

# Board of Education Regular Meeting

Monday, July 30, 2018 7:30 PM

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

## I. CALL TO ORDER, VERIFICATION OF QUORUM

## II. EXECUTIVE SESSION

A. Discussion of Superintendent of Schools Contract

B. Discussion Regarding Matters Pertaining to Personnel

C. Discussion Regarding Matters Pertaining to Security

## III. RESUME PUBLIC SESSION

## IV. PLEDGE OF ALLEGIANCE

## V. APPROVAL OF MINUTES

## VI. PUBLIC COMMENT

## VII. NEW BUSINESS

A. Retirements

B. Resignations

C. Effective School Solutions (ESS) Presentation

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

1. Update on Graduation Tent Accountability

E. Discussion and Vote on Superintendent of Schools Contract

## VIII. OLD BUSINESS

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

A. Regular Session on August 27, 2018 at 7:30 p.m.

B. Review of Pending Agenda Items for Next Meeting

**XII. ADJOURNMENT**

**Board of Education Regular Meeting**

June 18, 2018 7:30 PM

Weston Middle School Library

**Attendance Taken at 7:30 PM:**

Present Board Members:

Gina Albert

Jacqueline Blechinger

Daniel McNeill

Samantha Nestor

Anthony Pesco

Ellen Uzenoff

Absent Board Members:

Sara Spaulding

**I. CALL TO ORDER, VERIFICATION OF QUORUM**

**II. EXECUTIVE SESSION**

**II.A. Discussion of Salary and Contract Term for 2018-2019 Unaffiliated Central Office Administrators:**

Assistant Superintendent of Curriculum and Instruction,

Director of Human Resources and Internal Counsel,

Director of Finance and Operations,

Director of Digital Learning and Technology, and

Director of Facilities and Security

**III. RESUME PUBLIC SESSION**

**IV. PLEDGE OF ALLEGIANCE**

**V. RECOGNITION**

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

**V.B. Recognition of Mr. Matthew Medve, Indoor Track Coach of the Year by the Connecticut High School Coaches Association**

**V.C. Recognition of Mr. Mark Berkowitz, National Interscholastic Athletic Administrators Association State Award of Merit**

**V.D. Recognition of Weston Intermediate School 2017-2018 National Math Olympiad Participants**

**V.E. Recognition of Weston Intermediate School 2017-2018 Odyssey of the Mind Participants**

**V.F. Recognition of Weston Middle School 2018 Connecticut Association of Schools Scholar Leaders**

**V.G. Recognition of the Weston Middle School 2018 Robotics Teams**

**V.H. Recognition of Weston High School's 2017-2018 Mock Trial Team in receiving State Awards**

**V.I. Recognition of the Winners of the Connecticut Department of Motor Vehicles-Travelers Teen Save Driving Video Conference**

**V.J. Recognition of the 2018 Civic Life Youth Film Challenge**

**V.K. Recognition of the 2018 High School HALO Award Winners**

**V.L. Recognition of the 2017-2018 Connecticut Music Educators Association All-State Festival Participants**

**V.M. Recognition of National Association for Music Education 2017-2018 All-National Honors Jazz Ensemble Participant, Jane Paknia**

**V.N. Recognition of the Presidents of 2017-2018 Weston High School, Weston Middle School, Weston Intermediate School and Hurlbutt Elementary School Parent Teacher Organizations**

**Motion Passed:** Move that the Weston Board of Education recognize the outstanding academic, artistic, athletic and philanthropic accomplishments of our students, staff and parents during the 2017-2018 school year, as specifically recognized tonight at the June 18, 2018 meeting of the Weston Board of Education; passed with a motion by Ellen Uzenoff and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

**V.O. Recognition of Weston Public Schools 2017-2018 Parent Teacher Organization's Funded Initiatives**

**Motion Passed:** Move that the Weston Board of Education recognize the Weston Public Schools 2017-2018 Parent Teacher Organization's Funded Initiatives; passed with a motion by Anthony Pesco and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

## **VI. APPROVAL OF MINUTES**

**Motion Passed:** Move that the Weston Board of Education approve the minutes from May 21 Executive and Regular Sessions, and June 12 Executive Session; passed with a motion by Ellen Uzenoff and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

## **VII. PUBLIC COMMENT**

Discussion:  
No public comment.

## **VIII. NEW BUSINESS**

### **VIII.A. Retirements**

#### **VIII.A.1. Recognition of Retirement:**

**Anne Graham, Jean Weisheit, Linda Feldstein, Linda Hicks and Marilyn Moks**

**Motion Passed:** Move that the Weston Board of Education recognizes the retirement of Anne Graham, Jean Weisheit, Linda Feldstein, Linda Hicks and Marilyn Moks; passed with a motion by Samantha Nestor and a second by Daniel McNeill.

**6 Yeas - 0 Nays.**

#### **VIII.B. Resignations**

##### **VIII.B.1. Recognition of Resignation of Nicole Pierce**

**Motion Passed:** Move that the Weston Board of Education acknowledge the resignation of Nicole Pierce; passed with a motion by Daniel McNeill and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

#### **VIII.C. Discussion and Vote on Salary and Contract Term for 2018-2019 Unaffiliated Central Office Administrators**

##### **VIII.C.1. Assistant Superintendent of Curriculum and Instruction Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Dr. Kenneth Craw (the Assistant Superintendent of Curriculum and Instruction) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$197,880, representing a 2.25% to Dr. Craw's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Assistant Superintendent of Curriculum and Instruction incorporating these changes; passed with a motion by Ellen Uzenoff and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

##### **VIII.C.2. Director of Human Resources and Internal Counsel Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Mr. Lewis Brey (the Director of Human Resources and Internal Counsel) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$174,155, representing a 2.25% to Mr. Brey's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Human Resources and Internal Counsel; passed with a motion by Samantha Nestor and a second by Anthony Pesco.

**6 Yeas - 0 Nays.**

##### **VIII.C.3. Director of Finance and Operations Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Mr. Richard Rudl (the Director of Finance and Operations) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$181,291, representing a 2.25% to Mr. Rudl's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Finance and Operations; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

**6 Yeas - 0 Nays.**

#### **VIII.C.4. Director of Digital Learning and Technology Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Dr. Craig Tunks (the Director of Digital Learning and Technology) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$175,425, representing a 2.25% to Dr. Tunks' current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Digital Learning and Technology; passed with a motion by Jacqueline Blechinger and a second by Daniel McNeill.

**6 Yeas - 0 Nays.**

#### **VIII.C.5. Director of Facilities and Security Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Mr. Joseph Olenik (the Director of Facilities and Security) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$144,179, representing a 2.25% to Mr. Olenik's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Facilities and Security; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

**6 Yeas - 0 Nays.**

#### **VIII.D. Discussion and Approval of New Textbook Adoption for Weston High School: AP Environmental Science**

**Motion Passed:** Move that the Weston Board of Education approve the new textbook adoption for Weston High School: AP Environmental Science; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

**6 Yeas - 0 Nays.**

#### **VIII.E. Discussion and Approval of New Textbook Adoption for Weston Middle School: French, Grades 6, 7, and 8**

**Motion Passed:** Move that the Weston Board of Education approve the new textbook adoption for Weston Middle School: French, Grades 6, 7, and 8; passed with a motion by Anthony Pesco and a second by Daniel McNeill.

**6 Yeas - 0 Nays.**

#### **VIII.F. Discussion and Approval of New Textbook Adoption for Weston Middle School: Grades 6, 7, and 8 Science e-Textbooks**

**Motion Passed:** Move that the Weston Board of Education approve the new textbook adoption for Weston High School: Grades 6, 7, and 8 Science e-Textbooks; passed with a motion by Ellen Uzenoff and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

#### **VIII.G. Update on Field Trip Request**

Dr. Craw updated the Board regarding the Performing Arts Department's field trip to Festival Disney which provides our high school students an authentic audience to perform as well as participate in a recording while there. The trip is scheduled for February 28-March 4, 2019.

## **VIII.H. Eleventh FY 2018 Financial Update and Approval of Transfers**

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

**6 Yeas - 0 Nays.**

## **IX. OLD BUSINESS**

### **IX.A. Weston Board of Education Policies, Regulations, and Bylaws**

#### **IX.A.1. Second Reading of Policy 5141.21 Administration of Student Medications in the Schools**

**Motion Passed:** Move that the Weston Board of Education approve Policy 5141.21 Administration of Student Medications in the Schools; passed with a motion by Jacqueline Blechinger and a second by Ellen Uzenoff.

**6 Yeas - 0 Nays.**

#### **IX.A.2. Second Reading of Policy and Administration Regulation 3516.4 Bloodborne Pathogens Exposure Control**

**Motion Passed:** Move that the Weston Board of Education approve Policy and Administration Regulation 3516.4 Bloodborne Pathogens Exposure Control; passed with a motion by Daniel McNeill and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

## **X. SUPERINTENDENT'S REPORT**

### **X.A. District Update**

Discussion:

Prior to Dr. McKersie updating the Board on District items, Ms. Albert, Chairperson of the Board recognized the retirement of Lois Pernice, Director of Pupil Personnel Services and thanked her for her years of service to the students, parents and staff of Weston Public Schools.

Dr. McKersie updated the Board on the following items: Last week we had five area districts working together on Emotional Intelligence and will be working to schedule a meeting with Vipin Thekk to hear how Changemakers may be able to assist the area districts. Dr. McKersie sent the Board an outline on Emotional Intelligence that was created by our internal EI team in Weston.

All schools will have their guided reading and math packages for the summer posted on their websites. The last PPS parent roundtable meeting will occur this week. The Board received the full set of meeting notes from each of the meetings. There will be no Principal's Report for the month of June. All moving up ceremonies are scheduled this week. The summer months will be busy with a workshop scheduled that will focus on capacity-building of our administrative team and the leadership team's 3-day institute, focusing on leading in a digital environment and goal setting.

The Extended School Year (ESY) will be held at Hurlbutt Elementary this summer. Beginning in July, the Board will be moving to an electronic means of communication for its agendas and attachments.

**XI. COMMITTEE REPORTS**

**XI.A. Communications Committee**

Discussion:

Ms. Nestor mentioned that the Communications Committee Meeting for June will be postponed until July, 2018.

**XI.B. Curriculum Committee**

**XI.C. Facilities Committee**

Discussion:

Mrs. Uzenoff reminded the Board that a facilities walk-through of Weston Middle School will take place on Monday, June 25 at 7:00 p.m.

**XI.D. Finance Committee**

**XI.E. Policy Committee**

**XI.F. Negotiations Committee**

**XI.G. CES**

**XI.H. CABB**

**XI.I. Weston Education Foundation**

**XII. WRITTEN REPORTS**

**XII.A. Principals' Reports - No Report**

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

**XIII.A. Regular Session on July 30, 2018 at 7:30 p.m., with an Executive Session at 6:30 p.m.**

**XIII.B. Review of Pending Agenda Items for Next Meeting**

**XIV. ADJOURNMENT**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Superintendent



July 16, 2018

246 Powderhorn Drive  
PO Box 102  
Lackawaxen, PA 18435

*W. Miller*  
*7/20/18*

Dear Weston Board of Education,

This letter is written to inform you that I will not be returning to my Weston Middle School position for the upcoming 2018-2019 school year. I will be relocating to Pennsylvania and can be reached at the above PA mailing address. As a result of moving to another state, I will be applying for early CT retirement benefits.

I want to take this opportunity to express my sincere gratitude to this district for allowing me to passionately serve our dyslexic population as a special education reading teacher, reading specialist, and consultant for the past 16.5 years.

With current research consistently maintaining one in five students have some degree of dyslexia, districts across the country are faced with the challenge of remediating this population. I hope Weston will seek ways to allocate future funds to comprehensively train staff to assess, diagnose, and deliver explicit systematic targeted instruction using Orton-Gillingham based materials that are effective with dyslexics in all four buildings.

Sincerely,

*Catherine Melinda Desposito*

Catherine Melinda Desposito  
A/AOGPE-Associate Level Academy Orton-Gillingham Practitioner & Educator  
Reading Specialist/Consultant & Special Educator



Jen Ryan &lt;jenryan@westonps.org&gt;

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**Fwd: Thank you**

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**Lewis Brey** <lewisbrey@westonps.org>  
To: Jen Ryan <jenryan@westonps.org>

Mon, Jun 18, 2018 at 10:45 PM

----- Forwarded message -----

From: Samantha Slater <SamanthaSlater@westonps.org>  
Date: Mon, Jun 18, 2018 at 10:42 PM  
Subject: Thank you  
To: Lewis Brey <LewisBrey@westonps.org>, Lois Pernice <LoisPernice@westonps.org>

Dear Lois and Lewis,

I regret to inform you that I am resigning from my position as a speech language pathologist at Weston Public School District. I will not be returning after my maternity leave, in order to stay at home with my son.

Thank you for the support and amazing opportunity that you have provided me with over the past two years. While at Weston I learned so much working with the children and my colleagues. I have decided to stay home with my son during this precious time. I truly appreciate and have enjoyed the experiences I have had at Weston, as well as all the amazing professionals I have met along the way!

Please let me know if there is anything I can do to help during this transition!

Thank you again for the amazing opportunity to work with you!

Sincerely,  
Samantha Slater M.S., CCC-SLP

--  
Lewis D. Brey  
Director of Human Resources and Internal Counsel  
Weston Public Schools  
24 School Road  
Weston, CT 06883  
(203) 291-1412



Jen Ryan <jenryan@westonps.org>

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## Job Opportunity

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David Dudics <DavidDudics@westonps.org>

Thu, Jul 19, 2018 at 10:41 PM

To: "lewisbray@westonps.org" <lewisbray@westonps.org>, Jen Ryan <JenRyan@westonps.org>

Hello,

I just wanted to let you know that a job opportunity for me in Stamford opened up and I accepted it. It is for the IEP compliance support teacher. I am sad to say this, but I will have to resign from Weston Public Schools and wanted to let you know. Let me know if there is anything else you need from me.

Dave

Keara O'Leary  
169 Sweetfield Circle  
Yonkers, NY 10704  
(860) 324-4354

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

July 20, 2018

Dear Dr. McKersie,

Please accept my resignation from my position at Weston High School. I will not be returning for the 2018-2019 school year.

Early last week, my husband was offered a job opportunity in Ireland. We have agonized for the last ten days over what to do, but have ultimately decided to take this opportunity, as it will allow us time with his family. We have always planned to live in Ireland at some point – this just moves our timeline up unexpectedly.

Although this opportunity will not begin until around the holidays, possibly in the new year, I cannot in good conscience begin a school year that I would have to leave part way through. I feel that would be unfairly disruptive to both students and colleagues. Therefore, I have decided to resign my position at Weston High School.

I have learned so much in my two years at Weston High School, and have truly enjoyed the opportunity to teach curious students and work with educators of such a high caliber. While I am saddened to leave Weston, and I am sorry to be leaving at the midway point in the summer, I value the two years I have spent in the Weston Public Schools because people in this district are so passionate about education and truly committed to the learning and growth of all students.

My husband and I are heading to Ireland this evening (a trip that was planned before this opportunity arose), but if you would like me to call to discuss I can do so, and I will also be available via email. I will be back in the United States on August 7<sup>th</sup>.

Thank you for a wonderful experience in Weston.

Sincerely,

Keara O'Leary

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** July 30, 2018

**Information Only**

**Action Requested**

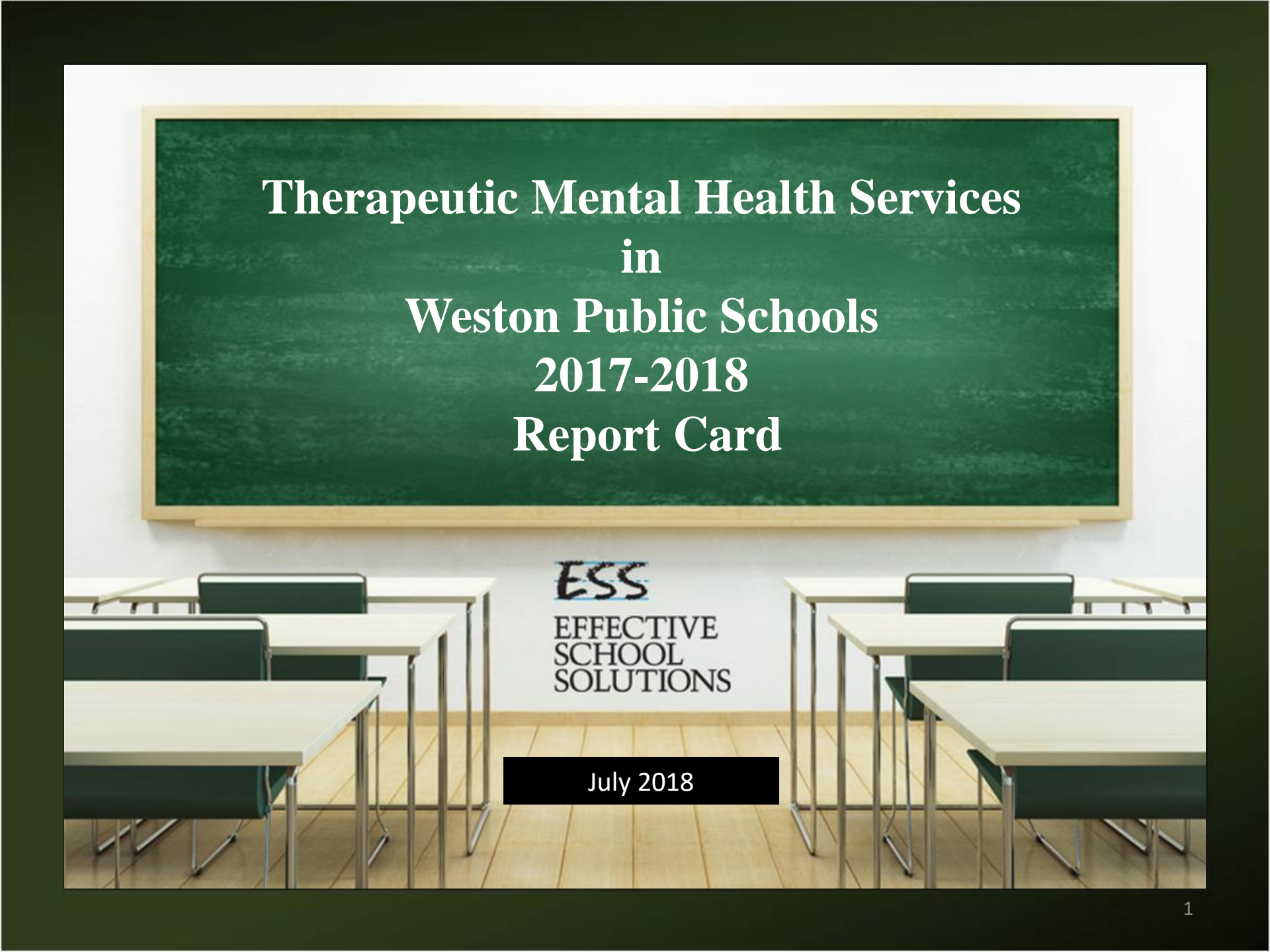
**Agenda Item Subject:** Effective School Solutions Update

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**Paul Cancro and Gerald Barone from Effective School Solutions to update the Board of Education on the program within Weston Public Schools for 2017-2018.**

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



**Therapeutic Mental Health Services  
in  
Weston Public Schools  
2017-2018  
Report Card**

**ESS**  
EFFECTIVE  
SCHOOL  
SOLUTIONS

July 2018

# Mission

- The mission of ESS is to provide intensive clinical programming for students with significant emotional and behavioral problems so they can be maintained within the public school system and benefit from the wide range of educational, social and extra-curricular opportunities that are only available in public schools
- The mission is accomplished by bringing psychiatric expertise, proven treatment protocols, experienced mental health professionals, clinical supervision and quality management activities into the educational environment so that struggling students can stay and thrive in the public school setting

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# ESS History

- ESS began as an outgrowth of a private therapeutic school in New Jersey called Cornerstone Day School for students with significant psychiatric challenges.
- ESS started providing services in September 2009 in New Jersey and has since expanded to Connecticut and Pennsylvania.
- Overall, ESS is providing services in 82 schools within 45 school districts.



# ESS Presence



## New Jersey

Bernards  
Boonton  
Carteret  
Cherry Hill  
Cranford  
Deptford  
Fair Lawn

Florence  
Franklin  
Freehold  
Glen Ridge  
Greater Egg Harbor  
Hamilton  
Hillsborough  
Robbinsville  
Livingston

Mahwah  
Matawan-Aberdeen  
Middletown  
Montgomery  
Montclair  
Morris Hills  
Morristown  
Neptune  
Newark

Old Bridge  
Parsippany-Troy Hills  
Sayreville  
Scotch Plains-Fanwood  
South Orange-Maplewood  
Sparta  
Union  
Vernon  
Westfield

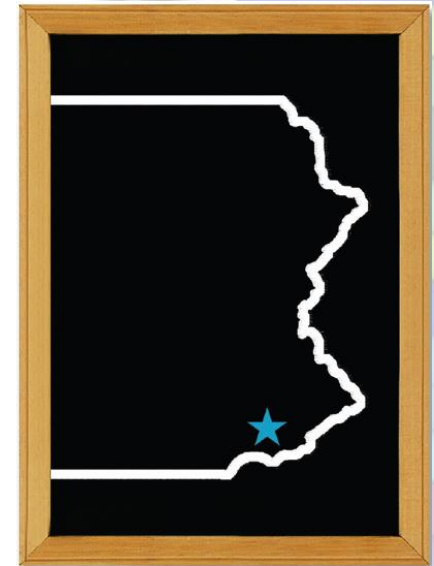


## Connecticut

Berlin  
Greenwich  
Ledyard

Madison  
Middletown  
New Milford  
Newington

Norwich  
Thomaston  
Weston



## Pennsylvania

Wallingford-Swarthmore

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# High Risk Student Issues

Students who receive services from ESS typically experience a number of challenges that place them at risk for any number of consequences, including out-of-district placement, extended home instruction, exhausting the resources of the district and, of course, a poor educational record. Here is a partial list of these challenges...

- Suicidal ideation
- School avoidance
- Aggressive behaviors at school and/or at home
- Depression
- Substance abuse
- Severe anxiety
- Misc. symptoms leading to psychiatric hospitalization

# What Makes ESS So Effective?

- The ESS program offers an alternative for the student who has failed with traditional school counseling; or the interventions offered by a BCBA. ESS is not an individual counselor, or a “rent a therapist” ...it is program with an array of state of the art clinical interventions delivered by experienced staff... occurring together to impact the most at risk students.
- ESS has been referred to as an in-house Tier 3 diagnostic placement for students who are at-risk of going to an Out Of District placement (OOD) or returning from one. ESS’s focus is to work with highly at-risk students who have failed at a pervious Tier 2 intervention level.

A stack of several books with colorful spines (blue, green, yellow, purple, pink, orange) is visible in the background on the right side of the slide.

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# Clinical Programming Structure

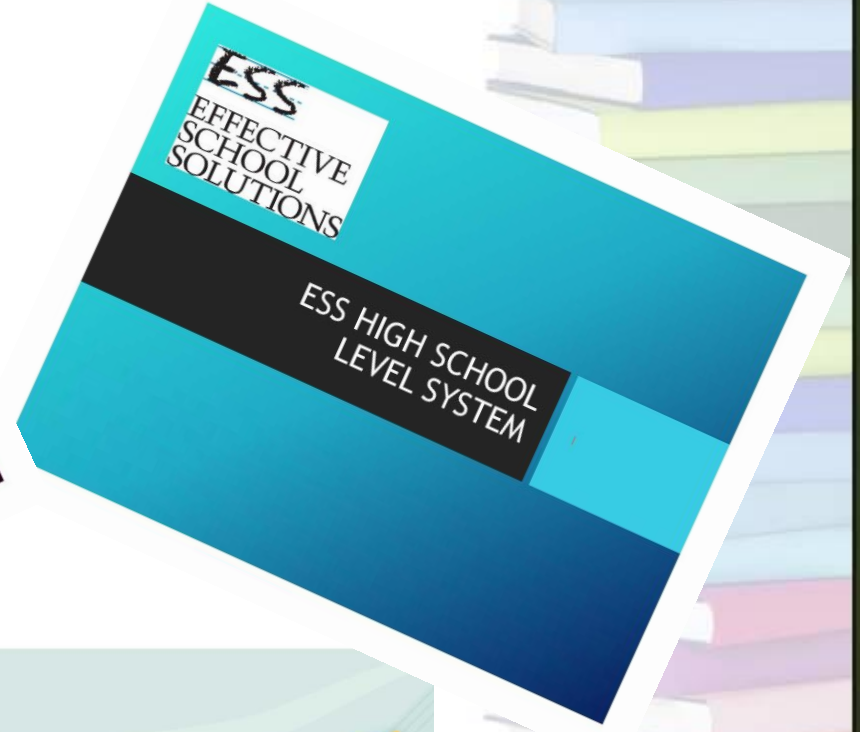
## A. Student Focused

1. 3 Daily Structured Contacts
  - a. Group Therapy
  - b. Independent Lunch Period
  - c. Study Skills
2. Individual Therapy\*
3. Specialized Protocols\*(e.g. School Avoidance/Home Visits, Behavioral Skills Training, Reward Systems)
4. Crisis/Classroom Intervention\*
5. ESY Summer Programming\*

## B. Parent Focused

1. Family Therapy
2. **Family Psycho-Education and Support Program**
3. Phone Coaching
4. *Solutions*, the ESS parent newsletter





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A stack of colorful books is visible on the right side of the page, partially overlapping the other covers.

# Comprehensive Program Protocols

- ESS provides a proven, structured treatment program that is grounded in research and many years of clinical experience and has been codified in detailed proprietary protocols.
- ESS does not simply hire staff and place them within the district, leaving them to figure out how to work with the students based upon their own idiosyncratic experiences. The ESS protocols, constantly updated as a function of experience, data and new research, make ESS so unique and successful.





# School Avoidance Interventions

- School avoidance is a frequent problem in many school districts
- **ESS has written a unique protocol that has been used with great success.** The ESS protocol includes a specialized assessment for students and their parents, intensive and frequent home visits by ESS staff and, when needed, a supportive re-entry to school procedure.

# Education and Training of Teaching Staff

- An important goal of ESS is to assist districts in providing teaching staff with the skills needed to work with students with emotional and behavioral problems.
- At no additional cost, ESS regularly conducts on-site in-service training for district teachers and provides all-day off-site conferences for selected teaching staff.
- ESS also distributes *Insights* in ESS districts, a monthly newsletter for educational professionals that includes practical tips on how to work with students who have emotional and behavioral problems in the classroom.

**Note: ESS provides observation and collaboration for teaching staff**





## THE SUCCESS OF ESS WITH SCHOOL AVOIDANT STUDENTS

**SCHOOL AVOIDANCE** is a significant problem in many school districts; one that has a major negative impact on the students' education and frequently leads to a number of academic, behavioral, and social problems. School avoidance may be stimulated by a number of factors, including the psychological aspects of school, self-perceived academic inadequacies and fears of separation from parents, especially in the early grades. School avoidance is a strong risk factor for dropping out of school.

ESS has great expertise and a strong track record of success in the management of these students, especially in supporting the return of these students to the school setting. During the 2016-2017 school year, ESS had a 98% success rate in returning these students to the school setting. The protocols also incorporate intensive, low-cost, evidence-based interventions for both parents and students that address the underlying causes of the problem and support a number of therapies, including:



**External Home Assessment (EHA)** (Berman, 2007) and Cognitive Behavior Therapy (CBT). Key to the ESS success is creating a structure and support system for the student while they are in the school building. Students are motivated daily for school attendance. The level of support the student receives from an external provider is a key factor in the student's return to school from an extended period of home instruction. The student may visit their ESS clinician

between each period of the school day and might attend one or two periods at the ESS office as a bridge from the strong anxiety being experienced during the school day. Another key to working closely with the parents of the student is emphasis on supporting school avoidance behavior. In weekly family therapy sessions and regular phone check-ins, parents are taught to set limits and take active steps to support positive school-attending behavior. In some instances, the main focus of the therapy is the parents own behaviors about the student leaving home and returning to school.

"Probably the single most important intervention we do is conducting home visits when a student is struggling with coming to school," suggests Amy Blawie, LSW, the Executive Director of ESS. "While strict guidelines, ESS clinicians visit the student's home when the student is not attending school on the very day of the visit and the student's return to school on the very day of the visit. The ESS approach includes intensive teacher work with school avoidance students in the classroom. Through in-person consultations and its service trainings, ESS provides practical suggestions and techniques for teachers when working with these students.

Taken as a whole, ESS has developed an approach that not only creates a culture in the school that helps school avoidant students, in general, feel safe and succeed in the public school setting

**ESS EFFECTIVE SCHOOL SOLUTIONS**

25 DeForest Ave., Suite 310  
Summit, NJ 07901  
Phone (973) 298-9854  
[www.effectiveschoolsolutions.com](http://www.effectiveschoolsolutions.com)

## ESS PRESENTATION LIBRARY

An important goal of ESS is to assist districts in providing teaching staff with the knowledge and skills needed to work effectively with students with emotional and behavioral problems. To this end, ESS provides on-site professional development for district teachers. Listed are trainings available, each of which can be completed in sixty to ninety minutes.

### Providing Positive Behavioral Supports in the Classroom: A Teacher's Playbook

This presentation is designed to identify and address the various behavioral needs of students in the classroom. Teachers will be provided with evidence-based supportive strategies that will help maximize learning for all students. The information presented is practical and applicable.

### Identifying and Remediating Executive Function Deficits in Students with Emotional Problems

Participants will learn how significant emotional problems can impair executive function. Assessment and surveys will be introduced along with practical strategies that teachers can use in developing executive function skills in students with emotional problems in the classroom setting.

### The Emotionally Fragile Student in the Public School Classroom: "Who are they and what do I do?"

This presentation will help teachers have a better understanding of the "emotionally fragile child." It will also discuss some specific techniques to perform better in the public school classroom.

### Nurtured Heart: Catch a Child Being Good

An introduction to Howard Glasser's "Nurtured Heart Approach" technique that "focuses on energizing success and developing classroom techniques to help shape and support positive behaviors among students struggling with emotional and behavioral problems."

### The Top 10 Ways to De-Escalate and Reduce Stressful Situations

This training will offer 10 approaches that teachers can use to get involved in power struggles with students, behaviors, and instead promote cooperation and positive behaviors.

### Helping Teachers Understand and Manage Stress in the Classroom

We all experience stress. When stress becomes chronic, it can particularly when it stems from the challenges of working with students who have emotional and behavioral problems, it takes a toll on our well-being, and our ability to teach effectively. This training will help teachers understand and overcome this stress. It will provide more successfully with difficult situations.

### Maintaining a Safe and Supportive Classroom

According to the work of pioneers in the field of school avoidance, when students and teachers are not working in a safe and supportive classroom, it takes a toll on our well-being, and our ability to teach effectively. This training will help teachers understand and overcome this stress. It will provide more successfully with difficult situations.

### Depression: Myths and Realities

Participants will receive information about the signs and symptoms of depression as well as how to support students who are experiencing depression. This training will help teachers understand and overcome this stress. It will provide more successfully with difficult situations.

### School Avoidance

This presentation will help teachers understand and overcome this stress. It will provide more successfully with difficult situations.

## THE CHALLENGE OF BEHAVIORAL STUDENTS: THE ESS SOLUTION

Students with significant behavioral problems can create major challenges for school districts. Safety, drop-out rates, and frequent out-of-district placements are just some of the challenges that districts must manage.

ESS has developed programming that allows these students to be successfully educated within the public school district in a wide range of environments, including self-contained classrooms, twilight programs, separate therapeutic schools and mainstream settings.

The programming is focused on providing direct clinical services to the students and their families and training and consultation for the educational professionals working with these students.

The clinical programming addresses the emotional problems and behavioral responses typically experienced, especially the stressors that stem from traumatic events, trauma, trauma, trauma, verbal abuse, intimidation, property destruction and the rules and structure of the school.

ESS has developed a "Trauma-Attuned Model" (TAM), a program that integrates a number of therapies helping students manage their reactions and problematic behaviors. TAM strategies to be used throughout the day, particularly in the interaction in the school inadvertently stimulates

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25 DeForest Ave., Suite 310  
Summit, NJ 07901  
Phone (973) 298-9854  
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# insights

January  
2014

## The Nurtured Heart Approach

Originally, *The Nurtured Heart Approach* (NHA) was created by Howard Glasser, MA as a social-emotional strategy to transform "the difficult child." Since then, the approach has been extended across a variety of disciplines and settings, including schools and workplaces.

NHA combines aspects of a variety of evidence-based psychological practices, including cognitive-behavioral therapy and positive psychology. Until recently, only a handful of educational studies had demonstrated positive effects on behavior and educational achievement following the implementation of some type of social-emotional learning program. The authors of a 2013 study, however, demonstrate that a positive school climate significantly contributes to both academic success and healthy behavioral outcomes, and argue that "school climate is a malleable factor" that districts can manipulate using social-emotional programs such as NHA.

NHA emphasizes the support and nurturance of relationships, while maximizing the powerful reinforcement value of interpersonal connectedness. It teaches adults to use a distinctly different relational energy when interacting with students who are displaying desired behaviors, as compared with when they are not. The approach offers three "stands" that school staff can adopt to create a *Nurtured Heart* culture within a school:

- Refuse to energize negativity; avoid getting drawn in when a student misbehaves.
- Relentlessly energize the positive, recognizing each student's successes, both large and small.
- Clearly, and matter-of-factly, enforce the school's rules and limits.

In adopting these "stands," adults show their hearts to students, that is, become fully engaged with them, only when students display even the smallest approximation of behaviors that ultimately will reveal their greatness. "Greatness" includes qualities such as

Insights is published by ESS as a service for educational professionals. Each issue highlights an important research article and provides practical applications of the findings for the classroom and the school environment.

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# insights

November  
2017

## Creating Trauma-Attuned School Environments

The National Child Traumatic Stress Network estimates that between 25 and 40% of students have been exposed to traumatic stressors. These stressors can be one-time events such as accidents or natural disasters, or can extend over long periods of time, including serious illness, abuse or neglect, and exposure to racism, poverty or violence.

While not all individuals impacted by trauma develop Post-Traumatic Stress Disorder, trauma exposure can cause cognitive, biological, behavioral, and emotional symptoms such as poor concentration and intrusive thoughts, poor sleep and digestive symptoms, school avoidance and aggressive or defiant behaviors, fearfulness, anxiety, and anger. Chronic stress places a child in perpetual "fight or flight" mode, and neurological studies have shown that this affects brain functioning and thus the child's ability to learn and develop normally.

Motivated by the high percentage of students who have been exposed to trauma, and the potentially devastating effects on growth and development, numerous researchers have contributed to the creation of school-based healing models. "Trauma-attuned" approaches are not new and have been implemented in many settings, including medical/psychiatric practices and within the judicial system. These approaches are grounded in the belief that problematic behaviors and emotional reactions are a direct result of one's experiences, and are developed to survive trauma, and to create a sense of safety. These "Survival Skills," while self-defeating in many ways (e.g. aggression, poor hygiene, "not caring" about school work), were developed to address both real and perceived threats. When students act out or disengage, therefore, the question we should ask is not "what's wrong with you?" but rather "what happened to you?"

The goal of trauma-attuned programs is to help students modify their survival skills to be more successful in school and in life. Educators can help break the cycle of trauma and more readily engage a child in learning by adopting a strength-based stance, while enhancing students' emotional regulation and attachment capacity.

1. Help students understand that their current Survival Skills reflect strength and resilience even though self-defeating

kindness, compassion, wisdom, cooperativeness, and all the aspects of character that contribute to success and emotional resilience.

One critical aspect of NHA is the ability to teach adults to recognize what is "rich" in the youngster in front of you, and to choose "nutritious" words to describe what about the student's behavior. For example:

- Instead of saying "Great work on your report," say "Your report on the project was organized, and on time, and I saw you showed by keeping the rule, and helping others find..."
- Instead of saying "I see that you're not motivated," say "You are sitting at your desk and your notebook is open. How motivated are you?"

By practicing this type of feedback, teachers can create a positive classroom climate. ■

Reference:  
Voight, A., Austin, G., and Herlihy, J. (2013). How school climate distinguishes high-achieving from low-achieving students. *Journal of Educational Psychology*, 105(1), 1-10.

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The mission of Effective School Solutions is to provide high quality and cost-effective in-district clinical services for students with emotional and behavioral problems.

Insights is published by ESS as a service for educational professionals. Each issue highlights an important research article and provides practical applications of the findings for the classroom and the school environment.

### Resources:

McInerney, M. & McKindon, A. *Unlocking The Door To Learning*. <http://www.eli-pa.org/resources/unlocking-the-door-to-learning-trauma-informed-classrooms-and-transformational-schools/>

Bruscia, T., Waters, L., & Stokas, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, Vol. 85, No. 1, 3-9.

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The mission of Effective School Solutions is to provide high quality and cost-effective in-district clinical services for students with emotional and behavioral problems.

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# ESS Supervision and Quality Management

Key to ESS success is a system of clinical supervision that brings another level of expertise and program monitoring, which includes:

- Executive Regional Director and Regional Clinical Director are on site 1 day per week as well as on call 24/7.
- Quality Management (QM)- The QM team monitors each program's documentation, and high risk issues – up to 10 hours per week.

# Highly Experienced Staff

- ESS staff are all highly accomplished mental health professionals who have extensive experience treating adolescents with significant emotional and behavioral problems. A first job upon graduation is never available at ESS!
- ESS guarantees the quality and responsiveness of its staff.
- Each full-time staff member is available one evening each week for family sessions
- ESS staff assist in facilitation of Learning Strategies.
- The overall success of ESS is tied to how our therapists operate our protocols under the supervision of the regional clinical director and under the scrutiny of our quality management staff.



# Working with School Leadership

**Weekly administrative meetings** are focused on summarizing progress of students with the ESS cohort with key members of leadership, guidance and the CST.

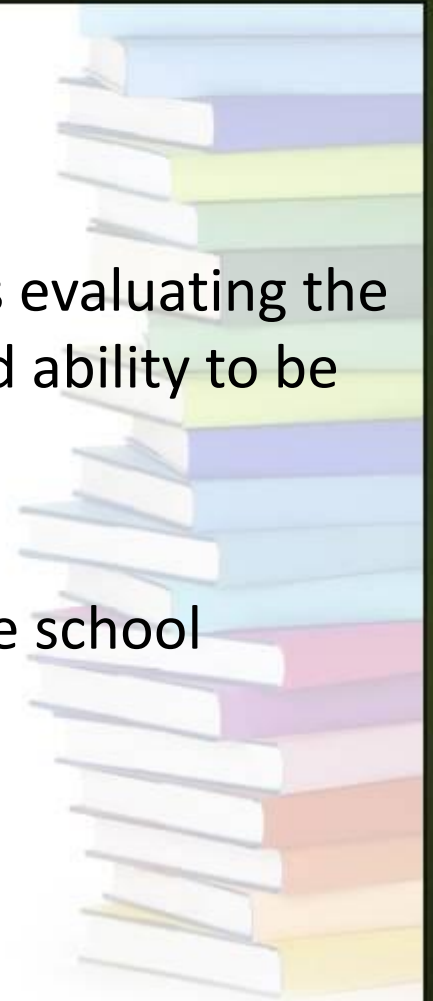
**Monthly Principal/ DSS meetings** are smaller intimate meetings that provide an environment to share evolution of the program and discuss particularly at risk students.

**Open House and CST lunches** are a means to further integrate ESS into the schools we are working in.



# Objective Measurement

- ESS collects and reports on objective measures evaluating the impact of services on student performance and ability to be maintained within the district.
- Student performance data is collected from the school database.
- ESS also collects parent satisfaction data.

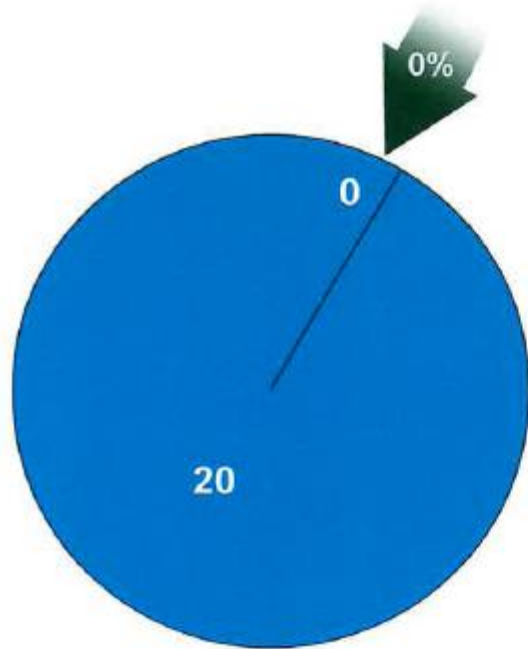


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# ESS RESULTS

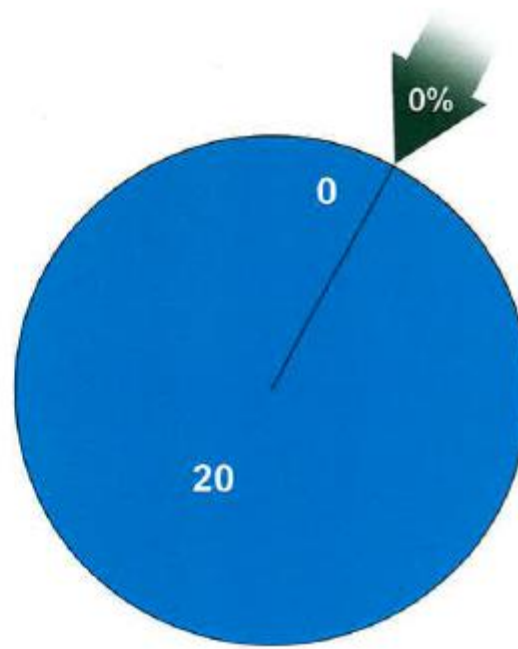
Weston High School

2016 -2018





## Out-of-District Placements

-  Total ESS Students Enrolled
-  Total ESS Students Sent Out-of-District



## Home Instruction Placement (HI)

-  Total ESS Students Enrolled
-  Total ESS Students Referred HI

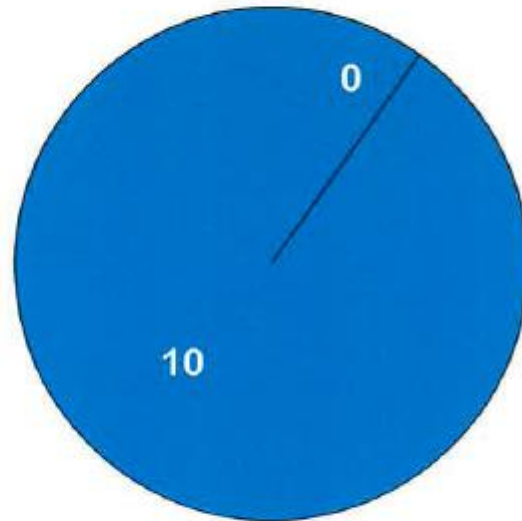


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# ESS RESULTS

Weston High School  
2017 -2018



## Assessment Conversion

-  *Students Assessed and Enrolled in ESS*
-  *Students Assessed and Not Enrolled in ESS*



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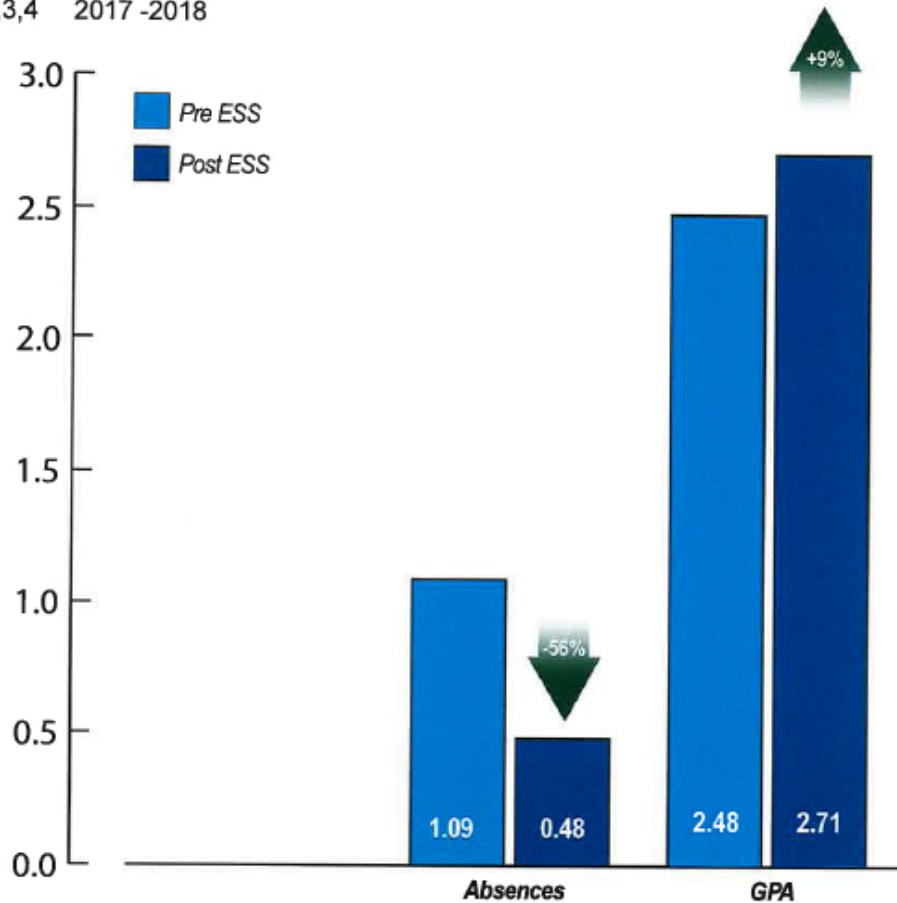
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# ESS RESULTS

## Weston High School

MP 1,2,3,4 2017 -2018



Above data represents the average of ESS high school student performance over the designated marking periods of the school year.



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# PARENT SATISFACTION SURVEY

## Weston High School 2017-2018

Question	% Strongly Agree/Agree	% Strongly Disagree/Disagree
1. I have been treated with respect.	100%	0%
2. My family's right to privacy & confidentiality has been respected.	100%	0%
3. This program is helping my child.	100%	0%
4. I have sufficient opportunities to speak with staff.	100%	0%
5. I understand that my participation in the ESS program can help my child's behavior improve at school and home.	100%	0%
6. The counseling staff understands my family's situation.	100%	0%
7. This program is helping me cope with my child.	100%	0%



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# Parent Comments

- “Program was very helpful for my child. The therapist was a wonderful help. She helped me and my child cope with his behavior and he improved during this time. She understands my child and his problems and was always there for him.”
- “My kids are just that... kids! There is so much the therapists can do for them... Eventually it’s up to them.”
- “ESS has been a crucial support to us as parents when we are confronted with situations that we have difficulty responding to and ESS has given us some new tools and option ideas. We feel sincerely understood and can see that our child is cared for. The staff has been enthusiastically available when we need them. We are very grateful.”
- “This is a GREAT program!”
- “The therapists are concerned, involved, and helpful. I cant say enough how valuable it has been working with the therapist. She has helped make a tough year more manageable and we are grateful for the program.”
- “Counselors are always available to talk and are very supportive.”

# Weston Middle School 2018-2019 School Year

- In addition to the clinical services ESS is already providing to Weston High School, ESS is providing at no additional cost the following clinical and supportive services at the Middle School:
  - Assessment and referral for middle school students
  - Clinical consultation and review with middle school staff
  - Individual Therapy
  - Family Therapy and Consultation



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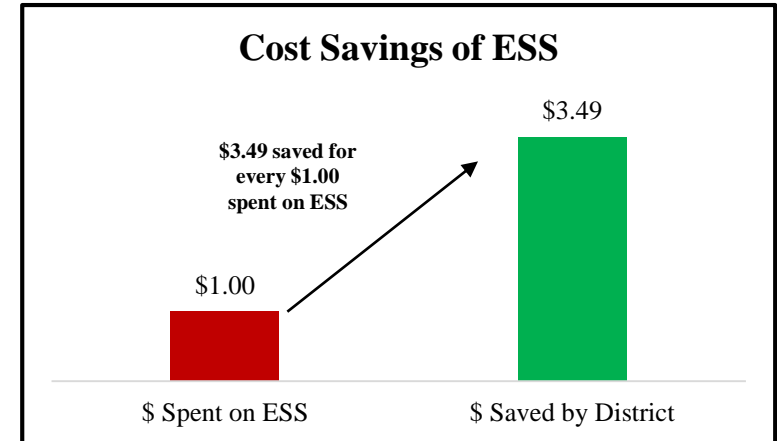
# EFFECTIVE SCHOOL SOLUTIONS

## Saving Weston Money & Improving Students' Lives

ESS is proud of our program in the Weston Public School District ("Weston"). Below shares some of the results from this program.

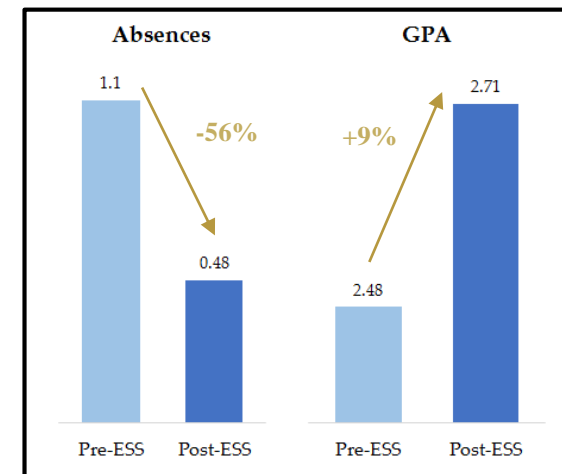
### Saves the District Money:

- ESS saves Weston \$3.49 for every \$1.00 spent on the ESS program\*.
  - An average of 31% of students enrolled in all of ESS's programs would have been sent out-of-district (ODP) if they were not in our specific program.
  - The typical cost for an ODP can run over \$80,000 per student.
- The current ESS program is saving Weston \$960,000.



### Improves Students' Lives:

- ESS's team of experienced licensed social workers work along side your teachers and administrators to help support students with emotional and behavioral problems.
  - The results speak for themselves\*:
    - 56% decrease in Absences
    - 9% increase in GPA



\*Assumes a student would typically spend an average of three years ODP

ESS values being the District's partner: Providing significant cost savings & improving lives

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** July 30, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Effective School Contract for 2018-2019

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**Attached contract between Weston Public Schools and Effective School Services for services provided in 2018-209 school year.**

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

## AGREEMENT

This Agreement made this \_\_\_\_ day of \_\_\_\_\_, 2018 between Effective School Solutions, LLC which has offices located at 24 Deforest Ave, Suite 310, Summit, New Jersey 07901 (hereinafter referred to as “Effective School Solutions”), by and through its authorized representative, and the Weston Board of Education, which has offices located at 24 School Road, Weston, CT 06883 (hereinafter referred to as the “Board of Education”), by and through its authorized representative (sometimes hereinafter, collectively, “the parties”),

WHEREAS, Effective School Solutions provides therapeutic mental health services through licensed professionals to students in public school districts; and

WHEREAS, the Board of Education is desirous of procuring such services from Effective School Solutions for students enrolled at Weston High School (hereinafter referred to as the “School”); and

WHEREAS, Effective School Solutions and the Board of Education are desirous of entering into a contract for the provision of therapeutic mental health services for the 2018 summer program (“summer program”, defined as a five-week program scheduled during the months of July and August 2018) as well as during regular 2018-2019 school year (“school year program”, beginning with the opening of school in August 2018 and ending with the end of the school year in June, 2019; and

WHEREAS, the Board of Education has the requisite legal authority to enter into an agreement to procure mental health services from Effective School Solutions.

NOW THEREFORE, based on the foregoing recitals, and in consideration of the mutual promises and covenants of the parties set forth below, the parties agree as follows:

1.

(a) Effective School Solutions shall provide the services of two (2) full time Connecticut licensed mental health professionals who are trained and experienced in adolescent psychiatric treatment and employed by Effective School Solutions (“the mental health professionals”) during the school year program and one such professional during the summer program. The Board of Education, acting through its administration, may interview the two (2) full time mental health professionals described above (whether they are employees or contractors) prior to their beginning their services with Weston

Public Schools. If following such interviews, the Board of Education objects to any such mental health professional working with Weston Public Schools, Effective School Solutions shall not utilize them to provide services under this Agreement. The interviews described herein may be conducted prior to such licensed mental health professionals employment with Effective School Solutions or thereafter. If the Board of Education is not satisfied with the services provided by a licensed mental health professional assigned by Effective School Solutions (whether an employee or contractor), the Board may request a change in the professional assigned, which change shall be effectuated no later than seventy-five (75) days from the date Effective School Solutions receives the request in writing. Effective School Solutions agrees that time is of the essence for any such replacements and will use its best efforts to effectuate the change in the professional assigned sooner than seventy-five (75) days. Any replacement for a formerly assigned licensed mental health professional will be interviewed and approved by the Board of Education, acting through its administration, prior to providing services in Weston Public Schools as described in this Section.

(b) The mental health professionals described in this Section shall work under the direction and supervision of a regional director employed by Effective School Solutions, and in cooperation with staff designated by the School. The mental health professionals, including the regional director, shall be employed by Effective School Solutions and shall not be employed by the Board of Education, and Effective School Solutions shall be solely responsible for compliance with all state and federal laws pertaining to their employees and the payment and withholding of all applicable wages and taxes. Effective School Solutions agrees that all of its employees, substitutes, agents, and/or contractors who provide services under this Agreement will be properly licensed for the services that they provide hereunder.

(c) Effective School Solutions shall not discriminate in its hiring of its employees, contractors, substitutes or agents or its treatment of students or staff on the basis of race, gender, ethnic background, religion, sexual orientation, gender identity, disability, age, or on any other basis prohibited by state or federal law. Effective School Solutions shall be considered an independent contractor for all purposes, and nothing in this Agreement



shall be deemed to make the parties partners of joint ventures or to make either party the employer or employee of the other.

(d) The licensed mental health professionals, substitute licensed mental health professionals, and other employees, contractors, and agents employed by Effective School Solutions, and providing services to Weston Public Schools students, shall satisfy the requirements of the criminal history and child abuse and neglect registry records checks prescribed by Connecticut General Statutes Section 10-221 and Board of Education Policy 4111.3 before providing services to the Board of Education. In addition to submitting to the background checks required by law, the licensed mental health care professionals, substitutes, other employees, contractors, and agents will also undergo a criminal “outside background check” as prescribed by Board of Education Policy 4111.3 Section C(6). With regard to any and all required criminal history and child abuse and neglect registry records checks prescribed by Connecticut General Statutes Section 10-221, the Board of Education agrees to conduct all necessary checks in a timely manner on behalf of ESS. ESS shall provide any and all relevant information it has in its possession with regard to these checks to the district. The District will inform ESS when its mental health professional’s required checks have been returned and that the mental health professional has been cleared to continue working. ESS will reimburse the Board of Education for any costs associated with the background checks and outside background checks. These mental health professionals shall be present at all times when School is in session. When mental health professionals are required to work outside of the normal school/work day for family educational training and/or other sessions, he/she will be entitled to take “compensation time” on another date, provided such compensation time does not conflict with required and/or scheduled student and/or family sessions.

(e) This Agreement will expire on June 30, 2018 unless it is extended by mutual written agreement of the parties.

2. Effective School Solutions shall provide therapeutic mental health services for up to eighteen (18) students during the school year program (hereinafter referred to as the “cohort”) enrolled at the School at any given time, as described more specifically in Paragraph Three (“3”) below, for the period beginning with the start of the school year in August and ending with the conclusion of the school year in June 2019. During the summer program, Effective School

Solutions shall provide therapeutic mental health services for up to ten (10) students enrolled at the School, as described more specifically in Paragraph Three (“3”). During the two weeks prior to the onset of the school year, Effective School Solutions shall meet with students and their parents who are going to be in the cohort to complete an evaluation and the necessary consents. The students in the cohort need not necessarily be the same students for the entire period. The parties acknowledge that it is understood that an outpatient mental health clinic license from the Connecticut Department of Public Health is required to provide services for students eighteen (18) years of age or older, and that Effective School Solutions has the required license and will only provide services to students who are eighteen (18) years of age as long as it has said license. In the event that Effective School Solutions no longer has the required license after the execution of this agreement, it will notify the Board of Education who may, in its sole discretion, terminate this Agreement. If the Department of Health ever deems that a license is no longer required, ESS will inform the Board of Education as such and continue to provide services for students 18 and older.

3. Students shall participate in the cohort only after being recommended by staff designated by the Board of Education and approved by ESS. Unless ESS, in consultation with the appropriate school staff, determines otherwise, Effective School Solutions agrees to provide the following therapeutic mental health services during the school year program:

- (a) one (1) individual psychotherapy session each week for each student;
- (b) one (1) daily group therapy session, in which the number of students assigned to a specific group shall not be greater than eleven (11) on a consistent basis; and
- (c) one (1) family therapy session as needed for each family, but generally twice per month.
- (d) one (1) multifamily psycho-educational group session each month.

Unless ESS, in consultation with the appropriate school staff, determines otherwise, Effective School Solutions agrees to provide the following therapeutic mental health services during the summer program:

- (a) one (1) individual or family psychotherapy session every other week for each student;
- two (2) group therapy sessions each week.

4. In the event one of the licensed mental health professionals is absent, if so

requested by the Board of Education, Effective School Solutions shall exert its best efforts to assign a qualified substitute to provide the services. If a substitute cannot be obtained, Effective School Solutions shall provide the Board of Education with a credit (at a rate of \$200 per day) for days of service missed after there has been a total of seven (7) missed days in a school year. However, if Effective School Solutions staff is absent for any reason, Effective School Solutions shall make qualified staff available to provide compensatory services to any student whose individualized education program (“IEP”) or Section 504 Plan requires such services in order to be implemented in substantial compliance with the obligation of the Board of Education to provide a free appropriate public education.

5. In addition to the services listed in Paragraph Three (“3”) of this Agreement, during the school year,

Effective School Solutions shall during the school year program:

- (a) if so requested by the Board of Education, direct its mental health professionals to participate for up to four (4) days per full school week in a teacher-led student skills class that is solely comprised of students in the cohort;
- (b) if so requested by the Board of Education, have one (1) mental health professional assist an appropriately trained school employee, as per subparagraph (d) below, to assist in implementing one (1) daily lunch period group at the School that is solely comprised of students in the cohort;
- (c) ensure that a mental health professional attend PPT, Section 504 Multidisciplinary Team, and SAT meetings, as needed, for students either in the cohort or being considered for enrollment in the cohort, provided that they do not conflict with the other scheduled services outlined in this Agreement; and
- (d) provide up to six (6) hours of in-service training to certified and noncertified staff who have assigned responsibility to students at the School during normal school hours on regularly scheduled school days or staff development days.

6. Effective School Solutions shall provide all the services outlined in this Agreement during normal school hours on regularly scheduled school days during the school year program, except that family sessions may be scheduled at the School during evening hours by Effective School Solutions. If the student is absent on the date the individual or family therapy session is scheduled, or school is not held on the scheduled day for the services, ESS will

use its best efforts to reschedule the missed session. The summer program shall be provided during the hours and days agreed upon by Effective School Solutions and the Board of Education.

7. The Board of Education shall provide Effective School Solutions with:

- (a) a confidential office for the mental health professionals to provide individual therapy sessions at the School;
- (b) a classroom or similar space to conduct group therapy sessions,;
- (c) filing cabinet(s) with locking mechanisms to secure confidential records;
- (d) use of telephones and computers with internet capabilities for each mental health professional at no cost to Effective School Solutions; and
- (e) access to the School's database tracking the student educational records including grades, attendance rates and disciplinary incidents for each student in the cohort provided services by Effective School Solutions, provided that the mental health professionals have a legitimate educational interest in the student educational records, in a manner prescribed by the Board of Education, subject to state and federal requirements for confidentiality of student records and personally identifiable student information. To the extent that confidential student records or other information comes into the possession of Effective School Solutions, Effective School Solutions shall not further disclose that information without appropriate parental consent. All employees, contractors, and agents of Effective School Solutions with access to confidential student educational records understand that they are bound by the requirements of the Family Educational Rights and Privacy Act ("FERPA") and Board of Education Policy 5125 and will be trained regarding the standards and effect of the FERPA and Board of Education Policy 5125.

8. Effective School Solutions shall be designated as a "school official" by the Board of Education for the purpose of providing services to students pursuant to the terms of this Agreement. All records of the services provided by Effective School Solutions to students of the Board of Education shall be considered Education Records pursuant to FERPA and shall be

maintained by Effective School Solutions in accordance with applicable law and Board of Education policy on behalf of the Board of Education. Effective School Solutions shall make all records of services provided to such students in the cohort available to the Board of Education upon request or as required in order to deliver services to the student at issue, including but not limited to, in the event of a due process hearing under state or federal law. Effective School Solutions shall provide parents/students with an acknowledgement for their signature which confirms that any information received by Effective School Solutions from the student may become part of the student's educational records retained by the Board of Education. Once a student is no longer receiving services, Effective School Solutions shall deliver all original records pertaining to that student to the Board of Education for future reference, and any copies retained by Effective School Solutions shall continue to be treated as Educational Records pursuant to FERPA.

9. All computers furnished by the Board of Education in accordance with the terms of this Agreement shall be password protected with access limited to Effective School Solutions and authorized personnel of the Board of Education. The Board of Education shall ensure that there will not be any unauthorized access to the confidential information contained on any such computer. Effective School Solutions personnel understands and agrees that it will access student educational records only to the extent required to provide designated services or for those records in which it has a legitimate educational interest.

10. The School and Effective School Solutions shall work collaboratively to identify students from the School who are appropriate referrals to the cohort. Effective School Solutions shall accept appropriate referrals from the School to the cohort, including but not limited to students who are referred by the PPT, Section 504 Team, and/or SAT. It is within the sole discretion of Effective School Solutions to determine whether a student can enter or remain in the cohort once the student has been referred by the School for the services outlined in this Agreement. However, it is expressly understood that the primary reason for Effective School Solutions to either reject a student or remove a student from the cohort, after considering the input of the appropriate personnel of the School, is a student's unwillingness to appropriately participate in the services outlined in this Agreement or, in the sole opinion of Effective School Solutions staff, the student is a danger to himself/herself or others, in which case Effective School Solutions shall notify the Director of Pupil Personnel Services and School Principal

immediately. In the event that a student in the cohort becomes the subject of a due process hearing or other dispute concerning students with disabilities, Effective School Solutions agrees to make its employees, agents, and contractors available to testify in the due process hearing or other dispute resolution process at no additional cost to the Board of Education.

11. The School agrees to provide training to the mental health professionals with regard to Child Find obligations under the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of the Rehabilitation Act (“Section 504”). Effective School Solutions agrees that the mental health professionals working in the School will comply with said Child Find obligations by making appropriate referrals to the Director of Pupil Personnel Services or the School Principal.

12. In accordance with Connecticut General Statutes Section 10-212b, Effective School Solutions agrees that no one in its employ, including but not limited to the mental health professionals, licensed clinical social workers and psychiatrists, shall recommend the use of psychotropic drugs as part of the services provided through this Agreement. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants. Moreover, such individuals may not require that a student obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 USC 801 et seq.) in order for the student to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a student’s eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, Effective School Solutions employees may recommend that a student be evaluated by an appropriate medical practitioner and may consult with such practitioner with the consent of the parents or guardian of such student.

13. Effective School Solutions and its agents, contractors, and employees may learn certain information as part of the delivery of the services contemplated by this Agreement that is confidential regarding students, faculty and staff of the Weston Public Schools, including but not limited to confidential information contained in educational records, personnel records, and mental health records and information. While such information may be disclosed to Effective School Solutions and its employees, contractors, and agents only in order to effectively deliver services to students in the cohort, Effective School Solutions agrees and understands that such

information must be maintained as confidential and cannot be further disclosed without prior written permission from Weston Public Schools. In addition, in the case of educational and mental health records and information, prior written permission must be obtained by the student's parent(s)/guardian(s) prior to any further disclosure.

14. In the event that Effective School Solutions or any employee, contractor, or agent of Effective School Solutions knows or has reason to believe that a child has been or is being abused or neglected as that term is defined under the Connecticut General Statutes Section 46b-120, Effective School Solutions shall fulfill its responsibility to report such suspected abuse or neglect to the Department of Children and Families (DCF) as required by the applicable mandated reporter requirements, including but not limited to Connecticut General Statutes Section 17a-101a. Effective School Solutions agrees to advise the Director of Pupil Personnel Services when a report of abuse or neglect is made to DCF or a law enforcement agency regarding a student of Weston Public Schools within twelve (12) hours of having made such report to DCF or a law enforcement agency. Effective School Solutions further agrees to provide the Director of Pupil Personnel Services with any information provided to DCF. Effective School Solutions represents and warrants that it is aware of its obligations concerning mandated reporting of suspected child abuse and neglect and that it has trained its employees, contractors, and agents with respect to those obligations.

15. The Board of Education shall pay Effective School Solutions two-hundred and eighty thousand five-hundred dollars (\$280,500) for the services set forth in this Agreement, including the summer program. Payment shall be made in ten (10) equal and consecutive monthly installments of twenty-eight thousand and fifty dollars (\$28,050). The first payment shall be due on September 1, 2018 and shall be due on the first day of every month thereafter. The Board of Education shall furnish Effective School Solutions invoices to the Board of Education with vouchers which Effective School Solutions shall execute and timely submit for payment. Unless otherwise required by law, the Board of Education shall not release the terms and conditions of this Agreement, including but not limited to the financial terms of this Agreement, to any person and/or entity. Effective School Solutions acknowledges that this Agreement is subject to disclosure under the Freedom of Information Act.

16. This Agreement may be terminated upon written notice for Cause. With respect to the termination of the Agreement by the Board of Education, the term "Cause" means the

following: gross negligence or willful misconduct of an Effective School Solutions employee, agent or contractor that is injurious to the Board of Education, its employees and/or agents, a Weston Public Schools student(s), and/or the family of a Weston Public Schools student; or the material breach by Effective School Solutions, its employees, agents, or contractors of any provision of this Agreement as determined by the Board of Education and failure to cure same within five (5) business days after receipt of written notice of such breach. With respect to the termination of the Agreement by Effective School Solutions, the term “Cause” means the following: The Board of Education’s substantial failure to cooperate with Effective School Solutions; or the material breach by the Board of Education of any provision of this Agreement as determined by Effective School Solutions and, in each case, failure to cure same within five (5) business days after receipt of written notice of such failure or breach. The parties hereby agree that the Board of Education’s failure to pay the amount due under this Agreement for two (2) consecutive months shall constitute a material breach of this Agreement. In the event that this Agreement is terminated for Cause, or if the parties do not renew this Agreement beyond June 30, 2018, the provisions of Sections 7, 8, 10, 13, 14, 17, and 18 through 28 of this Agreement will survive any such termination.

17.

(a) Effective School Solutions shall maintain general liability insurance coverage in the minimum amount of \$1,000,000.00, as well as excess/umbrella insurance coverage in the amount of \$6,000,000 to cover any and all liability arising out of and/or related to the provisions of therapeutic mental health services by Effective School Solutions to the Board of Education. The Board of Education will be listed as an additional insured on such general liability insurance coverage and excess/umbrella insurance coverage. Effective School Solutions shall furnish the Board of Education with a copy of the certificate of insurance, including evidence of specific coverage for sexual abuse and molestation incidents or events, prior to the rendering of the services set forth in this Agreement.

(b) In addition, each party shall indemnify, defend and hold harmless the other party and its agents and employees, including, but not limited to, their elected officials, officers, employees and assigns from any and all suits, claims, or actions of any kind whatsoever in any forum whatsoever whether in law or equity brought by any person or



equity caused by or arising out of that party's (or its employees', agents', or contractors') acts or omissions or any other wrongful conduct, under this Agreement. Each party shall have the right to select its own attorneys in connection with any legal action taken against it by a third party, and the party providing indemnification and defense shall reimburse the indemnified and defended party for all reasonable attorneys' fees and costs incurred in the defense of such legal action. In the case of a legal action between Effective School Solutions and the Board of Education, each party shall bear its own legal expenses and costs unless the action is brought to enforce the provisions of this subsection. If an action is brought by either party to enforce the provisions of this subsection, and a court or arbitrator rules in favor of the party seeking to enforce the provisions of this subsection, the non-prevailing party will reimburse the prevailing party for its reasonable attorneys' fees and expenses incurred in seeking such enforcement.

18. Effective School Solutions and the Board of Education agree that they shall not, without the prior written consent of the other, settle or compromise or consent to the entry of judgment in any pending or threatened claim, action, suit or proceeding of which indemnification may be sought pursuant to paragraph 17 above (whether or not either Effective School Solutions or the Board of Education is a named party or a potential named party to such claim, action, suit or proceeding) unless such settlement, compromise or consent includes the unconditional release of the other (and its elected officials and employees) from liability arising from such claim, action, suit or proceeding. The terms of this paragraph shall not apply in the event that the insurer handling the claim, action, suit or proceeding on behalf of a party is free to settle such claim, action, suit or proceeding without the consent of the party.

19. The Board of Education agrees that it shall not hire or otherwise use as a consultant any employee or former employee of Effective School Solutions, who provides and/or provided services to the School in particular, or the Board of Education in general, pursuant to this Agreement for a period of two (2) years from the date the employee last provided services to the Board of Education as an employee of Effective School Solutions. Additionally, the Board of Education agrees that it shall not utilize the services of any employee or former employee of Effective School Solutions, who provides and/or provided services to the School in particular, or the Board of Education in general, as an employee and/or an independent contractor of a vendor other than Effective School Solutions, as an independent contractor or otherwise with respect to

the provision of services contemplated by this Agreement, for a period of two (2) years from the date the employee last provided services to the Board of Education as an employee of Effective School Solutions. Since damages for violating this Agreement are incapable of precise calculation, the parties agree that liquidated damages in an amount equal to four (4) times the employee's salary for the time period equal to the breach of this restrictive covenant is fair and reasonable and does not constitute a penalty. The provisions of this Paragraph ("Paragraph 19") of this Agreement shall remain in full force and effect, regardless of whether the Agreement is terminated prior to the expiration of the term of this Agreement or the Agreement is not renewed by the parties upon the expiration of the term of this Agreement.

20. This Agreement is subject to all applicable federal, state and local statutes, regulations and ordinances and shall be interpreted in accordance with the laws of the State of Connecticut. This Agreement is enforceable in any State or federal court of competent jurisdiction in the State of Connecticut.

21. Failure by either party at any time to require performance by the other party or to claim a breach of any provision of this Agreement shall not be construed as a waiver of any right accruing under this Agreement; nor shall it affect any right that either party may have under the terms of this Agreement or preclude the party from seeking enforcement or claiming damages by instituting a lawsuit in a court of competent jurisdiction.

22. Neither party may transfer or assign any of its rights or obligations under this Agreement without prior written consent of the other. Any such unauthorized transfer or assignment shall be null and void.

23. The provisions of this Agreement shall apply to, bind, and inure to the benefit of each of the parties hereto, and to their respective successors, assigns, and legal representatives.

24. Neither party may use the name or any symbol or mark identified with the other party in connection with any advertising, promotional or similar materials without the written permission of the other party.

25. The parties hereto agree that this Agreement constitutes the sole and complete agreement of the parties, superseding any and all prior and/or contemporaneous agreements or understandings made or alleged to have been made by the parties, whether orally or in writing, and further agree that the provisions of this Agreement are not subject to or in addition to any conditions or understandings not expressly set forth herein. In the event that any portion of this

Agreement is deemed unenforceable by a court of competent jurisdiction, the parties agree that the remaining terms and conditions of the Agreement shall remain in full force and effect. This Agreement shall only become effective upon execution by both parties.

26. Any and all notices and demands required or desired to be given under this Agreement shall be in writing and shall be deemed to have been given upon receipt by the other party, either by personal delivery or mail. All notices required or permitted to be given pursuant to this Agreement shall be given in writing and shall be transmitted by personal delivery, overnight courier, by registered or certified mail, by telecopier or by other electronic means of confirming receipt of delivery.

27. A party may designate a new address to which notices required or permitted to be given pursuant to this Agreement shall thereafter be transmitted by giving written notice to that effect to the other party, each such notice to be deemed effective for all purposes at the time it is delivered to the addressee as indicated by return receipt or presented for delivery at the address so indicated during normal business hours.

28. Effective School Solutions represents that it and all of its employees, contractors, and agents who will provide service to Weston Public Schools students will become familiar with the Board of Education policies and administrative regulations listed below prior to providing such services. Effective School Solutions (and each of its employees, contractors, and agents) agrees to abide by the terms of such policies and administrative regulations:

- Policy 1255 – Civility
- Policy 1325 – Advertising and Promotion
- Policy 4118.11/4218.11 – Non-Discrimination
- Policy and Regulation 4118.12/4218.12 – Sex Discrimination and Sexual Harassment
- Policy and Regulation 4118.222 – Drug Free Workplace
- Policy and Regulations 4118.231/4218.231 - Alcohol, Tobacco, and Drug Free Workplace
- Regulation 4118.24 – Staff/Student Relations: Confidentiality
- Policy and Regulation 4118.25/5141.4 – Reports of Suspected Abuse or Neglect of Children

- Policy 4118.26 – Restraint and Seclusion of Personals at Risk
- Policy 4118.33 - Prohibition Concerning Recommendation for Use of Psychotropic Drugs by Students
- Policy and Regulation 4118.35 - Employee Use of District's Computer Systems and Electronic Communications
- Policy 4118.4 – Electronic Mail
- Policy 4118.5 – Social Networking, Personnel
- Policy 5141.45, Child Sexual Abuse and Assault
- Policy 6121 – Non-Discrimination: Instructional Program
- Policy 6184 - Unexpected Broadcast and Recording

In the event that the Board of Education amends any of the policies and/or regulations listed above, it will promptly provide Effective School Solutions with the amended versions. Effective School Solutions acknowledges that the terms of Board of Education policies and administrative regulations, regardless of whether they are listed above, govern all issues concerning Weston Public Schools students. The only exception would be in cases where specific language in this Agreement contradicts a policy and/or regulation at issue.

29. This Agreement is subject to ratification by the Board of Education.

IN WITNESS WHEREOF, the parties have hereunto set their hand and seals the day and year first above written.

Witness: EFFECTIVE SCHOOL SOLUTIONS, LLC

\_\_\_\_\_ By: \_\_\_\_\_

Witness: WESTON BOARD OF EDUCATION

\_\_\_\_\_

By: \_\_\_\_\_

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** July 30, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Graduation Tent Accountability

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**Update to the Board of Education on expenditures for the June 2018 Graduation and positive balance against total of private donations.**

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



Weston Public Schools  
Office of the Superintendent  
William S. McKersie, Ph.D.

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## MEMORANDUM

To: Weston Board of Education  
Date: July 25, 2018  
Subject: Final Report on Graduation 2018 Tent Expenditures

### Background

On May 11, Lisa Deorio and I sent a memo to all Class of 2018 students and families announcing the approval of private donations to cover the cost of the graduation tent. The memo listed the budget for the use of a graduation tent. The memo also stated that a final reporting on the cost of the graduation tent and the use of funds would be reported to the BOE, and thus the WPS community, at the July 2018 BOE Meeting. (A copy of May 11, 2018 Memo is attached.)

### Final Expense Report

Richard Rudl has compiled the final expenses for the use of the graduation tent. The detailed explanation is found in the attached memo (July 23, 2018). As noted, there is a positive balance of \$372. The plan is for Lisa Deorio to coordinate with tent donors in August-September 2018 on the use of the extra funds. I anticipate a final decision by the end of September 2018.

I look forward to discussing this matter with the BOE at the July 30, 2018 BOE Meeting.

### Attachments:

Class of Notice of Graduation Venue Final 051118  
Graduation Accounting Memo Rudl 072318

# Weston Public Schools



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

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

Telephone: (203) 291-1401  
FAX: (203) 291-1415

May 11, 2018

TO: Students and Families for the Class of 2018  
FROM: William S. McKersie, Ph.D., Superintendent, and Lisa Deorio, Principal  
RE: Graduation Venue – Will Allow Private Funding for the Tent

## **Graduation 2018**

Many students and families over the past two weeks have expressed questions about not having the tent as the venue for graduation for the Class of 2018. The Superintendent's decision not to use a tent was because of a severe financial shortfall in this fiscal year, and the need to protect against such a shortfall next year. The tent became a necessary, but painful, reduction in budget cutting that has had to occur to protect and preserve the highest priority curricular and co-curricular programs and opportunities we provide Weston students.

While most students and families have understood the financial necessity of the cut, many have asked why private donations could not be used to pay for the tent. **After carefully considering the range of points raised in meetings, phone calls and multiple emails, the Superintendent has decided to allow the tent to be paid for by private donations.**

We have determined that we can provide the Class of 2018 a commencement under the tent for the cost listed below. The firm which has provided the tent and all associated services in the past has made itself available. However, we have to make a full and final financial commitment to the firm no later than **Friday, May 18, 2018**. Thus, the challenge is that all funds must be raised and submitted to the Superintendent's Office **no later than Thursday, May 17, 2018** in the form of a single, certified bank check. **The required amount is \$21,500:**

1. Tent (Set-up, take-down, lighting, etc.)	\$15,500
2. Overtime Costs for security, custodians, site preparation and clean-up	\$ 3,200
3. Contingency (15%)	\$ 2,800
<b>TOTAL</b>	<b>\$21,500</b>

Donations and gifts must be made to a *GoFundMe* account. Several parents have volunteered to manage the process for the high school. We will send the *GoFundMe* link to all senior families over the weekend. Please note that there will be **no special provisions, services or opportunities provided in exchange for gifts or donations**. A final reporting on the cost of graduation and the use of funds will be reported to the BOE, and thus the full WPS Community, at the July 2018 BOE Meeting.

## **Future Year Graduations**

Private funding for a graduation tent will have to be the practice for the foreseeable future. The Weston Public Schools cannot afford to pay for a tent. Henceforth, a Graduation Committee (chaired by the WHS Principal, with staff, PTO and student representation) will be established in the fall of each school year to make all plans for commencement, including the recommendation on venue (i.e., tent, football stadium, gym, or other location). If the tent is the chosen venue, private funding will be required. The final decision would still be made by the Superintendent and WHS Principal, based on the Graduation Committee's multiple months of work and recommendations.

Weston Public Schools

*Empowering Each Student to Achieve Success and Contribute to Our Global Society*





July 23, 2018



To: William McKersie, Ph.D., Superintendent of Schools

From: Richard Rudl, Director of Finance & Operations

Subject: Graduation Expenses

The memo dated May 11, 2018 from Superintendent Dr. William McKersie outlined the required amount needed to fundraise to provide a graduation tent for the class of 2018. The amount fundraised was \$21,500, which provided a budget for the following items:

1. Tent (Set-up, take-down, lighting, etc)	\$15,500
2. Overtime Cost for Security, Custodians, Site Preparation, clean up)	\$3,200
3. Contingency (15%)	\$2,800
<b>Total:</b>	<b>\$21,500</b>

Now that graduation is complete and we are in the process of finalizing the FY 18 financials, below is a breakdown of the actual cost compared to budget:

<b>Item</b>	<b>Cost</b>	<b>Budget</b>	<b>Surplus/Overage</b>
Graduation Tent	\$15,385	\$15,500	\$115
Overtime, Police Presence and Fire Duty	\$3,307	\$3,200	\$(107)
Contingency:			
Tent Monitoring	\$2,111	\$2,800	\$364
Additional Weston Police Officer	\$325		
Subtotal:	\$2,436		
<b>Total</b>	<b>\$21,128</b>	<b>\$21,500</b>	<b>\$372</b>

The balance remaining is \$372 from the donation.

**Minutes  
Facilities Committee  
June 25, 2018**

Present:

Gina Albert, Committee Member  
William McKersie, Superintendent of Schools  
Joseph Olenik, Director of Facilities

Absent:

Ellen Uzenoff, Committee Chair  
Sara Spaulding, Committee Member  
Richard Rudl, Director of Finance and Operations

Guests:

Rone Baldwin, Weston Board of Finance Member  
Richard Wolf, Weston Building Committee Member  
Dan Doak, Principal, Weston Middle School  
Dan McNeill, Weston Resident  
Tony Pesco, Weston Resident

The meeting was called to order by Mr. Olenik at 7:06 p.m.

Walk-Through of Weston Middle School to Review 10 Year Facilities Study Suggestions:

- The Committee conducted a walk-through of the middle school in order to review the improvements and repairs that were recommended by Silver Petrucelli in their 10 Year Facilities Feasibility Study. The Committee will discuss the walk-through at the next regularly scheduled Facilities Committee meeting.

There being no further business to discuss, the Committee adjourned at 8:30 p.m.

Respectfully submitted,

Andrew Galli  
Administrative Assistant to the Director of Finance and Operations

**Minutes  
Finance Committee  
June 8, 2018**

Present:

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

Absent:

Tony Pesco, Committee Member

Guests:

Ellen Uzenoff, Weston Resident

The meeting was called to order by Ms. Blechinger at 8:18 a.m.

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

- Mr. Rudl reported a projected fund balance for FY 2018 of \$0 with encumbrances totaling \$5,970,731 against a budget of \$50,969,373 after the supplemental appropriation of \$1,061,852 which was approved by the Board of Finance.
- Mr. Rudl informed the Committee that the report reflects transfers totaling \$178,159. Of these transfers, nine are in excess of \$5,000. Among these are included \$17,815 due to the fact that the entitlement cap was changed by the State resulting in a reduction in the final Excess Cost Payment for FY18, \$14,562 to repair the chiller at the elementary school, \$12,749 to cover increased electricity costs, \$10,000 for contracted OT/PT costs, \$7,664 to cover increased heating costs, and \$7,415 for an adjustment to an encumbrance hold for unilateral agreements.
- Regarding the Internal Services Fund, Mr. Rudl reported that the current fund balance is \$1,904,681 and the negative net change is now (\$400,650). Claims for May were higher than anticipated and the same will probably be true for June as well. This is due in large part to the fact that employees are trying to make all their medical appointments before the District switches insurance carriers on July 1.

- Regarding health insurance claims, Mr. Rudl reported that there are nine employees (which is higher than usual) who are above the Individual Stop Loss (\$175,000), seven employees between \$75,000 and \$174,999, and 11 employees between \$50,000 and \$75,000.

- Mr. Rudl identified two areas which account for a total shortfall of (\$77,438). These areas include the technology lease, which was not approved by the Board of Selectmen, and the cost for additional physical therapy requirements for students. Mr. Rudl also identified some surplus areas which will be used to completely offset this deficit, including a proposed draw down on the Internal Services Fund to be repaid back over FY19, an open choice bonus, and non-resident tuition. Once these are applied, the shortfall will be negated and the projected year-end balance will be \$0.

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

- Mr. Rudl reported that the current projected Special Education out-of-district tuition has increased slightly from April, and the balance is \$3.08 million. This increase is due to unilateral placements. Taking into account the transfers approved by the Board to date, and the supplemental appropriation approved by the Board of Selectmen, there will be \$67 remaining.

The Committee discussed the following items regarding the Excess Cost Grant:

- Mr. Rudl informed the Committee that the Excess Cost Grant due to Weston, without the initial entitlement cap was \$971,408 and when the 74.5% cap was implemented, the reimbursement was reduced to \$723,830. The State has since revised the cap to 72.7%, lowering again the amount due to the District to \$706,015. This resulted in a reduction in anticipated excess cost revenue of \$17,815.

The Committee discussed the following regarding and update on the science research purchases:

- Mr. Rudl reported that to date \$50,000 worth of equipment has been purchased using a combination of WEF, PTO and Title IV grants. Delivery and installation is being scheduled for this month.

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

- Due to the fact that Mr. Pesco was not available, approval of the May minutes was deferred until the next meeting.

The Committee discussed the following regarding other business:

- Mr. Rudl reported that at the end of FY19 the cleaning contract with Shamrock ends, so the District plans to go out to bid in the fall. Also, at the end of FY20 the contract with First Student expires. Replacing the chiller at the elementary school will be included in the FY20 capital budget.

- Ms. Albert inquired if any thought has ever been given to maintaining a sinking fund for repairs. Mr. Rudl reported that some districts do have a non-lapsing account for this in which they carry over surplus funds at the end of the year. However districts are not allowed to carry over more than 1% of these funds, and it must be approved by the Board of Finance. Over the past few years, the District really hasn't had any funds left over at the end of the fiscal year to carry over. The District's capital budget has averaged \$450,000 - \$475,000 over the last several years. Mr. Rudl will create a snapshot of upcoming capital expenses for the next few years.

There being no further business to discuss, the meeting adjourned at 8:59 a.m.

The next meeting will be held on September 14<sup>th</sup>.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations