21.5% | \$9,230 | \$ 5,436 | \$ - | \$ 400 |
| | Group \$ transfer in/(transfer out): | \$42,025 | \$44,273 | \$2,248 | \$400 | \$44,273 | | \$38,338 | \$ 5,536 | \$ - | \$ 399 |
| | Group change %: | | | | | \$2,248 5.3% | | | | | |
| Total: | | \$1,213,869 | \$1,319,671 | \$105,802 | (\$229) | \$1,319,671 | | \$1,170,138 | \$ 147,759 | \$ 1,373 | \$ 401 |

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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 | \$- | \$- | \$- |
| | Group \$ transfer in/(transfer out): | \$13,279 | (\$13,279) | \$0 | \$0 | | \$0 | \$- | \$- | \$- |
| | Group change %: | | | | (\$13,279) | | | | | |
| | | | | | -100.0% | | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5200 General Liability Insurance | \$112,340 | (\$18,621) | \$0 | \$93,719 | -16.6% | \$93,719 | \$- | \$- | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$112,340 | (\$18,621) | \$0 | \$93,719 | | \$93,719 | \$- | \$- | \$ (0) |
| | Group change %: | | | | (\$18,621) | | | | | |
| | | | | | -16.6% | | | | | |
| Revenues (9000's) | | | | | | | | | | |
| | 9207 Regular Ed. Tuition | \$ (19,438) | (\$9,382) | \$0 | (\$28,820) | | (\$27,872) | \$ (947) | \$- | \$ (0) |
| | 9990 Unallocated | \$- | \$0 | \$0 | \$0 | | \$0 | \$- | \$- | \$- |
| | Group \$ transfer in/(transfer out): | \$ (19,438.00) | (\$9,382) | \$- | (\$28,820) | | (\$27,872) | \$ (947) | \$- | \$ (0) |
| | Group change %: | | | | (\$9,382) | | | | | |
| | | | | | 0.0% | | | | | |
| | Total: | \$106,181 | (\$41,282) | \$0 | \$64,899 | | \$65,847 | \$ (947) | \$- | \$ (1) |

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| Object Series | Account | FY Adopted Budget | | Cumulative | | Current Report | | Revised | Line | FY 2019 | | | FY 2019 Balance |
|--|--------------------------------------|--------------------|-----------------|----------------|--------------------|----------------|--------------------|---------|---------|--------------------|-------------------|-------------------|--------------------|
| | | Budget | Adjustments | Budget | Adjustments | Budget | Adjustments | | | Budget | Variance % | \$ Expended | |
| Employee Benefits | | | | | | | | | | | | | |
| Benefits (2000's) | | | | | | | | | | | | | |
| | 2000 Health Insurance | \$7,357,280 | \$82,177 | \$0 | \$7,439,457 | \$0 | \$7,439,457 | | 1.1% | \$6,838,588 | \$ 600,868 | \$ - | \$ (0.00) |
| | 2022 Premium Cost Share | (\$1,312,771) | \$4,710 | \$9,258 | (\$1,308,061) | \$0 | (\$1,308,061) | | | (\$1,194,924) | \$ - | \$ (113,137) | \$ - |
| | 2001 Social Security | \$556,730 | \$21,472 | \$0 | \$578,202 | \$0 | \$578,202 | | 3.9% | \$508,561 | \$ - | \$ 69,641 | \$ 0 |
| | 2002 Medicare | \$457,884 | \$5,359 | \$0 | \$463,243 | \$0 | \$463,243 | | 1.2% | \$385,828 | \$ - | \$ 77,416 | \$ (0) |
| | 2003 Workers Compensation | \$238,335 | \$9,801 | \$0 | \$248,136 | \$0 | \$248,136 | | 4.1% | \$248,136 | \$ - | \$ - | \$ - |
| | 2004 Unemployment Compensation | \$37,066 | (\$25,325) | (\$2,000) | \$11,741 | \$0 | \$11,741 | | -68.3% | \$7,241 | \$ 4,500 | \$ - | \$ - |
| | 2005 Early Retirement Incentive | \$167,347 | \$80,214 | \$0 | \$247,561 | \$0 | \$247,561 | | 47.9% | \$247,561 | \$ - | \$ - | \$ (0) |
| | 2007 Pension Contributions | \$903,900 | \$14,127 | \$0 | \$918,027 | \$0 | \$918,027 | | 1.6% | \$824,066 | \$ - | \$ 93,961 | \$ 0 |
| | 2010 Tuition Reimbursement | \$80,000 | (\$10,000) | \$0 | \$70,000 | \$0 | \$70,000 | | -12.5% | \$0 | \$ 5,054 | \$ 70,000 | \$ - |
| | 2011 Life Insurance | \$94,554 | (\$35,148) | \$0 | \$59,406 | \$0 | \$59,406 | | -37.2% | \$54,352 | \$ - | \$ - | \$ 0 |
| | 2012 Disability Insurance | \$19,306 | (\$14,689) | \$0 | \$4,607 | \$0 | \$4,607 | | -76.1% | \$4,083 | \$ 524 | \$ - | \$ 0 |
| | 2014 Sick Bank | \$45,000 | (\$45,000) | \$0 | \$0 | \$0 | \$0 | | -100.0% | \$0 | \$ - | \$ - | \$ - |
| | | \$8,644,631 | \$87,687 | \$7,258 | \$8,732,318 | \$7,258 | \$8,732,318 | | | \$7,923,492 | \$ 610,946 | \$ 197,880 | \$ - |
| | Group \$ transfer in/(transfer out): | | | | \$87,687 | | \$87,687 | | | | | | |
| | Group change %: | | | | 1.0% | | | | | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | | | |
| | 3303 Management Services | \$62,855 | \$1,201 | \$0 | \$64,056 | \$0 | \$64,056 | | 1.9% | \$62,940 | \$ 1,116 | \$ - | \$ (0) |
| | | \$62,855 | \$1,201 | \$0 | \$64,056 | \$0 | \$64,056 | | | \$62,940 | \$ 1,116 | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | | | | \$1,201 | | \$1,201 | | | | | | |
| | Group change %: | | | | 1.9% | | | | | | | | |
| Property Services (4000s) | | | | | | | | | | | | | |
| | Total: | \$8,707,486 | \$88,888 | \$7,258 | \$8,796,374 | \$7,258 | \$8,796,374 | | | \$7,986,432 | \$ 612,062 | \$ 197,880 | \$ - |

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| Object Series | Account | FY 2019 | | Current Report Budget Adjustments | Cumulative Budget Adjustments | Revised Budget | Line Variance % | FY 2019 | | | FY 2019 Anticipated | FY 2019 Balance |
|--|--|-------------|--------------|---|-------------------------------------|-------------------|--------------------|-------------|------------|----|------------------------|--------------------|
| | | Budget | Supplemental | | | | | \$ Expended | Encumbered | | | |
| Facilities | | | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | | | |
| | Non Certified Staff | \$1,247,826 | \$0 | \$0 | (\$30,720) | \$1,217,106 | -2.5% | \$1,077,565 | \$138,303 | \$ | (\$4,447) | \$5,685 |
| | Overtime | \$137,400 | \$0 | \$0 | \$17,602 | \$155,002 | 12.8% | \$126,453 | - | \$ | \$28,549 | (\$0) |
| | Non Certified Stipends | \$70,158 | \$0 | \$0 | (\$13,438) | \$56,720 | -19.2% | \$50,038 | \$6,683 | \$ | - | (\$0) |
| | | \$1,455,384 | \$0 | \$0 | (\$26,556) | \$1,428,828 | | \$1,254,056 | \$144,985 | \$ | \$24,702 | \$5,685 |
| | Group \$ transfer in/(transfer out): Group change %: -1.8% | | | | | | | | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | | |
| | 3304 License Fees-Facilities | \$3,500 | \$0 | \$0 | \$1,115 | \$4,615 | 31.9% | \$4,615 | - | \$ | - | \$- |
| | 3309 Professional Technical Services | \$4,250 | \$0 | \$0 | \$19,500 | \$23,750 | 458.8% | \$22,205 | \$1,545 | \$ | - | \$- |
| | | \$7,750 | \$0 | \$0 | \$20,615 | \$28,365 | | \$26,820 | \$1,545 | \$ | - | \$- |
| | Group \$ transfer in/(transfer out): Group change %: 266.0% | | | | | | | | | | | |
| Property Services (4000s) | | | | | | | | | | | | |
| | 4200 Cleaning Services | \$602,979 | \$0 | \$0 | (\$5,204) | \$597,775 | -0.9% | \$547,960 | \$49,815 | \$ | - | (\$0) |
| | 4202 Rubbish Removal | \$78,245 | \$0 | \$0 | (\$27,595) | \$50,650 | -35.3% | \$45,098 | \$5,552 | \$ | - | (\$0) |
| | 4203 Mop & Mat Service | \$5,250 | \$0 | \$0 | \$0 | \$5,250 | | \$4,715 | \$535 | \$ | - | (\$0) |
| | 4204 Exterminator | \$8,000 | \$0 | \$0 | (\$950) | \$7,050 | -11.9% | \$6,488 | \$562 | \$ | - | (\$0) |
| | 4302 Equipment Repairs | \$65,728 | \$0 | (\$4,530) | (\$18,116) | \$47,612 | -27.6% | \$47,032 | \$537 | \$ | \$43 | (\$0,00) |
| | 4400 Equipment Rental | \$21,110 | \$0 | \$25 | (\$6,092) | \$15,018 | -28.9% | \$10,486 | \$4,532 | \$ | - | (\$0,00) |
| | 4401 Rental of Facilities | \$4,675 | \$0 | \$0 | (\$398) | \$4,277 | -8.5% | \$4,197 | \$80 | \$ | - | (\$0,00) |
| | 4500 Repair Allowance | \$127,000 | \$0 | \$8,079 | \$52,912 | \$179,912 | 41.7% | \$175,469 | \$4,442 | \$ | \$2,500 | (\$2,500) |
| | 4508 Generator Repairs | \$3,420 | \$0 | \$0 | \$3,401 | \$6,821 | 99.5% | \$6,729 | \$92 | \$ | \$93 | (\$0) |
| | 4509 Septic Cleaning | \$50,825 | \$470,549 | \$654 | \$34,508 | \$555,882 | 993.7% | \$459,119 | \$96,763 | \$ | - | (\$0) |
| | 4510 Asbestos Abatement | \$5,000 | \$0 | \$0 | (\$5,000) | \$0 | -100.0% | \$0 | \$0 | \$ | - | (\$0) |
| | 4511 Elevator Contract | \$14,350 | \$0 | \$0 | \$13,266 | \$13,266 | -7.6% | \$13,146 | \$120 | \$ | - | (\$0) |
| | 4512 Emergency Lights | \$11,570 | \$0 | \$0 | (\$11,570) | \$0 | -100.0% | \$0 | \$0 | \$ | - | (\$0) |
| | 4513 Generator Contract | \$8,230 | \$0 | \$0 | (\$3,530) | \$4,700 | -42.9% | \$4,413 | \$288 | \$ | - | (\$0) |
| | 4514 Fire Alarm System | \$30,000 | \$0 | \$913 | \$9,507 | \$39,507 | 31.7% | \$37,721 | \$1,786 | \$ | - | (\$0) |
| | 4515 Fire Protection System | \$9,605 | \$0 | \$0 | (\$331) | \$9,274 | -3.4% | \$8,074 | \$1,200 | \$ | - | (\$0,00) |
| | 4516 UST Testing | \$6,896 | \$0 | \$0 | (\$6,896) | \$0 | -100.0% | \$0 | \$0 | \$ | - | (\$0) |

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| Object | Account | FY 2019 | | Line | Revised | Current Report | | FY 2019 | | FY 2019 | | FY 2019 | | FY 2019 |
|------------------------|--------------------------------------|----------------|--------------|------------|-------------|--------------------|--------------------|-------------|------------|-------------|------------|-------------|---------|---------|
| | | Budget | Supplemental | | | Budget Adjustments | Budget Adjustments | Budget | Variance % | \$ Expended | Encumbered | Anticipated | Balance | |
| Series | 6530 Propane gas | \$5,000 | \$0 | | \$2,474 | (\$900) | | \$1,748 | 727 | | | | | |
| | Group \$ transfer in/(transfer out): | \$1,449,565 | \$0 | | \$1,342,624 | (\$1,063) | | \$1,157,867 | \$176,203 | | | | | |
| | Group change %: | | | | (\$106,941) | | | | | | | | | |
| | | | | | -7.4% | | | | | | | | | |
| Other Objects (8000's) | 8100 Dues, Fees and Memberships | \$1,480 | \$0 | | \$1,450 | (\$195) | | \$1,450 | \$- | | | | | |
| | 8900 Other Objects | \$14,000 | \$0 | | \$12,416 | \$550 | | \$11,015 | \$1,401 | | | | | |
| | Group \$ transfer in/(transfer out): | \$15,480 | \$0 | | \$13,866 | \$355 | | \$12,465 | \$1,401 | | | | | |
| | Group change %: | | | | (\$1,614) | | | | | | | | | |
| | | | | | -10.4% | | | | | | | | | |
| Revenues (9000's) | 9208 Revenue from Town for Fields | \$ | \$0 | | (\$4,580) | \$0 | | \$ | \$- | | | | | |
| | Group \$ transfer in/(transfer out): | \$ | \$ | | (\$4,580) | \$0 | | \$ | \$- | | | | | |
| | Group change %: | | | | \$0 | | | \$ | \$- | | | | | |
| | | | | | 0% | | | | | | | | | |
| | Total: | \$4,379,538.00 | \$470,549 | (\$30,968) | \$4,819,119 | \$5,990 | | \$4,238,751 | \$552,379 | | | | | \$3,182 |

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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 | (\$81,780) | (\$15,908) | \$4,039,813 | -2.0% | \$3,310,956 | \$ 715,731 | \$ 13,126 | \$ (0) |
| | Non Certified Staff | \$1,588,452 | \$17,956 | \$3,500 | \$1,606,408 | 1.1% | \$1,432,185 | \$ 146,179 | \$ 28,043 | \$ 0 |
| | Overtime | \$250 | (\$212) | \$0 | \$38 | 0.0% | \$38 | \$ - | \$ - | \$ 0 |
| | Non Certified Stipends | \$31,900 | (\$2,680) | \$0 | \$29,220 | -8.4% | \$14,980 | \$ - | \$ 14,240 | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | \$5,742,195 | (\$66,716) | (\$12,408) | \$5,675,479 | | \$4,758,159 | \$ 861,970 | \$ 55,409 | \$ - |
| | <i>Group change %:</i> | | | | (\$66,716) | -1.2% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| 3220/3221 | 3210 Contracted Services Educational Consulting Services | \$388,625 | (\$110,374) | (\$110) | \$278,251 | -28.4% | \$217,888 | \$ 60,121 | \$ 242 | \$ (0) |
| | 3235 Testing | \$70,000 | \$7,793 | \$23,970 | \$77,793 | 11.1% | \$30,527 | \$ 47,266 | \$ - | \$ 1 |
| | 3306 Legal Fees | \$63,000 | (\$474) | (\$6,419) | \$52,526 | -0.9% | \$51,956 | \$ 570 | \$ - | \$ (0) |
| | | \$55,000 | \$125,000 | \$0 | \$180,000 | 227.3% | \$144,679 | \$ 35,321 | \$ - | \$ (0) |
| | <i>Group \$ transfer in/(transfer out):</i> | \$566,625 | \$21,945 | \$17,442 | \$588,570 | | \$445,049 | \$ 143,279 | \$ 242 | \$ 0 |
| | <i>Group change %:</i> | | | | \$21,945 | 3.9% | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$750 | (\$693) | (\$209) | \$57 | -92.4% | \$57 | \$ - | \$ - | \$ - |
| | 4400 Equipment Rental | \$1,250 | (\$1,250) | \$0 | \$0 | -100.0% | \$0 | \$ - | \$ - | \$ - |
| | | \$2,000 | (\$1,943) | (\$209) | \$57 | | \$57 | \$ - | \$ - | \$ - |
| | <i>Group \$ transfer in/(transfer out):</i> | | | | (\$1,943) | | | | | |
| | <i>Group change %:</i> | | | | -97.2% | | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5600 Tuition | \$2,651,400 | \$175,605 | (\$9,776) | \$2,827,005 | 6.6% | \$2,229,485 | \$ 572,984 | \$ 24,536 | \$ (0) |
| | 5605 Tuition-ESS | \$280,908 | (\$408) | \$0 | \$280,500 | | \$280,500 | \$ - | \$ - | \$ - |
| | 5801 Mileage Reimbursement | \$1,500 | (\$1,500) | \$0 | \$0 | -100.0% | \$0 | \$ - | \$ - | \$ - |

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| Object Series | Account | FY Adopted Budget | | Cumulative Budget Adjustments | | Current Report Budget Adjustments | | Revised Budget | | Line | | FY 2019 | | FY 2019 | | FY 2019 | | |
|--|--------------------------------------|--------------------|------------------|-------------------------------|--------------------|-----------------------------------|-------------|----------------|--------|------------|--|--------------------|---------------------|------------------|-----------|----------|-----|--|
| | | Budget | Budget | Adjustments | Adjustments | Adjustments | Adjustments | Budget | Budget | Variance % | | \$ Expended | Encumbered | Anticipated | Balance | | | |
| | Group \$ transfer in/(transfer out): | | \$2,933,808 | \$173,697 | (\$9,776) | \$3,107,505 | \$173,697 | | | | | | \$2,509,985 | \$ 572,984 | \$ 24,536 | \$ | (0) | |
| | Group change %: | | | | | | 5.9% | | | | | | | | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | | | | | | | | | |
| | 6110 Materials | \$26,969 | \$368 | (\$914) | \$27,337 | | | | | 1.4% | | \$25,567 | \$ 1,470 | \$ 300 | \$ | 0 | | |
| | 6120 Office Materials | \$719 | (\$719) | (\$200) | \$0 | | | | | -100.0% | | \$0 | \$ - | \$ - | \$ - | \$ - | | |
| | 6140 Software | \$26,989 | (\$2,105) | (\$355) | \$24,884 | | | | | -7.8% | | \$24,463 | \$ 421 | \$ - | \$ - | \$ - | (0) | |
| | 6410 Books | \$3,600 | (\$1,690) | (\$741) | \$1,910 | | | | | -46.9% | | \$1,910 | \$ - | \$ - | \$ - | \$ - | (0) | |
| | Group \$ transfer in/(transfer out): | \$58,277 | (\$4,146) | (\$2,210) | \$54,131 | | | | | | | \$51,941 | \$ 1,891 | \$ 300 | \$ | (0) | | |
| | Group change %: | | | | (\$4,146) | | -7.1% | | | | | | | | | | | |
| Equipment (7000's) | | | | | | | | | | | | | | | | | | |
| | 7300 Equipment | \$34,430 | (\$28,024) | (\$776) | \$6,406 | | | | | -81.4% | | \$5,756 | \$ 650 | \$ - | \$ - | \$ - | 0 | |
| | Group \$ transfer in/(transfer out): | \$34,430 | (\$28,024) | (\$776) | \$6,406 | | | | | | | \$5,756 | \$ 650 | \$ - | \$ - | \$ - | 0 | |
| | Group change %: | | | | (\$28,024) | | -81% | | | | | | | | | | | |
| Revenues (9000's) | | | | | | | | | | | | | | | | | | |
| | 9205 Excess Cost SPED | \$ (591,917) | \$13,306 | \$0 | (\$578,611) | | | | | -2.2% | | (\$578,611) | \$ - | \$ - | \$ - | \$ - | (0) | |
| | 9206 Pre School Tuition SPED | \$ (96,000) | \$8,899 | (\$51) | (\$87,101) | | | | | -9.3% | | (\$87,101) | \$ - | \$ - | \$ - | \$ - | (0) | |
| | Group \$ transfer in/(transfer out): | \$ (687,917) | \$22,205 | (\$51) | (\$655,712) | | | | | | | \$ (665,712) | \$ - | \$ - | \$ - | \$ - | (0) | |
| | Group change %: | | | | \$22,205 | | -3% | | | | | | | | | | | |
| | Total: | \$8,649,418 | \$117,018 | (\$7,989) | \$8,766,436 | | | | | | | \$7,105,235 | \$ 1,580,713 | \$ 80,488 | \$ | 0 | | |

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| Object | Account | FY Adopted Budget | | Current Report | Revised | Line | FY 2019 | | | FY 2019 | FY 2019 |
|--|--------------------------------------|-------------------|--------------------|----------------|-------------|--------|-------------|--------------------|------------|---------|----------|
| | | Budget | Budget Adjustments | | | | Budget | Budget Adjustments | Encumbered | | |
| Pupil Services | | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | | |
| | Certified Staff | \$1,735,596 | (\$15,346) | \$0 | \$1,720,250 | -0.9% | \$1,331,121 | \$389,130 | \$- | \$- | \$ (1) |
| | Non Certified Staff | \$715,628 | \$2,852 | \$0 | \$718,480 | 0.4% | \$606,100 | \$106,215 | \$6,166 | \$- | \$ (1) |
| | Overtime | \$0 | \$225 | \$0 | \$225 | 100.0% | \$180 | \$- | \$45 | \$- | \$- |
| | Certified Stipends | \$29,737 | \$9,525 | \$1,600 | \$39,262 | 32.0% | \$26,910 | \$7,352 | \$5,000 | \$- | \$- |
| | Non Certified Stipends | \$42,387 | (\$5,081) | \$0 | \$37,306 | -12.0% | \$31,777 | \$5,529 | \$- | \$- | \$0 |
| | Group \$ transfer in/(transfer out): | \$2,523,348 | (\$7,825) | \$1,600 | \$2,515,523 | | \$1,996,087 | \$508,226 | \$11,211 | \$- | \$ (1) |
| | Group change %: | | | | (\$7,825) | -0.3% | | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | |
| | 3239 Other Pupil Services | \$173,575 | (\$3,835) | (\$3,600) | \$169,740 | -2.2% | \$152,293 | \$14,308 | \$- | \$- | \$ 3,139 |
| | Group \$ transfer in/(transfer out): | \$173,575 | (\$3,835) | (\$3,600) | \$169,740 | | \$152,293 | \$14,308 | \$- | \$- | \$ 3,139 |
| | Group change %: | | | | (\$3,835) | -2.2% | | | | | |
| Property Services (4000s) | | | | | | | | | | | |
| | 4302 Equipment Repairs | \$775 | (\$361) | \$0 | \$414 | -46.6% | \$414 | \$- | \$- | \$- | \$- |
| | Group \$ transfer in/(transfer out): | \$775 | (\$361) | \$0 | \$414 | | \$414 | \$- | \$- | \$- | \$- |
| | Group change %: | | | | (\$361) | -46.6% | | | | | |
| Other Services (5000s) | | | | | | | | | | | |
| | 5400 Postage | \$800 | \$64 | \$0 | \$864 | 8.0% | \$724 | \$140 | \$- | \$- | \$- |
| | 5501 Printing | \$2,000 | (\$510) | (\$510) | \$1,490 | -25.5% | \$1,285 | \$- | \$205 | \$- | \$0 |

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| Object | Account | FY Adopted Budget | | Current Report | Revised | Line | FY 2019 | | FY 2019 | FY 2019 | FY 2019 |
|-------------------------------|--------------------------------------|--------------------|--------------------|------------------|--------------------|------|--------------------|--------------------|------------------|-----------------|---------|
| | | Budget | Budget Adjustments | | | | Budget | Budget Adjustments | | | |
| Series | 5801 Mileage Reimbursement | \$500 | \$0 | \$0 | \$500 | | \$500 | \$ - | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | \$3,300 | (\$446) | (\$570) | \$2,854 | | \$2,509 | \$ - | \$ 140 | \$ 205 | \$ - |
| | Group change %: | | | | (\$446) | | | | | | |
| | | | | | -13.5% | | | | | | |
| Supplies & Materials (6000's) | 6110 Materials | \$14,900 | (\$7,430) | (\$2,064) | \$7,470 | | \$6,771 | \$ 275 | \$ 275 | \$ 424 | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$14,900 | (\$7,430) | (\$2,064) | \$7,470 | | \$6,771 | \$ 275 | \$ 275 | \$ 424 | \$ (0) |
| | Group change %: | | | | (\$7,430) | | | | | | |
| | | | | | -49.9% | | | | | | |
| Equipment (7000's) | 7300 Equipment | \$0 | (\$530) | \$0 | (\$530) | | (\$530) | \$ - | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$0 | (\$530) | \$0 | (\$530) | | (\$530) | \$ - | \$ - | \$ - | \$ 0 |
| | Group change %: | | | | (\$530) | | | | | | |
| | | | | | 0.0% | | | | | | |
| Other Objects (8000's) | 8100 Dues, Fees and Memberships | \$650 | \$0 | \$0 | \$650 | | \$650 | \$ - | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | \$650 | \$0 | \$0 | \$650 | | \$650 | \$ - | \$ - | \$ - | \$ - |
| | Group change %: | | | | \$650 | | | | | | |
| | | | | | 0.0% | | | | | | |
| Total: | | \$2,716,548 | (\$20,427) | (\$4,574) | \$2,696,121 | | \$2,158,194 | \$ 522,949 | \$ 11,840 | \$ 3,138 | |

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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 | \$17,649 | \$21,434 | \$307,222 | 6.1% | \$273,918 | \$ - | \$ 33,304 | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$289,573 | \$17,649 | \$21,434 | \$307,222 | | \$273,918 | \$ - | \$ 33,304 | \$ (0) |
| | Group change %: | | | | \$17,649 | 6.1% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | |
| | 3303 Management Services | \$1,000 | (\$798) | \$0 | \$202 | -79.8% | \$202 | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$1,000 | (\$798) | \$0 | \$202 | | \$202 | \$ - | \$ - | \$ 0 |
| | Group change %: | | | | (\$798) | -79.8% | | | | |
| Property Services (4000s) | | | | | | | | | | |
| | 4302 Equipment Repairs | \$25,000 | \$417 | (\$50) | \$25,417 | 1.7% | \$22,387 | \$ 2,515 | \$ 515 | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$25,000 | \$417 | (\$50) | \$25,417 | | \$22,387 | \$ 2,515 | \$ 515 | \$ 0 |
| | Group change %: | | | | \$417 | 1.7% | | | | |
| Other Services (5000s) | | | | | | | | | | |
| | 5100 Regular Transportation | \$1,297,048 | (\$2,434) | \$718 | \$1,294,614 | -0.2% | \$1,293,379 | \$ 1,234 | \$ - | \$ 0 |
| | 5101 SPED Transportation | \$92,182 | (\$29,722) | \$1,886 | \$62,460 | -32.2% | \$53,942 | \$ 8,518 | \$ 5,000 | \$ (5,000) |
| | 5205 Property Insurance | \$9,928 | \$20 | (\$219) | \$9,948 | 0.2% | \$9,948 | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | \$1,399,158 | (\$32,136) | \$2,385 | \$1,367,022 | | \$1,357,269 | \$ 9,753 | \$ 5,000 | \$ (4,999) |
| | Group change %: | | | | (\$32,136) | -2.3% | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | |
| | 6270 Diesel Fuel | \$99,160 | \$6,453 | \$0 | \$105,613 | 6.5% | \$102,556 | \$ 3,058 | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$99,160 | \$6,453 | \$0 | \$105,613 | | \$102,556 | \$ 3,058 | \$ - | \$ (0) |
| | Group change %: | | | | \$6,453 | 6.5% | | | | |
| Total: | | \$1,813,891 | (\$8,416) | \$23,769 | \$1,805,476 | | \$1,756,331 | \$ 15,325 | \$ 38,819 | \$ (4,999) |

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| Object Series | Account | FY Adopted 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 |
|--|--------------------------------------|-------------------|----------|-------------------------|-------------------------------------|---|-------------------|--------------------|------------------------|-----------------------|------------------------|--------------------|
| | | Budget | Budget | | | | | | | | | |
| Technology | | | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | | | |
| | Non Certified Staff | \$651,307 | \$15,978 | \$34,793 | \$0 | \$702,078 | 7.8% | \$641,171 | \$ 60,907 | \$ - | \$ - | (0) |
| | Overtime | \$5,000 | \$0 | \$13,250 | \$1,000 | \$18,250 | 265.0% | \$17,447 | - | \$ 804 | \$ 804 | (0) |
| | Group \$ transfer in/(transfer out): | \$656,307 | \$15,978 | \$48,043 | \$1,000 | \$720,328 | | \$658,618 | \$ 60,907 | \$ 804 | \$ - | (1) |
| | Group change %: | | | | | \$64,021 | 9.8% | | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | | |
| | 3220/3221 Consulting Services | \$25,000 | \$0 | \$12,645 | \$1,120 | \$37,645 | 50.6% | \$30,750 | \$ 6,895 | \$ - | \$ - | - |
| | 3309 Professional Technical Services | \$92,119 | \$0 | (\$16,410) | \$1,106 | \$75,709 | -17.8% | \$74,603 | \$ 1,106 | \$ - | \$ - | (0) |
| | Group \$ transfer in/(transfer out): | \$117,119 | \$0 | (\$3,765) | \$2,226 | \$113,354 | | \$105,353 | \$ 8,001 | \$ - | \$ - | (0) |
| | Group change %: | | | | | (\$3,765) | -3.2% | | | | | |
| Property Services (4000s) | | | | | | | | | | | | |
| | 4302 Equipment Repairs | \$30,430 | \$0 | (\$20,285) | (\$2,649) | \$10,145 | -66.7% | \$9,087 | \$ 1,057 | \$ - | \$ - | 0 |
| | 4400 Equipment Rental | \$282,350 | \$0 | (\$54,765) | \$0 | \$227,585 | -19.4% | \$ 227,585 | - | \$ - | \$ - | 0 |
| | Group \$ transfer in/(transfer out): | \$312,780 | \$0 | (\$75,050) | (\$2,649) | \$237,730 | | \$236,672 | \$ 1,057 | \$ - | \$ - | 1 |
| | Group change %: | | | | | (\$75,050) | -24.0% | | | | | |
| Other Services (5000s) | | | | | | | | | | | | |
| | 5300 Communications | \$106,055 | \$0 | \$9,621 | \$6,214 | \$115,676 | 9.1% | \$99,497 | \$ 16,179 | \$ - | \$ - | 0 |
| | Travel & Conference | \$7,062 | \$0 | (\$66) | \$0 | \$6,996 | -1.2% | \$3,976 | \$ 3,000 | \$ - | \$ - | (0) |
| | 5801 Mileage Reimbursement | \$3,000 | \$0 | (\$3,000) | \$0 | \$0 | -100.0% | \$0 | - | \$ - | \$ - | - |
| | Group \$ transfer in/(transfer out): | \$116,117 | \$0 | \$6,535 | \$6,214 | \$122,652 | | \$103,474 | \$ 19,179 | \$ - | \$ - | (0) |
| | Group change %: | | | | | \$6,535 | 5.6% | | | | | |
| Supplies & Materials (6000's) | | | | | | | | | | | | |

WESTON PUBLIC SCHOOLS
 FINANCIAL REPORT
 May-19
 Period: 11 of 12

| Object | Account | FY Adopted Budget | | FY 2019 | | Cumulative Budget Adjustments | Current Report | | Revised Budget | Line | FY 2019 | | FY 2019 Anticipated | FY 2019 Balance |
|---------------------------------|--------------------------------------|--------------------|-----------------|-------------------|----------------|-------------------------------|--------------------|--------------------|--------------------|--------|------------------|---------------|---------------------|-----------------|
| | | Budget | Supplemental | Budget | Adjustments | | Budget | Adjustments | | | \$ Expended | Encumbered | | |
| 6110 Materials | | \$31,150 | \$0 | \$27,787 | \$818 | (\$3,363) | \$438,602 | \$466,389 | \$471,745 | 100.0% | \$471,745 | \$ - | \$ - | \$ - |
| 6140 Software | | \$431,559 | \$0 | \$164 | \$982 | \$3,680 | \$466,389 | \$3,680 | \$471,745 | 100.0% | \$471,745 | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | | | | | | | | | | | | | |
| | Group change %: | | | | | | | | | | | | | |
| Equipment (7000's) | | | | | | | | | | | | | | |
| 7300 Equipment | | \$457,288 | \$0 | \$14,457 | \$1,800 | \$14,457 | \$171,745 | \$14,457 | \$171,745 | 100% | \$171,745 | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | | | | | | | | | | | | | |
| | Group change %: | | | | | | | | | | | | | |
| Other Objects (8000's) | | | | | | | | | | | | | | |
| 8100 Dues, Fees and Memberships | | \$3,510 | \$0 | (\$1,656) | \$267 | (\$1,656) | \$1,854 | (\$1,656) | \$1,854 | -47.2% | \$1,599 | \$ 255 | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | | | | | | | | | | | | | |
| | Group change %: | | | | | | | | | | | | | |
| Revenues (9000's) | | | | | | | | | | | | | | |
| 9200 Technology Revenue | | (\$2,129) | \$ - | (\$72,099) | \$0 | (\$72,099) | (\$124,228) | (\$124,228) | (\$124,228) | 138.3% | (\$124,228) | \$ - | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | | | | | | | | | | | | | |
| | Group change %: | | | | | | | | | | | | | |
| Total: | | \$2,073,701 | \$15,978 | (\$79,855) | \$9,840 | (\$79,855) | \$2,009,824 | \$2,009,824 | \$1,918,160 | | \$ 90,811 | \$ 854 | \$ - | \$ (1) |

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
May-19
Period: 11 of 12

| Object Series | Account | FY Adopted 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 |
|---|--------------------------------------|-------------------|----------------------|-------------------------------|-----------------------------------|------------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| Security | | | | | | | | | | | |
| Salaries & Wages (1000s) | | | | | | | | | | | |
| | Non Certified Staff | \$251,202 | \$0 | (\$1,082) | \$0 | \$250,210 | -0.4% | \$222,425 | \$ 27,784 | \$ - | \$ 0 |
| | Overtime | \$27,190 | \$0 | \$7,489 | \$0 | \$34,679 | 27.5% | \$29,101 | \$ - | \$ 5,577 | \$ 0 |
| | Non Certified Stipends | \$23,740 | \$0 | (\$2,384) | \$0 | \$21,346 | -10.1% | \$12,355 | \$ - | \$ 8,991 | \$ - |
| | Group \$ transfer in/(transfer out): | \$302,222 | \$0 | \$4,013 | \$0 | \$306,235 | | \$263,882 | \$ 27,784 | \$ 14,568 | \$ 0 |
| | Group change %: | | | | | \$4,013 | 1.3% | | | | |
| Professional & Technical Services (3000s) | | | | | | | | | | | |
| | 3308 Police/Fire | \$55,500 | \$22,932 | \$3,000 | \$0 | \$81,432 | 46.7% | \$68,010 | \$ 13,422 | \$ - | \$ 0 |
| | Group \$ transfer in/(transfer out): | \$55,500 | \$22,932 | \$3,000 | \$0 | \$81,432 | | \$68,010 | \$ 13,422 | \$ - | \$ 0 |
| | Group change %: | | | | | \$25,932 | 46.7% | | | | |
| Property Services (4000s) | | | | | | | | | | | |
| | 4701 Security System Monitoring | \$21,570 | \$0 | (\$1,540) | \$0 | \$20,030 | -7.1% | \$20,031 | \$ - | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$21,570 | \$0 | (\$1,540) | \$0 | \$20,030 | | \$20,031 | \$ - | \$ - | \$ (0) |
| | Group change %: | | | | | (\$1,540) | -7.1% | | | | |
| Other Services (5000s) | | | | | | | | | | | |
| | 5800.5802-5880 | \$2,500 | \$0 | \$0 | \$0 | \$2,500 | | \$2,500 | \$ - | \$ - | \$ - |
| | Travel & Conference | \$2,500 | \$0 | \$0 | \$0 | \$2,500 | | \$2,500 | \$ - | \$ - | \$ - |
| | Group \$ transfer in/(transfer out): | \$2,500 | \$0 | \$0 | \$0 | \$2,500 | | \$2,500 | \$ - | \$ - | \$ - |
| | Group change %: | | | | | \$0 | 0.0% | | | | |
| Supplies & Materials (6000s) | | | | | | | | | | | |
| | 6132 Security Materials | \$12,500 | \$0 | \$5,866 | (\$1,238) | \$16,366 | 46.9% | \$18,366 | \$ - | \$ - | \$ (0) |
| | Group \$ transfer in/(transfer out): | \$12,500 | \$0 | \$5,866 | (\$1,238) | \$16,366 | | \$18,366 | \$ - | \$ - | \$ (0) |
| | Group change %: | | | | | \$5,866 | 46.9% | | | | |
| | Total: | \$394,292 | \$22,932 | \$11,339 | (\$1,238) | \$428,563 | | \$372,789 | \$ 41,206 | \$ 14,568 | \$ (0) |

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

Fiscal Year Ended

Actual 2018

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance - July 1, 2018

| | |
|---|--------------|
| | \$ 1,842,092 |
| Revenues: | |
| General Fund Appropriation (July-October) | \$ 291,700 |
| Reimbursements | \$ 32,630 |
| Total Contributions | \$ 324,330 |

Total Revenues (A)

\$ 324,330

Expenditures

| | |
|-----------------------------|-------------------|
| Delta Dental: | |
| Claims | \$ 306,287 |
| Administrative Fees | \$ 19,031 |
| Total Health Plan Costs (B) | \$ 327,318 |
| Net Change (A-B) | <u>\$ (2,988)</u> |

Fund balance June 30, 2019

\$ 1,839,104

Medical Cost

\$ 303,779

Fund balance June 30, 2019

\$ 1,535,325

Balance Sheet:

| | |
|---|---------------------|
| Assets: | |
| Fund Balance (Opening Fund Balance + Prior Year IBNR) | \$ 1,842,092 |
| Year End Accounts Payable | - |
| Net Change | \$ (306,767) |
| Total Assets | <u>\$ 1,535,325</u> |
| Liabilities: | |
| Year End Accounts Payable | \$ - |
| Total Liabilities | <u>\$ -</u> |
| Beg Year Fund Balance | \$ 1,842,092 |
| End of Year Net Change | \$ (306,767) |
| Total Fund Balance | <u>\$ 1,535,325</u> |
| Total Liabilities + Fund Balance | <u>\$ 1,535,325</u> |

WESTON PUBLIC SCHOOLS
INSURANCE FUNDS

| Month | Delta Dental | | | |
|--------|-----------------|---------------|------------|------------|
| | Expected Claims | Actual Claims | % of Total | Variance |
| Jul-17 | \$ 27,250 | \$ 32,424 | 11% | \$ (5,174) |
| Aug-17 | \$ 27,250 | \$ 24,492 | 8% | \$ 2,758 |
| Sep-17 | \$ 27,250 | \$ 34,558 | 11% | \$ (7,308) |
| Oct-17 | \$ 27,250 | \$ 20,216 | 7% | \$ 7,034 |
| Nov-17 | \$ 27,250 | \$ 34,818 | 11% | \$ (7,568) |
| Dec-17 | \$ 27,250 | \$ 25,909 | 8% | \$ 1,341 |
| Jan-18 | \$ 27,250 | \$ 23,044 | 7% | \$ 4,206 |
| Feb-18 | \$ 27,250 | \$ 24,497 | 8% | \$ 2,753 |
| Mar-18 | \$ 27,250 | \$ 34,122 | 11% | \$ (6,872) |
| Apr-18 | \$ 27,250 | \$ 24,657 | 8% | \$ 2,593 |
| May-18 | \$ 27,250 | \$ 29,550 | 10% | \$ (2,300) |
| Jun-18 | \$ 27,250 | | 0% | \$ 27,250 |
| Total | \$ 327,000 | \$ 308,287 | 100% | \$ 18,713 |

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Policy 4113.3 Background Checks

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Update to policy 4113.3 Background Checks.

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>

**4111.3
Personnel**

BACKGROUND CHECKS

As set forth below, eEach applicant for a position with the District shall be asked whether he/she has ever been convicted of a crime, whether there are any criminal charges pending against him/her at the time of application, and whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”) ~~and/or~~ an equivalent database maintained in another state (“Out-Of-State Registry”) if the applicant’s current or most recent employment occurred out of state and/or the applicant resided out-of-state within twelve (12) months prior to the application. Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased. All applicants, existing employees as stated below, and individuals, including, but not limited to, employees of contractors, who have ongoing, overnight, and/or regular interaction with students shall be checked against the sex offender database.

In addition, the District shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“Sexual misconduct means” any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“Abuse or neglect” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“Former employer” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

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A. The District shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district:

1. Requiring the applicant:

- a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) during any of the previous twenty years), if:
 - (i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
 - (ii) the applicant’s employment with such current or former employer caused the applicant to have contact with children;
- b. to submit a written authorization that
 - (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
 - (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
 - (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and
- c. to submit a written statement of whether the applicant
 - (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,

- (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
- (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:

- a. the dates employment of the applicant, and
- b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or

(iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the District receives a request for such information about an employee or former employee, the district shall respond with such information. The District may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department of Education concerning:
- a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the District receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.
- C. The District shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.

- D. The District may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the District's review of information received under this section, provided:
1. The applicant complied with paragraph I.A.1 of this policy;
 2. The District has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the District; and
 3. The applicant affirms that the applicant is not disqualified from employment with the District.
- E. The District shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
 2. Affects the ability of the District to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the District to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the District, unless, after investigation, such allegation is dismissed or found to be false.
- F. The District shall not offer employment to a person as a substitute teacher, unless such person and the District comply with the provisions of paragraph I.A.1 of this policy. The District shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The District shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the District as a substitute teacher as described in paragraph III.B.2 of this policy, provided the District does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a- and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b- of this policy.

Such contractor shall contact any current or former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council, of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the District, either telephonically or through written communication. If the District receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the District. No determination by the District that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the District that may include

1. denial of employment, or
2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.

I. If the District provides information in accordance with paragraph I.A.2.2 or I.G. of this policy, the District shall be immune from criminal and civil liability, provided the District did not knowingly supply false information.

J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G. of this policy or to the Commissioner of Education pursuant to paragraph I.B. of this policy any information that the District has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.

K. Prior to offering employment to an applicant, the District shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.

L. The District shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

A. Reference Checking Procedures

~~Prior to hiring any person, the District shall make a documented good faith effort to contact previous employers of the applicant in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment.~~

II.B. DCF Registry Checks

Prior to hiring any person for any position with the District, the District shall require such applicant to submit to a records check of information maintained on the Registry concerning the applicant. Refusal to permit the District to access such information shall be considered grounds for rejecting any applicant for employment.

For any applicant whose current or most recent employment occurred out of state, or if the applicant resided out of state within twelve (12) months prior to the application, the District shall require that the applicant provide the District with authorization to access information maintained concerning the applicant in the Out-Of-State Registry in the state of most recent employment and/or state(s) in which the applicant resided within the twelve (12) months prior to the application. Refusal to permit the District to access such information shall be considered grounds for rejecting any applicant for employment.

The District shall request information from the Registry and any applicable Out-Of-State Registry promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry and Out-Of-State Registry checks will be processed according to the following procedure:

A1) No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, and any applicable Out-Of-State Registry, for obtaining information from the Registry and Out-Of-State Registry.

B2) If consent is required to access the Registry or Out-Of-State Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF and any applicable Out-Of-State Registry, with a copy to the Superintendent or his/her designee. Failure of the applicant to submit the signed form to DCF or any applicable Out-Of-State Registry within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

C3) Upon receipt of Registry or Out-Of-State Registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry and Out-Of-State Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry and Out-of-State Registry check.

D4) If notification is received by the Superintendent or designee that the applicant is listed as a perpetrator of abuse or neglect on the Registry and/or Out-Of-State Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry and/or Out-Of-State Registry check. If warranted by the results of the Registry check, Out-Of-State Registry Check, and/or any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the District.

III C. Criminal Records Check Procedure

Each person hired by the District shall be required to submit to state and national criminal record checks within thirty (30) calendar days from the date of employment. Each person otherwise worker placed within a school under any public assistance employment program, or employed by a provider of supplemental services pursuant to the No-Child Left Behind Act federal law or any applicable successor act, or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, who performs a service involving direct student contact shall also be required to submit

to state and national criminal record checks within thirty (30) calendar days from the date such worker begins to perform such service. Record checks will be processed according to the following procedure:

~~1) — 1) —~~ No later than ~~ten (10)~~five (5) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent will supply the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Weston Police Department. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. ~~Job applicants may also have their fingerprints taken at a Regional Educational Service Center (“RESC”). The RESC must agree to forward the results of such criminal history record check to the Weston Board of Education. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant’s Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.~~

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2) No later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the Weston Police Department ~~or a RESC as stated above~~. Failure of the applicant to have his/her fingerprints taken within such ten (10) -day period, without good cause, will be grounds for the withdrawal of the offer of employment.

3) Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.

~~— 4) —~~ Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check. The affected applicant/employee may notify the Superintendent or his/her designee in writing within five (5) calendar days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee’s record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

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5) Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration from employment or discharge from employment.

6) Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

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7) Given the time required to receive the results from the fingerprint background check process, the District will also conduct outside criminal background checks utilizing investigative or background check providers ("Outside Background Checks") in the event that fingerprint background check records are not received prior to the commencement of employment. Such Outside Background Checks must be completed within ten (10) work days following the employee's first day of work. Also, to the extent permitted by law, additional Outside Background Checks may occur periodically during the course of an individual's employment. ¶

IV.D. Sex Offender Registry Checks

District personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry, and the national sexual offender registry, prior to hiring any new employee. Registration as a sexual offender constitutes grounds for denial of employment opportunities or discharge from employment.

V.E. Notice of Conviction

If, at any time, the District Board of Education receives notice of a conviction of a crime by 1) a person holding a certificate, authorization or permit issued by the State Board of Education, or 2) a person employed by a provider of supplemental services, the District Board shall send such notice to the State Board of Education.

VIF. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the District Board of Education shall also be required to submit to a criminal history records check in accordance with the procedures outlined above. Such school nurses and nurse

practitioners shall also undergo a civil court records check regarding any prior claims concerning the performance of their professional responsibilities.

| VII G. Substitute Teachers

A substitute teacher who is hired by the District must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1) If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the District hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent, then the substitute teacher may not be required to submit to another criminal history record check at the time of such hire.

2) If a substitute teacher submitted to state and national criminal history record checks upon being hired by the District, then the substitute teacher may not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the District, that is, employed for at least five days of each school year, by the District. However, substitute teachers will be subject to periodic Outside Background Checks as described in paragraph C(6) above.

| VIII H. Personal Online Accounts

For purposes of these Administrative Regulations, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

1) During the course of an employment check, the District may not:

(a) request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing a personal online account;

(b) request or require that an applicant authenticate or access a personal online account in the presence of the District; or

(c) require that an applicant invite a supervisor employed by the District or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the applicant.

2) The District may request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing:

(a) any account or service provided by District or by virtue of the applicant's employment relationship with the District or that the applicant uses for the District's business purposes, or

(b) any electronic communications device supplied or paid for, in whole or in part, by the District.

3) In accordance with applicable law, the District maintains the right to require an applicant to allow the District to access his or her personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

(a) conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or

(b) conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the District's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

~~IXI. — Operators of School Transportation Vehicles, Students Employed by the School District, Volunteers, and Employees of Contractors~~

~~(a1)~~ Operators of school transportation vehicles who are already required to submit to a criminal history records check pursuant to Connecticut General Statutes § 14-44 (d) may also be required to be fingerprinted and submit to criminal history checks. Further, the District reserves the right to conduct periodic Outside Background Checks and the names of all such employees shall be checked against the sex offender database. Employees' social security numbers may be used for the Outside Background Checks described in this Policy.

~~(b2) This policy shall not apply to a student employed by the local or regional school District in which the student attends school.~~

~~(c3)~~ The names of volunteers shall be checked against the sex offender database and volunteers may be subject to Outside Background Checks. Volunteers will also be subject to such other criminal or abuse background checks as the Superintendent may deem necessary, but they shall not be required to be fingerprinted. For the purposes of this subsection, volunteers shall be defined as someone who has ongoing, overnight, and/or regular interaction with students.

(d4) The Superintendent, or his/her designee, may in his/her sound discretion require employees of contractors to be fingerprinted and/or undergo Outside Background Checks, including, but not limited to, those providing transportation, cleaning, construction, technology, and food services, and those who interact with students on a regular basis. The names of all employees of contractors shall be checked against the sex offender database.

X. Policy Inapplicable to Certain Individuals

This policy shall not apply to:

- A. A student employed by the District who attends a District school.
- B. A person employed by the District as a teacher for a noncredit adult class or adult education activity, as defined in Conn. Gen. Stat. §10-67, who is not required to hold a teaching certificate pursuant to Conn. Gen. Stat. §10-145b for his or her position.

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J. Falsification of Records

The falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

K. Superintendent's Discretion

Notwithstanding the foregoing, the Superintendent, or his/her designee, may in his/her sound discretion require individuals who have ongoing, overnight, and/or regular interaction with students to undergo Outside Background Checks.

Legal References: Conn. Gen. Stat. § 10-212

~~Conn. Gen. Stat. § 10-221d. Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal.~~

~~Conn. Gen. Stat. § 10-212. School nurses and nurse practitioners (as amended by Public Act 04-181).~~

Conn. Gen. Stat. §222c

Conn. Gen. Stat. §31-40x

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Conn. Gen. Stat. §31-51i

Conn. Gen. Stat. §31-51tt

~~Public Act 15-6, "An Act Concerning Employee Online Privacy"~~

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

~~No Child Left Behind Act of 2001, Public Law 107-110 Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified as 20 U.S.C. §1001 *et seq.*~~

Fair Credit Reporting Act, 15 U.S.C. §1681 *et. seq.*

Policy References: Board Policy and Administrative Regulations 4111 (Recruiting and Selection)

ADOPTED: July 24, 2012
REVISED: January 25, 2016

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Policy 4111.1 Plan for Minority Staff Recruitment

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Update to policy 4111.1 Plan for Minority Staff Recruitment, annual update to Board.

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>

Personnel

PLAN FOR MINORITY STAFF RECRUITMENT

In accordance with Sections 10-4a(3) and Section 10-220(a) of the Connecticut General Statutes, the Board of Education has developed the following written plan for minority staff recruitment:

- 1. All recruiting sources will be informed in writing of the Board's nondiscrimination policy.
- 2. The Board will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
- 3. The Board will develop contacts, ~~directly or indirectly,~~ with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
- 4. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print, online, and/or broadcast media that is targeted to minorities.
- 5. The Board will participate in local job fairs, including those that are sponsored by minority community organizations or otherwise targeted toward minorities.
- 6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
- 7. The Board will develop partnerships with the Regional Education Service Center and other appropriate organizations to facilitate minority staff recruitment.
- 8. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

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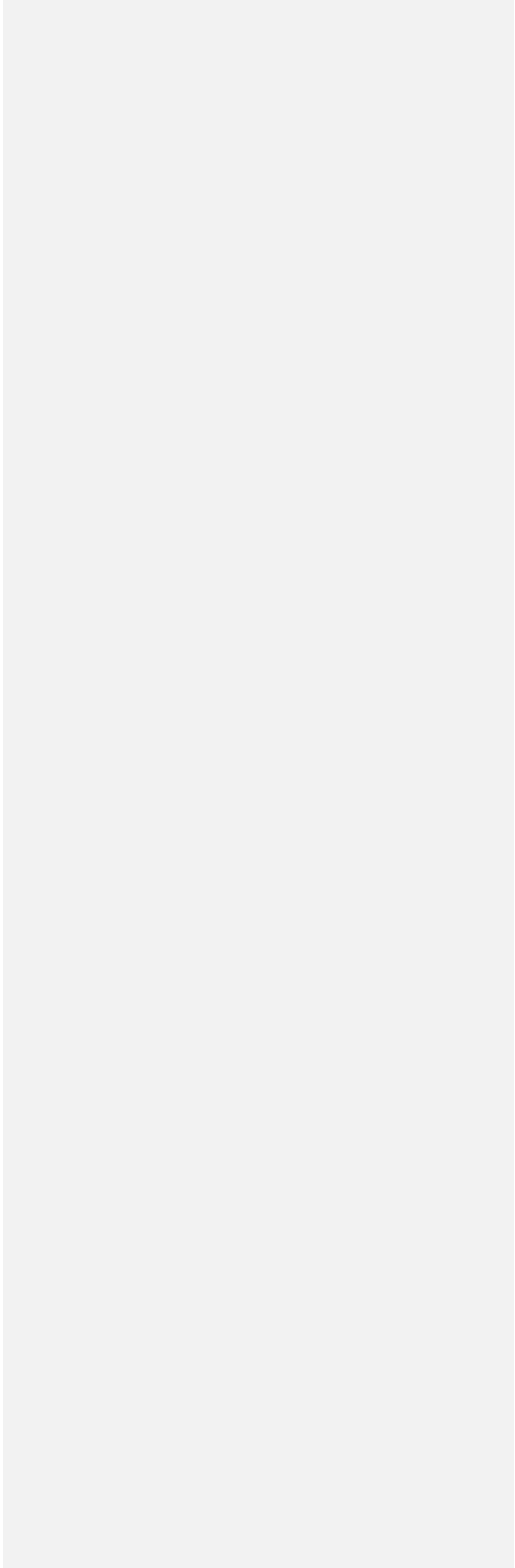
Legal References: Connecticut General Statutes Section 10-4a(3)
 Connecticut General Statutes Section 10-220(a)
[Public Act 16-41, An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force](#)

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POLICY ADOPTED: October 21, 2002

POLICY REVISED: March 17, 2014

WESTON PUBLIC SCHOOLS
Weston, Connecticut



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: First Reading – Policy and Regulation 4118.25/5141.4, Reports of Suspected Child Abuse and Neglect

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Update to policy and regulation 4118.25/5141.4 Reports of Suspected Child Abuse and Neglect.

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

Reporting of Suspected Child Abuse and Neglect

The Board of Education (“the Board”) recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board realizes the importance of identifying students who may be suffering from abuse, neglect, or placed in imminent danger of serious harm or who has been the victim of sexual assault by a school employee-

When any (A) teacher, substitute teacher, school based administrator, district administrator, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; (B) any other person, 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 the Weston Public Schools, pursuant to a contract with the Board; or (C) any employee or independent contractor of the Board not listed in (A) or (B) above has reasonable cause to suspect or believe a student~~child~~ under the age of eighteen (18) has been abused or neglected or has been placed in imminent risk of serious harm, or a student, regardless of age, has been the victim of sexual assault by a school employee. he/she shall report such abuse, neglect, or risk of imminent risk of serious harm as required by Board Policy 4118.25/5141.4.

Penalty

Under state law, any person who is: (A) a teacher, substitute teacher, school based administrator, district administrator, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; (B) any other person, 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 the Weston Public Schools, pursuant to a contract with the Board and who fails to make such a report shall be subject to criminal penalties and disciplinary action by the District. Likewise, under state law, any person who knowingly makes a false report of child abuse or neglect shall be subject to criminal penalties and disciplinary action by the District.

Protection for Good Faith Reporting

Under state law, any person who in good faith makes a report of suspected child abuse/neglect is immune from any civil or criminal liability.

Emergency Health Care and Reasonable Inquiry

When reasonable cause to suspect or believe that a child has been abused, neglected or is

placed in serious risk of imminent harm or when a child has a visible injury, or that a student has been the victim of sexual assault by a school employee, public school personnel may make reasonable inquiry of the child regarding such suspicion or visible injury. If a school nurse is not readily available and the rendering of emergency first aid is necessary, 911 must be called immediately. If the administration did not initiate the 911 call, an administrator must be notified of the 911 call as soon as possible after the 911 call is made.

Removal of Clothing

In the event that visual confirmation of injury or neglect is necessary, only a school nurse may request or remove the child's clothing. A school nurse may request that a child remove clothing when the following three (3) conditions exist:

1. A child, by word or action, has identified a particular injury, the extent of which can only be determined by removing the child's clothing.
2. The examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse.
3. The request is made in such a manner that the child clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.

In addition to a school nurse, a staff member of the same sex as the child, who, if possible, is known to the child, will be present during such an examination.

A school nurse may not remove or insist that a child remove clothing to confirm suspected abuse or neglect, except in those circumstances where there is a need of emergency medical treatment.

Interviewing the Child

Public school personnel who believe that an interview in the school setting may be necessary in order to protect the child must notify DCF as early in the day as possible to provide both DCF and the school administration ample time to coordinate appropriate activities and actions. Upon receipt of such notice, DCF will advise school personnel whether the child must be interviewed in the school. If school personnel decide to retain the child after the scheduled school day in order to ensure an interview by DCF or local or state police, school personnel must attempt to notify the parents or guardians of the child, except where the alleged abuse involves the parents or guardians.

Preparation for the Interview

If DCF determines that a school interview is appropriate, the DCF social worker shall be required to notify the Assistant Superintendent~~Director~~ of Pupil Personnel Services prior to the school visit with as

much advance notice as possible. The DCF social worker shall provide the Assistant Superintendent~~Director~~ of Pupil Personnel Services or Building Administration with DCF identification and the administration shall retain a copy of such identification. If the DCF social worker is not known to school personnel, a verifying call to the local DCF office shall be made. If deemed appropriate by DCF or the administration, the parent or guardian of the child will be notified prior to the interview. DCF personnel are solely responsible for scheduling such interviews. If the DCF social worker does not arrive as scheduled and school personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, school personnel must attempt to notify the parents or guardians of the child that the child will be late, except where the alleged abuse involves the parents or guardians.

The Interview

To ensure confidential communication, the school administration shall provide a private place to interview the child. As part of the investigative process, the DCF social worker may request that school personnel be present during the interview. In all cases, the school administration shall request that an appropriate staff member (as assigned by the school principal or his/her designee) be present during the interview. The investigation is to be conducted solely by the DCF social worker.

Legal References:

~~Connecticut General Statutes~~

~~10-151 Teacher Tenure Act.~~

~~Public Act 14-186 "An Act Concerning the Department of Children and Families and the Protection of Children~~

~~17a-101 et seq.~~

~~53a-65~~

Section 10-151

Section 17a-101 et seq.

Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

Section 17a-103

Section 46b-120

Section 53a-65

Public Act 18-17, "An Act Requiring Behavior Analysts to be Mandated Reporters of Suspected Child Abuse and Neglect."

Public Act 18-67, "An Act Concerning Minor Revisions to the Statutes of the Department of Children and Families and Establishing a Pilot Program to Permit Electronic Reporting by Mandated Reporters

Policy References:

Policy 4118.25/5141.4

Regulations revised: December 16, 2002
June 15, 2015

Weston Public Schools
Weston, Connecticut

4118.25
5141.4

Personnel
Reports of Suspected Abuse or Neglect of Children or Sexual Assault of Students by School Employees

Connecticut General Statute Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that a child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the technical high school or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee. to report such suspicions to the appropriate authority.

In furtherance of this statute and its purpose, it is the policy of the Weston Board of Education (“the Board”) to require ALL EMPLOYEES of the Board to report suspected abuse and/or neglect, or imminent risk of serious harm, or sexual assault by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, non-accidental physical injury, imminent risk of serious harm, or sexual assault by a student by a school employee, but to **ALL EMPLOYEES** of the Board.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his wellbeing, or (d) has been abused.

"School employee" means (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person, 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 the Weston Public Schools ("District"), pursuant to a contract with the Board.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. The term "statutory mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletic and is eighteen years of age or older.

~~"Employees other than statutory mandated reporters" means an employee or independent contractor of the Board not included as a "school employee" as defined above. However, all Board employees are cautioned that they are likely a statutory mandated reporter under the provisions of (B) of "School Employee" above even if they are not listed under (A) of that definition.~~

3. What Must Be Reported

a) A report must be made when any employee of the Board in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:

ia) has been abused or neglected;

ii) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or

iii) is placed at imminent risk of serious harm; or -

b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:

i) sexual assault in first degree;

ii) aggravated sexual assault in the first degree;

iii) sexual assault in the second degree;

iv) sexual assault in the third degree;

v) sexual assault in the third degree with a firearm; or

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vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as describe din paragraph 3 above. the following steps shall be taken:

(1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee.

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(a) ~~An~~Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect ~~Careline~~Hotline at 1-800-842-2288 for the purpose of making such oral reports.

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(b) An electronic report shall be made in the manner prescribed by the Commissioner of Children and Families. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

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(2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or the Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect

or sexual assault of a student, then the employee shall notify the Superintendent or the Superintendent's designee directly.

- (3) In cases involving suspected or believed abuse, ~~or neglect~~, or sexual assault of a student by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.

- ~~(4)~~ (4) — Not later than forty-eight hours of making an oral report the employee shall submit a written or electronic report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information. The written report or electronic report should be submitted ~~on the DCF 136 form or any other form designated for that purpose, in the manner prescribed by the Commission of Children and Families. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.~~

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- (5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.

- (6) If the report concerns suspected abuse, ~~or neglect~~, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families, (~~or his/her designee~~), shall submit a copy of the written or electronic report to the Commissioner of Education (or his/her designee).

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5. Reporting Procedures for Employees and Independent Contractors Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee or independent contractor who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3 above, the following steps shall be taken:

- (1) The employee or independent contractor shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee or independent contractor has reasonable cause to suspect or believe that a child has been abused or neglected, ~~or~~ placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
 - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected, ~~or~~ placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, the Superintendent or his/her designee, in coordination with the reporting employee or independent contractor, shall cause reports to be made in accordance with the procedures set forth above for statutory mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee or independent contractor reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any ~~oral or written~~ report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child and his/her parents or other persons responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;

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- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

- (a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board or other individual under control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families (“DCF”). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.
- (b) Recognizing the fact that the DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student’s sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the District’s investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the District’s investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.
- (c) The Superintendent, or his/her designee, shall coordinate investigatory activities in or to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
- (d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
- ~~(e)~~ When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault by an employee of the Board or other individual under the control of the Board, the Superintendent’s investigation shall include an opportunity for the individual suspected of

abuse or neglect or sexual assault to be heard with respect to the allegations contained within the report.

During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the ~~District~~ Weston Public Schools, pursuant to a contract with the Board, the

Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in ~~the District~~ the Weston Public Schools, pending the outcome of the investigation.

8. ~~Evidence of Abuse, Neglect or Sexual Assault by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education~~

- (a) If, upon completion of the investigation by the Commissioner of Children and Families ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that (1) a child has been abused or neglected by a school employee as defined above, , and has recommended that such employee be placed on the child abuse and neglect registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
- (b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
- (c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

(d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

(e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected or that the students has been a victim of sexual assault by a school employee.

(f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 3 of this policy.

(e)

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9. Evidence of Abuse or Neglect by an Independent Contractor of the Board

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the ~~Weston Public Schools District~~, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from contact with students enrolled in ~~Weston Public Schools~~ the District.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 3, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the

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Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

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124. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 142 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

142. Non-discrimination Policy/Prohibition Against Retaliation

The Board expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

153. Distribution of Policy and Posting of Careline Information

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This policy shall be distributed annually to all school employees employed by the Board. The Superintendent or his/her designee shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 164, below. The Board shall post the Internet web site address and telephone number for the Department of Children and Families' Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

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164. Training

a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.

b) ~~b)~~ All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

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17.5. Records

a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined above, employed by the Board or that a student has been a victim of sexual assault by a school employee, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.

b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program, as outlined in Board Policy 5141.45, Child Sexual Abuse and Assault Policy and Reporting Procedure Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe

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School Climate Coordinator in addition to complying with his/her obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 *et seq.*

Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

Section 17a-103

Section 46b-120

Section 53a-65

Public Act 14-186 “An Act Concerning The Department Of Children And Families And The Protection Of Children”

Public Act 18-17, “An Act Requiring Behavior Analysts to be Mandated Reporters of Suspected Child Abuse and Neglect.”

Public Act 18-67, “An Act Concerning Minor Revisions to the Statutes of the Department of Children and Families and Establishing a Pilot Program to Permit Electronic Reporting by Mandated Reporters

Policy Adopted: July 16, 1990

Policy Revised: January 21, 1997

Policy Revised: March 15, 2010

Policy Revised: June 15, 2015

Policy Revised:

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WESTON PUBLIC SCHOOLS
Weston, Connecticut

Appendix A

RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

"Intimate Parts" (Conn. Gen. Stat. § 53a-65)

"Intimate parts" means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

"Sexual Intercourse" (Conn. Gen. Stat. § 53a-65)

"Sexual intercourse" means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Its meaning is limited to persons not married to each other. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

"Sexual Contact" (Conn. Gen. Stat. § 53a-65)

"Sexual contact" means any contact with the intimate parts of a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person not married to the actor for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

Sexual Assault in First Degree (Conn. Gen. Stat. § 53a-70)

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with

another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of

Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (D) physically helpless, or (E) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (F) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such

coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: April Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

April 2019 Curriculum Committee Minutes for Board Review

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

Curriculum Committee Meeting

April 10, 2019 8:15 a.m.

Central Office Conference Room

1. Call to Order

Meeting was called to order at 8:22 a.m.

Present Committee Members:

Dan McNeill (Chairperson), Ellen Uzenoff, Stephanie Miller

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Deorio, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Christine Cincotta, 6-8 ELA CIL; Carolyn Vinton K-5 Science CIL; Jamie Charles, 6-12 Science and Technology CIL

Members of the Public:

Gina Albert, Ruby Hedge

2. Information on Holocaust and genocide education legislation as it pertains to WPS curriculum

Discussion:

- The State of Connecticut enacted a bill in February 2018 to include Holocaust and genocide education awareness in the social studies curriculum for public schools.
- This new legislation provided an opportunity to look back at our curriculum to see what learning experiences are already in place and what could be improved or enhanced.
- Ms. Cincotta, along with two middle school and one other high school ELA teacher, attended a two-day workshop on teaching the Holocaust in the public schools.
- Ms. Cincotta discussed the Holocaust, human rights, and genocide awareness experiences already embedded in the WMS and WHS English and social studies curricula, and outlined some of the improvements she and her colleagues have introduced into the curriculum regarding these themes.

3. Curricular discussion of WPS Facilities Feasibility Study Options

Discussion:

- Dr. Craw reviewed the 4-site versus 3-site WPS feasibility study comparison provided by consultants, Silver/Petrucci.
- The Committee discussed what impact a renovation or new construction might have on building capacity in the short term.
- More information on the three and four-site options will be provided at the April Board of Ed meeting.

4. Update and presentation of K-12 science renewal process

Discussion:

- Ms. Vinton provided an update on the implementation of grades K-2 and 5 NGSS curriculum and outlined the implementation of NGSS curriculum for grades 3 and 4 for the 2019-20 school year.
- Ms. Vinton discussed her plan for delivering all suggested units of the NGSS for grades 3 and 4, and the resources to be utilized (Amplify and Mystery Science).
- Ms. Charles presented an update on the implementation of NGSS at both the middle school and high school; she gave an overview of instructional supports that are in place and those that were piloted this year.

5. Update on WHS graduation requirements for the Class of 2023

Discussion:

- Weston High School is on track in supporting the incoming freshman class who will be the first graduating class with the new credit requirements.
- Mrs. Deorio discussed how the Writing Portfolio can satisfy the Master-based Diploma Assessment requirement. If this option is agreed upon, other disciplines will be incorporated into the portfolio.

6. Discuss the format for upcoming Annual Instructional Update on May 8, 2019

Discussion:

- The Committee discussed the current delivery format of the Annual Instructional Update and how it might be improved.

7. Approval of March 2019 minutes

Motion Passed: passed with a motion by Ellen Uzenoff and a second by Stephanie Miller.
3 Yeas - 0 Nays.

8. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 10:24 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: May Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

May 2019 Curriculum Committee Minutes for Board Review

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

Curriculum Committee Meeting

May 8, 2019 8:15 a.m.

WIS Room 118

1. Call to Order

Meeting was called to order at 8:15 a.m.

Present Committee Members:

Dan McNeill (Chairperson), Ellen Uzenoff, Taffy Miller

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed. D., Assistant Superintendent of Curriculum & Instruction; Michael Rizzo, Assistant Superintendent of Pupil Services; Craig Tunks, Director of Digital Learning & Technology; Laura Kaddis, HES Principal; Pattie Falber, WIS Principal; Dan Doak, WMS Principal; Lisa Deorio, WHS Principal; Andrea Noble, K-5 ELA and Social Studies CIL; Carolyn Vinton, K-5 Math and Science CIL; Janine Russo, 6-12 Math CIL; Christine Cincotta, 6-12 ELA CIL; Christina Conetta, 6-12 Social Studies CIL; Jamie Charles, 6-12 Science and Technology CIL; Mercedes Fernandes, K-12 World Language CIL; Sydney Girardi, K-12 Visuals Arts CIL; Elizabeth Morris, K-12 Performing Arts CIL; Patty Powers, Health and Physical Education CIL

Members of the Public:

Gina Albert, Ruby Hedge

2. Annual Instructional Update

Discussion:

The Annual Instructional Update was presented to the Curriculum Committee in the following order:

- Mathematics, Grades K-5, presented by Carolyn Vinton.
- Mathematics, Grades 6-12, presented by Janine Russo.
- Science, Grades K-5, presented by Carolyn Vinton.
- Science, Grades 6-12, presented by Jamie Charles.
- Language Arts, Grades K-5, presented by Andrea Noble.
- English/Language Arts, Grades 6-12, presented by Christine Cincotta.
- Social Studies, Grades K-5, presented by Andrea Noble.
- Social Studies, Grades 6-12, presented by Christina Conetta.
- World Language, Grades K-12, presented by Mercedes Fernandes.
- Visual Arts, Grades K-12, presented by Sydney Girardi.
- Performing Arts, Grades K-12, presented by Liz Morris.
- Health/Physical Education, Grades K-12, presented by Patty Powers.
- Technology, Grades 6-12, presented by Jamie Charles.
- Special Education/Pupil Services, K-12, presented by Michael Rizzo.
- Project Challenge, Grades 3-8, presented by Kenneth Craw.

3. Other Curricular Issues

No other items were put forth for discussion. Meeting was adjourned at 10:30 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

**Minutes
Facilities Committee
June 6, 2019**

Present:

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

Guests:

Kim Kus, Hurlbutt Elementary School Assistant Principal
Mark Berkowitz, Weston Public Schools Athletic Director
Dave Ungar, Weston Parks and Recreation Director
Matt Bernardini, Veolia
Matt Johnson, Veolia
Michael Curley, Diamond Landscaping
Bob Kosolowsky, Diamond Landscaping
Richard Wolfe, Weston Building Committee

Public:

Gina Albert, Weston Resident
Jennifer Fruhbeis, Weston Resident

The meeting was called to order by Ms. Uzenoff at 9:32 a.m.

The Committee discussed the following items regarding the athletic field update:

- Mr. Rudl reported that proposals have been received from Diamond Landscaping as well as US Pitchcare regarding repair work that is needed on the athletic fields. The Revson varsity field has issues both in the infield and outfield, while the junior varsity field at Revson has only outfield issues. The middle school softball field has primarily outfield issues but does retain significant amounts of water in the infield given that the field is on wetlands. There is no alternative site for a varsity field within Weston.

- Mike Curley, of Diamond Landscaping, updated the committee on the work his company has done to date on the District's athletic fields, as well as his recommendations for moving forward. It is his opinion the Revson varsity field can be made playable by pitching it correctly. With the way the field is currently pitched, water is unable to run off of it. Additionally, there are holes in the outfield leading to standing water when it rains. Once the holes are filled, the field graded properly, the curtain drain in the outfield cleaned out, and the field Shockwaved, he is confident the problem will be fixed. He also suggested switching to Partac clay instead of the Keegan clay now being used. Mr. Curley also offered to hold a training session with baseball coaches to review the proper way to maintain the fields. Regarding the middle school JV softball field, Mr. Curley recommended adding topsoil to level out the undulations, switching to Partac clay, and Shockwaving that field as well.

- Mr. Rudl reviewed the costs associated with the proposals, from both Diamond Landscaping and US Pitchcare, and also funding options. Among the alternatives available to pay for the work are, requesting a supplemental from the town, increasing the participation fees and coupling that money raised with the current athletic field repair budget (\$20,000), re-allocating existing funds from a currently budgeted line item, which would require a budget cut, or deficit spent to cover this project and implement a freeze later in FY20 or request a partial supplemental. Mr. Rudl also suggested that the District could consider selling advertisement to hang on the outfield fence which would help raise funds, but this would require that the Board revisit their advertisement policy.

The Committee discussed the following regarding the HES playground:

- Ms. Kus reported that Creative Recreation was the winning bidder for the new elementary school playground, and they hope to start construction either the last week of June or first week of July, and be completed by the beginning of August. Dr. McKersie added that this couldn't have been accomplished without the incredible generosity of the PTO.

The Committee discussed the following regarding the campus sewer analysis:

- Mr. Rudl reported that Veolia created a proposal for a district-wide sewer analysis which would develop mapping of existing underground utility mapping for water, storm drainage and sewers for all four schools. The mapping will include the location of the water supply wells, underground septic tanks and the wastewater treatment facility. They would also conduct smoke testing of the sewer system around the middle school and dye testing of all roof drains and any identified inflow sources observed from the smoke testing. The project would take approximately two weeks and would be done when school is not in session. Mr. Johnson added that when it rains they notice a 30% increase in the amount of water going through the Zenon plant, indicating that there are water drains going into the plant which should not be. Mr. Bernardini reported that they did

smoke test approximately 60% of the middle school and did find some cracked sewer pipes and roof leaders. The total cost of the project is nearly \$225,000.

- Dr. McKersie added that the Town would need to be involved somehow in order to pay for the analysis, and the Committee agreed to move this forward to the Finance Committee.

The Committee discussed the following regarding the general facilities update:

- Mr. Rudl updated the Committee on some of the work which the Facilities Department has worked on during the month of May. The District turned on its air conditioning units on May 20th, but the chiller at the elementary school, which was approved at referendum to be replaced, failed during start-up, but at the time of the meeting, the chiller had been repaired. Also, a belimo motor on the intermediate school chiller failed during start up as well, but it was replaced and is now operational.
- The District replaced its gas tracking system with a new system which assigns a gas code to an individual. The gas key is then assigned to a vehicle or piece of grounds equipment as opposed to a person. The new system assigns estimated usage to the vehicle or equipment based on gallon capacity and will automatically shut down if consumption exceeds capacity. The system also allows for auditing reports.

The Committee discussed the following regarding the May minutes:

- The Committee approved the May minutes.

The Committee discussed the following regarding other business:

- Dr. McKersie informed the Committee that the administration had been informed by the Town that last week's (June 5, 2019) Building Committee meeting had been cancelled because there was not yet progress to share on various items. Members of the administration were prepared to attend the meeting if it had not been cancelled. Mr. Rudl and Mr. Delmastro, the District's Lead Maintenance Mechanic, will be attending the following week's meeting (June 12, 2019).

There being no further business to discuss, the Committee adjourned at 11:15 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Policy Committee Meeting

March 6, 2019, 8:30am

Central Office Conference Room

Members Present:

Daniel McNeill

Ruby Hedge

1. Call to Order

Daniel McNeill called the meeting to order at 8:32am. In attendance were William McKersie, Ph.D., Superintendent of Schools, Lewis Brey, Director of Human Resources and Internal Counsel, Michael Rizzo, Assistant Superintendent of PPS, Jen Ryan, HR Specialist and Gina Albert, member of the public.

2. Approval of Minutes

Discussion:

February 2019 Minutes were approved.

3. Discussion of policies, regulations, and bylaws

3.A. Policy and Regulation 5142, Restraint and Seclusion and Use of Exclusionary Time Out

Discussion:

All changes were recommended by Shipman and Goodwin to update our policy and regulation to be compliant with the new laws. Mr. Rizzo was introduced to explain how Weston has staff that have been trained in de-escalations and the need for these actions are rare. This policy will be brought forward for a first reading at the March Board meeting.

3.B. Policy 5125.1, Student Privacy

Discussion:

This policy is new and is based on recommendations by Shipman and Goodwin. This policy will be brought forward for a first reading at the March Board meeting.

3.C. Policy 1112, New Media Relations

Discussion:

This policy was last updated in 1989, and Mr. Brey edited it to reflect current practice that all media requests go through the office of the Superintendent or the Superintendent's designee. This policy will be brought forward for a first reading at the March Board meeting.

3.D. Civility Policy Introduction

Discussion:

The committee then discussed how to roll-out of the revised Civility policy to staff and community members. It was decided to use multiple outlets and align them with each school's kindness efforts.

4. Discussion of policies, regulations, and bylaws in future meetings

Discussion:

- Graduation Requirements Policy
 - Minor changes in state law need to be reflected
- New policy regarding parents observing their students in classrooms

5. Adjourn

9:13

Policy Committee Meeting

April 11, 2019, 8:30am

Central Office Conference Room

Members Present:

Melissa Walker

Ruby Hedge

1. Call to Order

Melissa Walker called the meeting to order at 8:39am. In attendance were Lewis Brey, Director of Human Resources and Internal Counsel, Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, Jen Ryan, HR Specialist and Gina Albert, member of the public.

2. Approval of Minutes

Discussion:

March 2019 Minutes approval were postponed until the May meeting.

3. Discussion of policies, regulations, and bylaws

3.A. Regulation 6146, Graduation Requirements

Discussion:

All changes are required by State to affect the Class of 2023. This Regulation will move forward to a first reading at the April Board meeting. Mr. Brey will forward the draft changes to the committee by email.

3.B. Policy and Regulation 5111, Admission Placement

Discussion:

Lewis Brey brought this policy and regulation to the committee to discuss if there needed to be any updates or changes. After a discussion it was decided Mr. Brey would look into what other towns were doing and bring back to the committee at a later date.

3.C. Policy 5114, Student Discipline

Discussion:

This policy has been updated to reflect current practice and changes in the law in regards to expulsions and other student discipline. This policy will move forward to a first reading at the April Board meeting.

3.D. Policy and Regulation 5114.1, Alternative Educational Opportunities for Expelled Students

Discussion:

This policy and regulation is a new one, with all wording from Shipman and Goodwin. This policy and regulation will move forward to a first reading at the April Board meeting.

4. Discussion of policies, regulations, and bylaws in future meetings

Discussion:

- Lewis Brey will forward the 18-19 policies to review list to the new committee members.

5. Adjourn 9:29

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: June 17, 2019

Information Only

Action Requested

Agenda Item Subject: June 2019 Principals' Report

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

June 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

June 17, 2019



Weston High School

Lisa Deorio, Principal

In this issue... Principal's Update

Academic Programs

Awards & Recognition

Co-Curricular Programs

Professional Development

Athletics

Alumni News

PRINCIPAL'S UPDATE

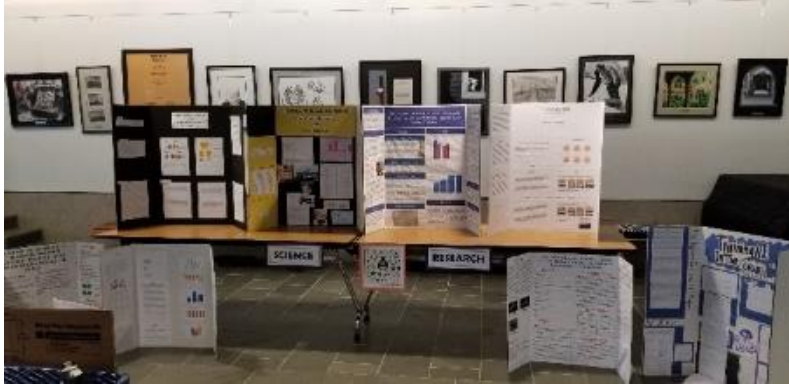
Preparations are underway for our Forty-Ninth Annual Commencement to be held on June 14, 2019. We're looking forward to a wonderful event. Congratulations to the Class of 2019.

WHS will be holding its first Camp College Summer Application Workshop from August 7-9. Counselors, Ms. Green, and admissions representatives will work with rising seniors to help them complete their Common Application, prepare Naviance for electronic submission of school documents, fine-tune college essays and supplements, review WHS admissions policies and procedures and more. This is a great time to make a significant dent in the application process before the school year ramps up. We are so excited to have 51 rising seniors registered for the program and look forward to kicking off their application process in flip flops.

In late August a group of incoming freshman will be invited to participate in an engaging program this summer called the Aspiring Scholars Academy (ASA). ASA is a three-day learning workshop that will run from Monday, August 19 to Wednesday, August 21 at Weston High School. WHS teachers will provide instruction, combined with organizational skills, in the freshman courses of English, Biology, Social Studies, and Math. Our goal is for our new ninth graders to begin their year having been exposed to the concepts and content for September.

ACADEMIC PROGRAMS

Honors Biology students in Mrs. Benson's class spent six weeks learning about matter and energy in the environment, biodiversity loss, imbalances in the carbon cycle and their impact on different ecosystems, and new technologies that are being designed and built right now to combat excess carbon in the atmosphere and in our oceans. This topic thread culminated in a two-week long design and engineering challenge. Student's role-played environmental engineers and were tasked with building a prototype that could grow algae, a quickly reproducing organism that naturally traps carbon from water and the air. They learned about factors that affect algae growth, worked collaboratively to build a team prototype, and used scientific equipment to gauge algae growth to determine the success of their prototype.

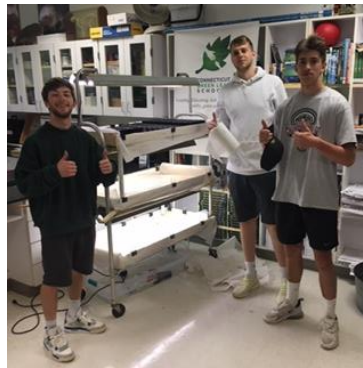


Honors Science Research students presented their work at the STEM Expo in the WMS library on the evening of June 3. Students stood by their posters and discussed their work with teachers, administrators, parents, and students. The posters were then put on display in the WHS lobby for the remainder of the week. A few of them are pictured here. These posters, together with a final research paper, represent the

culmination of over a year's worth of work on research projects that students developed and carried out themselves, making for an exciting and successful first year of the program.

To close out this year, members of the Environmental Science and AP Environmental Science courses took part in special projects to help the local school community and environment. Here is just a sampling of what some of the students did.

Students in the Period 1 Environmental Science were asked to design and build an automatic watering system to grow seedlings that will be used in future years to grow in the Weston school garden. Two groups came up with variations on a flood table design, complete with pumps, timers, and grow lights.



Students in the Period 2 Environmental Science revitalized a nature/walking trail on campus that was badly flooded. Now that the path is restored, it will be used for outdoor instruction and activities for the Environmental Science courses next year. A special thanks to Chuck Carboni for obtaining and delivering the woodchips that made this project possible.

Before



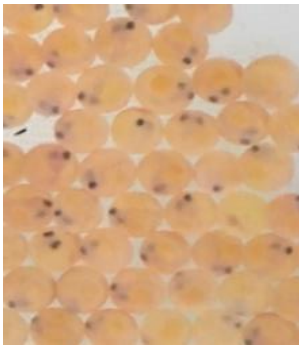
During



After



Students in the AP Environmental and Standard Environmental classes raised and released trout this May as part of a national conservation effort known as Trout in the Classroom. Below is a pictorial of the complete journey from egg, to fry (baby fish), to final release at Keene Park in Weston. A special thanks to the Weston PTO who provided a generous grant to make Trout in the Classroom possible here at Weston High.



AWARDS & RECOGNITION



Weston High School was recently named a **2019 U.S. Department of Education Green Ribbon School!** Weston High was the only school in Connecticut this year to receive this prestigious national honor that acknowledges the school's commitment to sustainable practices in facilities, health, and environmental education. This recognition represents many years of effort by countless individuals in the school district that have worked to make Weston High a leader in sustainable practices. A special thanks goes out to members of the Weston High Green Team who led the effort to complete the rigorous process required for this distinction. Student and

faculty representatives will travel to Washington D.C. in September for a ceremony to recognize recipients. If you would like to help sponsor this trip, or if you would like to sponsor or support further environmental initiatives in the Weston school district, please contact Michael Aitkenhead at micha elitkenhead@westonps.org.

CO-CURRICULAR PROGRAMS



The 2019 edition of Heliotrope, Weston High School's yearbook, has been published! This year's edition is called "Feeling Groovy Again" and was designed with a 60s vibe, as a tribute to the school's 50th anniversary. The back cover features a lava lamp with the words "50 Years of Excellence." Congratulations to Mrs. Arena and her students for once again coming up with a creative yearbook to memorialize the school year. A big shout out to senior editors, Jasmine Butcher and Victoria Walters and the rest of the section editors; and staff, Noelle Mendelson, Natalie Schreder, Liz Kleiner, Chelsea Greenberg, Lindsay Greenberg, Rian Byers, Vanessa Sparagna, Chloe Leeds, Vivien Daytree, Elise Russell, Alana Giordano, Makenzie Lehman, Lecia Sun, Nicole Satanovsky, Jamie Vacca and Sammie Godwin.

Growing a Greener Tomorrow!

This year, members of the Environmental Science courses, the Community Class, and members of the Weston High Green Team all partook in the preparation and planting of the Weston school garden. Over the summer, members of the Green Team will work on weeding and harvesting to help maintain the garden. Remember, many hands make light work so if you have any interest in helping us through the summer, we'd love to have you. And don't forget, if you help with some weeding, you're welcome to take home some of the harvest. If interested, please contact Michael Aitkenhead at michaelaitkenhead@westonps.org for details.



The Weston Against Cancer Committee held its 2nd Annual event Friday, June 7, at Lachat Town Farm. The event featured live music by Weston High School students, food trucks, and booths with local businesses and groups promoting healthy living! The committee, entirely made up of Weston High School students, raised thousands of dollars for Memorial Sloan Kettering Cancer Center, which has locations all around the Tri-State Area. Way to go WACC!

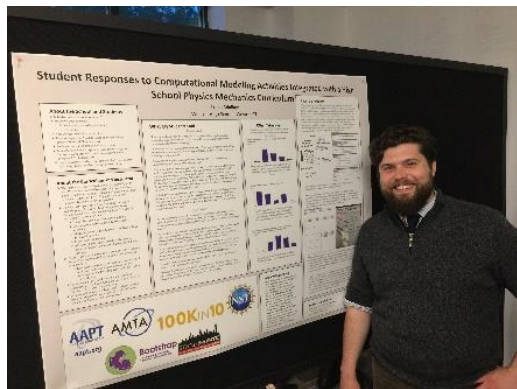




Weston Against Cancer Committee Members (left to right): Luca O'Neil, Lucie Brooks, Leia Pinals, Chloe Leeds, Chelsea Greenberg, Noelle Mendelson, Lindsey Greenberg, and Thomas Carlon

PROFESSIONAL DEVELOPMENT

This May Mr. Walker was invited to attend a NSF-funded conference in College Park, Maryland at the National Headquarters of the American Association of Physics Teachers. The topic of the conference



was: Integrating Computational Thinking in K-12 STEM Classrooms. About 35 physics, physical science, and computer science educators and educational researchers involved in integrating computational thinking into secondary physics and physical science courses convened from all over the nation to develop a set of open research questions whose answers will provide evidence for the effectiveness of computational thinking integration. Computational thinking is the collection of skills and dispositions used by computer scientists when framing problems and programming solutions; and integrated computational thinking refers to the

practice of teaching students to make use of programming and computational solutions in a way that enhances their science learning in specific disciplinary settings, like physics or chemistry. The results of the conference will provide advice to secondary school educators about how to develop STEM and computer science education programs that foster the development of computational thinking for all students, potentially affecting millions of students across the nation.

ATHLETICS

A great end to another great school year for WHS Athletics. Focusing on the spring, we finished with two State Championship Teams and three State Runner-ups. Along with that, we had three SWC Championship Teams and three SWC Runner-ups. We also have two athletes still competing, as Kate Joyce won the New England Championship in the Javelin and her teammate, Shea Greene, finished fourth in the same event. Both girls earned All-New England recognition and have their sights set on the National meet in North Carolina.

For the 2018-19 school year, we had almost 75% of our students participating in at least one sport with over 76% of them earning academic recognition while they were in season. Our athletes won four State Championships and nine SWC Championships. More than 50 athletes (we are still waiting on the final number) earned All-State recognition while at least six of our athletes were recognized as All-New England Athletes. Another amazing year for a great group of student-athletes who work so hard on and off their area of competition representing Weston High School. All we can say is, thank you, and remember, Tradition Never Graduates.

*In this issue...CAS Student Leader Awards
Wingman Leadership Training
Cardboard Boat Regatta
Passion Project
Sound Waters
Warrior Day*

CAS STUDENT LEADER AWARDS

Each year two students are selected to represent Weston Middle School as recipients of the Connecticut Association of Schools Student Leader Awards. Students are selected based on criteria such as: leadership in school and community, positive influence on school community, responsibility, character, and integrity. This year’s recipients were Paige Cobrin and Caitlyn McKiernan. They were honored at a state-wide banquet earlier this month. Mr. Walters and Mr. MacDonald joined Paige, Caitlyn, and their families to celebrate this recognition.



WINGMAN LEADERSHIP TRAINING

Selected students from the sixth and seventh grade participated in a two day Wingman Leadership Training. Wingman is a program that focuses on enhancing leadership and compassion amongst middle school students. Wingman is an opportunity for students to go above and beyond for others. WMS will be implementing the Wingman program in the fall of 2019.



CARDBOARD REGATTA

Seventh grade technology and engineering students were given the challenge to design, construct and test a boat made of cardboard, duct tape and packing tape. Students applied the steps of the design process that they learned in class. The boat was required to meet certain requirements such as size limits (it had to fit through the classroom door) and capacity (it had to support to people). During the race, students were only allowed to paddle with their hands.



PASSION PROJECT

Eighth grade passion project students shared what they have been working on all trimester with their classmates. A WMS Passion Project student is seen presenting his conceptualized to-scale house model that demonstrates green living.



SOUND WATERS

On May 28 and 30, sixth graders spent the day at Sound Waters engaged in meaningful scientific learning which aligns with the sixth grade science curriculum. This year's trip included a new experience, the Human Impact Lab, where students investigated the degradation of plastic pollution onto the Long Island Sound Watershed. Students also participated in programs on water quality, horseshoe crabs and seining. In the seining program, students collected and observed organisms of Long Island Sound.



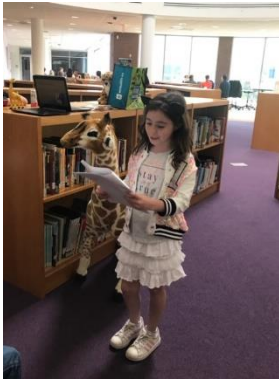
WARRIOR DAY

The annual Weston Middle School Warrior Day was held on Friday, June 7. Creativity, sportsmanship, and team spirit were on display throughout the day. The ultimate warrior competition kicked the day off with students and staff testing their endurance in a swimming and running competition. Students participated in a variety of teacher-led activities throughout the day. The day ended with a showcase of student talent.



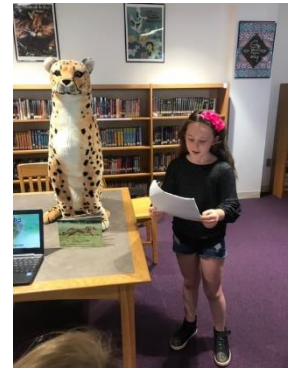
*In this issue...Third Grade Endangered Animals Aim Unit
Fourth Grade Science
Fifth Grade Field Trip to Fairfield Historical Society
Chorus, Band and Orchestra Concerts
Field Days
Fifth Grade Barbeque
Fifth Grade Celebration*

THIRD GRADE ENDANGERED ANIMALS AIM UNIT



Over the past two weeks the WIS LLC and the third grade classrooms were transformed into an information and advocacy center for endangered animals as our third graders presented the findings of their AIM Endangered Animal Research Project. Parents and other attending adults learned about the impact of climate change on polar bears, the perils of pollution on sea otters, and the woes of habitat destruction for gorillas. The presentations ended with a call to action and informed viewers of practical ways they can help these animals including reducing the use of fossil fuels, eliminating the use of plastic straws and water bottles,

and supporting the establishment of wildlife sanctuaries. Those who attended left with a wealth of information about the endangered animals around the world. Great job third graders!



FOURTH GRADE SCIENCE

To culminate their study of force and motion, the fourth grade students participated in a highly engaging presentation entitled, "Mad Science," provided by the PTO Talent-on-Tap program. The hour-long assembly treated the students to an interactive event that included demonstrations of amazing chemical reactions, special effects, and fantastic forces to help students understand what science is really about and how it affects the world around them. The students have also been participating in an inquiry project to create a jet toy. Working together in a small group, the students are applying their learning to create a jet toy made of recycled materials and powered by a balloon. Their first task was to have the jet toy travel in a straight line, and then decide how to change it so that it could travel a further distance, hold weight, travel faster, or travel the longest. There were some serious discussions which resulted in lots of experimentation along the halls and classrooms of the fourth grade students.



FIFTH GRADE FIELD TRIP TO FAIRFIELD HISTORICAL SOCIETY



To support their study of the American Revolution, the fifth grade students visited the Fairfield Historical Society. They learned about the challenges of a soldier's life during the Revolution, and saw the essential items a soldier had to carry, felt what a wool uniform would feel like, and learned how a musket was fired. They also walked through the Town Green and learned how the town was attacked and the main village burned in 1779 before visiting some of the taverns and houses that survived the burning. A highlight of the trip was a



scavenger hunt through the Old Burying Ground. The hunt helped students uncover fascinating details on the lives of the Puritans, colonial settlers, soldiers and sailors.

CHORUS, BAND AND ORCHESTRA CONCERTS



The end of the school year brought final concerts for our choruses, band and orchestras. The theme of this year's chorus and band concerts was, 'Let's Dance,' which was appropriately entitled as the music made everyone want to get up and dance! On Wednesday evening, May 29, the fifth grade band began the evening with a range of toe-tapping songs including "Rock Around the Clock"



and "Power Rock." The choruses followed with songs from *Mary Poppins*, an Italian folk song entitled, "Ma Bella Bimba," and the spirited, "You Can't Stop the Beat" from *Hairspray*. The evening ended with both choruses coming together to perform, "Can't Stop the Feeling" from the movie, *Trolls*.



On the following evening, it was the fourth and fifth grade orchestras' turn to take the stage. This year almost 90 fourth graders were members of the fourth grade orchestra, while 50 fifth grade students played in the fifth grade orchestra and Out-of-the-Box ensemble. The fifth grade orchestra concert began with a beautifully played version of "Canon in D," by Pachelbel accompanied by Erik Paul on the harpsichord. The Out-of-the-Box players, an ensemble that features more advanced players, performed two numbers which included, "Allegro," from Hayden's *Surprise* symphony. The fourth grade

orchestra followed with a series of American and French folk songs, which was followed by all three ensembles playing the dramatic, "Orpheus in the Underworld," by Offenbach. We are so proud of how much all of these students have grown in their musical skills this year.

FIELD DAYS



third and fourth graders participated in their field day the following week, taking part in variety of fun activities and games which included relay races, an inflatable slide and a much-anticipated game of tug of war. Classes cheered each other on as they took turns to battle it out for the winning spot. Field Days are a fun way to come together, and celebrate the final days of school.

We were so lucky with the weather this year, and had two beautiful days for our field days. On Friday, May 31, the fifth graders traveled to Sherwood Island State Park in Westport to take in the beautiful views of Long Island Sound for their field day. Under beautiful blue skies, the fifth graders spent the morning taking part in a series of relay races and games, and then enjoyed a picnic lunch under the trees. The day ended with a high-spirited, competitive game of tug-of-war with classes battling it out for the champion spot. The



FIFTH GRADE BARBEQUE



Before leaving WIS, the fifth graders were treated to a grade-wide barbeque by the PTO. The parents grilled hamburgers and hot dogs, and provided watermelon, chips and Gatorade for the students to enjoy in a picnic style lunch. It was a beautiful day and the students had a lot of fun being all together as fifth graders. A thank you goes out to all the parents who have helped make this year so special for our students.

FIFTH GRADE CELEBRATION

Each year we hold a special “Celebration” to acknowledge our fifth graders and all they have accomplished during their three years at WIS. We are so pleased to be able to take time to recognize this important milestone before the students head off to middle school. These have been busy years for the students so there was much to celebrate and remember. Over the past two weeks, each of the students were busy creating a slide that captured their favorite memories while at WIS. The slides are then featured in a grade-wide slide show during the Celebration, which has become a highlight for our students. To end the Celebration, the students joined together to sing, “Living What I Believe,” by Jim Paupolis. Afterward, families, students and staff came together in the courtyard to celebrate with a reception courtesy of the PTO and fourth grade parents. We will miss our fifth graders, but wish them well as they move to the next chapter of their educational journey.

In this issue... Schoolwide Events
LRC and Makerspace
Art Jam
PTO
Class of 2029
Class of 2032
Second Grade Concert
Field Day
Summer Reading

SCHOOLWIDE EVENTS



It wouldn't be Memorial Day weekend in Weston without the Fair! This annual event hosted by the HES and WIS PTO is a great way to kick off summer. We had a beautiful weekend of sunny days and warm temperatures. This event brings the entire community together for fun filled days of rides, games and food. It takes a tremendous amount of volunteer effort and hours to run this event and this year the PTO and wider community came together again to make this event possible.

The excitement leading up to the fair is captured at school through our second grade Cornerstone

Learning Task. Second grade students complete this culminating activity in the weeks leading up to the fair. Students are challenged to analyze a variety of cross-disciplinary resources related to the Memorial Day Fair. These resources include sample maps of fair layout, lunch surveys, mock newspaper letters to the editor, and after school activity surveys results. Using critical thinking, students are asked to make a recommendation, supported by evidence, to make the fair even better. Our students always impress us with their creative ideas and their supporting evidence.

Each class then discussed and shared their ideas with their classmates and chose a recommendation that would then be shared with the PTO. Representatives from each class shared their top proposals with the PTO executive board. Our PTO listens to the recommendations and often implements the changes the following year.



Kelly Santorella's Second grade class held a 'ColorCycle' event and the whole school participated. ColorCycle is a program run by Crayola devised to repurpose used markers rather than throwing them away and filling up landfills. The ColorCycle program has repurposed more than 70 tons of expended markers in the US and Canada since 2013, and uses the most advanced plastic conversion technologies available to make wax compounds for asphalt and roofing shingles, as well as generate electricity that can be used to heat homes, cook food, and power vehicles. Students, teachers and staff all participated, and Ms.

Santorella shared a video with all classes of the positive effects this collection will have on our environment.

One of our favorite end of year activities is the annual Poetry Celebration. We gather in the South House cafeteria to share the joy and fun of poetry. Since poetry is meant to be read aloud, each class picks a poem and practices it for a few weeks before this special day. Each grade level gathers together to hear classes recite their poem of choice. Our teachers enhance this experience by teaching the students movements to act out the poems, and they often have props to help bring their poem to life. We love hearing all the creative readings of the poems. It is also another opportunity for our young learners to practice public speaking and performance skills.

LRC AND MAKERSPACE

We're wrapping up another year of learning in our LRC, the Hive and our makerspace. Students have conducted research following the steps of the research process with book and digital sources. Kindergarteners are currently conducting research about types of extreme weather and how to stay safe. They're creating posters to teach people what they learn.



In the Hive, students continue to work on developing collaboration, communication, and problem solving skills, while using the Mood Meter to help them be their best selves and partners. Students from Mrs. Grenier's class worked on creating a maze and coding the BeeBot robot to complete it. This involved a lot of calculating—such as how far the robot moved with each command--and a lot of testing and redesigning.

ART JAM

On May 23, our school community celebrated all of our Hurlbutt artists as parents walked the hallways decorated with artwork. Our students proudly showed off their hard work! This annual event is part of a district-wide evening celebration of art in our schools. This year at Hurlbutt, we had face painting and music provided by WHS students.



PTO

Family Fun Night was a huge success. The weather was perfect for this year-end event and we had a record high turnout. Changing the location to the Hurlbutt Bus Loop was ideal for the amount of people that came out! Students both past and present flooded the Hurlbutt bus loop to enjoy our annual event. We celebrated the One School One Book Program with many crafts and games related to our book selection, *Zoey and Sassafras*. This event is a great example of the wonderful partnership with have with our PTO. Staff, parents and community volunteers worked side by side to make this a fun event for all. Yes, those are bubbles flying around, one of the many additions our fabulous PTO added to this event! We had a magician roaming around as well as a representative from the Wildlife in Crisis, who thanked us for our support and the donation our students raised during the One School One Book program. This event was also our kickoff to summer reading. The Book Fair was a huge success and the Weston Public Library Children's Librarian walked around and talked with the students about summer reading choices. Of course, Horace the Hurlbutt Honeybee made an appearance and even danced along with the Bar Car Band.



CLASS OF 2029

Our second grade classes took a walk to Weston Intermediate School this month for their orientation in preparation for their transition to third grade. They were met by Pattie Falber, Principal, and Nicole Wilhelm, Assistant Principal. They visited the playground, special area classes, and a third grade classroom where they had a question and answer session with the current third graders. They were very curious to find out about the teachers, lunch options, and what a typical day is like at the intermediate school. This visit builds excitement and also helps alleviate any trepidation about the transition to the intermediate school. We love that we can take this walking field trip down the street. It is yet another advantage to having all of our schools on one campus. As an added bonus, our teachers loved seeing their former students and how much they have grown.

CLASS OF 2032

The incoming kindergarten class enjoyed an ice cream social where the students had the opportunity to meet their future classmates, play on the playground, enjoy drawing activities, and have an ice cream. Mrs. Arnone, HES School Counselor and a representative from Youth Services, Parks and Recreation, and the Weston Library all spoke and gave information to the parents regarding what they can expect in the year ahead and the various services/activities their child can join. We appreciate Youth Services and Park and Recreation for including us in their special event.

SECOND GRADE CONCERT

The second grade concert was held on June 4, and is a wonderful culminating activity for our students. We gather in our courtyard “festival style” with families sitting in lawn chairs, on blankets and strolling around the beautiful grounds. This concert highlights all of what our students have learned in music this year as well as during their entire time at Hurlbutt. They learn how to work together, to make music, and sing as a group. We are so proud of all they have learned this year in music, and it was rewarding to see how confident they have grown in their performance skills.

FIELD DAY

All classes enjoyed a beautiful day of sports and activities for our annual field day. Students engaged in various activities such as team relay races, obstacle course and cooperative games. Our generous PTO funds the bounce houses for us, which is always a highlight of the morning. Thanks to the many parents who volunteered to work each station. Field day was a huge success.



SUMMER READING

As the school year is wrapping up, we're encouraging students to read this summer. Miss Alessandra from the Weston Public Library will be meeting with classes to talk about opportunities at the library this summer. We will also be participating in the Governor's Summer Reading Challenge. Students are asked to keep track of books read, and our total will be reported in the fall. Students are encouraged to set reading goals; they made door hangers in the computer lab to help them keep track of how many books they read. This year at Family Fun Night, we had a summer reading booth where students could set a summer reading goal.

