Board of Education Regular Meeting

Monday, May 20, 2019 7:30 PM
Weston Middle School Library, 24 School Road, Weston, CT 06883-1623

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

II. **EXECUTIVE SESSION**

III. **RESUME PUBLIC SESSION**

IV. **PLEDGE OF ALLEGIANCE**

V. **ADDITION OF NEW AGENDA ITEM TO NEW BUSINESS**

VI. **RECOGNITION**

A. Builders Beyond Borders Update

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

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

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

E. Recognition of CABE Student Leadership Award

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

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

H. Recognition of Math Olympiad Top Scorers

I. Recognition of Board of Education Student Representatives

VII. **APPROVAL OF MINUTES**

VIII. **PUBLIC COMMENT**

IX. **STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS**

X. **NEW BUSINESS**

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

B. Retirements

C. Resignations

D. 10-Year Capital Projection

E. Phase 2 Feasibility Study Discussion

F. Annual Instructional Update

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

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

I. Discussion and Vote on 2019-2020 Tuition Rates

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

K. Discussion and Vote on Special Education Transportation Provider

L. Tenth FY 2019 Financial Update and Approval of Transfers

M. Personnel Matter-Discussion Regarding 2019-2020 Compensation for the Following Positions: • District Medical Advisor; • Nursing Supervisor; • Food Service Director; • Confidential Administrative Assistant for the Superintendent; • Administrative Assistant for the Assistant Superintendent of Curriculum & Instruction; • Administrative Assistant for the Assistant Superintendent of Pupil Personnel Services; • Confidential Human Resources Specialist; • Finance Coordinator; • Confidential Finance and Operations Office Manager; • Payroll and Benefits Coordinator; • Accounts Payable/Accounts Receivable; • Student Activities Bookkeeper; • Information Technology Coordinator; • District Data Coordinator; • Data Analyst • Board Certified Behavioral Analyst (3); • Board Certified Analyst; • Behavioral Specialist; • Vocational Therapist; • Athletic Trainer (2); and • Unaffiliated Bus Aids (4)

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

XI. **OLD BUSINESS**

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

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

B. Second Reading of Administrative Regulation 6146, Graduation Requirements

C. Second Reading of Policy 5114, Student Discipline

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

XII. **SUPERINTENDENT'S REPORT**

A. District Update

XIII. **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

XIV. **WRITTEN REPORTS**

A. Principals' Reports

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

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

B. Review of Pending Agenda Items for Next Meeting

XVI. **ADJOURNMENT**

Board of Education Regular Meeting
April 29, 2019 7:30 PM
Weston Middle School Library

Attendance Taken at 7:30 PM:

Present Board Members:
Gina Albert
Anthony Pesco
Ruby Hedge
Melissa Walker
Taffy Miller

Absent Board Members:
Ellen Uzenoff
Daniel McNeill

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. RECOGNITION

III.A. Recognize the 2019 National Merit Scholarship Finalists

Motion Passed: Move that the Weston Board of Education recognize the 2019 National Merit Scholarship Finalists: Owen Tanzer, Carolyn Zech and Kayla Zhang; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

III.B. Recognize the 2019 National Merit Scholarship Winner

Motion Passed: Move that the Board of Education recognize Carolyn Zech as a 2019 National Merit Scholarship winner; passed with a motion by Ruby Hedge and a second by Anthony Pesco.

5 Yeas - 0 Nays.

III.C. 2019 C-SPAN StudentCam Documentary Competition

Motion Passed: Move that the Weston Board of Education recognize Aaron Miller, Adrik Scaramuzza and Beck Reiferson for honorable mention in the 2019 C-Span StudentCam Documentary Competition; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

III.D. Recognize the Odyssey of the Mind Participants for Weston Intermediate School and Weston Middle School

Motion Passed: Move that the Weston Board of Education recognizes the participants of the Weston Intermediate School Odyssey of the Mind first place winners and Weston Middle School Odyssey of the Mind second place winners at the Connecticut Odyssey of the Mind State Tournament; passed with a motion by Melissa Walker and a second by Taffy Miller.

5 Yeas - 0 Nays.
III.E. Recognize 2019 CIAC Class S Girls Skiing State Champions

Motion Passed: Move that the Weston Board of Education recognize the 2019 CIAC Class S Girls Skiing State Champions; passed with a motion by Ruby Hedge and a second by Melissa Walker.

5 Yeas - 0 Nays.

III.F. Recognition of All-State Athletes and All-New England Athletes

Motion Passed: Move that the Board of Education recognize the Winter 2019 All-State and All-New England Athletes; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

III.G. Ms. Gina Albert, Board Chairperson, to Honor Sara Spaulding for her Five Years of Service to the Weston Board of Education

Motion Passed: Move that the Weston Board of Education recognize Sara Spaulding for five years of outstanding service to the students, families and staff of Weston Public Schools; passed with a motion by Anthony Pesco and a second by Taffy Miller.

5 Yeas - 0 Nays.

IV. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the minutes from the following meetings: March 25, 2019 Executive Session, March 25, 2019 Regular Session, April 2, 2019 Special Meeting, April 2, 2019 Additional Special Meeting, April 8, 2019 Workshop, April 9, 2019 New Board Member Orientation Workshop, and April 23, 2019 Executive and Regular Session; passed with a motion by Melissa Walker and a second by Ruby Hedge.

5 Yeas - 0 Nays.

V. PUBLIC COMMENT

Discussion:
Ms. Albert moved Public Comment after agenda item VII.A., Update on Baseball and Softball Fields Maintenance.

VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:
Camryn Kirk updated the Board regarding the games being held on Tuesday, April 30 that will support the Lace Up for Pediatric Cancer. All proceeds from the games tomorrow night will be donated to this organization.

David Tamburri highlighted the spirit week the high school held a few weeks prior and mentioned that the Colony Pizza food truck was a huge success. A meeting was held with high school students regarding internships. There were three speakers in the human resources industry who spoke to students about what they can expect from internships while at the high school level. David spoke about a few community volunteer events students participated in. The first was an Earth Day cleanup and the second was volunteering at the Open Door Shelter.

VII. NEW BUSINESS

VII.A. Update on Baseball and Softball Fields Maintenance

Discussion:
Mr. Richard Rudl provided an update to the Board on the baseball and softball field maintenance, outlining personnel changes, field drainage issues and steps that have been taken to date. Mr. Rudl also discussed the long-term considerations being looked at.

VII.B. Public Comment

Discussion:
Anthony Pesco: Inquired as to how the fields got to the point they are currently.

Gina Albert: Asked the timing in receiving back quotes from potential vendors for work on fields.

Maureen Weinbraum-28 Powderhorn Hill Road, Comments regarding baseball and softball fields.

Melissa Gladstone-34 Tubbs Spring Drive, Comments regarding baseball and softball fields.

Stephen Polizzi-54 Blue Spruce Circle, Comments regarding baseball and softball fields.

Ian Forrest-43 Norfield Woods, Comments regarding baseball and softball fields.

Joe Castro-16 Charles Path, Comments regarding baseball and softball fields.

Dana Lintell - 4 Kettle Creek Road, Comments regarding baseball and softball fields.

Roneil Icatar-75 Catbrier Road, Comments regarding baseball and softball fields.

Mike Hensinger-24 Laurel Lane West, Comments regarding baseball and softball fields.

Jen Fruhbeis-275 Lyons Plains Road, Comments regarding baseball and softball fields.

Amy Moskoff-59 Treadwell Lane, Comments regarding baseball and softball fields.

VII.C. Phase 2 Feasibility Study Update

Discussion:
Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, along with Michelle Miller from Silver-Petrucelli, provided an update on the Phase 2 Feasibility Study for Weston Public Schools. He reviewed how the Phase 2 Feasibility Study was formed and reviewed the options that the Committee had reviewed.

VII.D. New Course Proposal-WHS English/Writing Center, Composition Seminar

Motion Passed: Move that the Weston Board of Education approve the new course proposal for Weston High School English/Writing Center, Composition Seminar; passed with a motion by Melissa Walker and a second by Anthony Pesco.

5 Yeas - 0 Nays.

VII.E. Discussion and Approval of School Bus Contract

Motion Passed: Move that the Weston Board of Education authorize the Superintendent of Schools or his designee, to sign the recommended contract for Type 1 transportation services with First Student for a period of July 1, 2019 - June 30, 2024; passed with a motion by Taffy Miller and a second by Anthony Pesco.

5 Yeas - 0 Nays.

VII.F. Ninth FY 2019 Financial Update and Approval of Transfers

Discussion:
Mr. Richard Rudl, Director of Finance and Operations, presented the ninth FY 19 Financial Update with transfers totaling $184,075, of which six were in excess of $5,000.

Motion Passed: Move that the Weston Board of Education approve the ninth FY 19 financial update and approval of transfers presented by Mr. Richard Rudl; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

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

VII.G.1. First Reading of Administrative Regulation 6146, Graduation Requirements

Discussion:
Mr. Lewis Brey, Director of Human Resources and Internal Counsel, presented a first reading of Administrative Regulation 6146, Graduation Requirements.

VII.G.2. First Reading of Board of Education Policy 5114, Student Discipline

Discussion:
Mr. Brey provided a first reading of Board of Education Policy 5114, Student Discipline.

VII.G.3. First Reading of Board of Education Administrative Regulation 5114.1, Alternative Education Opportunities for Expelled Students

Discussion:
Mr. Brey provided a first reading of Board of Education Administrative Regulation 5114.1, Alternative Education Opportunities for Expelled Students.

VII.H. Non-Renewal, Other

Discussion:
There are no Non-Renewal, Others to present.

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

Motion Passed: Move that the Weston Board of Education add Resignation in place of Retirement to the agenda; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

VII.J. Resignations

Motion Passed: Move that the Weston Board of Education acknowledges the Kathleen O'Brian, Special Education teacher at Hurlbutt Elementary School; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

VII.K. Executive Session

Discussion:
The Board entered Executive Session at 10:13 p.m.

Motion Passed: Move that the Weston Board of Education enter Executive Session; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

VII.K.1. Collective Bargaining

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

VII.L. Resume Public Session

Discussion:
Public Session resumed at 11:01 p.m.

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

Motion Passed: Move that the Weston Board of Education approve the Memorandum of Understanding between the Weston Board of Education and the Weston Teachers' Association regarding an Insurance Buyout Offer; passed with a motion by Ruby Hedge and a second by Anthony Pesco.

5 Yeas - 0 Nays.

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

Motion Passed: Move that the Weston Board of Education approve the Memorandum of Understanding between the Weston Board of Education and the Weston Administrators' Association regarding an Insurance Buyout Offer; passed with a motion by Anthony Pesco and a second by Melissa Walker.

5 Yeas - 0 Nays.

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

Motion Passed: Move that the Weston Board of Education approve the Memorandum of Understanding between the Weston Board of Education and Local 1303-110 of Council AFSCME, AFL-CIO regarding an Insurance Buyout Offer, passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

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

Motion Passed: Move that the Weston Board of Education authorize the Superintendent of Schools to offer an insurance buyout to all qualifying non-affiliated employees employed by Weston Public Schools; passed with a motion by Ruby Hedge and a second by Taffy Miller.

5 Yeas - 0 Nays.

VIII. OLD BUSINESS

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

Motion Passed: Move that the Weston Board of Education approve the changes to the approved 2019-2020 school calendar as presented by Dr. McKersie; passed with a motion by Ruby Hedge and a second by Anthony Pesco.

5 Yeas - 0 Nays.

VIII.B. Discussion and Vote on Proposed 2020-2021 Calendar

Motion Passed: Move that the Weston Board of Education approve the Proposed 2020-2021 Calendar as presented by Dr. McKersie; passed with a motion by Anthony Pesco and a second by Ruby Hedge.

5 Yeas - 0 Nays.

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

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

Motion Passed: Move that the Board of Education approve Board of Education Policy 5125.1, Student Privacy; passed with a motion by Ruby Hedge and a second by Anthony Pesco.

5 Yeas - 0 Nays.

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

Motion Passed: Move that the Weston Board of Education approve Board of Education Policy and Administrative Regulation 5142, Restraint and Seclusion and Use of Exclusionary Time Out; passed with a motion by Melissa Walker and a second by Ruby Hedge.

5 Yeas - 0 Nays.

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

Motion Passed: Move that the Weston Board of Education approve Board of Education Policy 1112, News Media Relations; passed with a motion by Melissa Walker and a second by Anthony Pesco.

5 Yeas - 0 Nays.

IX. SUPERINTENDENT'S REPORT

IX.A. District Update

Discussion:
No update provided by the Superintendent.

X. COMMITTEE REPORTS

X.A. Communications Committee

X.B. Curriculum Committee

X.C. Facilities Committee

X.D. Finance Committee

X.E. Policy Committee

X.F. Negotiations Committee

X.G. CES

X.H. CABE

X.I. Weston Education Foundation

XI. WRITTEN REPORTS

XI.A. Principals' Reports

XII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

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

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

XIII. ADJOURNMENT

Motion Passed: Motion to adjourn at 11:16 p.m. passed with a motion by Gina Albert and a second by Anthony Pesco.

5 Yeas - 0 Nays.

_____
Chairperson

_____
Superintendent

Weston Board of Education Special Meeting
May 14, 2019 11:30 AM
Central Office Annex Conference Room

Attendance Taken at 11:34 AM:

Present Board Members:
Gina Albert
Ellen Uzenoff
Anthony Pesco
Daniel McNeill
Ruby Hedge
Melissa Walker

Absent Board Members:
Taffy Miller

1. Discussion and Approval of Final 2019-2020 Operating Budget

Discussion:
The Board reviewed #1-15 Budget Recommended Reductions and had discussions amongst them regarding the reductions. The specific reductions that were discussed were the WMS and WHS afterschool clubs and the WHS Science Paraprofessional. Other reductions that were considered were two assistant athletic coaches, K-5 team leaders and CABE membership.

1 Recommended Budget Reduction: Transportation

Move to recommend reduction #1 Transportation, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#2 Recommended Budget Reduction: Eliminate Central Office Administrative Assistant in Technology and Increase District Data Coordinator from 0.89 FTE to 1.0 FTE

Move to recommend reduction #2 Eliminate Central Office Administrative Assistant in Technology and Increase District Data Coordinator from 0.89 FTE to 1.0 FTE, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#3 Recommended Budget Reduction: Reduce Out of District Tuition/Settlement Account & Special Education Contracted Services based on Updated Agreements

Move to recommend reduction #3 Reduce Out of District Tuition/Settlement Account & Special Education Contracted Services based on Updated Agreements, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#4 Recommended Budget Reduction: Reduction in CIRMA Accounts

Move to recommend reduction #4 Reduction in CIRMA Accounts, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#5 Recommended Budget Reduction: Reduction in Health Insurance

Move to recommend reduction #5 Reduction in Health Insurance, motion by Anthony Pesco and a second by Daniel McNeill. 6 Yeas - 0 Nays.

#6 Recommended Budget Reduction: Additional WTA ERIP

Move to recommend reduction #6 Additional WTA ERIP, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#7 Recommended Budget Reduction: Reduction to Superintendent Consultants

Move to recommend reduction #7 Reduction to Superintendent Consultants, motion by Anthony Pesco and a second by Ruby Hedge. Tabling conversation to revisit.

#8 Recommended Budget Reduction: Closing the Copy Center

Move to recommend reduction #8 Closing the Copy Center, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#9 Recommended Budget Reduction: Eliminate 0.5 FTE High School Science Para Educator

Move to recommend reduction #9 Eliminate 0.5 FTE High School Science Para Educator, motion by Anthony Pesco and a second by Melissa Walker. 5 Yeas - 0 Nays - 1 Opposed.

#10 Recommended Budget Reduction: Reduce Athletic Administrative Assistant to 0.93 FTE

Move to recommend reduction #10 Reduce Athletic Administrative Assistant to 0.93 FTE, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#11 Recommended Budget Reduction: Eliminate 0.7 FTE Main Office Secretary at WHS

Move to recommend reduction #11 Eliminate 0.7 FTE Main Office Secretary at WHS, motion by Anthony Pesco and a second by Daniel McNeill. 6 Yeas - 0 Nays.

#12 Recommended Budget Reduction: Eliminate 0.92 FTE Main Office Secretary/Guidance Secretary at WMS

Move to recommend reduction #12 Eliminate 0.92 FTE Main Office Secretary/Guidance Secretary at WMS, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#13 Recommended Budget Reduction: Increase to Parking Fee

Move to recommend reduction #13 Increase to Parking Fee, motion by Anthony Pesco and a second by Daniel McNeill. 6 Yeas - 0 Nays.

#14 Recommended Budget Reduction: Reduction in Middle School After School Clubs

Move to recommend reduction #14 Reduction in Middle School After School Clubs, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

#15 Recommended Budget Reduction: Reduction in High School After School Clubs

Move to recommend reduction #15 Reduction in High School After School Clubs, motion by Anthony Pesco and a second by Ellen Uzenoff. 5 Yeas - 0 Nays - 1 Opposed.

#7 was reconsidered and the Superintendent recommended reducing the item. Move to recommend reduction #7 Reduction to Superintendent Consultants, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

Move to reallocate $43,655 to the following budget line items: $15,000 to SPED Legal, $26,655 to Facilities and $10,600 to CABE Dues, motion by Anthony Pesco and a second by Ellen Uzenoff. 6 Yeas - 0 Nays.

Motion Passed: Move that the Weston Board of Education approve the 2019-2020 Board of Education budget as approved by the Weston Board of Finance for $53,728,710; passed with a motion by Anthony Pesco and a second by Daniel McNeill.

6 Yeas - 0 Nays.

With a motion by Gina Albert and a second by Ellen Uzenoff, the meeting adjourned at 12:25 p.m.

_____
Chairperson

_____
Superintendent

WESTON PUBLIC SCHOOLS

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10 YEAR CAPITAL PROJECTION

Based on Silver Petrucelli & Associates Facility & Utilization Study

DRAFT

April 25, 2019

To: BOE Facilities Committee
From: Richard Rudl, Director of Finance & Operations
CC: Dr. William McKersie, PhD., Superintendent of Schools

Subject: 10 Year Capital Projection

Background:

The following report will outline a 10-year capital projection for the Weston Public Schools beginning with the FY 2020 Capital Budget through FY 2029. The basis for the report is the 10-year Facility and Utilization Study developed by Silver Petrucelli. This study was commissioned by the Board of Education in 2017 and issued in November 2017 in draft format for review.

The Facility Utilization Study focuses on a number of items including facility conditions, renovation options for the Middle School, High School, Hurlbutt and Central Office as well as capacity. For the purposes of this report we will focus on the Facility Conditions section of that report. Not included in the Silver Petrucelli report, but included as a part of a 10-year capital projection is funding for our fields, zenon plant and septic system.

When reviewing the Facility conditions sections of the Silver Petrucelli report it is important to know that not all items listed are considered capital items but are flagged for routine maintenance. In this report we will breakdown the cost between capital needs, maintenance needs and bridge the cost between the Silver Petrucelli report and this ten-year capital projection.

This report will provide a ten-year outlook for capital funding for the Elementary Intermediate and High School's. Separately it will provide a ten-year outlook on the Middle School assuming there will be no renovations or changes in building configurations (i.e. 3 site campus), and separately, Central Office.

Facility Conditions:

The 2017 Facility Conditions section of the report identified $21,087,270 for the Elementary, Intermediate and High School's combined. However, when reviewing the line item detail of this figure it is clear that the items should be broken down into various sections when projecting out capital needs. The following is a summary chart of that breakdown for these three sites:

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	Facility Conditions	Operating Maintenance	LED Lighting	Roofs	Sr Center	Air Conditioning	Items Completed or slated for FY 20	**Adjusted Total**
Hurlbutt	$10,233,300	$602,100	$760,000	$1,565,000	$435,000	$1,881,500	$688,200	**$4,301,500**
Intermediate School	$1,379,342	$256,450	$752,712	$0	$0	$0	$264,000	**$106,180**
Weston High School	$9,474,628	$768,200	$1,271,000	$5,176,728	$0	$0	$230,000	**$2,028,700**
Total	**$21,087,270**	**$1,626,750**	**$2,783,712**	**$6,741,728**	**$435,000**	**$1,881,500**	**$1,182,200**	**$6,436,380**

Reviewing the facility conditions report, it is clear that the operating budget for general maintenance for these three schools is $1,626,760 short over the next ten years, or an average of $162,675 per year excluding the Middle School, preventative maintenance contracts we have discussed in previous facility committee meetings such as the dectron unit, drain maintenance, air conditioning maintenance, bleacher maintenance, science lab equipment, and security equipment. **When factoring those items in, the facilities operating needs grow to $340,000, excluding the Middle School, of additional funding**.

LED lighting is removed from this 10-year projection as it is not necessarily a facility condition but an enhancement. Should the district choose to move forward with LED lighting upgrades, that can be done either in incremental stages as we have been doing in the district or through other funding avenues such as when the district upgraded lighting through the NEEMS program.

The roof replacements are based on warranty dates. However, typically a roof replacement cannot be funded through a normal capital request given the size of the request. The dates of our roof installations are:

Hurlbutt: Roofs were installed in 1996, 1998 and 2001. We would anticipate the next roof replacement cycle to be in the approximate time frame of 2026 depending on the condition of the roofs with the focus on Center House and East House. This would be a project that would have to fall outside of the general capital budget.

Weston High School: Roof was installed in 2004. We would anticipate the next roof replacement cycle to be 2034 depending on the condition of the roofs.

We excluded the senior center from the capital projection as capital requests are made through the Town for the Senior Center, though BOE staff does maintain their space.

The air conditioning is removed from Hurlbutt as the report was developed prior to the split system classroom units being installed in South House, East House and Center House. Given the direction the district went by installing split system units, we would not explore removing those units in the next ten years and replacing them with HVAC units. We would

however have to add in split system units for North House to the figure above, which we will show in the 10-year projection.

During the lengthy process of creating the 10-year facility conditions report by Silver Petrucelli the district has done, or is proposing to complete, a number of flagged items within the report. These include the Knee Wall at the Intermediate School, the chiller at Hurlbutt, the boiler in South House, the playground in Northhouse, oil tank removal, and water heater replacements.

There are items, which are included in the ten-year facility forecast, which under current code are required but under requirements from when the building was constructed are not this includes installing sprinkler systems throughout Hurlbutt. While it is included in this document, we should discuss whether or not we would want to proceed with that project for an estimated cost of $555,000.

There are items not reflected in the Facility Conditions Study that will have to be included in the ten-year capital projection. Those items include:

- Replacement of the track with an estimated cost of $450,000.
- North House split system air conditioning with an estimated cost of $300,000 (This replaces the figures reflected above with the approach used in South and East House)
- Replace South House cafeteria floor with an estimated cost of $35,000
- Rebuild of WHS Gym Floor estimated at $125,000
- Removal of Core House oil tank estimated at $45,000
- Replacement of Turf on Soccer Field estimated cost $525,000 with an estimated $85,000 in sinking fund by estimated time of replacement leaving a balance of $140,000
- Removal of gasoline, diesel and oil tanks at Bus Garage estimated at $175,000
- Replace and remove asbestos underneath gym floor at HES estimated at $100,000
- Increase generator capacity of WIS and WHS estimated at $300,000
- Window repair at WIS estimated at $270,000

	Adjusted Facility Conditions	Items Listed Above*	Final Adjusted Facility Conditions
Hurlbutt	$4,301,500	$480,000	**$4,781,500**
Intermediate School	$106,180	$410,000	**$516,180**
Weston High School	$2,028,700	$285,000	**$2,313,700**
District	$0	$765,000	**$765,000**
Total	**$6,436,380**	**$1,940,000**	**$8,376,380**

This brings the annualized capital projection to $837,638 (No cost related to campus wide sewer analysis or Hurlbutt Septic Systems is included in this cost)

The section of the report entitled 10-year capital projection will detail out the projects included in the figures above.

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Middle School:

The 2017 Facility Conditions section of the report identified $17,298,474 for Weston Middle School. However, when reviewing the line item detail of this figure it is clear that the items should be broken down into various sections when projecting out capital needs. The following is a summary chart of that breakdown for these three sites:

	Facility Conditions	Operating Maintenance	LED Lighting	Roofs	Items Completed or slated for FY 20	**Adjusted Total**
Weston Middle School	$17,298,474	$326,800	$840,000	$3,587,064	$229,500	**$12,315,110**

Reviewing the facility conditions report there is $326,800 of recommended maintenance. When added to the amount reflected above for Elementary, Intermediate and High School's this total amount of recommended maintenance grows to $1,953,550. Including the preventative maintenance contracts listed above and discussed in facilities, this amount grows to $373,000 annually for additional operating facilities funding for maintenance, repairs and upkeep. If this amount were to be added to the operating budget it would bring Weston's facilities budget per sq. foot to the average in DRG A.

The largest section of the facility conditions section of the Middle School includes:

- Air conditioning estimated at $5,760,000 or 46% of total
- Renovating bathrooms estimated at $1,980,250 or 16% of total
- Unit ventilators estimated at $1,120,000 or 9% of total
- Sprinkler system estimated at $778,100 or 6% of total
- Boiler replacement estimated at $520,000 4% of total

These five items represent 81% of all facility conditions at Weston Middle School.

Given the magnitude of the projects at the Middle School many of these items could not be achieved through a typical capital budget request. Additionally, the facilities condition section does not address the inadequate educational space for Science classes within the Middle School.

The section of the report entitled 10-year capital projection will detail out the projects included in the figures above assuming the district does not renovate the current Middle School or move to a 3 site configuration currently under review during the Phase Two Study.

Central Office:

The annex, which is currently housed in portables, is estimated to have a useful life through 2028. That would mean over the next ten years a decision will have to be made about the direction the district wants to move with regards to central office facilities. The Silver Petrucelli report provided two options including one scenario where central office would move to the Middle School under a school renovation project of the Middle School and the second an addition on the current central office. The estimated cost of an addition to central office is $2,500,000.

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Maintenance Priorities:

There are a number of areas where funding is needed for maintenance as flagged in the 10 year facilities study. These items include general painting, tile replacement, plumbing repairs, boiler maintenance, water heater maintenance, repairs to pressure regulators, backflow preventers, exhaust fans, cove base replacement, hvac maintenance, and paving. To achieve many of the areas flagged for maintenance the general repair allowance account should be increased to $250,000 to $300,000 annually with paving increased to approximately $30,000 annually.

All items subject to change based on priorities that arise throughout the years.

Weston Public Schools
10 Year Capital Forecast

May 2019
DRAFT

10 Year Capital Needs	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
PLC and SACDA Equipment (Zenon Plant Control System)	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replacement of Chiller at Hurlbutt and Corridor Ventilation	$ 180,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Remove Oil Tanks WMS & WHS (Do Not Replace)	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replacement of Fire Alarm Equipment & Fire Code Upgrades	$ 75,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6th Grade Student Locker Replacement at Middle School	$ 49,500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Water Heaters (Center House, East House, WHS-Cafeteria)	$ 115,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Address Roof Leaks and Concrete Repair at WHS and WIS	$ 65,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace South House Boiler and Piping	$ 350,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
C-Wing HVAC Rooftop Unit to Replace Unit Ventilators and corridor ventilation	$ -	$ 515,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace WHS Finned Tube Radiator and Unit Heaters		$ 100,000									
Replace Hurlbutt Finned Tube Radiator and Unit Heaters in South House, East House, North House	$ -	$ 230,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace East House Boiler, Steam Traps and Controls	$ -	$ -	$ 316,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Air Handling Unit in Old Gym	$ -	$ -	$ 275,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Install Packaged Rooftop Air Conditioning Unit for Weight Room WHS	$ -	$ -	$ 90,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
WIS Window Architectual Study	$ -	$ -	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Cafeteria Flooring at WIS	$ -	$ -	$ 36,180	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Hallway Flooring at WIS	$ -	$ -	$ 45,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace South House Cafeteria Flooring	$ -	$ -	$ 35,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace North House Gym Air Handling Unit	$ -	$ -	$ 48,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
WIS Window Repair	$ -	$ -	$ -	$ 250,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Rebuild of WHS Gym Floor	$ -	$ -	$ -	$ 125,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Repoint Brick at HES	$ -	$ -	$ -	$ 72,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Reline Hurlbutt Chimney Interiors	$ -	$ -	$ -	$ 30,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replacement of Track**	$ -	$ -	$ -	$ 225,000	$ 225,000	$ -	$ -	$ -	$ -	$ -	$ -
Replace Boiler and Hot Water Piping in North House	$ -	$ -	$ -	$ 140,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
North House Unit Ventilators	$ -	$ -	$ -	$ -	$ 400,000	$ -	$ -	$ -	$ -	$ -	$ -
Replace Boiler in Center House	$ -	$ -	$ -	$ -	$ 90,000	$ -	$ -	$ -	$ -	$ -	$ -
Soccer Field Turf Replacement**	$ -	$ -	$ -	$ -	$ 140,000	$ -	$ -	$ -	$ -	$ -	$ -
Upgrade Bathrooms at HES*	$ -	$ -	$ -	$ -	$ -	$ 259,000	$ 259,000	$ 259,000	$ 259,000	$ 259,000	$ -
Add double doors to exterior of WIS Gym	$ -	$ -	$ -	$ -	$ -	$ 25,000	$ -	$ -	$ -	$ -	$ -
North House Split System Classroom Air Conditioning	$ -	$ -	$ -	$ -	$ -	$ 300,000	$ -	$ -	$ -	$ -	$ -
Install South House Ventaliation System	$ -	$ -	$ -	$ -	$ -	$ 40,000	$ -	$ -	$ -	$ -	$ -
Renovate Courtyards in WHS including drainage and brick work	$ -	$ -	$ -	$ -	$ -	$ 160,700	$ -	$ -	$ -	$ -	$ -
Replace Cabinetry at HES**	$ -	$ -	$ -	$ -	$ -	$ 84,500	$ 84,500	$ 84,500	$ -	$ -	$ -
Install Corridor North House and East House Ventilation System	$ -	$ -	$ -	$ -	$ -	$ -	$ 95,000	$ -	$ -	$ -	$ -
Install East House Central Air Handling Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ 410,000	$ -	$ -	$ -	$ -
Handicap Stalls in Bathrooms WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 323,750	$ -	$ -	$ -
Removal of Lockers in old section of WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 34,000	$ -	$ -	$ -
Paving North House Gravel Lot	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 135,000	$ -	$ -	$ -
Replace Flooring in Old Section of WHS with asbestos remediation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 128,000	$ -	$ -
Remove, abate and replace HES Gym Floor	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -	$ -
Removal of HES Core Oil Tank	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,000	$ -	$ -

Weston Public Schools
10 Year Capital Forecast

May 2019
DRAFT

10 Year Capital Needs	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Removal of Diesel & Gasoline Tanks at Bus Garage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 125,000	$ -	$ -
Removal of Oil Tank at Bus Garage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -	$ -
Convert Hallway into Practice Rooms for Music in WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 120,000	$ -	$ -
Add Supplemental Heat in B6-B9 in WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,000	$ -	$ -
Install Sprinkler System at HES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 555,000
Increase Generator Capacity WIS and WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 300,000
Reclaim and Repave Hurlbutt Parking Lot and Bus Loop	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 192,000	
Repave and Repair WHS Parking lot	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,400	
Update Pneumatic Controls at WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 160,000	$ -
Add ramp to the Auditorium in WHS and Tiered Portion of the Music Room	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -
Total	**$ 1,034,500**	**$ 845,000**	**$ 865,180**	**$ 842,000**	**$ 855,000**	**$ 869,200**	**$ 848,500**	**$ 836,250**	**$ 857,000**	**$ 756,400**	**$ 855,000**

*Cost spread out over multiple years
**Represents net amount after sinking fund contributions

Weston Public Schools
10 Year Capital Forecast
HURLBUTT

May 2019
DRAFT

10 Year Capital Needs	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Replace Hurlbutt Finned Tube Radiator and Unit Heaters in South House, East House, North House	$ -	$ 230,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace East House Boiler, Steam Traps and Controls	$ -	$ -	$ 316,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace South House Cafeteria Flooring	$ -	$ -	$ 35,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace North House Gym Air Handling Unit	$ -	$ -	$ 48,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Repoint Brick at HES	$ -	$ -	$ -	$ 72,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Reline Hurlbutt Chimney Interiors	$ -	$ -	$ -	$ 30,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Boiler and Hot Water Piping in North House	$ -	$ -	$ -	$ 140,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
North House Unit Ventilators	$ -	$ -	$ -	$ -	$ 400,000	$ -	$ -	$ -	$ -	$ -	$ -
Replace Boiler in Center House	$ -	$ -	$ -	$ -	$ 90,000	$ -	$ -	$ -	$ -	$ -	$ -
Upgrade Bathrooms at HES*	$ -	$ -	$ -	$ -	$ -	$ 259,000	$ 259,000	$ 259,000	$ 259,000	$ 259,000	$ -
North House Split System Classroom Air Conditioning	$ -	$ -	$ -	$ -	$ -	$ 300,000	$ -	$ -	$ -	$ -	$ -
Install South House Ventaliation System	$ -	$ -	$ -	$ -	$ -	$ 40,000	$ -	$ -	$ -	$ -	$ -
Replace Cabinetry at HES**	$ -	$ -	$ -	$ -	$ -	$ 84,500	$ 84,500	$ 84,500	$ -	$ -	$ -
Install Corridor North House and East House Ventilation System	$ -	$ -	$ -	$ -	$ -	$ -	$ 95,000	$ -	$ -	$ -	$ -
Install East House Central Air Handling Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ 410,000	$ -	$ -	$ -	$ -
Paving North House Gravel Lot	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 135,000	$ -	$ -	$ -
Remove, abate and replace HES Gym Floor	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -	$ -
Removal of HES Core Oil Tank	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,000	$ -	$ -
Install Sprinkler System at HES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 555,000
Reclaim and Repave Hurlbutt Parking Lot and Bus Loop	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 192,000	
Total	**$ -**	**$ 230,000**	**$ 399,000**	**$ 242,000**	**$ 490,000**	**$ 683,500**	**$ 848,500**	**$ 478,500**	**$ 404,000**	**$ 451,000**	**$ 555,000**

*Cost spread out over multiple years
**Represents net amount after sinking fund contributions

Weston Public Schools
10 Year Capital Forecast
WESTON INTERMEDIATE

May 2019
DRAFT

10 Year Capital Needs	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
WIS Window Architectual Study	$ -	$ -	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Cafeteria Flooring at WIS	$ -	$ -	$ 36,180	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace Hallway Flooring at WIS	$ -	$ -	$ 45,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
WIS Window Repair	$ -	$ -	$ -	$ 250,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Add double doors to exterior of WIS Gym	$ -	$ -	$ -	$ -	$ -	$ 25,000	$ -	$ -	$ -	$ -	$ -
Increase Generator Capacity WIS and WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 140,000
Total	**$ -**	**$ -**	**$ 101,180**	**$ 250,000**	**$ -**	**$ 25,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 140,000**

*Cost spread out over multiple years
**Represents net amount after sinking fund contributions

Weston Public Schools
10 Year Capital Forecast
WESTON HIGH SCHOOL

May 2019
DRAFT

10 Year Capital Needs	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
C-Wing HVAC Rooftop Unit to Replace Unit Ventilators and corridor ventilation	$ -	$ 515,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Replace WHS Finned Tube Radiator and Unit Heaters	$ -	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Install Packaged Rooftop Air Conditioning Unit for Weight Room WHS	$ -	$ -	$ 90,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Rebuild of WHS Gym Floor	$ -	$ -	$ -	$ 125,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Renovate Courtyards in WHS including drainage and brick work	$ -	$ -	$ -	$ -	$ -	$ 160,700	$ -	$ -	$ -	$ -	$ -
Handicap Stalls in Bathrooms WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 323,750	$ -	$ -	$ -
Removal of Lockers in old section of WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 34,000	$ -	$ -	$ -
Add Supplemental Heat in B6-B9 in WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,000	$ -	$ -
Replace Flooring in Old Section of WHS with asbestos remediation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 128,000	$ -	$ -
Convert Hallway into Practice Rooms for Music in WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 120,000	$ -	$ -
Increase Generator Capacity WIS and WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 160,000
Repave and Repair WHS Parking lot	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,400	
Update Pneumatic Controls at WHS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 160,000	$ -
Add ramp to the Auditorium in WHS and Tiered Portion of the Music Room	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -
Total	**$ -**	**$ 615,000**	**$ 90,000**	**$ 125,000**	**$ -**	**$ 160,700**	**$ -**	**$ 357,750**	**$ 278,000**	**$ 305,400**	**$ 160,000**

*Cost spread out over multiple years
**Represents net amount after sinking fund contributions

Weston Public Schools
10 Year Capital Forecast
DISTRICT

May 2019
DRAFT

10 Year Capital Needs	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Replacement of Track**	$ -	$ -	$ -	$ 225,000	$ 225,000	$ -	$ -	$ -	$ -	$ -	$ -
Soccer Field Turf Replacement**	$ -	$ -	$ -	$ -	$ 140,000	$ -	$ -	$ -	$ -	$ -	$ -
Removal of Diesel & Gasoline Tanks at Bus Garage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 125,000	$ -	$ -
Removal of Oil Tank at Bus Garage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -	$ -
Total	**$ -**	**$ -**	**$ -**	**$ 225,000**	**$ 365,000**	**$ -**	**$ -**	**$ -**	**$ 175,000**	**$ -**	**$ -**

*Cost spread out over multiple years
**Represents net amount after sinking fund contributions

Weston Public Schools
10 Year Capital Forecast

FY 2021 Projected Capital Projects

C-Wing HVAC Rooftop Unit to Replace Unit Ventilators and corridor ventilation

The original Classroom Unit Ventilators serving the 1968 Classrooms are at the end of useful life. Recommend replacing Unit Ventilators with ducted roof mounted equipment.

Replace WHS Finned Tube Radiator and Unit Heaters

Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. The finned tube system in WHS is past its useful life expectancy and needs replacement. This replacement would occur in 1968 section of WHS.

Replace Hurlbutt Finned Tube Radiator and Unit Heaters in South House, East House, North House

Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. The finned tube system in HES is past its useful life expectancy and needs replacement. This replacement would occur in North House, East House and South House.

FY 2022 Projected Capital Projects

Replace East House Boiler, Steam Traps and Controls

This project will replace the boiler (less burners), all steam traps (badly corroding) and change the existing pneumatic controls to Direct Digital Controls.

Replace Air Handling Unit in Old Gym

This project will replace the deteriorating rooftop air handler unit as well as replacing/updating all controls and associated heating piping. This unit only provides heating to the gym.

Install Packaged Rooftop Air Conditioning Unit for Weight Room WHS

The Weight Room and Dance Studio are served by a Packaged Rooftop Unit serving other spaces of the Athletic Department. The Weight Room and Dance Studio are at the end of the duct run, the supply duct appears to be small for the space and ventilation of the spaces is not adequate. Recommend installing a unit dedicated to the Weight Room and Dance Studio.

WIS Window Architectural Study

Architectural study from Jukunski Humes to evaluate and recommend repairs to the WIS Window Sills which were installed incorrectly at the time of construction.

Replace Cafeteria Flooring at Weston Intermediate School

This project would remove existing sheet goods, and install new VCT flooring and cove base in the Cafeteria of the Intermediate School.

Replace Hallway Flooring at Weston Intermediate School

This project would remove existing sheet goods and install new VCT flooring in the main hallway of the Intermediate School.

Replace South House Cafeteria Flooring

This project would replace the South House Cafeteria flooring with VCT Tiling.

Replace North House Gym Air Handling Unit

The Gymnasium of the North House is served by two Air Handling Units located in the lower level Mechanical Room. The units are arranged such that one unit provides heating and the other provides cooling/dehumidification. The Air Handling Units have exceeded their useful life. The mechanical room is not large enough for proper service access and it is recommended that replacement equipment be installed on the roof, or possibly on grade adjacent to the Gym. New HVAC equipment should be equipped with Energy Recovery and Demand Control Ventilation.

FY 2023 Projected Capital Projects

WIS Window Repair

Funds set-aside for recommended repairs to the WIS window sills based on the architectural study shown in FY 22.

Rebuild WHS Gym Floor

This project would install a new basketball court in Weston High School with higher quality material with the necessary sub flooring to support the gym floor, which is not currently in place.

Repoint Brick at HES

The base of some of the facades in North House need to be cleaned, repointed and sealed to prevent damage. Other areas such as the chimneys need additional repointing. Some of the exposed foundation walls parging is flaking and may need to be repaired. The through wall base flashing on the east side of North House is deteriorating and needs repair.

Reline Hurlbutt Chimney Interiors

Reline and extend chimney interiors at Center and North House to help prevent flue gasses.

Replacement of Track

This would represent the first installment of two installments to replace the High School Track.

Replace Boiler and Hot Water Piping in North House

This project will replace the boiler (less burners) and all hot water piping in North House with Digital Controls added.

FY 2024 Projected Capital Projects

Replacement of Track

This would represent the second and final installment to replace the High School Track.

North House Unit Ventilators

Heating and Ventilation in the original Classrooms of the North Wing is provided by Unit Ventilators which appear to be at the end of their useful lives and are in need of replacement

Replace Boiler in Center House

This project will replace the boiler (less burners) and all hot water piping in North House with Digital Controls added.

Soccer Field Turf Replacement

Replacement of the Turf Soccer field, which was last replaced in 2014

FY 2025 Projected Capital Projects

Upgrade Bathrooms at HES

This project would be the first installment of five installments to reconfigure bathrooms to enlarge and provide minimum dimensional requirements. It would provide at least one accessible toilet stall and ambulatory stall, lavatory sink, and urinal in the Boys and Girls restrooms. Provide required grab bars. Additionally provide new doors and frames and latching hardware.

Add double doors to exterior of WIS Gym

Gym egress is undersized and inadequate and does not meet code requirements. This project would add double doors to exterior.

North House Split System Classroom Air Conditioning

This project would install 20 split system air conditioning units in North House classrooms plus two additional rooms (office/team rooms). These units would mirror the units installed in East and South House.

Install South House Ventilation System

This project would install a ventilation system in South House to provide improved air circulation within the corridor.

Renovate Courtyards in WHS Including Drainage and Brick Work

Courtyards brick patio is heaving or failing. This project would remove, modify drainage, provide new base and new patio, cut down trees and provide a new paved area with brick pavers to match other areas.

Replace Cabinetry at HES

This is the first of three installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Hurlbutt.

FY 2026 Projected Capital Projects

Upgrade Bathrooms at HES

This project would be the second installment of five installments to reconfigure bathrooms to enlarge and provide minimum dimensional requirements. It would provide at least one accessible toilet stall and ambulatory stall, lavatory sink, and urinal in the Boys and Girls restrooms. Provide required grab bars. Additionally provide new doors and frames and latching hardware.

Replace Cabinetry at HES

This is the second of three installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Hurlbutt.

Install Corridor North House and East House Ventilation System

This project would install a ventilation system in North House and East House to provide improved air circulation within the corridor.

Install East House Central Air Handling Equipment

Install air handling equipment to improve ventilation and air circulation in East House

FY 2027 Projected Capital Projects

Upgrade Bathrooms at HES

This project would be the third installment of five installments to reconfigure bathrooms to enlarge and provide minimum dimensional requirements. It would provide at least one accessible toilet stall and ambulatory stall, lavatory sink, and urinal in the Boys and Girls restrooms. Provide required grab bars. Additionally provide new doors and frames and latching hardware.

Replace Cabinetry at HES

This would be the third and final installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Hurlbutt.

Handicap Stalls in Bathrooms WHS

Reconfigure 6 bathrooms to provide at least one handicap stall in each location and add grab bars.

Removal of Lockers in Old Section of WHS

Lockers in the old section of the High School are not utilized. This project would remove and repair the area were lockers are currently located.

Paving North House Gravel Lot

This project would pave the current teachers parking lot, which is gravel.

FY 2028 Projected Capital Projects

Upgrade Bathrooms at HES

This project would be the fourth of five installment to reconfigure bathrooms to enlarge and provide minimum dimensional requirements. It would provide at least one accessible toilet stall and ambulatory stall, lavatory sink, and urinal in the Boys and Girls restrooms. Provide required grab bars. Additionally provide new doors and frames and latching hardware.

Replace Flooring in Old Section of WHS with Asbestos Remediation

These tiles likely contain asbestos- remove, remediate and replace with VCT.

Remove, Abate and Replace HES Gym Floor

This floor contains asbestos. This project would remove, remediate and replace.

Removal of HES Core Oil Tank

This would remove the oil tank in the core house. The oil tank would not be replaced and the school would run on natural gas only.

Removal of Diesel & Gasoline Tanks at Bus Garage

This project would remove and replace the diesel and gasoline tank at the bus garage. Should the bus garage be re-located prior to this project this work would be a part of any relocation of the bus garage.

Removal of Oil Tank at Bus Garage

This project would remove the oil tank which provides heat to the bus garage and maintenance shop. Should the bus garage be re-located prior to this project this work would be a part of any relocation of the bus garage.

Convert Hallway into Practice Rooms for Music in WHS

Music rooms do not have practice space. This would convert the hallway into practice rooms.

Add Supplemental Heat in B6-B9 in WHS

This project would add supplemental heat to classrooms B6 through B9, which are not heated well.

FY 2029 Projected Capital Projects

Upgrade Bathrooms at HES

This project would be the final installment to reconfigure bathrooms to enlarge and provide minimum dimensional requirements. It would provide at least one accessible toilet stall and ambulatory stall, lavatory sink, and urinal in the Boys and Girls restrooms. Provide required grab bars. Additionally provide new doors and frames and latching hardware.

Reclaim and Repave Hurlbutt Parking Lot

This project would repave the Hurlbutt main entrance parking lot, senior center and restripe all parking spots.

Repave and Repair WHS Parking lot

This project would repave the High School's parking lot in front of the main entrance and restripe all parking spots.

Update Pneumatic Controls at WHS

Pneumatic controls are in need of replacement. Controls should be direct digital controls.

Add Ramp to the Auditorium in WHS and Tiered Portion of the Music Room

Provide ramp or lift to lower portion of Tiered Floor in Music Room and provide ramp or lift to each stage in auditorium.

FY 2030 Projected Capital Projects

Install Sprinkler System at HES

This project would provide sprinkler system for entire building, provide a new fire pump and approximately 30,000 gallon storage tank to provide water for a fully sprinklered building that is separated from domestic water.

Increase Generator Capacity at WHS and WIS

This project was previously suggested by the Facilities Committee and is not included in the 10 year study. This project would increase the generator capacity at the High School and Intermediate School.

Weston Public Schools
10 Year Capital Forecast

May 2019
DRAFT

Middle School Capital Needs if No Renovation

10 Year Capital Needs	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	Total
Replace Boiler	$ -	$ -	$ -	$ 104,000	$ 104,000	$ 104,000	$ 104,000	$ 104,000	$ -	$ -	$ 520,000
Replace Unit Ventilators	$ -	$ -	$ -	$ 224,000	$ 224,000	$ 224,000	$ 224,000	$ 224,000	$ -	$ -	$ 1,120,000
Replace Finned Tube Radiation	$ -	$ -	$ -	$ 52,000	$ 52,000	$ 52,000	$ 52,000	$ 52,000	$ -	$ -	$ 260,000
Renovate Bathrooms	$ -	$ -	$ -	$ 282,893	$ 282,893	$ 282,893	$ 282,893	$ 282,893	$ 282,893	$ 282,893	$ 1,980,250
Replace Dated Cabinetry	$ -	$ -	$ -	$ 89,714	$ 89,714	$ 89,714	$ 89,714	$ 89,714	$ 89,714	$ 89,714	$ 628,000
Renovate Showers in Pool Locker-room	$ -	$ -	$ -	$ 28,571	$ 28,571	$ 28,571	$ 28,571	$ 28,571	$ 28,571	$ 28,571	$ 200,000
Add Sprinklers to building	$ -	$ -	$ -	$ 111,159	$ 111,159	$ 111,159	$ 111,159	$ 111,159	$ 111,159	$ 111,159	$ 778,110
Replace Lockers*	$ -	$ -	$ 296,750	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 296,750
Add egress to courtyards	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 62,000	$ -	$ 62,000
Install Handicap Ramp at Main Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 150,000	$ -	$ 150,000
Add ramp to stage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -	$ 50,000
Paving	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 510,000	$ 510,000
Total**	**$ -**	**$ -**	**$ 296,750**	**$ 892,337**	**$ 892,337**	**$ 892,337**	**$ 892,337**	**$ 892,337**	**$ 774,337**	**$ 1,022,337**	**$ 6,555,110**
Add Air Conditioning , Replace Ceiling Tiles and Add Pneumatic Controls***	$ -	$ -	$ -	$ -	$ 5,760,000	$ -	$ -	$ -	$ -	$ -	$ 5,760,000
Total	**$ -**	**$ -**	**$ 296,750**	**$ 892,337**	**$ 6,652,337**	**$ 892,337**	**$ 892,337**	**$ 892,337**	**$ 774,337**	**$ 1,022,337**	**$ 12,315,110**

*Price Reflects that of Silver Petrucelli's estimates, however quotes from vendors show this work at $154,000

**If the district chooses not to rennovate the Middle School, we would have to establish a parallel capital budget of approximately $900,000 a year to address items over a course of 5-7 years. Mechanical items are spread over 5 years with rennovation items spread out over 7 years.

***Given the magnitude of this project it would have to be considered a separate project, similar to roof replacement.

Weston Public Schools
10 Year Capital Forecast

FY 2023 Projected Capital Projects

Replace Lockers

This project would replace lockers in the 7th Grade wing, 8th Grade wing and G-Wing

FY 2024 Projected Capital Projects

Replace Boiler

This would be the first installment of five. This project would replace boiler, pumps and related piping

Replace Unit Ventilators

This would be the first installment of five. This project would replace unit ventilators with ducted roof mounted air handling equipment

Replace Finned Tube Radiation

This would be the first installment of five. Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. This would replace the entire schools existing system.

Renovate Bathrooms

This is the first installment of seven. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the first of seven installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Middle School.

Renovate Showers in Pool Locker-room

This is the first of seven installments. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the first of seven installments. This project would provide sprinkler system for entire building.

FY 2025 Projected Capital Projects

Replace Boiler

This would be the second installment of five. This project would replace boiler, pumps and related piping

Replace Unit Ventilators

This would be the second installment of five. This project would replace Unit Ventilators with ducted roof mounted air handling equipment

Replace Finned Tube Radiation

This would be the second installment of five. Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. This would replace the entire schools existing system.

Renovate Bathrooms

This is the second installment of seven. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the second of seven installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Middle School.

Renovate Showers in Pool Locker-room

This is the second of seven installments. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the second of seven installments. This project would provide sprinkler system for entire building.

FY 2026 Projected Capital Projects

Replace Boiler

This would be the third installment of five. This project would replace boiler, pumps and related piping

Replace Unit Ventilators

This would be the third installment of five. This project would replace unit ventilators with ducted roof mounted air handling equipment

Replace Finned Tube Radiation

This would be the third installment of five. Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. This would replace the entire schools existing system.

Renovate Bathrooms

This is the third installment of seven. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the third of seven installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Middle School.

Renovate Showers in Pool Locker-room

This is the third of seven installments. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the third of seven installments. This project would provide sprinkler system for entire building.

FY 2027 Projected Capital Projects

Replace Boiler

This would be the fourth installment of five. This project would replace boiler, pumps and related piping

Replace Unit Ventilators

This would be the fourth installment of five. This project would replace Unit Ventilators with ducted roof mounted air handling equipment

Replace Finned Tube Radiation

This would be the fourth installment of five. Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. This would replace the entire schools existing system.

Renovate Bathrooms

This is the fourth installment of seven. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the fourth of seven installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Middle School.

Renovate Showers in Pool Locker-room

This is the fourth of seven installments. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the fourth of seven installments. This project would provide sprinkler system for entire building.

FY 2028 Projected Capital Projects

Replace Boiler

This would be fifth and final installment. This project would replace boiler, pumps and related piping

Replace Unit Ventilators

This would be the fifth and final installment. This project would replace unit ventilators with ducted roof mounted air handling equipment

Replace Finned Tube Radiation

This would be the fifth and final installment. Finned tube is commonly used when heating or cooling air, with the fins expanding the heat transfer surface of the tube. This would replace the entire schools existing system.

Renovate Bathrooms

This is the fifth installment of seven. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the fifth of seven installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Hurlbutt.

Renovate Showers in Pool Locker-room

This is the fifth of seven installments. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the fifth of seven installments. This project would provide sprinkler system for entire building.

FY 2029 Projected Capital Projects

Renovate Bathrooms

This is the sixth installment of seven. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the sixth of seven installments. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Middle School.

Renovate Showers in Pool Locker-room

This is the sixth of seven installments. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the sixth of seven installments. This project would provide sprinkler system for entire building.

Add Egress to Courtyards

This project would provide a second means of egress to the courtyards as required by code.

Install Handicap Ramp at Main Office

This project would provide a handicap ramp to the main office.

FY 2030 Projected Capital Projects

Renovate Bathrooms

This is the seventh and final installment. Bathrooms do not have a handicap stall this project would install one stall per bathroom and reconfigure the room to enlarge and provide the minimum dimensional requirements and install code required grab bars.

Replace Dated Cabinetry

This is the seventh and final installment. Cabinetry is not accessible and is dated. This would replace cabinetry throughout Middle School.

Renovate Showers in Pool Locker-room

This is the seventh and final installment. This would renovate pool locker-room area.

Add Sprinklers to Building

This would be the seventh and final installment. This project would provide sprinkler system for entire building.

Paving

This project would pave all parking lots surround the Middle School

Weston Public Schools
10 Year Capital Forecast

May 2019
DRAFT

Central Office

10 Year Capital Needs	Location	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Removal of Portables and Addition to Central Office	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,500,000	$ -	$ -
Removal of Central Office Oil Tank	Central Office	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,000	$ -	$ -	$ -
Total		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 15,000**	**$ 2,500,000**	**$ -**	**$ -**

*This project would eliminate the central office annex portables and provide an addition to the main central office building replicating the existing space in the Annex for the BOE.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☒ **Information Only**

☐ **Action Requested**

Agenda Item Subject: Phase 2 Feasibility Report

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

The Phase 2 Feasibility Report was presented at the April Board of Education meeting and is being shared again in case further discussion is warranted.

WESTON PUBLIC SCHOOLS
PHASE 2 FEASIBILITY STUDY
PRELIMINARY REPORT

WESTON BOARD OF EDUCATION
DRAFT - APRIL 29, 2019

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

PHASE 1 STUDY LEADING TO PHASE 2 STUDY

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

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

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

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

Phase 2 Study (3 sites) – Initiated Fall 2018

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

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

PHASE 2 - FEASIBILITY STUDY ADVISORY COMMITTEE

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

BOE ADVISORY COMMITTEE MEMBERS

Tony Pesco, Committee Chair
Gina Albert, BOE Chair
William McKersie, Superintendent
Ken Craw, Assistant Superintendent of Curriculum & Instruction
Mike Rizzo, Assistant Superintendent of PPS/SPED
Rich Rudl, Director of Finance and Operations
Dan Doak, WMS Principal
Pattie Falber, WIS Principal
Katie Gregory, Parent
Michelle Miller, Ad Hoc/Silver Petrucelli

PHASE 2 STUDY – INITIAL FOCUS

The Superintendent mapped out two scenarios for campus reconfiguration:

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

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

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

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

PHASE 2 – SCENARIOS & OPTIONS

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

Scenario 1: Close WMS

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

Scenario 2: Close HES

Option A	Option B	Option C	Option D
			552
	719	719	
896			
			532
		568	
583	763		
805	805	1000	1200
2284	2284	2284	2284

PHASE 2 OPTIONS REVIEW

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

Scenario 1 (Closing WMS)

- Options A, B & C are not considered viable due to the elementary school being too large for effective teaching/learning and for providing a nurturing environment. **However, in the spirit of full due diligence, the BOE in February 2019, asked for closer examination of Option A, (which would entail an expanded elementary school).**

- Option D is similar to option E, but would require a complicated conversion of WIS to a middle school due to the need to add science labs and other common and specialty spaces.

- **Option E was explored further due its potential to maintain the excellent attributes of K-5 education, and for its potential to create a secondary building (MS and HS) that optimizes facility resources.**

Scenario 2 (Closing HES)

- None of these options (A, B, C & D) address the facility needs of the most troubled facility (WMS).

- Additionally, options A, B & C are not viable because the elementary school would be too large for effective teaching/learning, and for providing a nurturing educational environment.

Weston Public Schools Feasibility Study - Conceptual Options

4 Sites versus 3 Sites Comparison

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

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

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

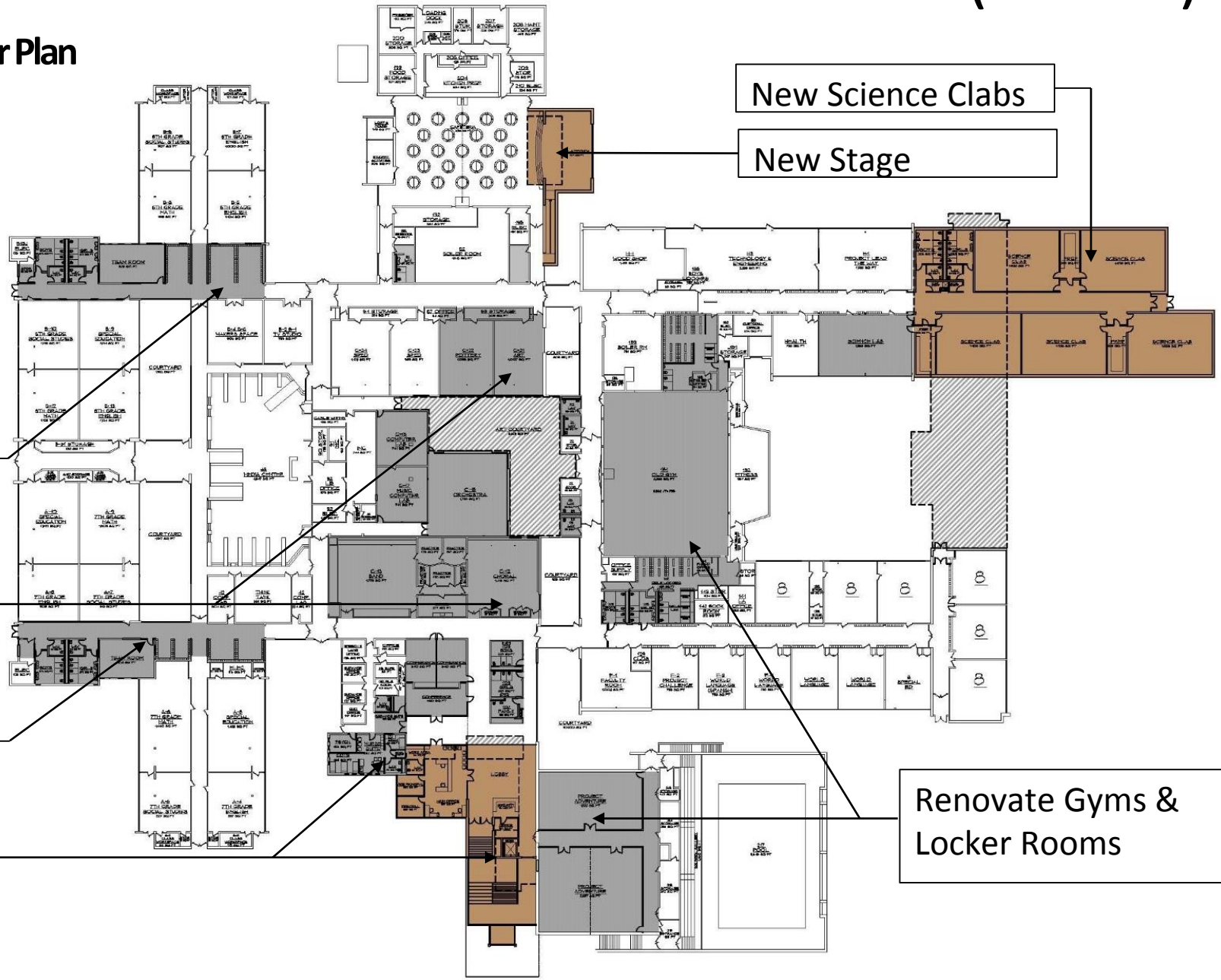
Options include associated Phase 1 Facility Conditions Estimates unless otherwise noted.

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

DESIGN LEGEND

- RENOVATIONS
- NEW CONSTRUCTION
- DEMOLITION

Conceptual Floor Plan



Overall Building Infrastructure:
HVAC
Electrical
Plumbing/Restrooms

Reconfigure Classrooms, Restrooms & Lockers

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

Reconfigure Classrooms, Restrooms & Lockers

New Entry & Office Addition & renovations

New Science Clabs

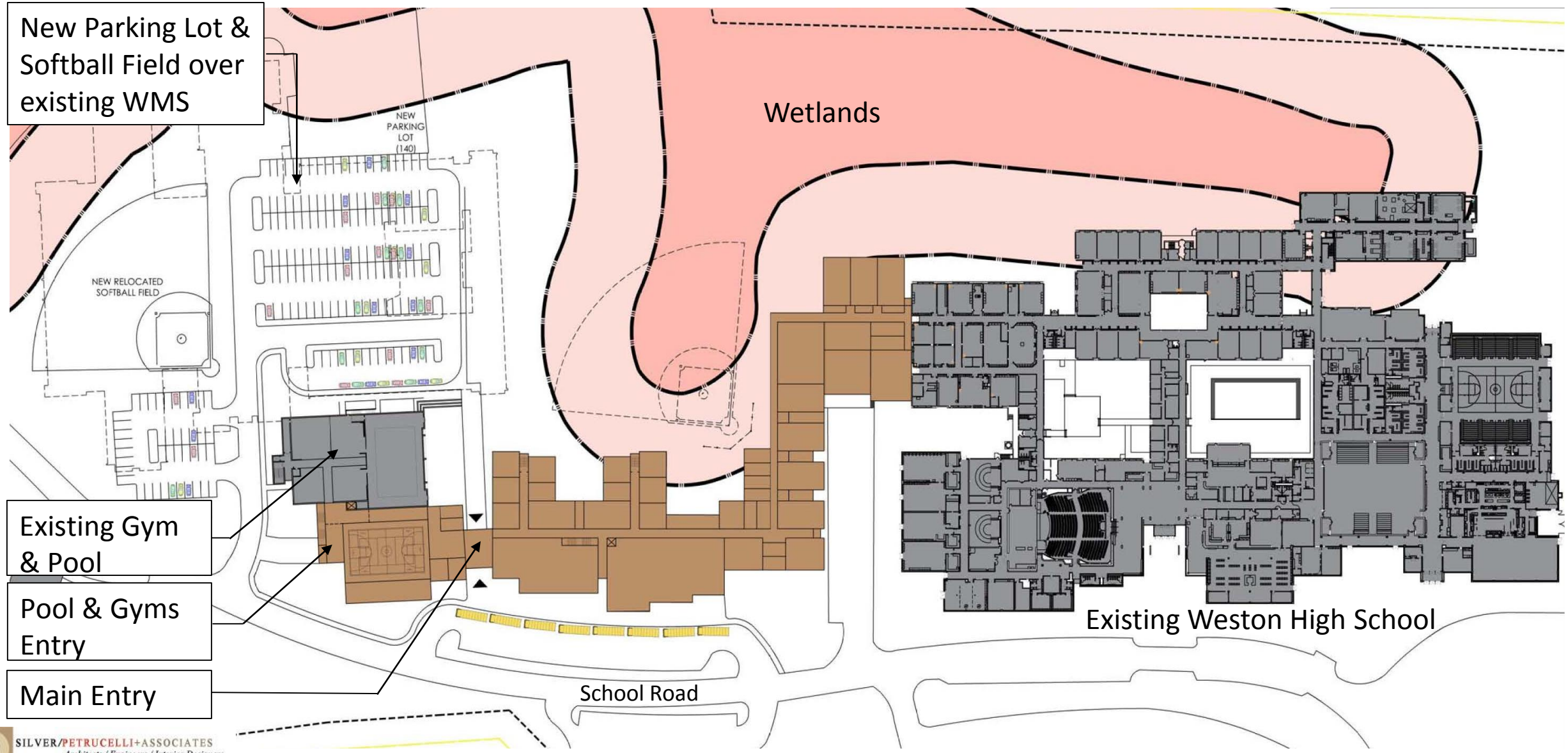
New Stage

Renovate Gyms & Locker Rooms

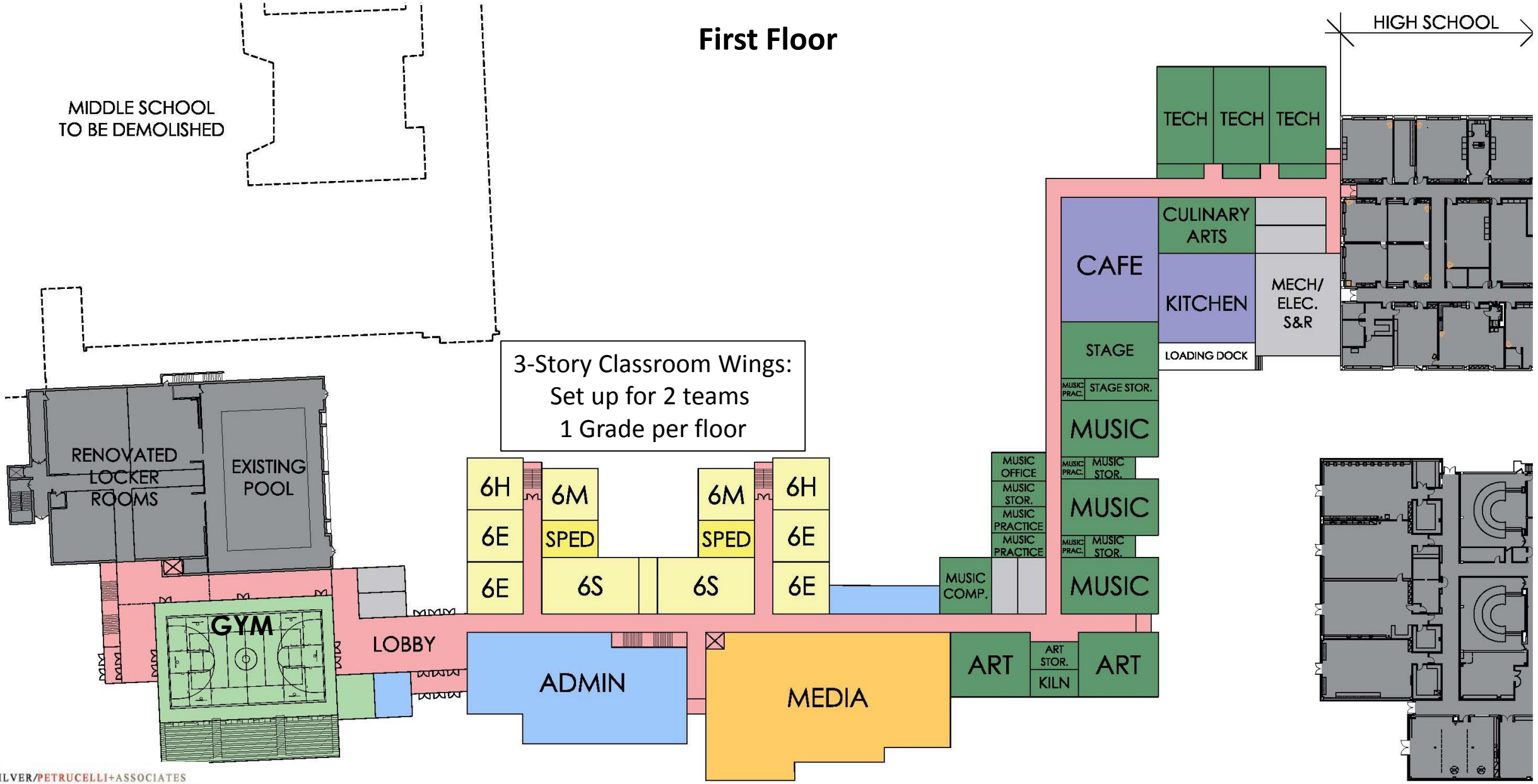
SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

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

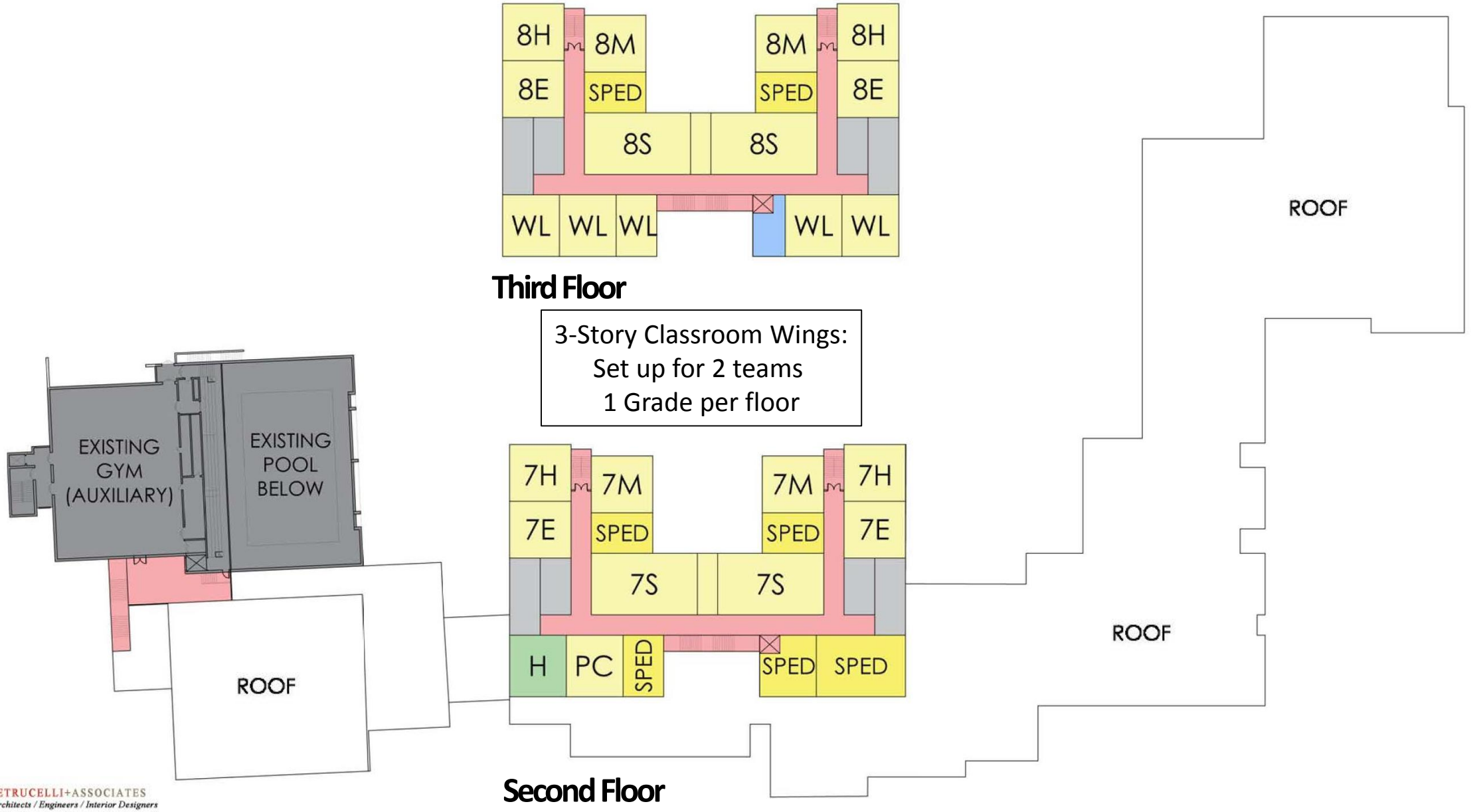
Conceptual Site Plan



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



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



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

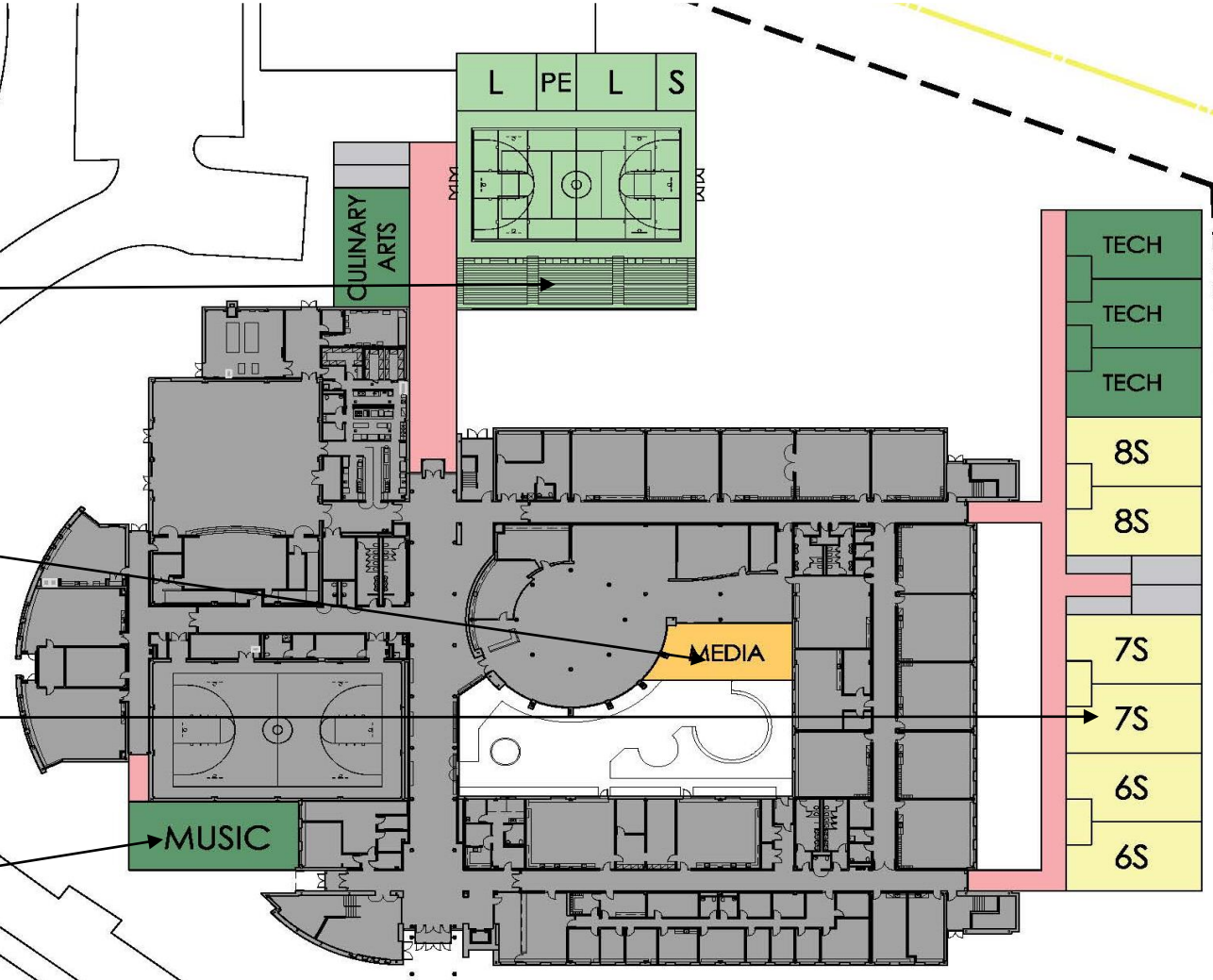
WIS with 6-8 Conceptual Floor Plan

New Gym with bleachers, and locker rooms
Restrooms
Culinary Classroom

Media Center Addition

New Science Clabs & Technology Classrooms

Music Classroom Addition

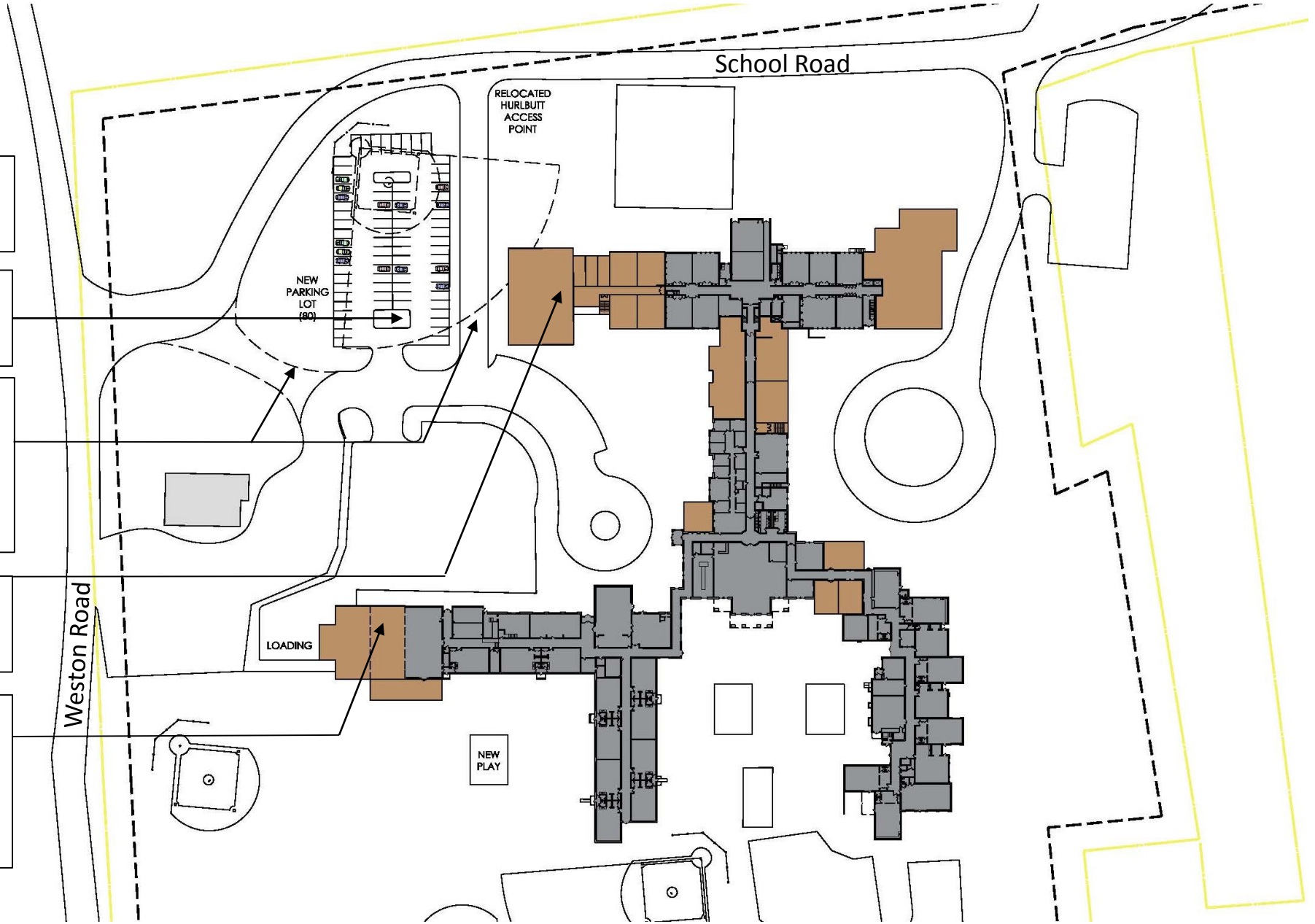


Phase 2 – Expanded PreK-5 School & WIS converted to 6-8 School (3 Sites)

Hurlbutt with K-5

Conceptual Site Plan

- Expansion based on school use of Senior Center
- New Parking (softball field relocation TBD)
- Reconfigure school access on School Rd. (coordinate with Town on study of Weston & School Rd.)
- New full-size gym and 2-story classroom addition
- Stage/Cafeteria/Kitchen Addition (playground relocation & proximity to septic to be studied)



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

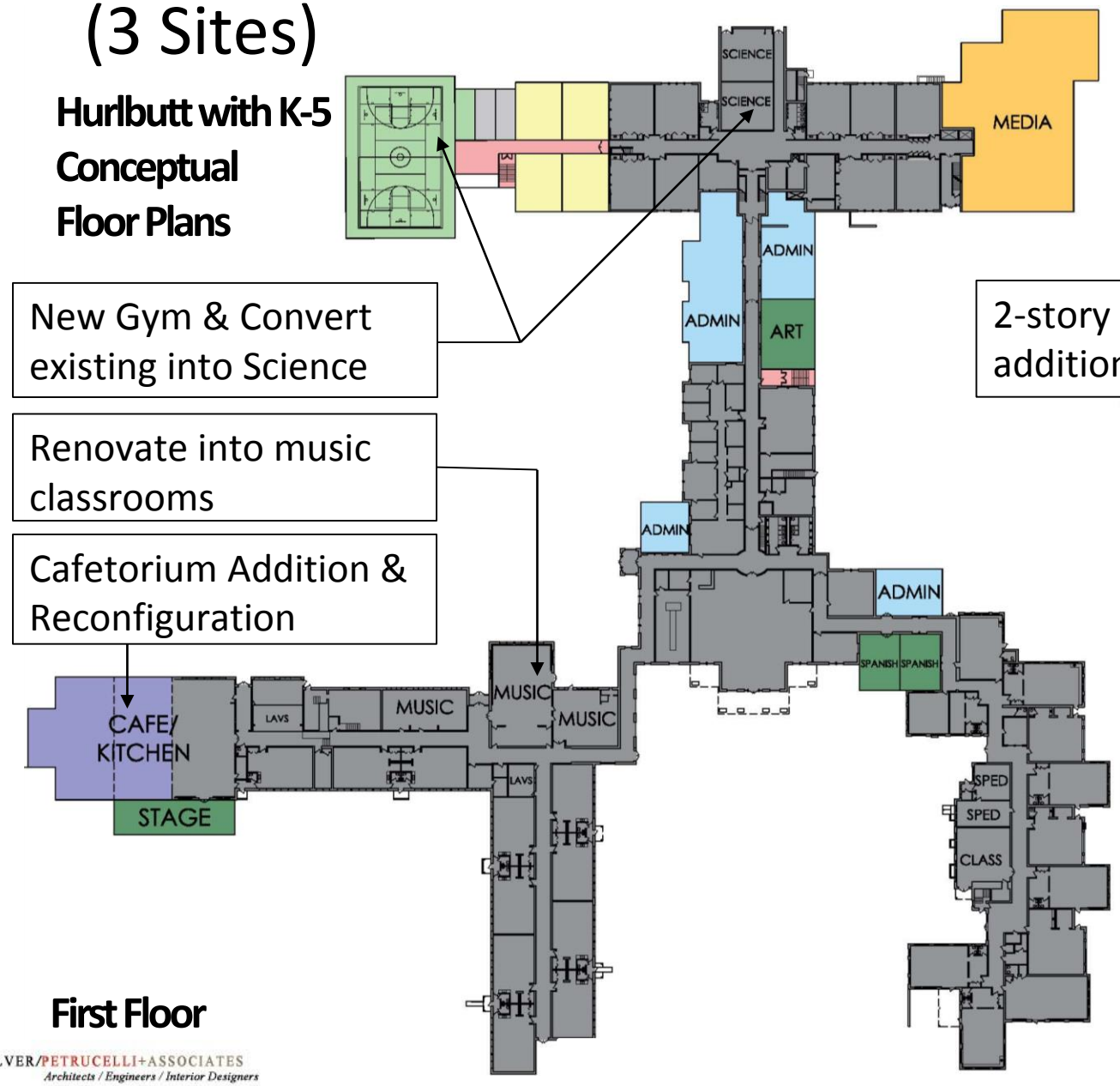
Hurlbutt with K-5 Conceptual Floor Plans

New Gym & Convert existing into Science

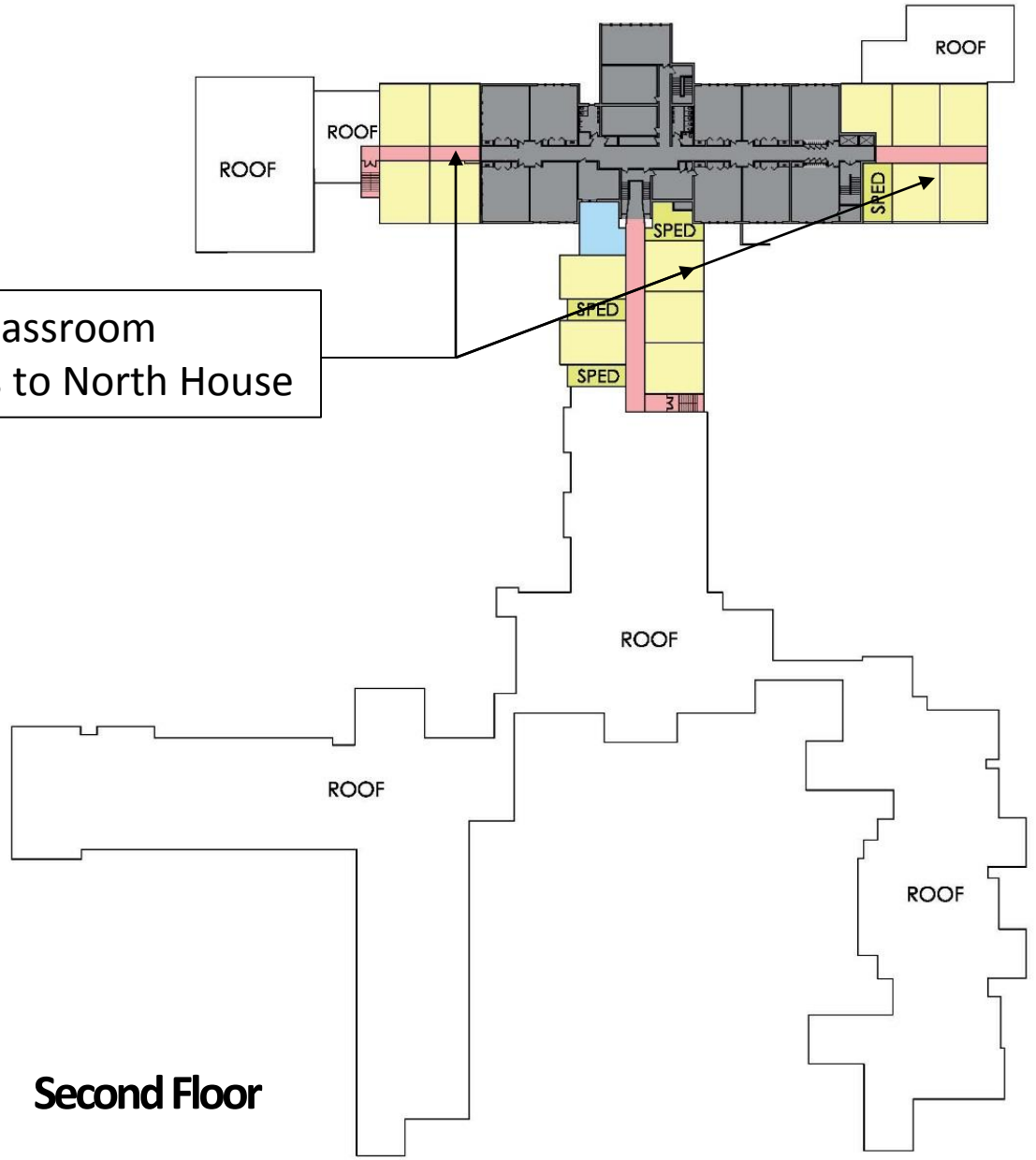
Renovate into music classrooms

Cafetorium Addition & Reconfiguration

2-story classroom additions to North House



First Floor



Second Floor

Weston Public Schools Feasibility Study – Preliminary Analysis

Conceptual Option	Educational		Logistical		Financial	
	Pro	Con	Pro	Con	Pro	Con
Phase 1 Renovation & Additions (4 site) Major programmatic & infrastructure renovations with some additions*	1. Addresses WMS major programmatic needs for science, music and art. 2. Supports MS teaming model. 3. Maintains high-quality programs in all schools	1. Student relocation and phasing during construction.	1. Could phase project 2. Maintains existing footprints in other schools	1. Student relocation or phasing during construction 2. Phasing could take more time and cost more	1. Least expensive option 2. Funding can be distributed over a period of time	1. Project would renovate existing site as new as opposed to new construction.
New Middle School connected with HS (3 site) New construction between existing WMS & WHS	1. New state of the art middle school facility 2. Allows for the some new programs additions (e.g. culinary arts) 3. Maintains high-quality elementary programs	1. Minimal sharing of space can be achieved with HS due to highly specialized programmatic needs of WMS and WHS.	1. New building could be constructed while students remain in their schools	1. Wetland encroachment – work with Army Corps of Engineers process 2. Would need to demolish old middle school for parking needs. 3. Need to relocate softball field between WMS and WHS.	1. Brand new facility	1. Most expensive option 2. Does not reduce labor costs
Expanded PreK-5 School & WIS Converted to MS (3 site) Additions to HES to support new population & program; Additions to WIS to convert to a middle school	1. Eliminates the transition from the current K-2 to 3-5 school configuration.	1. Unusually large elementary school will have negative impact on teaching and learning and ability to provide nurturing environment. 2. Large elementary school may deter prospective home buyers (most competing districts have elementary schools no larger than 500 students) 3. Sprawling footprint is more difficult to manage for educational, operational and safety purposes	1. New construction could occur while students remain in their schools	1. Significant additions to WIS (newest school) to convert to MS 2. Manage multiple construction projects 3. HES project will require Senior Center and softball field relocation. 4. Transportation will become an issue during pickup/drop off as 800 students enter the bus loop and back up onto Weston Rd., increasing congestion for the Town Center	1. There does not appear to be any financial benefits to this model.	1. More expensive than renovating middle school 2. Multiple addition locations can potentially increase cost 3. Investing in construction projects in two schools 4. Does not reduce labor costs 5. Expanding Hurlbutt would enlarge the one school not connected to the Zenon Plant and result in higher operational septic expenses.

Phase 1 Renovation & Additions (4 site)

Major programmatic & infrastructure renovations with some additions

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

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

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

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

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

PHASE 2 – PRELIMINARY FINDINGS

1. The committee considered a number of three-site options. Given the curricular and co-curricular needs, all the options require significant construction given the additional needs associated with grade migration to different buildings.

2. Based on the preliminary results presented by Silver Petrucelli, it appears that moving to a three-site campus will require significant costs for new construction. It also requires funding for addressing the existing *facilities conditions* in areas not impacted by new construction, but still requiring work as outlined in Phase 1.

3. Given the data presented to the committee, the administration and committee does not come to the conclusion that a three-site option exists that (a) improves the educational outcome and (b) warrants the extra expenditure.

Next Steps

1. Weston Public Schools website will be populated with all of the Phase 1 and Phase 2 documents for easy access.

2. At a future meeting, BOE will come to consensus on the best option of the three presented in this report from an educational, logistical and financial standpoint.

3. Bring the BOE selected option, along with other top two considerations, to the various Town bodies (BOS and BOF) for discussion. It is expected that the town will re-examine options and recommendations, give feedback and ultimately incorporate the district plans into the overall Town plans.

4. Once there is support from Town bodies on proceeding with the BOE's selected option, establish a representative process of BOE and Town leaders to hire a consultant to create the educational specifications, conceptual 3-D design, and budget.

5. The BOE would have to adopt the educational specs, design and budget before going to Town referendum for approval.

6. In the interim, we will follow-up with a facilities plan that will address our current facilities conditions, while we are continuing to discuss the longer term facilities needs.

WESTON PUBLIC SCHOOLS
PHASE 2 FEASIBILITY STUDY
PRELIMINARY REPORT

WESTON BOARD OF EDUCATION
DRAFT - APRIL 29, 2019

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

PHASE 1 STUDY LEADING TO PHASE 2 STUDY

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

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

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

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

Phase 2 Study (3 sites) – Initiated Fall 2018

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

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

PHASE 2 - FEASIBILITY STUDY ADVISORY COMMITTEE

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

BOE ADVISORY COMMITTEE MEMBERS

Tony Pesco, Committee Chair
Gina Albert, BOE Chair
William McKersie, Superintendent
Ken Craw, Assistant Superintendent of Curriculum & Instruction
Mike Rizzo, Assistant Superintendent of PPS/SPED
Rich Rudl, Director of Finance and Operations
Dan Doak, WMS Principal
Pattie Falber, WIS Principal
Katie Gregory, Parent
Michelle Miller, Ad Hoc/Silver Petrucelli

PHASE 2 STUDY – INITIAL FOCUS

The Superintendent mapped out two scenarios for campus reconfiguration:

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

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

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

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

PHASE 2 STUDY – SCENARIOS & OPTIONS

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

Scenario 1: Close WMS

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

Scenario 2: Close HES

Option A	Option B	Option C	Option D
896	719	719	552
			532
583	763	568	
805	805	1000	1200
2284	2284	2284	2284

PHASE 2 OPTIONS REVIEW

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

Scenario 1 (Closing WMS)

- Options A, B & C are not considered viable due to the elementary school being too large for effective teaching/learning and for providing a nurturing environment. **However, in the spirit of full due diligence, the BOE in February 2019, asked for closer examination of Option A, (which would entail an expanded elementary school).**

- Option D is similar to option E, but would require a complicated conversion of WIS to a middle school due to the need to add science labs and other common and specialty spaces.

- **Option E was explored further due its potential to maintain the excellent attributes of K-5 education, and for its potential to create a secondary building (MS and HS) that optimizes facility resources.**

Scenario 2 (Closing HES)

- None of these options (A, B, C & D) address the facility needs of the most troubled facility (WMS).

- Additionally, options A, B & C are not viable because the elementary school would be too large for effective teaching/learning, and for providing a nurturing educational environment.

Weston Public Schools Feasibility Study - Conceptual Options

4 Sites versus 3 Sites Comparison

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

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

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

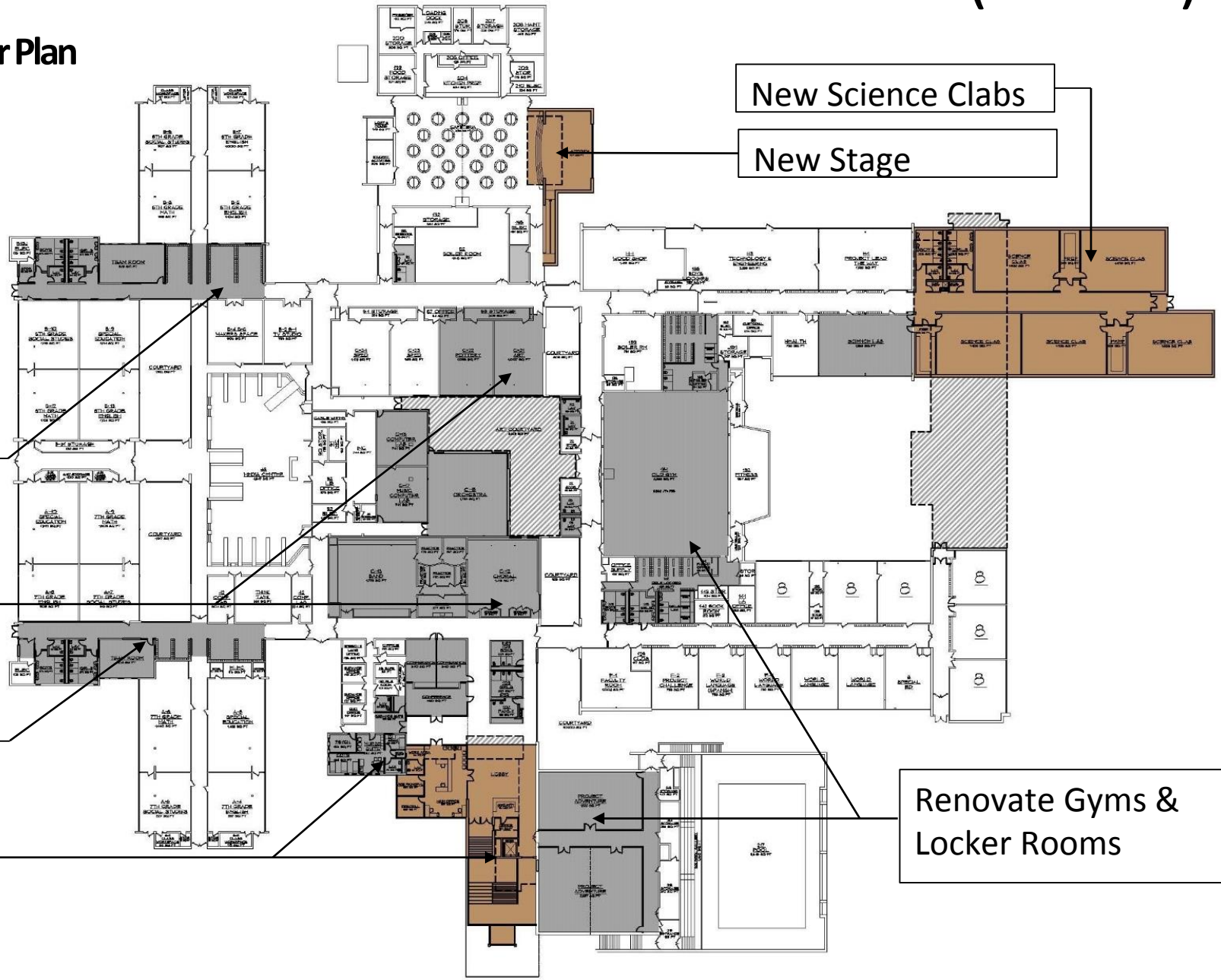
Options include associated Phase 1 Facility Conditions Estimates unless otherwise noted.

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

DESIGN LEGEND

- RENOVATIONS
- NEW CONSTRUCTION
- DEMOLITION

Conceptual Floor Plan



Overall Building Infrastructure:
HVAC
Electrical
Plumbing/Restrooms

Reconfigure Classrooms, Restrooms & Lockers

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

Reconfigure Classrooms, Restrooms & Lockers

New Entry & Office Addition & renovations

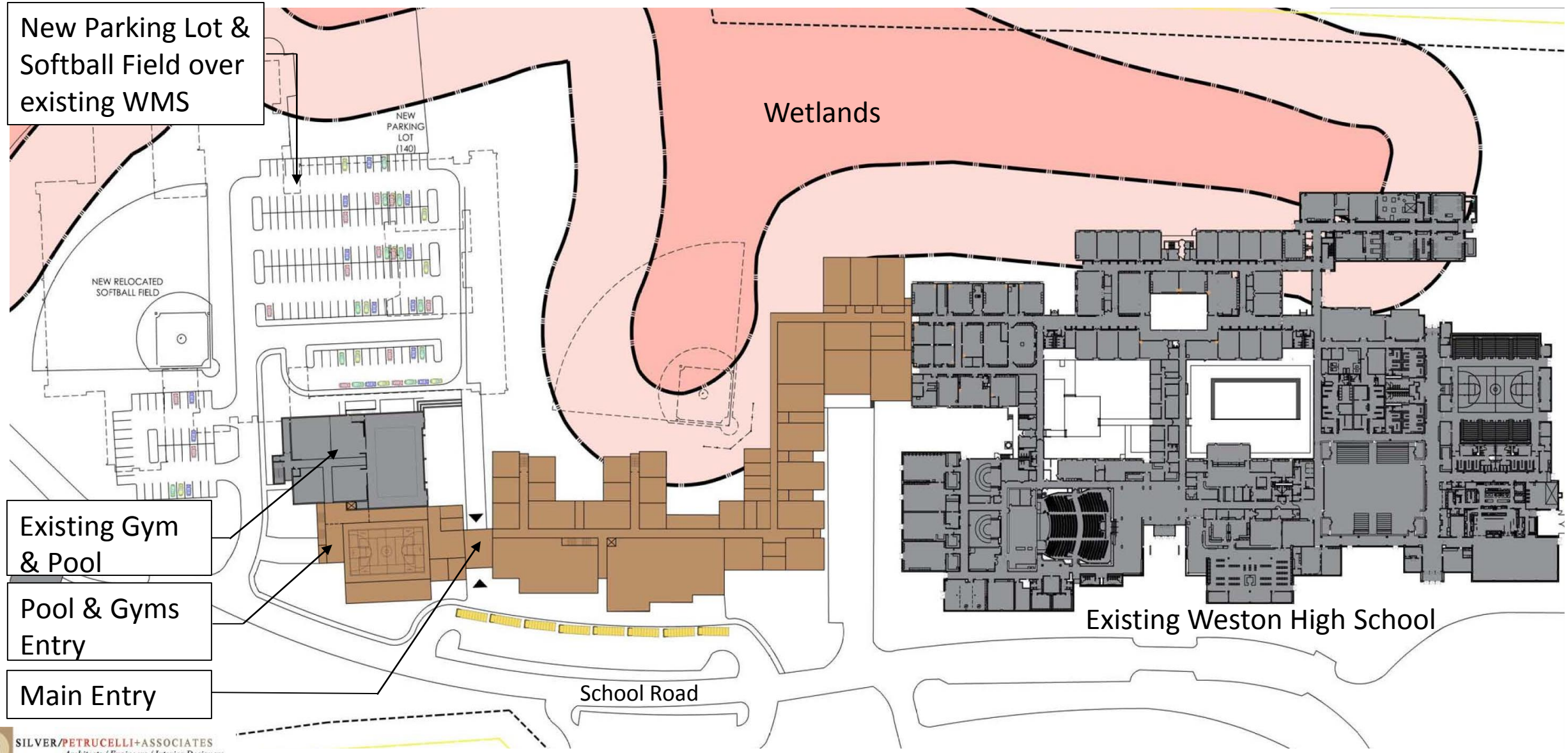
New Science Clabs

New Stage

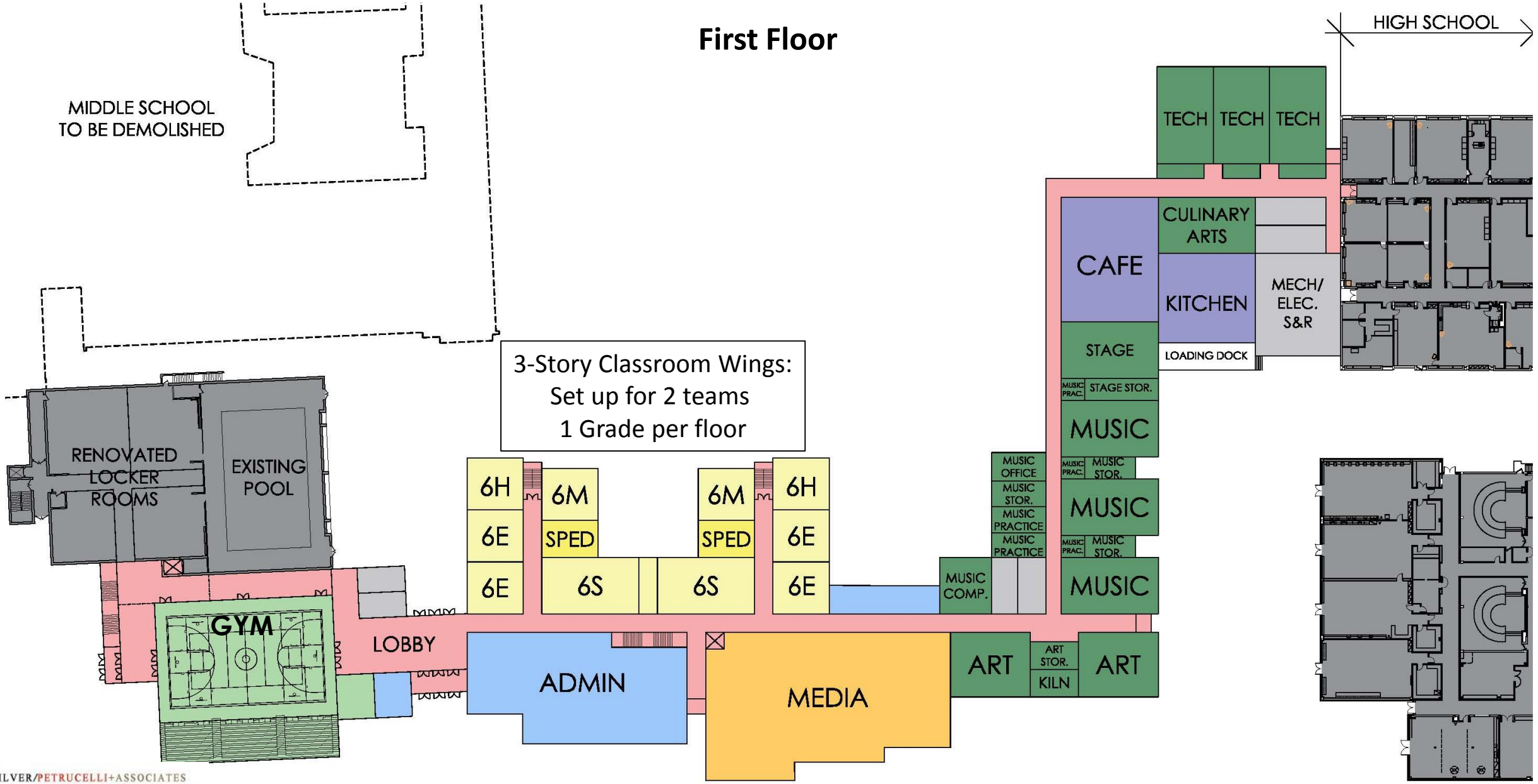
Renovate Gyms & Locker Rooms

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

Conceptual Site Plan



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



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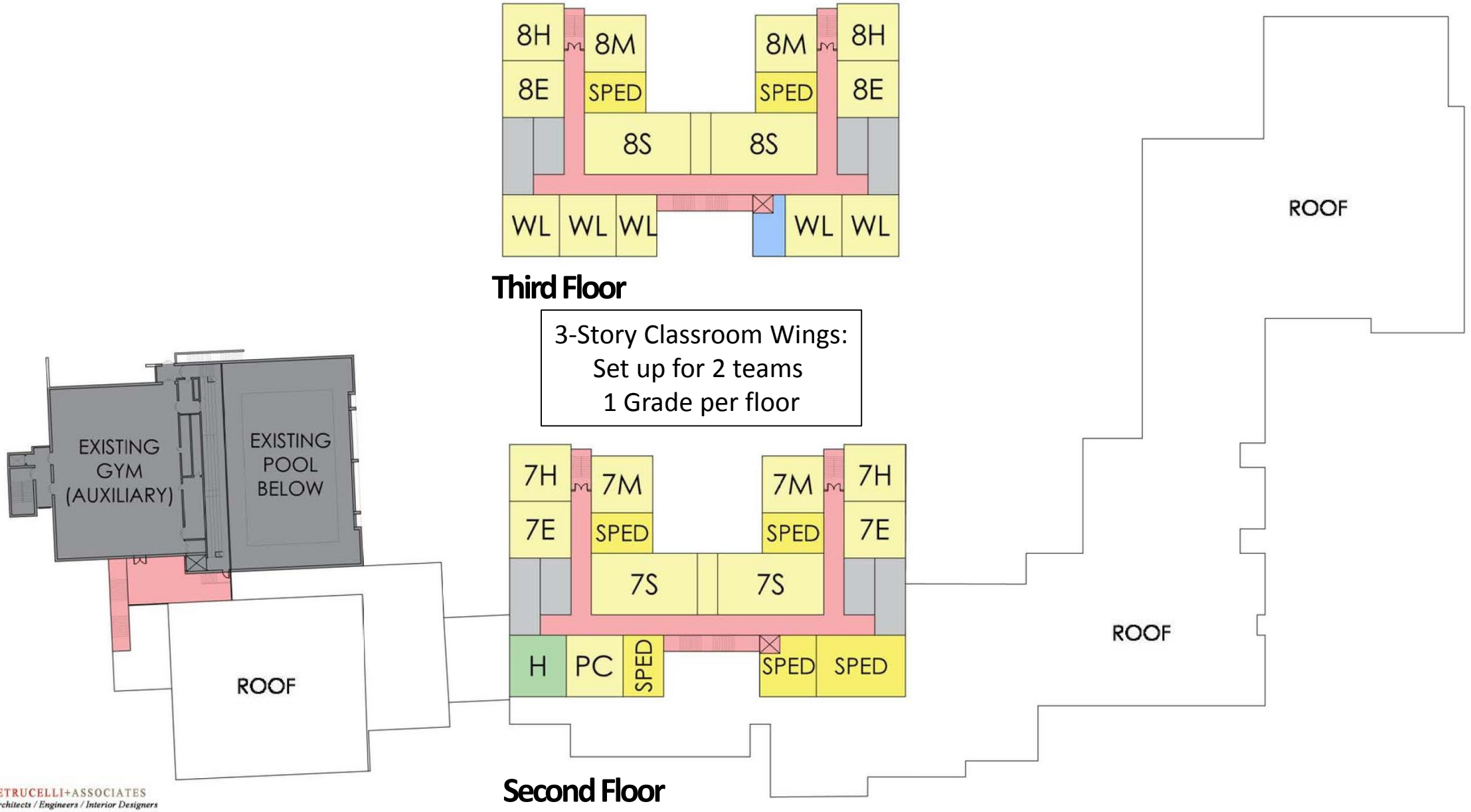


Phase 2 – Expanded PreK-5 School & WIS Converted to 6-8 School (3 Sites)

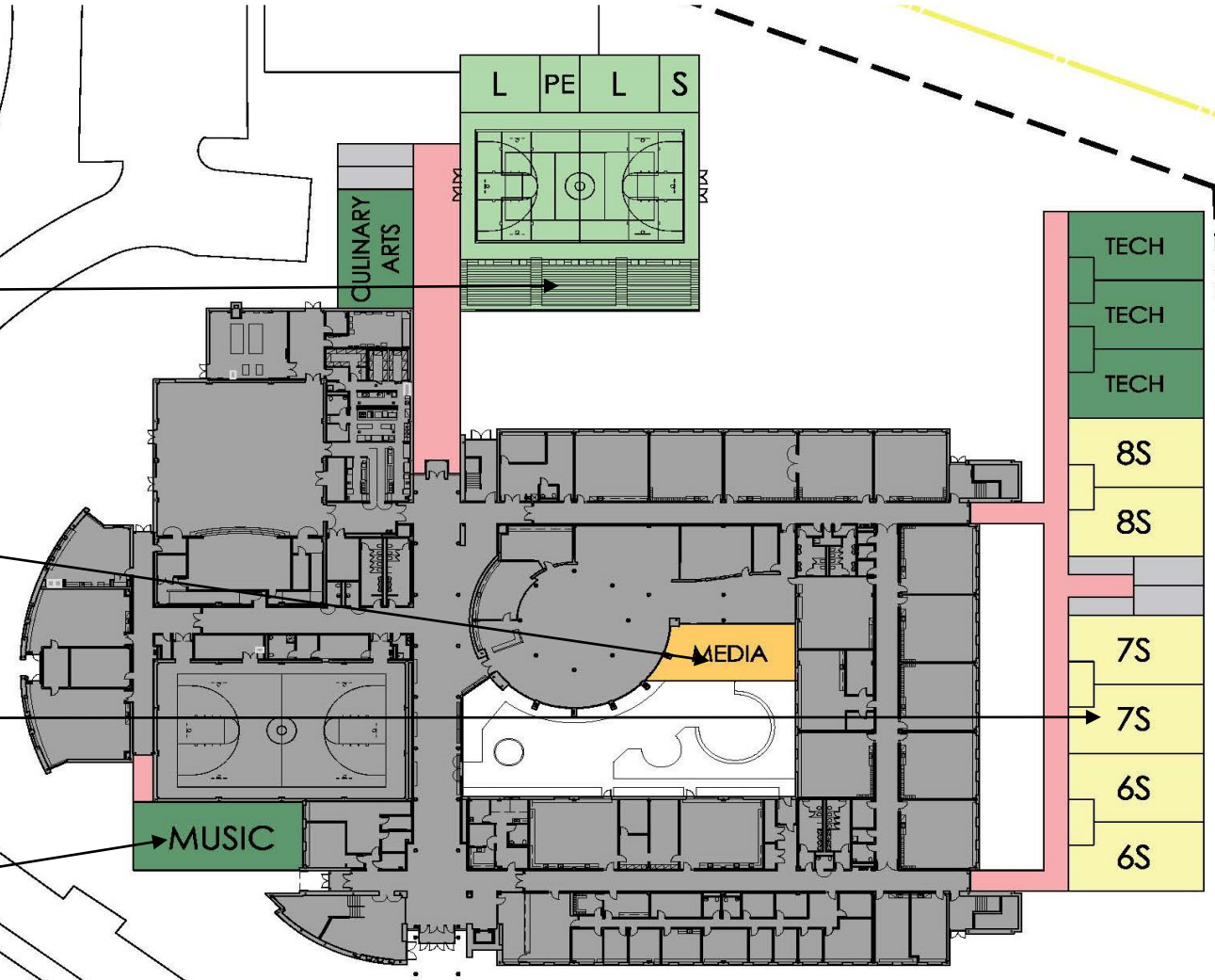
WIS with 6-8 Conceptual Floor Plan

New Gym with bleachers and locker rooms
Restrooms
Culinary Classroom

Media Center Addition

New Science Clabs & Technology Classrooms

Music Classroom Addition

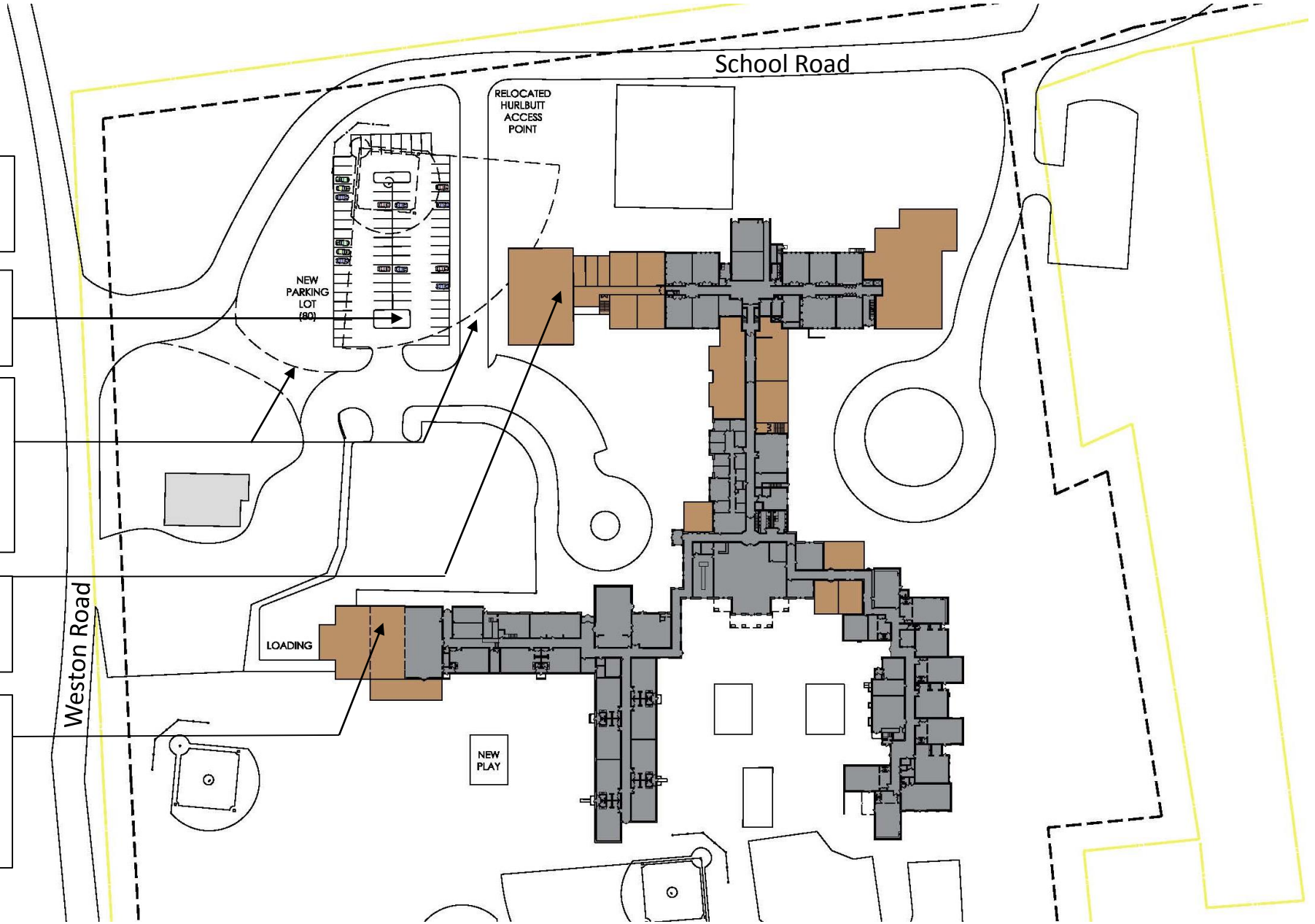


Phase 2 – Expanded PreK-5 School & WIS Converted to 6-8 School (3 Sites)

Hurlbutt with K-5

Conceptual Site Plan

- Expansion based on school use of Senior Center
- New Parking (softball field relocation TBD)
- Reconfigure school access on School Rd. (coordinate with Town on study of Weston & School Rd.)
- New full-size gym and 2- story classroom addition
- Stage/Cafeteria/Kitchen Addition (playground relocation & proximity to septic to be studied)



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

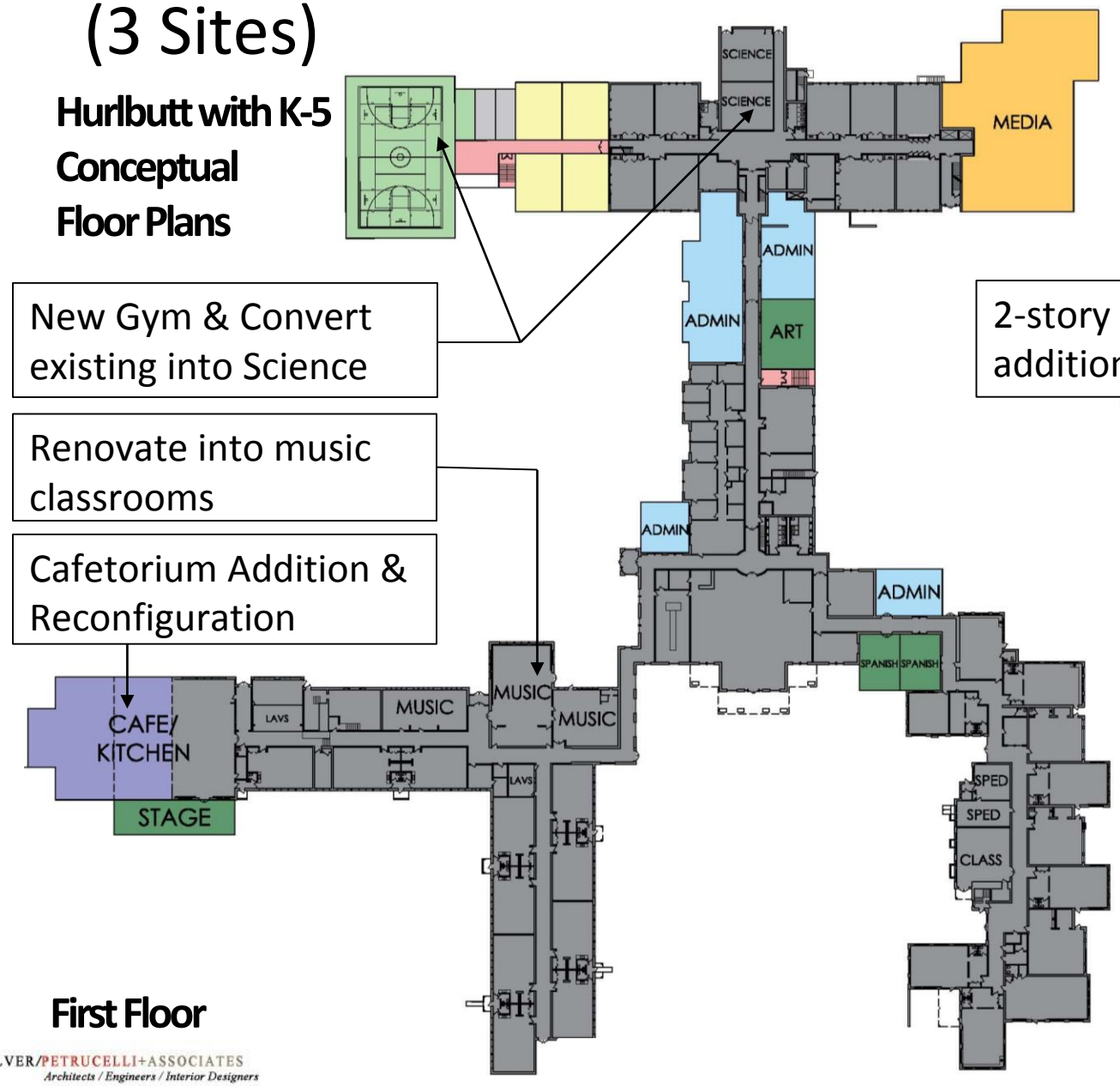
Hurlbutt with K-5 Conceptual Floor Plans

New Gym & Convert existing into Science

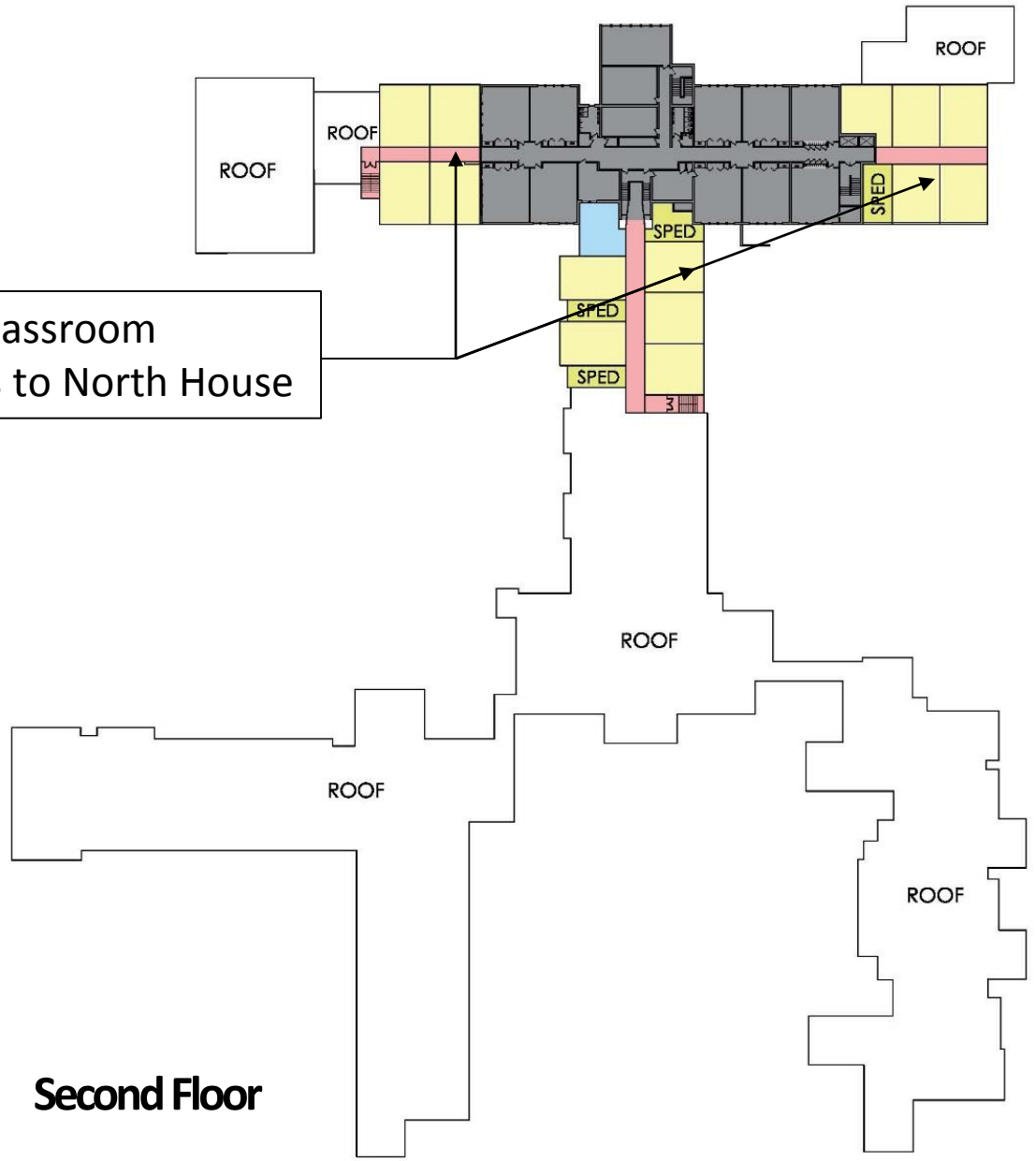
Renovate into music classrooms

Cafetorium Addition & Reconfiguration

2-story classroom additions to North House



First Floor



Second Floor

SILVER/PETRUCELLI+ASSOCIATES
Architects / Engineers / Interior Designers

Weston Public Schools Feasibility Study – Preliminary Analysis

Conceptual Option	Educational		Logistical		Financial	
	Pro	Con	Pro	Con	Pro	Con
Phase 1 Renovation & Additions (4 site) Major programmatic & infrastructure renovations with some additions*	1. Addresses WMS major programmatic needs for science, music and art. 2. Supports MS teaming model. 3. Maintains high-quality programs in all schools	1. Student relocation and phasing during construction.	1. Could phase project 2. Maintains existing footprints in other schools	1. Student relocation during construction 2. Phasing could take more time and cost more	1. Least expensive option 2. Funding can be distributed over a period of time	1. Project would renovate existing site as opposed to new construction.
New Middle School connected with HS (3 site) New construction between existing WMS & WHS	1. New state of the art middle school facility 2. Allows for the some new programs additions (e.g. culinary arts) 3. Maintains high-quality elementary programs	1. Minimal sharing of space can be achieved with HS due to highly specialized programmatic needs of WMS and WHS.	1. New building could be constructed while students remain in their schools	1. Wetland encroachment – work with Army Corps of Engineers process 2. Would need to demolish old middle school for parking needs. 3. Need to relocate softball field between WMS and WHS.	1. Brand new facility	1. Most expensive option 2. Does not reduce labor costs
Expanded PreK-5 School & WIS Converted to MS (3 site) Additions to HES to support new population & program; Additions to WIS to convert to a middle school	1. Eliminates the transition from the current K-2 to 3-5 school configuration.	1. Unusually large elementary school will have negative impact on teaching and learning and ability to provide nurturing environment. 2. Large elementary school may deter prospective home buyers (most competing districts have elementary schools no larger than 500 students) 3. Sprawling footprint is more difficult to manage for educational, operational and safety purposes	1. New construction could occur while students remain in their schools	1. Significant additions to WIS (newest school) to convert to MS 2. Manage multiple construction projects 3. HES project will require Senior Center and softball field relocation. 4. Transportation will become an issue during pickup/drop off as 800 students enter the bus loop and back up onto Weston Rd., increasing congestion for the Town Center	1. There does not appear to be any financial benefits to this model.	1. More expensive than renovating middle school 2. Multiple addition locations can potentially increase cost 3. Investing in construction projects in two schools 4. Does not reduce labor costs 5. Expanding Hurlbutt would enlarge the one school not connected to the Zenon Plant and result in higher operational septic expenses.

Phase 1 Renovation & Additions (4 site)

Major programmatic & infrastructure renovations with some additions

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

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

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

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

PHASE 2 STUDY – PRELIMINARY FINDINGS

1. The committee considered a number of three-site options. Given the curricular and co-curricular needs, all the options require significant construction given the additional needs associated with grade migration to different buildings.

2. Based on the preliminary results presented by Silver Petrucelli, it appears that moving to a three-site campus will require significant costs for new construction. It also requires funding for addressing the existing *facilities conditions* in areas not impacted by new construction, but still requiring work as outlined in Phase 1.

3. Given the data presented to the committee, the administration and committee does not come to the conclusion that a three-site option exists that (a) improves the educational outcome and (b) warrants the extra expenditure.

NEXT STEPS

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☒ **Information Only**

☐ **Action Requested**

Agenda Item Subject: Annual Instructional Update 2018-19

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

Annual Instructional Update 2018-19 for Board review.

WESTON PUBLIC SCHOOLS

Annual Instructional Update
2018-2019

Presented to the
Weston Board of Education
Curriculum Committee
May 8, 2019

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

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

WESTON PUBLIC SCHOOLS

VISION STATEMENT

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

MISSION STATEMENT

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

OUTCOME – GLOBAL CITIZENS

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

WESTON BOARD OF EDUCATION MEMBERS

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Ellen Uzenoff, Vice Chairperson
Anthony Pesco, Secretary/Treasurer
Dan McNeill
Melissa Walker
Ruby Hedge
Stephanie Miller

Contributors

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

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ANNUAL UPDATE ON THE CONTINUOUS IMPROVEMENT OF INSTRUCTIONAL PROGRAMS

Weston Public Schools is committed to the continuous improvement of its instructional programs and services to ensure students are prepared for a global society. Each spring, district curriculum leaders reflect on the progress made toward achieving district goals, as it relates to instructional programs and services. In the 2018-19 Annual Instructional Update, each Curriculum Instructional Leader highlights the goals of the department, key accomplishments, challenges, and the anticipated goals for the upcoming 2019-20 school year. These reflections are presented to the Weston Board of Education to provide a comprehensive update and plan for the following academic year.

Curriculum Development

Every five years each curriculum area undergoes a comprehensive renewal process consisting of four phases: research, development, implementation and evaluation. Led the by Assistant Superintendent of Curriculum and Instruction, curriculum leaders and teachers review current instructional practices and curricula in an effort to enhance programs and services. During the renewal cycle, the district examines emerging research and any new standards in the subject area to inform changes that need to be made. Frequently, the district seeks feedback from students and parents either through focus groups or student surveys.

During the development and implementation stages, curriculum leaders facilitate curriculum writing with teams of teachers. A backwards design approach is employed in crafting the K-12 scope and sequence, as well as associated units of study. The curriculum leaders work with teachers to identify the desired outcomes, enduring understandings, and skills students should demonstrate by the end of the unit. With these goals in mind, the team designs both formative and summative assessments aligned with the goals of the unit. These may take the form of checks for understanding, tests, quizzes or projects, and also include authentic assessments that require students to demonstrate their learning in real-world situations.

Once the goals of the unit and assessments are in place, teachers create the learning progression and identify any assured learning experiences that all students will have within the grade level. As part of the implementation process, a small group of teachers at a grade level may pilot new resources in order to assess their effectiveness prior to large-scale implementation. Finally, once the curriculum has been implemented the department enters into the final phase of the renewal, which is the evaluation stage. It is at this point that the curriculum leaders and teachers reflect on the changes that have been made and examine the progress of their students through the qualitative and quantitative evidence available to them.

During the 2018-19 school year, there were several content areas engaged in the renewal process:

- K-12 Science
- K-12 World Language
- K-5 Reading
- K-12 Physical Education

Professional Growth and Learning

Weston Public Schools is a community of lifelong learners committed to meeting the needs of all our students. To that end, our educators engage in ongoing professional learning activities in order to refine their practice and stay current with the latest research.

The district has a standing Professional Growth Committee comprised of teachers, curriculum leaders and administrators that meets triennially to plan the calendar of the professional development activities. These activities are carefully aligned with the district and school goals for the year. Curriculum instructional leaders take an active role in organizing and facilitating meaningful opportunities for teachers to collaborate and learn from each other.

Weston has a robust professional development program and learning takes place in a variety of formats and settings. The district has set aside several full days dedicated to professional development activities. In addition, there are early release days in which students are dismissed early so teachers may participate in professional development. In the summer, Weston periodically offers Summer Institutes for interested teachers to learn about a topic of interest. In previous years, we have offered institutes on scientific inquiry, readers and writers workshop, Common Core Standards, and technology-related topics.

Generally, professional development is job-embedded and connects directly to what teachers are doing in the classroom. It is often facilitated by teacher leaders in the district and the strategies learned can be immediately applied in the classroom. Sometimes, it is necessary to employ the services of consultants when implementing new programs or to supplement our professional development efforts.

MATHEMATICS, GRADES K-5

I. 2018-19 Goals

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

II. Accomplishments

- Coaching and professional development provided by the CIL focused on differentiation and increased use of visualization for problem solving, number sense development, and virtual tools.
- The newly available target data from the Smarter Balanced Assessments (SBA) were analyzed by grade level. In addition, individual teachers were supported in analyzing target data for their classes. At both of these levels, some adjustments in SBA preparation were made.
- Professional development with grade 5 teachers focused on their new teaming model and book study of *Mathematical Mindsets*, by Jo Boaler.
- In the fall, five parent workshops were presented for K-5 parents. The morning and evening sessions at HES provided an introduction to the ways our primary students learn mathematics. The WIS sessions helped parents understand the instructional methods and content in the intermediate grades. Later in the fall, there were also sessions on problem solving for parents of grades two through five.
- We had 41 students from grades four and five participate on our Mathematical Olympiad teams this year. These students met before school on Tuesday mornings. Our teams continue to excel in this international competition.

III. Challenges and Needs

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

IV. 2019-2020 Goals

- Continue to provide coaching and professional development, increasing the instructional repertoire of our teachers, especially in the areas of differentiation.
- Work with teachers to integrate their technology effectively into their math lessons.
- Continue the math mindset work and include all grades K-5.
- Continue to explore ways to use the SBA target data with teachers from the beginning of the year when it becomes available.
- Continue to provide opportunities for parent education at all levels.

MATHEMATICS, GRADES 6-12

I. 2018-2019 Goals

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

II. Accomplishments

- Two middle school and two high school teachers met in the spring and summer of 2018 to design the scope and sequence for a new Accelerated Algebra and Geometry course for ninth graders at WHS.
- The new Accelerated Algebra and Geometry course was implemented for the first time during the 2018-19 school year. It is geared toward students who have completed the Math 6, 7 and 8 sequence at WMS and have demonstrated a high level of mastery of the middle school curriculum. The new course uses an integrated approach to allow students to complete their study of foundational algebra and geometry concepts which began in middle school, in order to prepare them to take Algebra 2 in tenth grade.
- Middle and high school teachers differentiated content by planning tiered problem solving lessons using a variety of modalities (technology, manipulatives, games, etc.) to engage students in problem solving targeted at the students' individual level of readiness.
- Some high school teachers differentiated process by instituting "parking lots" for student questions that don't get addressed during the course of the class period. This approach was established to better address the needs of learners who struggle with some of the foundational knowledge. Students get the answers to their "parking lot" questions by scheduling additional help times with their teacher.
- Teachers of upper level math classes (Pre-Calculus in particular) identified foundational algebra skills that are integral to success in calculus. These teachers provided additional practice in these skills to students who were recommended for and/or expressed an interest in taking calculus, to better equip them with the prerequisite knowledge to help them succeed at higher levels of mathematics.
- Teachers of all levels of courses at the high school provided students with scaffolded classwork, where the problems are arranged in a way that they get progressively harder. In this way, students who worked quickly, or came to an understanding more readily, had the opportunity to try more challenging problems related to the same content, while at the same time allowing teachers to address the needs of the students who took longer to grasp concepts.
- The coding teacher differentiated content for students who completed required classwork by offering opportunities to learn other coding languages.
- High school teachers used applets and other technology tools to demonstrate abstract concepts to visual learners.
- Algebra 2, Pre-Calculus, and Calculus teachers used UTexas problem sets as a tool to provide extra challenging practice to students. These assignments encouraged collaboration and brainstorming and helped students develop problem solving skills in a low-pressure, multiple-attempt online format.
- Several math teachers at the high school experimented with offering flipped classroom/blended learning opportunities by creating their own lesson videos to teach concepts or to supplement a lesson.

- AP Calculus AB was taught by a teacher new to the course this year. There was significant productive collaboration between the previous teacher and the new teacher in order to ensure a successful transition as well as maximize success for the students.
- Students in AP math classes had many opportunities to experience AP exam questions through the use of partner assessments and other group activities that promoted collaboration and encouraged students to demonstrate their learning and understanding to their peers.
- Math teachers at WHS had more of a presence in Structured Study this year in order to facilitate the needs of struggling learners. Teachers in this assignment reported that it was helpful to be made aware of the different approaches teachers of all disciplines used to reach and assist these students.
- Middle school teachers adopted an "Infuse, Intervene, Inspire" approach to SBA preparation.
    - Infuse:
        - SBA question banks were completed and/or revised at all grade levels, using resources provided by the SBA, as well as additional supplemental free and open resources such as Illustrative Mathematics.
        - SBA questions were embedded into math journals and guided practice.
        - When creating assessments, grade-level partners worked to revise "traditional" questions with SBA-type questions.
    - Intervene:
        - Students in all classes completed three Interim Assessment Blocks (IABs).
        - Data from the IABs, coupled with classroom performance, was used to enter and exit students into and out of Math Lab, as well as to gauge overall progress.
        - Teachers used the data provided by the IABs to inform lesson planning. Each IAB identifies the "five most commonly correct" and "five most commonly incorrect" items on each block. Teachers used the incorrect items as warm up problems in the days following the IAB, taking the opportunity to discuss with the students the common misconceptions and errors that could lead to incorrect answers.
    - Inspire:
        - Teachers discussed the importance of taking the SBA seriously, encouraged their students to do their best and show off their hard work from this year.
- A middle school teacher led professional development in August (for math and special education teachers) and March (for all subject areas) surrounding the ideas of Infuse, Intervene and Inspire.
- Two middle school and two high school teachers attended the NCTM Regional Conference in Hartford in October. At a department meeting that followed, each of them shared-out on the most valuable sessions they attended.
- One teacher presented a well-attended session at the NCTM Regional Conference on the use of breakout boxes in the math classroom.
- Two math teachers attended a one-day conference in November on understanding the NWEA and how to effectively use the data provided by the NWEA to inform lesson planning, grouping strategies, and intervention.
- One teacher attended a one-day conference in December provided by the Connecticut Council for Leaders of Mathematics, participating in sessions on the effective use of IAB data, as well as implementing SRBI support in secondary mathematics.
- The WMS Math Team continued its participation in the Fairfield County Junior Math League.

- The WHS Math Team continued its participation in the Fairfield County Math League.
- Three WMS students participated in the MathCounts chapter competition in February, and one of those students was selected to participate at the State level in March.
- Eight WMS students and one WIS student participated in the American Mathematics Competition 8 exam in November. One of the students earned an Honor Roll of Distinction, scoring in the top 1% nationally.
- Seven WHS students and two WMS students participated in the American Mathematics Competition 10/12 exam in February.

III. Challenges and Needs

- Identifying students for, and providing SRBI support at WMS has been a challenge. Math Lab provides the structure to offer the support, but we need to look at revising the way that time is used for some students. Additionally, middle school teachers do not feel they have the training and resources necessary to provide true SRBI support.
- While budget constraints and practicality issues do not allow us to offer multivariable calculus to small numbers of students, we do have several students each year who are in the position to finish our math curriculum prior to their senior year. We need to further explore other options for these students in order to meet their needs at the higher levels of mathematics.
- The scope and sequence for the new Accelerated Algebra and Geometry course proved ambitious for the first year. We need to reflect on the implementation of this course and make revisions where necessary, while maintaining the integrity of the course and the foundational instruction and learning inherent in it.

IV. 2019-2020 Goals

- Continue to emphasize planning for differentiation at both WMS and WHS.
- Explore the possibility of revising the structure of Math Lab at WMS to better accommodate students in need of SRBI support.
- Implement a new AP Computer Science Principles course, using the blended learning platform, Edhesive, facilitated by the coding teacher.
- Continue to explore our secondary mathematics pathways to consider options for students that allow them to achieve at the highest levels.

SCIENCE, GRADES K-5

I. 2018-2019 Goals

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

II. Accomplishments

- Kindergarten, grades 1, 2, and 5 implemented NGSS using the Amplify Science resource.
- Grade 5 implemented a new teaming model in which four of the eight teachers focused on math and science instruction. Students had two hours of math and science instruction each day allowing for grade five to include one fourth grade unit as well as the four NGSS units for fifth grade.
- Curriculum writing was completed in Atlas Rubicon for grades K–2.
- New progress report standards were written for grades K–2 and 5. Rubrics for each corresponding standard were also written for these grades.
- A consultant from Amplify Science came for one of the August professional development days. He ran two half-day training workshops, one for K-2 and one for grade 5.
- Professional development for K-2 was greatly assisted by our pilot teachers from last year as time was devoted during team meetings and common planning periods almost weekly.
- Grade 5 science teachers used a half day release before each unit to become familiar with content and focus on NGSS pedagogy. These four teachers are to be commended for the countless hours of preparation needed to make this year as successful as it has been.
- Grade 3 and 4 teachers have their initial NGSS training in May. Each grade will have a half day release to begin this transition.
- Pilot work was done for the grade 3 compacted life science unit drawn from multiple resources.
- The CIL attended state updates on NGSS assessments and curriculum discussions held at Cooperative Educational Services in Trumbull.
- Grade 5 teachers and students gained familiarity with the NGSS assessment type questions through the Interim Assessment Blocks available.
- Further collaboration took place between the CIL and the Hurlbutt Library Media Specialist on makerspace connections with the new NGSS curriculum. As part of this, first graders culminated their light and sound engineering unit by developing and presenting a shadow puppet scene in the makerspace.
- The annual WIS Inquiry Science Fair took place on April 3 and 4, and included 165 fourth and fifth graders.

III. Challenges and Needs

- Scheduling will need to allow for some larger blocks weekly in order for grade 3 and 4 to incorporate the NGSS curriculum.
- It will continue to take a tremendous amount of support as we transition the last two grades to NGSS in order to provide teachers with what they will need both in content knowledge and

pedagogical shifts, as well as comfort with new materials. The challenge of prioritizing this for the CIL will result in less focus on some other areas.

IV. 2019-2020 Goals

- Provide the needed professional development opportunities for grade 3 and 4 teachers using both the internal capacity of CIL as well as Amplify consultants.
- Provide year two support and coaching for grades K-2 and 5.
- Complete curriculum documentation in Rubicon Atlas for grade 5.
- Create new progress report standards and corresponding rubrics for grades 3 and 4.
- Analyze the data available from the first NGSS assessment for any useful implications.

SCIENCE, GRADES 6-12

I. 2018-2019 Goals

- Design and implement several new higher-level courses at WHS: Honors Science Research, AP Environmental Science, and Physic C-Honors: Electricity and Magnetism.
- Continue to promote the Honors Science Research course to ensure increased enrollment in future years.
- Continue to revise and implement NGSS-aligned curricular units in core sequence courses in grades 6-11 during the 2018-2019 school year, including innovations in gauging progress relative to NGSS standards and science and engineering practices. Document these revisions in Atlas curriculum maps.
- Continue to review and integrate new instructional materials into NGSS-aligned curriculum at WMS, especially those that leverage the availability of digital technologies.
- Continue to develop and implement the seventh/eighth grade STEM PFA pathway for independent STEM projects and encourage participation in competitions and events outside of WMS, including providing guidelines at the start of these PFA courses outlining the expectations and requirements for participation in the CSEF as well as WMS STEM Expo held at end of each year.
- Revise the end of year WMS STEM Expo to allow for more student exposure to the various projects. In addition, investigate the possibility of merging the fair with projects developed through the new WHS Honors Science Research course (in addition to other possible high school STEM projects/innovations).
- Revise the end of year WMS STEM Expo to allow for more student exposure to the various projects. In addition, investigate the possibility of merging the fair with projects developed through the new WHS Honors Science Research course (in addition to other possible high school STEM projects/innovations).

II. Accomplishments

- The Honors Science Research course had a successful first year. The laboratory is fully operational, except for some minor work still to be done with the gas chromatograph. Eleven students are completing their individual projects, which included experimentation in analytical chemistry, genetic engineering, behavioral ecology, and computer science, among other topics.
- Honors Science Research students had the opportunity to compete in various fairs throughout the state. Three students participated in the CT STEM Science Fair in February at Amity Regional High School. One student applied to the Connecticut Junior Science and Humanities Symposium held at UConn Health in Farmington and was one of only 16 students selected to give an oral presentation on her work. All students will participate in the Weston STEM Expo showcasing WMS and WHS students in June.
- Enrollment in the Honors Science Research course for 2019-2020 is holding steady with students currently registered for the course. Next year's project proposals branch out into the fields of engineering, plant biology, and animal behavior. Promotion of the course continues at both WMS and WHS, as plans are being developed to increase enrollment for future years.
- Various members of the middle school and high school science departments participated in professional development opportunities aligned to NGSS instructional shifts and curricular enhancement, including a SciCamp “unconference” to collaborate with regional science

teachers; NGSS Assessment Evaluation and Design workshops; a workshop on biodiversity and conservation held at the American Museum of Natural History; and a conference on integrating computational thinking into the physical sciences.

- Several WHS and WMS science teachers took the initiative during the Best Practices Fair to begin developing common rubrics that can be used to assess the NGSS science and engineering practices that are heavily integrated into the new science standards and revised curriculum. This work will continue throughout department and professional development sessions until the rubrics are completed.
- Physics continues to align curriculum with NGSS standards and practices, while maintaining an emphasis on project-based learning and technology. All curricular units have been transformed into an "experiment first" structure, allowing students to interpret data in order to develop conceptual and computational models. In addition to previously utilized technologies, Pasco Capstone software was incorporated to allow students to experience video analysis techniques, and Pyret coding software lets students work in pairs to write code for simulations of the physical systems they are studying, then gather data from the simulation and in real life to see if their simulations match the real world.
- Through the "Skype a Scientist" program, Honors Physics students conferenced via Skype with an astrophysicist, which allowed them to not only ask questions relating to the nature of science careers and the mysteries of space, but also specific questions on their current study of exoplanets and gravitational force.
- A member of the physics department was invited to the National Science Foundation funded conference on *Advancing the Integration of Interdisciplinary Computational Thinking in the Physical and Life Sciences* this May in Maryland. This experience will help build a foundation for teaching problem-solving through computer programming in an integrated way in the high school physical science curriculum, which is a prominent and challenging part of the NGSS standards, but one that most science departments are not well-equipped to address.
- Environmental science, chemistry, and biology courses have seen continued NGSS-alignment shifts with particular emphasis on the development of new activities and assessments that reflect the scientific practices and cross cutting concepts highlighted in the new standards. Several online resources, such as the Concord Consortium and PhET simulations, have been added to better reflect the experience students will encounter on the new standardized NGSS test, where students must manipulate and interpret models, analyze data, and make arguments from evidence that students generate in self-directed online simulations.
- This year marked the successful roll out of the new AP Environmental Science course at Weston High School.
- Through a generous grant provided by the Weston PTO, the 'Trout in the Classroom' program was introduced this year in the environmental science courses. This allows students to participate in the hatching and raising of trout, which are later released into the wild as part of an ongoing conservation effort.
- Students in standard and AP environmental science courses have begun several 'green' initiatives in the school laid forth by the Weston Green Team such as maintenance of the school garden, recycling initiatives, and improvements to the surrounding natural areas on campus.
- Several community relationships have been fostered over the year to allow students in environmental science courses to participate first hand in local environmental and sustainability issues. Connections with Lachat Farm, Weston Sustainability Committee, Wakeman Town Farm (Westport), Earthplace (Westport), Future Frogmen (water

conservation non-profit), Wilton Zero Waste Initiative, and others have been established, with students participating in such activities as volunteer projects, documentary and speaker presentations, and the plastic bag ban initiative.

- To wrap up their year, all environmental science classes will be touring the Aquarion drinking water treatment plant in Easton and the Georgetown sewer water treatment plant, allowing students to have a better understanding of the ways in which our water supplies are treated both before and after residential use.
- The WHS science department continued its strong partnerships with Animal Embassy and the Livingston Ripley Waterfowl Conservancy. Chris Evers from Animal Embassy has visited our animal behavior classes for the past several years, bringing a variety of animals each time. These visits tie in closely with the semester project in that course, helping the students understand the evolutionary connection between behavior and environment. Similarly, educators and animals from the waterfowl conservancy have visited our biology classes for many years and engage the students in ways in which the various waterfowl are adapted for survival in their environments, as well as current threats that exist to those delicate environments.
- The Animal Behavior classes had the opportunity to hear a presentation from artist and conservationist, Robin Huffman. Robin has spent years as a caregiver to primates in a sanctuary in Cameroon, and she is known for the large portraits she paints of the primates she cares for.
- High school science classes continue to use the Visual Classroom platform to elicit student understanding and misconceptions, promote individual accountability as well as collaboration, and provide opportunities for formative assessment.
- The WHS Science Olympiad Team competed against 47 other Connecticut teams in science and engineering tasks on March 30. The team landed one bronze finish in Protein Modeling, as well as three other top five finishes in the Forensics investigation, Water Quality experience, and Thermodynamics event.
- Once again, a team of students between grades 9-12 worked diligently under the supervision of Michael Chappa preparing for the Tests of Engineering Aptitude, Mathematics and Science (TEAMS). The A-level team placed third overall in the state, while the B-level team scored second place in the essay contest.
- Middle school science teachers continue to explore and implement various instructional resources that support their NGSS-revised curricula. NSTA eReaders provide support for student learning, while Amplify units have been further revised to best support the learning expectations of the NGSS. In addition, a new online resource called Gizmos was piloted this year with much success. Gizmos incorporate online simulations that require students to perform experimental tests, gather and analyze data, and generate and manipulate models in a similar fashion to what will be seen on the new standardized NGSS state test. Some examples of Gizmos include studying Pangaea and continental drift (seventh grade), food chains and ecosystem interactions (sixth grade), and the complexities of photosynthesis (eighth grade).
- All sixth grade classes once again had the opportunity to engage in an exploration of water conservation through a program run by Twig Holland of Aquarion Water Company. After experiencing one of the worst droughts since 1895, a drought emergency was declared throughout the region in 2016. In response, Aquarion created a program specifically tailored to middle school students with the goal of promoting the wise use of water in their homes.
- Amy Leonard from SoundWaters gave an interactive presentation to every sixth grade class in March. Students were allowed to explore various sea creatures from Long Island Sound and

learned important features that the animals have to best survive in their environment. This in-class presentation is followed by a trip in May to the SoundWaters laboratory in Stamford that allows the students to perform follow-up explorations on human impacts on the environment.

- Guardians of the Water Galaxy, the interdisciplinary project with social studies, continued to enrich the sixth grade science classes. This year's outreach efforts yielded several responses from experts in their fields, including The Ocean CleanUp, Louisiana State University, Great Lakes Alliance, Michigan's Department of Natural Resources, and the Republic of South Africa, to name a few.
- Once again, all seventh grade students participated in a field trip to the Yale Peabody Museum to participate in a presentation on Earth's landforms, as well as explore other exhibits on fossils, minerals, and additional geologic features found on our planet. Students used field notebooks to record learning experiences at the museum.
- One eighth-grader participated in this year's CT Science and Engineering Fair at Quinnipiac University by modifying and refining her seventh grade Science Discovery Workshop project. This project provided the opportunity to engage in comprehensive data collection and analysis to elicit any correlations between physical characteristics and swim race times. As a result of her efforts, she earned third-place honors in the middle school life science categroy
- Students in grades 8 and 11 will participate in the CT State Department of Education NGSS Science Assessment in May, which uses real-world science applications to gauge student ability at using science and engineering practices to demonstrate their understanding of science content. This will be the first year that scoring data is made available at the district, school, student, and science standard levels.
- To help prepare for the NGSS science assessment, students in grades 6 through 11 have been practicing using the Interim Assessment Block questions released by the CT State Department of Education. Teachers are able to formally administer the questions and then analyze scoring data to determine areas of competency as well as deficiency and therefore adjust their instruction accordingly.
- The STEM Expo fair has been modified this year to include a display of both middle school and high school science and engineering projects. This allows for students, staff, family, and community members to appreciate the diverse opportunities available in grades 6-12 for research and design, as well as the variation in research complexity that often occurs from the middle school to the high school. To allow for optimal exposure, this year's event features an evening fair followed by a morning session that will provide students and teachers the opportunity to view the various projects.

III. Challenges and Needs

- The loss of the science department paraprofessionals at both the middle and high school will require significant adjustments when preparing for experimental investigations, ordering science materials and specimens, and organizing the various supplies, instruments, and chemicals throughout the departments.
- Continue to review and revise curriculum as needed in grades 6-11 to ensure key NGSS content items and performance expectations emphasized on the new CT state science assessment are addressed throughout the grade levels.
- Continue to revise curriculum and design rubrics to effectively gauge student progress in the science and engineering practices of the NGSS, as well as design and implement NGSS assessment style questions into classes, such as item clusters, phenomenon-driven responses, simulations, modeling, experimental design, and predictions and justifications.

- Continue to explore instructional resources to support the NGSS-aligned curriculum at WMS, focusing especially on areas in the curriculum not heavily supported by existing resources.
- As revisions to the NGSS science curriculum and instruction become more refined, teachers must continually plan to implement effective differentiation strategies throughout each class to help meet the needs of individual learners in areas of science content, science practices, and three-dimensional science assessments.

IV. 2019-2020 Goals

- Continue to promote and support the Honors Science Research course to ensure increased enrollment and student success in future years.
- Continue to revise and implement NGSS-aligned curricular units in core sequence courses in grades 6-11, including innovations in gauging progress relative to NGSS standards and science and engineering practices.
- Continue to focus on effective methods of differentiation in science classes to better meet the needs of all learners when teaching the demanding content standards through the use of science practices and various instructional methods.
- Continue to review and integrate new instructional materials into NGSS-aligned curriculum at WMS, especially those that engage students in the science and engineering practices of the NGSS.
- Continue to promote STEM research opportunities available during enrichment periods for seventh and eighth graders and encourage participation in events outside of WMS, such as state-level fairs as well as the 6-12 STEM Expo held at the end of each year.
- Develop and implement engaging opportunities for learning and discovery in the greenhouse at WHS, now that necessary updates have been made to the space.

LANGUAGE ARTS, GRADES K-5

I. 2018-19 Goals

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

II. Accomplishments

- Grades 3-5 successfully transitioned to the Fountas and Pinnell Benchmark Assessment System, while K-2 has begun their pilot with full implementation in 2019-20 school year.
- Grades 3-5 administered, scored, and analyzed Teachers College pre and post assessments for all TC reading units to inform differentiated instruction.
- Grades 3-5 spent focused professional development time examining SBA targets and questions to further develop teacher understanding of the assessment and how students are required to engage with it.
- Grammar and conventions instruction had a renewed focus in K-5 classrooms with particular attention to sustainment and accountability for standards that have been taught.
- In addition to learning multiple small group instructional strategies, ongoing instructional coaching was provided to support teachers with expanding their instructional repertoire when using data to plan and implement instruction.
- Fifth grade teachers hosted sixth grade teachers and administrators in their writer's workshop classrooms in February for a successful vertical articulation conversation about rigor, volume, and stamina in writer's workshop. Third grade will visit second grade later in the spring.
- New this year was the creation of a K-12 Reading Committee to initiate cross-building discourse and ensure alignment of data, intervention programs, and best practices in literacy instruction. Inclusive in this committee, are administrators, reading specialists, and special education teachers throughout the district.
- As a result of an articulated need from the Reading Committee, SRBI Data Teams have successfully transitioned to the use of PowerSchool for data warehousing. History of SRBI services and data can now be accessed and shared within and across buildings.

III. Challenges and Needs

- Meeting the academic and emotional needs of an increasingly diverse student population will require professional development and resources.
- As other curricular areas renew their curriculum, we will need to work collaboratively to ensure all curricular areas are taught with fidelity in the instructional minutes provided.

IV. 2019-2020 Goals

- K-2 classrooms will transition to full implementation to the Fountas and Pinnell Benchmark Assessment System.
- K-2 will transition to the use of the updated DIBELs 8 as a universal screening tool.
- Instructional read aloud, shared reading, and interactive writing as part of reader's and writer's workshop will continue to be a focus in K-2 classrooms.
- K-5 teachers will continue to refine their practice in the use of multiple data points to inform whole class and small group differentiated instruction.
- Cross-building articulation visits will continue in the fall with second grade visiting third and fifth grade visiting sixth.
- The Tri State Consortium will visit again in spring 2020 to follow up on our implementation of their recommendations from last year's visit.
- Successfully modify curriculum, instruction, and assessment to best meet the needs of our special education population will continue to be a focus in all grades.

ENGLISH/LANGUAGE ARTS, GRADES 6-12

I. 2018-2019 Goals

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

II. Accomplishments

- Writing Center teachers and the CIL created and implemented a plan for all students who did not meet benchmark on the WHS Writing Portfolio. Writing Center teachers met with identified students multiple times during the first semester. With the support of the Writing Center and classroom teachers, 81% of these students met benchmark on the resubmitted portfolio.
- The Writing Center continues to be one of the most vibrant resources at WHS. As of April 1, Writing Center coordinators have held 576 individual conferences with students. Fifty-five percent of these visits represent students who have used the Writing Center multiple times this year. Coordinators met with approximately 32% of the student body in these conferences. They also supported conferences and led writing session in 134 classrooms, which allows them to meet with multiple students at one time.
- The Writing Center coordinators and the CIL visited all grade 8 classes at WMS to review the expectations for the writing portfolio. These teachers, along with grade 8 English language arts and social studies teachers, conferenced with grade 8 students on their writing for two days in April. These meetings with grade 8 students are important moments that support the transition between the schools.
- This year, the scorers for the grade 8 portfolio were a representative group from both grades 8 and 9. As a result of scoring these portfolios, teachers were also able to discuss trends in student writing and make plans to revise curriculum and instruction in both grades to best support the needs of all students during this transition.
- Both English language arts and social studies teachers in grades 6-8 at WMS administered and scored benchmark argument prompts three times during the school year. Respective teachers and CILs reviewed the data and then made adjustments to instruction to best meet the needs of our students. This evaluation of data, as suggested in the Tri-State report, and our tracking of student growth in the use of evidence and elaboration, help our teachers align writing expectations.
- The WHS English department participated in a professional development session facilitated by a Fairfield University English professor. The workshop focused on developing strategies for teaching revision and running effective writing conferences with students. Teachers have been working with curricular partners and the CIL as they integrate more opportunities for revision and reflection in their courses.
- Four WHS and WHS teachers attended a workshop titled "Teaching Through Hope: Building Your Holocaust Instructional Materials" at Cooperation Educational Services in Trumbull.

Grade 8 and grade 9 English teachers are working together to create units related to genocide education to both raise the awareness and build empathy in our students.

- WMS teachers continue to administer the SBA Interim Assessment Blocks (IABs). Teachers, working in cross-curricular teams of English language arts and social studies, examined this data and use their findings to provide additional supports for students.
- As recommended in the Tri-State report, grade 6 English language arts teachers visited WIS to meet with the grade 5 English language arts team and to observe their classes. This sort of professional development is invaluable as we find more ways to support our students in the transition between schools.
- *Filament*, WHS's literary and arts magazine, was nationally recognized as a "superior" publication by the National Council of Teachers of English.
- WHS students were among the winners in the Hudson-to-Housatonic Scholastic Writing Awards. One student was a silver key recipient and three students received honorable mentions.

III. Challenges and Needs

- The WHS Writing Portfolio has been in place since 2014. We need to review the process to ensure that the writing requirements are representative of current curricular changes and that teachers provide opportunities for revision and reflection for all students.
- There is always a concern among the CIL and Writing Center coordinators regarding how well we support all students throughout the WHS Writing Portfolio process. More explicit support plans need to be communicated to all teachers, particularly those in both English and social studies.
- The Writing Center is not available all periods of the day due to limited staffing. Since appointments book up quickly, many students have expressed concerns that they cannot utilize this resource when they need it. Although the teachers have been as flexible as they could be (e.g. meeting before school, after school, or even during a period when the Writing Center is closed), a fully staffed Writing Center would help alleviate these issues.
- The grade 6 curriculum needs to be updated to allow for the strongest transition between WIS and WMS. Additional meetings among these two teams need to be scheduled throughout the 2019-2020 school year. There also needs to be more built-in opportunities for grade 8 and 9 teachers to meet to calibrate their instruction and assessment practices.
- Additional support is needed for teachers as they work towards strengthening their differentiation skills. Teachers who have already mastered these skills need opportunities to share their methods with their colleagues.

IV. 2019-2020 Goals

- Form a group of stakeholders from various departments and evaluate the effectiveness of the WHS portfolio process and school-wide writing rubric. Make revisions to the portfolio process and update all materials, as needed.
- Work with WHS administration to create a plan to guarantee that all students receive the same support throughout the WHS Writing Portfolio process.
- Update the grade 6 English language arts curriculum to ensure that teachers continue to meet the needs of the diverse learners in their classrooms.
- Provide meeting time for teachers involved in the grade 5 to 6 transition and the grade 8 to 9 transition. These meetings will help teachers align expectations and curriculum.
- Create a department goal regarding differentiation and then coach teachers as they continue to hone these skills so that all students, regardless of the course they enroll in, have the same opportunities to succeed.

SOCIAL STUDIES, GRADES K-5

I. 2018-19 Goals

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

II. Accomplishments

- Grade 2 has successfully integrated the use of one-to-one iPads in the cross-curricular biography unit.
- Grade 3 began collaboration with the Weston Historical Society to plan for needs in upcoming years as a result of a grant the WHS received.
- Grade 5 revised their social studies curriculum to accommodate reduced instructional minutes by integrating with language arts units where appropriate.
- Integration of PBIS, Emotional Intelligence, and social studies outcomes have been explored.

III. Challenges and Needs

- Instructional time for social studies has been a challenge to sustain as new curricular needs have emerged.
- Grade 5, which currently has the most social studies historical content to teach, has been working to teach that content in less time than in prior years.

IV. 2019-2020 Goals

- Ensure all social studies standards are taught with fidelity in all grades.
- Continue to integrate PBIS and Emotional Intelligence outcomes into social studies instruction.
- Balance needs across all curricular areas in all grades.
- Continue to refine curriculum and assessments in all grades.

SOCIAL STUDIES, GRADES 6-12

I. 2018-19 Goals

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

I. Accomplishments

- Utilizing 6-12 Social Studies Department meetings and professional development opportunities, the department further developed inquiry-based learning skills as outlined in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
- Social Studies teachers in grades 6-12 had an opportunity to participate in a trip to the Mark Twain House where they participated in an inquiry workshop using objective sources focused on evidence-based learning.
- Social studies teachers in grades 6 and 7 participated in a professional development session hosted by the National Geographic Education Foundation's Connecticut chapter. Teachers were introduced to inquiry-based lessons associated with National Geographic themes and the process to be a National Geographic trained educator.
- AP US History, American Studies, and eighth grade American History classes created virtual museum exhibitions drawn from the Mark Twain House professional development experience.
- Tenth grade Modern World Studies piloted a Global Interdependence Inquiry capstone.
- The social studies department's performance-based assessments complement district interdisciplinary writing, research, and technology goals. Examples include:
    - American History students created virtual museum exhibitions in AP US History and American Studies drawn from the Mark Twain House professional development experience.
    - Ninth grade students worked with both the library media specialist and the technology integrator to create infographic PSAs in regards to Global Diseases in World Studies and Biology.
    - The sixth grade Guardians of the Water Galaxy called upon students to participate in an inter-disciplinary project researching water issues and proposing solutions. Students received responses from a number of non-profit and corporate groups including the Pollution Control Board in India, Australian Water Association, Water for South Sudan, Louisiana State University Department of Oceanography and Coastal Sciences, Alliance for the Great Lakes, Michigan Department of Natural Resources, and the Republic of South Africa.
- The social studies department welcomed numerous guest speakers to support and enhance curricular needs. The department celebrates our connections with the local community and embraces opportunities to work with them in multiple capacities.

    - Sixth Grade students met the Connecticut state candidates running for our State House and Senate seats in regards to our state's geographic location, our use of natural resources, energy consumption, and also questions about becoming a public servant.
    - Seventh grade students met with various town stakeholders on Weston's changing demographics and population challenges facing the town and the schools.
    - Eighth grade teachers collaborated with the Connecticut Regiment Colonial Reenactment group to bring Colonial Day to Weston Middle School.
    - Eva Brust Cooper, a survivor of the Holocaust, spoke to our sixth and seventh grade students, about her childhood and her family's emigration to the United States.
    - AP Government students participated in Constitution Day at Fairfield Ludlow High School where they met with Senator Richard Blumenthal.
    - Students in Psychology met with Hilary Misiano who spoke about bringing mindfulness practices into schools.
    - Students in Introduction to Economics attended a Personal Reality Fair in Danbury at Western Connecticut State University to gain a greater understanding of how personal financial decision making is impacted by credit score.
    - Members of the Israeli Youth Emissaries visited all social studies classes at the high school.
    - Tenth grade students had the opportunity to meet and converse with guest speakers who lived in the Soviet Union during the Cold War and its transition period of the early 1990s.
- The social studies and English language arts departments continue to collaborate on district writing initiatives.
    - As cited in the English language arts section, ELA and social studies teachers at WMS met to articulate writing expectations across grade levels; additionally, they scored benchmark argument prompts three times during the school year. These teachers along with the CILs reviewed the data and then made adjustments to instruction to best meet the needs of our students.
    - Department members continue to participate, along with their ELA colleagues, in the eighth and tenth grade writing portfolios.
    - Writing Center coordinators met with ninth and eleventh graders in their social studies classes multiple times this year.
    - As cited in the English Language Arts section, WMS teachers continue to administer the SBA Interim Assessment Blocks (IABs). Grade level teachers focused their attention on the Evidence and Evaluation portion of the rubric identifying focused areas to adjust instructional practices.
- A social studies teacher completed his first year teaching AP Macro Economics and AP Micro Economics after attending TAFT sessions in the summer.
- Social Studies teachers and administration volunteered at Staples High School's Financial Reality Fair to gain insight on possible opportunities for Weston's students in the future.
- AP Government has been approved to run as a full year course as a result of the College Board's redesign of the course.
- The Model United Nations club participated in two conferences this year at the University of Connecticut and in Boston. Both these trips were advised by members of the social studies department.
- Andrew Castro placed first place in the State of Connecticut in an Economics essay contest "Investwrite" as part of the Stock Market Game program. He wrote an essay on John D.

Rockefeller that was adapted from an in-class assignment within the Introduction to Economics course.
- Timothy Allen represented WMS as school champion at the state level of the National Geographic Bee.

II. Challenges and Needs

- Summer curriculum time is needed to revise the World Studies-Biology project based on interdisciplinary changes.
- Textbook inquiry and procedures need to be explored in order to adopt a new AP Government textbook based on the curriculum shift (2019-2020 school year).
- Teachers need to be further trained on data collection and analysis in terms of SAT, PSAT and SBA, as per district gauging progress goals.
- The department needs to start investigating the curriculum renewal process at all grade levels including the elective experiences.
- There is a strong interest in revising the introductory psychology and sociology courses.
- There is a strong interest in pursuing external specialists to improve content knowledge and instructional practices, especially regarding inquiry-based learning.

III. 2019-2020 Goals

- Explore, evaluate, and begin the curriculum renewal process for social studies courses, grades 6-12.
- Continue to cultivate opportunities to integrate the inquiry model into coursework through the support of experts in the field.
- Support the continued efforts between ELA and social studies to align expectations, language, and instructional goals, especially regarding analytical writing at the middle school.

WORLD LANGUAGE, GRADES K-12

I. 2018-19 Goals

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

II. Accomplishments

- Completed curriculum renewal for fourth grade Spanish with successful implementation of the new curriculum.
- Completed most of curriculum renewal process for French, Spanish, and Mandarin Chinese at WHS with expected adoption in the fall of 2019.
- Continued alignment of curriculum with the World-Readiness Standards for Learning Languages.
- Continued with vertical articulation of all language programs.
- Developed and implemented new authentic performance-based assessments at all levels.
- Provided professional development opportunities between the Fine Arts and World Language Departments to promote cross-disciplinary connections.
- Collaborated with the Fine Arts Department in the organization of the induction ceremonies for the respective honor societies and in showcasing our programs to parents.
- Piloted for the first time standardized world language assessments with all juniors in French, Latin, Mandarin Chinese, and Spanish to determine their level of language proficiency. These exams assess students' proficiency in interpersonal communication, reading and listening comprehension, and writing.
- Piloted the first time a standardized world language assessment in the interpersonal mode of communication in Spanish with four sections of fifth graders in order to determine their present level of proficiency and make appropriate curricular adjustments before completion of the fifth grade curriculum renewal.
- CIL provided three sessions of professional development to world language teachers about high-leverage teaching practices in world language instruction.
- Teachers and CIL participated in a variety of in-district and out-of-district professional development opportunities. Some of these experiences were in the form of webinars as well as national and regional conferences.
- Continued to enrich lessons with new digital resources and supported student learning with the new learning management system, Canvas.

- Bi-monthly parent bulletins (El Boletín de Hurlbutt) were sent to HES parents keeping them informed of the Spanish curriculum and highlighting units of focus and interdisciplinary connections.
- Implemented a new series of French textbooks for the WMS French program.
- Enhanced all languages with new ancillary materials (level readers, films, documentaries).
- Seventh grade Spanish students exchanged correspondence with a middle school in Santa Fe, Argentina.
- French and Spanish middle school students continued with French and Spanish Club after school once a month.
- Forty-two eighth grade French students participated in the National French Contest. Gold, silver, and bronze medals were awarded to these students as a result of outstanding performance.
- Two hundred and five seventh and eighth grade Spanish students participated in the National Spanish Exam. Gold, silver, and bronze medals were awarded to these students as a result of outstanding performance.
- WMS students were recognized for outstanding academic achievements in Spanish and French classes at the annual World Language Celebration.
- WHS students participated in the National French, Spanish and Latin Exams. Students received gold, silver, and bronze medals as a result of outstanding performance in these contests.
- WHS students were recognized for outstanding academic achievements in world language classes at the World Language Celebration/National Honor Society Induction Night.
- WHS inducted students into the National French, Chinese, Latin and Spanish Honor Societies. National French, Chinese, Latin and Spanish Honor Society members have actively participated in activities that promote the appreciation and promotion of World Languages, e.g. assisting in non-profit organizations in Bridgeport, tutoring fellow students, etc.
- National French, Chinese, Latin and Spanish Honor Society members together with the Music National Honor Society and Fine Arts National Honor Society members organized a "World Fair," which is a music, languages, and arts festival at WHS to promote languages and celebrate cultures.
- WHS hosted 33 exchange students from France and their teachers.
- International guest speakers from France and Argentina visited our middle and high schools to discuss topics related to daily lifestyles with our students. Students and guests were able to engage in Q&A sessions.
- WHS teachers organized field trips for Spanish students to visit a Spanish theatre in NYC, and for Latin students to attend State Latin Day, where all things Latin are celebrated.
- WHS Spanish students engaged in video conferences and correspondence with students from Toledo, Spain to discuss a variety of topics, as well as draw cultural comparisons and make connections.

III. Challenges and Needs

- Continue to examine WMS schedule in order to have everyday world language instruction for sixth grade at WMS.
- Consider budgeting funds for instructional resources to support English language learners (ELL) and their teacher.
- Monitor Spanish enrollment at WHS.

IV. 2019-2020 Goals

- Develop fifth grade Spanish curriculum and complete FLES (Foreign Language in Elementary School) program renewal.
- Complete world language K-12 curriculum renewal process for anticipated adoption in the fall of 2019.
- Provide coaching to support new ELL teacher.
- Develop a plan to increase student proficiency in all languages in identified areas of need after administering the standardized world language assessments to fifth graders and juniors for the first time in 2019.
- Monitor Spanish enrollment at WHS and develop a plan to increase student retention.
- Increase differentiation of instruction for world language learners.

VISUAL ARTS, GRADES K-12

I. 2018-19 Goals

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

II. Accomplishments

- HES hosted guest artist, Andrew Hamilton Reiss, who worked with first and second graders during their art time to create a "Conceptual Garden Sculpture." Mr. Reiss is a sculpture artist who graduated from WHS and is a member of Weston Arts. He gave a presentation assembly in the LRC the week prior to working with students.
- For the first time, an art enrichment class was added to the WMS schedule for grades 6, 7, and 8. This unique experience allowed students to drive their own learning by exploring topics to study, making selections for concentrations, and experimenting with studio art techniques. The areas of study for each grade evolved through this self-directed exploration. In addition to experimenting, students were encouraged to bring a project from their chosen area to completion.
- With the new middle school schedule, students were no longer pulled out of art classes for a variety of other programs. As a result, access to art in sixth, seventh and eighth grades increased from 75-80% to nearly 100%.
- AP Studio Art and Advanced Drawing students extended their learning outside of the classroom with a field trip to the Metropolitan Museum of Art.
- Ten students' art works were exhibited at the Sacred Heart University's Teen Visions 2019 Connecticut High School Art Exhibit. Three students received second place awards for their works.
- National Art Honor Society (NAHS) students continued their art-focused community service by acting as docents for the Weston Arts Open Studio Night in Weston. They also volunteered at the Plein Air community painting event at Lachat Farm in Weston.
- Cady Carroll, art teacher at WIS, focused on integrating the Emotional Intelligence mood meter into her art classrooms this year. She found that this focus helped tremendously with student frustration, anxiety and behavior in the classroom.
- The Visual Art and World Language departments (K-12) met in August to discuss possible co-curricular projects. This collaboration has resulted in a great deal of dialogue about integrating world culture into the art curriculum and one great co-curricular project at HES—first graders learned the color wheel in Spanish and created an "Alebrijes" (an imaginary 2D animal based on Mexican folk art).
- Six students exhibited work at Westport Art Center's Juried Student Art Show.

- The Annual Art Jam All District Art Exhibition will be held on May 23, 2019. Art teachers, NAHS students and music ensemble students worked together for a great collaborative artistic event. NAHS induction, HS Art Department Awards and IT computer desktop art work selections/awards at all four levels will be included in this exciting event. This year the event will be held in collaboration with the World Language department's World Language Night, and English teachers who contributed creative writing illustrations and a poetry creative readings by students and faculty'..
- The 29th Annual Connecticut Regional Scholastic Art & Writing Awards was the largest juried student art exhibition in the state and featured select work from Connecticut schools in grades 7-12. Selected from approximately 3,000 art entries, 787 works were accepted for exhibit at the University of Hartford. From that accepted number, there were 256 Gold key awards (including 13 Gold portfolios), 262 Silver keys and 247 Honorable Mention awards granted. Two Weston High School students were awarded Honorable Mention at this prestigious show.
- A Weston High School student was chosen to provide an artwork for the WHS permanent art collection in recognition of a retiring PTO board member.
- Three WHS students received an Honorable Mention in this years' nationwide C-Span Documentary competition. Their video was chosen in the top 120 out of 3,000 student entries. Students in grades 6-12 were asked to create a short (5-6 minute) video documentary on a topic related to the new 2019 competition theme, "What does it mean to be American? Choose a constitutional right, national characteristic, or historical event and explain how it defines the American experience." The honored WHS students selected the Pentagon Papers and freedom of the press as their topic.

III. Challenges and Needs

- Long term equipment replacement continues to be a budget concern.
- Instructional time in visual arts at the elementary levels continues to be a concern – it is well below state and national recommendations. It is imperative that we stress the importance of the arts to our students in order to foster their creative growth.
- There are facilities needs at WMS and WHS that affect the delivery of the curriculum. At WHS, room B9 needs air circulation brought in for the ceramics and crafts courses to be up to standards.

IV. 2019-2020 Goals

- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions
- Continue to foster creativity and utilize digital tools, as appropriate, to support district initiative.
- Continue to monitor instructional time at all levels; exploring opportunities to expand visual arts opportunities for students.
- Continue to implement the renewed visual arts curriculum with teachers, monitoring and adjusting classroom instruction and unit assessments to positively impact student learning.
- Begin the revision process for the K-12 visual arts curriculum in accordance with the ongoing curriculum cycle; implement and monitor changes to new and reworked courses for the 2019-20 school year.
- Continue to collect data in the visual arts classrooms to inform instruction and provide meaningful analysis of student learning.

PERFORMING ARTS, GRADES K-12

I. 2018-2019 Goals

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

II. Accomplishments

- The K-12 music teachers continued their work on developing artistic literacy by revising the list of essential questions and enduring understandings that are connected to our K-12 music curriculum and revising measurement tools for student feedback.
- K-12 music teachers participated in professional development on utilizing essential questions in music instruction as a way to systemically connect the music content.
- Our high school bands were exposed to new conductors and clinicians when the Weston High School jazz students worked with composer/clinicians Jens Wendleboe and David DeJesus on their original compositions.
- The enrollment in our 4-12 performing ensembles is steady and participation in co-curricular ensembles, societies and clubs continues to grow at the high school. We have seen a strong retention in the strings program at the middle school as the program continues to thrive.
- The Weston High School Music Department traveled to Festival Disney 2019. Students participated in Disney workshops and prepared full concerts for performance on the Disney stage. Choir students worked with a former Broadway/Actor's Equity musician to put together the soundtrack to the *Lion King*, which was then set to a short film featuring scenes from the original animated film. Band students worked with a professional saxophonist in their workshop, learning to sight-read scores on the spot, and finishing with a recording of a *Moana* score, set to scenes from the movie and orchestra students worked with a Disney composer/conductor on their skills as an ensemble before setting scenes from *Beauty and the Beast* to a live-recorded score. Each ensemble performed a concert on the Disney Springs Amphitheater Stage for families, Disney guests, and for their peers.
- For the seventh consecutive year, the WHS and WMS student mentoring program, Music Mentors, ran successful fall, winter and spring programs where high school students mentor beginning band and orchestra students after school one day a week.
- One WHS choral student, Joshua Ronai, was selected by process of audition into the NAfME All National Honor Choir and performed in Orlando in November.
- Five WHS band, six orchestra, and thirteen choir students were selected by process of audition to participate in the Western Regional High School Festival.
- Two WHS band students and six choral students were selected by process of audition to participate in the Connecticut All-State Festival.
- Two WMS band and 13 choir students were selected by process of audition to participate in the CMEA Western Regional Middle School Festival.

- Four fifth grade WIS choral students were selected to participate in the CMEA Elementary Honors Choir during the All-State Festival.
- Four fifth grade WIS orchestra students were selected to participate in the CMEA Elementary Honors Orchestra.
- One fifth grade band student was selected to participate in the CMEA Elementary Honors Band.
- On May 3, the WMS Jazz Bands, WMS Chamber Orchestra, and the WMS Chamber Singers attended Music in the Parks Adjudication Festival in Massachusetts. The WMS ensembles typically have a lot of success at this event.
- The Tri-M Music Honor society will induct new junior and senior members into their respective chapters on May 28. The total number of members for 2018-2019 is 71 at the high school and 44 at the middle school.
- The WHS and WHS senior and junior Tri-M chapters are very active and sponsored various music events throughout the year, including assisting with the Halloween Haunt in October, the WHS Music Mentors Program, WHS World Fair, Art Jam music, Veteran's Day breakfast performances and the annual Caroling Fundraiser, raising money for victims of the California wildfires.
- Many of our music students were involved in select area ensembles such as the Fairfield County Children's Choir, the Norwalk Youth Symphony, the Bridgeport Youth Orchestra, the Ridgefield Youth Symphony, Jazz at Lincoln Center, Nordic Sound Youth Jazz Orchestra and a variety of summer arts ensembles and pre-college programs.
- The WHS Jazz Ensemble performed in the Berklee Jazz Festival in Boston, MA. The Jazz Ensemble and Jazz Bands performed with area ensembles in the Wilton Jazz Symposium and Norwalk Jazz Show. They performed well and participated in clinics with jazz educators.
- The WHS jazz groups will perform at a Jazz Cabaret at the high school on May 21.
- WIS Choral Students performed a winter concert at the Weston Senior Center in December.
- Over 1,000 students in WHS, WMS and WIS performed in winter and spring choral, band, and orchestra concerts in their various school music ensembles.
- Over 300 WHS and WMS students performed in the band Spectrum Concert on March 13.
- WMS Band and Orchestra students performed at the Veteran's Day all-school assembly.
- A WHS and WMS marching band was formed for students to participate in the Memorial Day Parade.
- All WIS students performed patriotic music at a Veterans Day assembly and performed multicultural holiday music at a winter sing along in December.
- WIS grade 3 students performed a concert in the spring and HES Kindergarten through grade 2 will perform grade level concerts.
- The WHS drama club, Company, presented the John Cariani comedy, *Almost, Maine* in the fall and the Andrew Lippa musical *The Addams Family* in the spring. Each production at WHS benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel who dedicated their time and talent to this very successful co-curricular program.
- Company will present the Company Showcase, a student-run production that will feature student written and directed one-act plays, scenes and multiple musical acts on June 2.
- The WMS theatre group, Short Wharf, presented *Alice in Wonderland, Jr.* this winter. High school students assisted with backstage and some technical elements of the production.
- The WIS theatre group Show Stoppers presented the children's musical *101 Dalmatians Kids*.

III. Challenges and Needs

- There is a need for appropriate rehearsal spaces for the high school ensembles to rehearse. We are in need of flooring and soundproofing in the music rooms, practice rooms, and a space for sectional and small ensemble work.
- It has been challenging to maintain the aging instrument inventories at the middle school and the high school. Our inventories are old and many of our instruments are in need of replacement. We will need to ensure that the current inventory and any new donations are cared for properly. Any new instruments that have been purchased over the past five years have been from outside sources.
- Two sections of AP Music Theory will be running next year and we are in need of appropriate materials for this course including textbooks and online resources.
- Beginning band students in sixth grade are receiving less instruction than the beginners in fifth grade due to the number of lesson blocks available at the middle school. It is important to keep beginning groups homogeneous and appropriately sized. Currently, they are either in a large heterogeneous lesson group once a week, or a small homogeneous group once every two weeks. This is inconsistent with the fifth grade beginners.
- The intermediate and middle school strings programs have grown and additional staff is needed to accommodate those additions at both levels. Some of our current lesson groups have 10 students in them and many are mixed instrument. At the beginner level especially, this has become a challenge for our students and we need to ensure they have the appropriate time allotted for lessons.
- It has been challenging for the middle school general music teachers to continue to deliver high level instruction to students as the average class size has increased and the percentage of students with individual needs has also increased. In all of these classes, the majority of students who typically have additional support in academics, do not have supports during class or outside of class.
- There is a growing interest in our music technology courses and we are in need of space for a recording studio to update the next level course for our advanced students. Additionally, we need to develop a plan to update our middle school music technology equipment and software.
- Many teachers, especially in the arts and humanities, would benefit from having a small space like a black box for presentations, larger group activities, speaker rehearsals and other activities that require a space larger than a classroom, but more intimate than the high school auditorium.
- Students continue to express interest in musical theater and technical theater courses. A general theater production course would begin to accommodate their continued requests.

IV. 2019-2020 Goals

- Continue to provide music teachers appropriate professional development opportunities that are aligned with building comprehensive musicianship through performance and on the artistic processes as defined in the National Core Arts Standards.
- Provide support at the middle school for changes in increased size of lesson groups in band and orchestra with less instruction time; music literacy instruction in the choral program as class sizes increase; and updates to guitar, piano lab, and music technology courses to accommodate the new middle school schedule.
- Continue to provide guidance and appropriate time for arts teachers to transition to Canvas.

HEALTH/PHYSICAL EDUCATION, GRADES K-12

I. 2018-19 Goals

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

II. Accomplishments

- Reviewed and enhanced our vaping education lessons at each grade level.
- Worked on improving our relationship with Weston Youth Services and ADAP.
- Successfully incorporated one new .5 PE/health teacher at WIS, and successfully transitioned another PE/health teacher to the middle school full-time.
- Made significant progress toward renewing our physical education curriculum.
- Continued with our efforts to create and implement more health "parent connection" assignments across all levels.
- Grade 8 health hosted "Emotional Health Fairs" for students, staff, and parents. Parent resources were made available, as well as the opportunity to discuss important topics with their child's teacher as well as students.
- Middle school health topics were adjusted to address the need to incorporate sexual harassment earlier. The nutrition unit was moved to grade 6 and the sexual harassment unit was moved to grade 7 from grade 8. The emotional health unit has been expanded in grade 8.
- Four staff members attended the Election Day Health and Physical Education Conference at Hamden High School.
- CIL attended annual CTAHPERD conference in Cromwell, CT, as well as Emotional Intelligence refresher workshops at Yale University.
- All PE teachers completed two full days of Project Adventure refresher training.
- Expanded grade 7 PE Dance Unit to include a newly formed Performance Based Assessment. A group of four students walked to the WIS and taught their created dance to two grade 5 classes.
- High school health teachers hosted speakers from the Domestic Violence Crisis Center to discuss dating violence and healthy and unhealthy relationships with sophomores. They also

had speakers from the Rowan Center in to discuss sexual assault and harassment with our seniors.
- The Weston Police Department provided self-defense training to seniors during physical education classes.
- School Resource Officers were involved in health classes in all grades 6-12.

III. Challenges and Needs

- Changes in the CT Physical Fitness Test testing window caused some scheduling/managerial issues.
- New State graduation requirements resulted in the need to rearrange department priorities.
- Staff experienced difficulty arranging common time to work on physical education curriculum renewal and revised high school health education scope and sequence.

IV. 2019-2020 Goals

- Successfully incorporate the new health units and lessons that were created to meet the new State graduation requirements.
- Integrate dialectical behavioral therapy DBT Steps-A program into our grade 9 curriculum, create supporting lessons in grades 10-12, and lead-up lessons in grades 6-8.
- Continue to expand "parent connection" opportunities for K-12 health.
- Incorporate caffeine effects and addiction into grade 7 and 8 substance abuse units.
- Integrate sleep needs and deprivation issues into all stress relief and emotional health units grades K-12.
- Present the renewed physical education curriculum to the Board of Education for adoption.
- Incorporate updated and/or newly created assessments in physical education.
- Explore the value of assessing physical skills at the K-2 level.
- Successfully integrate a new PE/health teacher into our program.
- Provide and/or facilitate more professional development for health and PE staff.
- Examine research based grading practices for physical education K-12.
- Incorporate Canvas learning management system into grades 9-12 and introduce it in grades 6-8.
- Explore and research the effectiveness of role-play in K-12 health education.

TECHNOLOGY, GRADES 6-12

I. 2018-2019 Goals

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

II. Accomplishments

- Approximately 64% of students enrolled in Civil Engineering and Architecture elected to take the course at an honors level designation. Approximately 85% of students enrolled in Principles of Engineering elected to take the course at an honors level designation. Both standard and honors students took each respective class during the same period. Differentiation during formal assessments as well as extension activities and/or projects were given each quarter to reflect an honors level architecture/engineering course which resulted in a greater depth of understanding for those students.
- During the course of each instructional unit, instructors are migrating activities and projects into Canvas pages, assignments, etc. The majority of curriculum materials are distributed through Canvas which reduces the amount of paper being used, allows anytime access to students on the mobile app, and provides a central location to post due dates and submit assignments.
- Video instruction is heavily used in certain areas of the PLTW curriculum which has significantly impacted the timeline and depth of knowledge taught in a positive way while providing a stronger platform for differentiation. For example, during the Tiny Home Project in the Civil Engineering and Architecture course, students save an average of nine class periods and accomplish more than what they previously did in a more traditional teacher-directed instructional technique. Working at their own pace, students are able to review areas that are more challenging to them while others work ahead. The availability of Canvas as a LMS has allowed this type of growth in instructional practice to take place, and as a result is implemented in other areas of the PLTW program with similar success.
- All four PLTW courses offered at the high school simultaneously ran successfully. This continues to support program growth by giving upper level students the option of choosing Principles of Engineering (POE) or Civil Engineering and Architecture (CEA) their junior or senior year, eliminating more scheduling conflicts than when all four courses were not running. Furthermore, projected enrollment from CIM (Computer Integrated Manufacturing)

to POE or CEA has maintained a consistent growth for the upcoming 2019-2020 academic year.

- As a result of the new schedule introduced at the middle school, enrollment in all sixth, seventh, and eighth grade Technology and Engineering classes have increased compared to the 2017-2018 school year. Sixth grade enrollment in Computer Programming increased from 77% to 99%, seventh grade enrollment in Design and Modelling increased from 81% to 98%, and eighth grade enrollment in Automation and Robotics increased from 87% to 100%.
- Technology enrichment classes in 3D Modeling and Printing started in a pilot format at the middle school this year during seventh and eighth grade extended learning time (ELT) periods. Forty students participated in the course pilot. Coursework included instruction in the Tinkercad web-based 3D modeling software, use and maintenance of the Ultimaker 3D printers, and Cura slicer-engine 3D printing software.
- Funded by a grant from a former student, Technology and Engineering teacher Mackenzie Robens attended the 81st Annual ITEEA (International Technology Education and Engineering Association) in Kansas City, MO. At the conference, she was able to collaborate with other technology educators about current trends and the future of technology education including the integration of STEM and how the subject area ties into other academic areas. Presentations covered a wide scope of content from elementary implementation, robotics, hydroponics, electronics, architecture, to special education.
- The high school robotics team had a very successful year. The team quadrupled in size and fielded four robots this year, up from one robot last year. This year, the team upgraded all of their electronics systems to the newest V5 system with new brains, motors and controllers. This was done with generous donations from the high school technology department, First Selectman Chris Spaulding, and many Weston Robotics Team parents. The team attended three tournaments, and earned a Sportsmanship Trophy and places in the final tournament brackets at two of the tournaments.
- Middle school Robotics Team upgraded their systems this year as well and fielded five teams, with two robots earning hard-won spots at the New England Regional Championships in Framingham, MA. The middle school team attended four tournaments and earned a Sportsmanship Award at the University of New Haven Tournament.

III. Challenges and Needs

- The hardware and software demands of the PLTW program are greater than other curriculum areas. Though there have been improvements, there are still difficulties in maintaining high levels of functionality at the student/classroom level.
- There are now computers located in the high school library that have Autodesk software installed for students to work during free periods and until 4pm each school day. However, there is still no work at home option for middle school or high school students.
- While increased enrollment for the 2018-2019 academic year required the use of room G-0 to run additional sections of Introduction to Engineering Design (IED), it was found that the available space is not ideal to support the type or size of the class. Limitations in space and storage in the classroom provide challenges for instructors to deliver the curriculum as effectively as delivered in room G-4. Project staging for materials, software difficulties throughout the year, lack of space for drawing, and close proximity when taking assessments are all areas that would benefit from capping the class size in G-0 to a suggested 18 students. Even with a reduction of total population, this room will always present challenges for certain activities throughout the curriculum but it would significantly help if students had a more flexible space.

- There was a reduction of the number of incoming ninth graders requesting IED for next year. Several factors may have contributed to this. While the cause of the enrollment decrease is unknown, this will impact our staffing approach for 2019-20 school year.

Year	Introduction to Engineering Design	Computer Integrated Manufacturing	Principles of Engineering	Civil Engineering and Architecture	Total FTE
2015-16	50 (2 Sections)	20 (1 Section)	Off Year	30 (2 Sections)	1.2 FTE
2016-17	76 (3 Sections)	27 (2 Sections)	31 (2 Sections)	Off Year	1.4 FTE
2017-18	94 (4 Sections)	38 (2 Sections)	17 (1 Section)	20 (1 Section)	1.6 FTE
2018-19	92 (5 Sections)	38 (2 Sections)	13 (1 Section)	22 (1 Section)	1.8 FTE
2019-20 (Requests)	47 (2-3 Sections)	44 (2 Sections)	22 (1-2 Sections)	31 (2 Sections)	1.4-1.8 FTE

- Upper level PLTW courses POE and CEA benefit greatly from smaller class sizes due to the nature of technology and engineering curricula. Paired with the combining of both standard and honors courses in one class period it is suggested that courses be capped to 18 students to allow for the most effective use of equipment and to provide a reasonable balance to the student to teacher ratio in a project based curriculum.
- Class sizes for all middle school technology and engineering classes were considerably larger this year due to the ELT scheduling change at the middle school, requiring the addition of four Windows-based computers across the department. The largest class sizes reached 26 students per class in the seventh grade. Teachers will need to continually reflect on and adjust class projects and instructional practices to maximize student learning success in these courses.
- The Automation and Robotics program for eighth grade continues to build an inventory of VEX parts to accommodate eight simultaneous sections. While new kits have been purchased, there continues to be a shortage of some parts, causing one teacher or another to shift builds to different times in the curriculum. Students build over multiple periods and cannot break down parts for use by other periods. Continued investment in additional parts as well as storage is required to accommodate open-ended building experiences.
- Due to the growth of the Robotics Club both at the middle school and high school, there is need for additional storage space for VEX equipment. Based on the financial investment these kits require, keeping an accurate and separate record of the equipment for the middle school team, high school team, and PLTW curriculum is imperative when it comes to projecting equipment needs for future years. Additional startup costs to cover equipment that complies with developing robotics competition specifications and the demand for additional high school teams is also needed.

IV. 2019-2020 Goals

- Design and implement a strategy to promote interest and increased enrollment in high school level PLTW courses for the eighth grade students
- Continue to develop Canvas activities to better serve the high school PLTW population by utilizing more of the LMS features. Explore additional way to incorporate the use of Canvas in middle school PLTW classes.
- Prepare for the comprehensive overhaul of Introduction to Engineering Design, which is anticipated to be presented at the start of the 2020-2021 school year. Additional teacher training and preparation may be required to adequately support our students and curriculum.

- Continue to support the growth and development of the high school and middle school robotics teams, including effective ways to manage the increase in team demands through one coach housed at the middle school.

SPECIAL EDUCATION/PUPIL SERVICES, K-12

I. 2018-2019 Goals

- Increase the effectiveness of our internal systems for program management.
- Develop the capacity of our building based teams to develop and implement student programs.
- Develop parent partnerships through increasing transparency and providing information regarding the special education process.

II. Accomplishments

- Provided professional development on IEP best practices to teachers, related service providers, and administrators.
- Reviewed and clarified roles and responsibilities of the Planning and Placement team to develop efficacy and efficiency.
- Provided professional development opportunities on reading assessment and instructional strategies for regular education and special education teachers, including best practices for data collection PreK-12.
- Provided professional development on conducting comprehensive evaluations for students.
- Collaborated with district Emotional Intelligence (EI) committee on the development and implementation of EI programming within the district.
- Provided professional development on working with students who are emotionally dysregulated.
- Conducted Special Education Roundtable discussions (5) with information on specific special education topics and additional parent information sessions with specific topics of interest.
- Conducted update and informational sessions to BOE, Committees, and Town representatives.

III. Challenges and Needs

- Continuing to build consistency in practice and procedures.
- Conducting comprehensive and conceptually driven assessments.
- Using data to drive decision making for student programming.

IV. 2019-2020 Goals

- Increase the effectiveness of our internal systems for program management.
- Develop the capacity of our building based teams to develop and implement student programs.
- Develop parent partnerships through increasing transparency and providing information regarding the special education process.

PROJECT CHALLENGE, 3-8

I. 2018-2019 Goals

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

II. Accomplishments

- WMS implemented a new master schedule that includes an Extended Learning Time (ELT) for each grade level. This change has resulted in a significant improvement in the delivery of the practical and fine arts curriculum for Project Challenge students. Previously, middle school Project Challenge students were unable to access the full complement of courses.
- The Master Project timeline and process was streamlined, and students successfully presented their project as the recent fairs.
- Both WIS and WMS teachers enhanced their thematic units of study through the curriculum revision process.
- A new delivery model for math enrichment was implemented this year. Rather than pulling students out for math enrichment, the enrichment teacher pushed in to classes, thus allowing all students to benefit from biweekly enrichment lessons.

III. Challenges and Needs

- The scheduling of WIS Project Challenge classes continues to be a challenge because of the loss of instructional time from the general classroom. However, this issue has been mitigated somewhat by reducing the number of pull outs due to math and writing enrichment over the past two years.
- The Project Challenge identification process needs to be updated to ensure that we are identifying a broad range of giftedness.

IV. 2019-2020 Goals

- To implement refinements to Project Challenge identification process.
- Review the scheduling of Project Challenge classes at WIS.
- To continue to refine the Project Challenge thematic units in grades 3-8 and to continue to enhance the Master Project.

WESTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

2019-2020 BOARD MEETING SCHEDULE

MONTH	DATE
July	22
August	TBD (Workshop*), 26
September	16
October	7 (Workshop), 21
November	18
December	16
January	27
February	3 (Workshop), 24
March	3 (Workshop), 16
April	27
May	18
June	15

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

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

Draft 5-13-19

Approved by the Board of Education on XX-XX-XX

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/19

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval to pave the gravel parking lot at the high school

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Given the fact that the Town's Conservation Department had no issues with paving the gravel parking lot at the high school, we are recommending that Greenway Industries paves the lot over the summer.

May 20, 2019

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

Subject: Paving WHS Parking Lot

We have discussed with the Facilities Committee the idea of paving the current dirt/gravel lot adjacent to the High School. We have issued a request for proposal, which solicited three proposals for this work, which include:

1. Greenway Industries, $38,000
2. Terra Services, $45,500
3. Carroll Construction $83,147

After confirming with David Patee, the Town's Conservation Planner that there is no wetland issue or restriction to paving this lot, we are seeking approval to move forward with paving this lot this summer. The funding for this project would come from the existing balance in the school parking fee account, which has accumulated enough funds since the fee has been imposed. The excess funds come from less than anticipated hardship waivers over the years. If approved, we would look to have this work done at the end of June or beginning of July.

Below is an image of the gravel parking lot at WHS:

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/19

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval to increase the non-resident tuition rates for FY20

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

We are recommending an increase to the non-resident tuition rates for FY20 as per the attached.

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
2019-2020 TUITION RATES

NEW NON-RESIDENT PUPILS

ELEMENTARY GRADES K-5	Total	Semester
KINDERGARTEN	$19,240.84	$9,620.42
REGULAR	$19,240.84	$9,620.42
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
MIDDLE SCHOOL GRADES 6-8		
REGULAR	$19,387.18	$9,693.59
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
HIGH SCHOOL GRADES 9-12		
REGULAR	$20,869.01	$10,434.51
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	

CERTIFIED STAFF NON-RESIDENT PUPILS

ELEMENTARY GRADES K-5	Total	Semester
KINDERGARTEN	$4,810.21	$2,405.11
REGULAR	$4,810.21	$2,405.11
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
MIDDLE SCHOOL GRADES 6-8		
REGULAR	$4,846.80	$2,423.40
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
HIGH SCHOOL GRADES 9-12		
REGULAR	$5,217.25	$2,608.63
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	

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

Weston Board of Education Policy 5118

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/19

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval to increase the FY20 utility rates for facility rentals

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

As we do each year, we would like to increase the hourly energy rates for facility rentals by the current consumer price index, and are recommending a 2.2% increase for FY20.

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

BUILDING/FACILITY USE FEES – HOURLY RATES

Proposed Energy Rates for 2019/20

2.2% CPI

Building	Capacity	Group I School/Town	Group II Community		Group III Private		CURRENT ENERGY RATE	Proposed 2019/20 Energy Rate
			2018-2019	2019-2020	2018-2019	2019-2020		
Hourly Building Rental Fees								
High School								
Auditorium & Stage	602 seated	No Fee	$65	$67	$130	$134	$16.68	$17.05
Gymnasium	577 seated, 1320 standing	No Fee	$75	$77	$150	$154	$16.68	$17.05
New Gymnasium	1100 seated, 1603 standing	No Fee	$75	$77	$150	$154	$16.68	$17.05
Cafeteria/Kitchen	250 seated, 600 standing	No Fee	$65	$67	$130	$134	$16.68	$17.05
Middle School								
New Gymnasium	360 seated, 770 standing	No Fee	$75	$77	$150	$154	$16.68	$17.05
Old Gymnasium	360 seated, 780 standing	No Fee	$75	$77	$150	$154	$16.68	$17.05
Cafeteria Kitchen	236 seated, 507 standing	No Fee	$65	$67	$130	$134	$16.68	$17.05
Library		No Fee	$65	$67	$130	$134	$16.68	$17.05
							$16.68	$17.05
Intermediate School								
Gymnasium	398 (no bleachers)	No Fee	$75	$77	$150	$154	$16.68	$17.05
Cafetorium/Kitchen	626/stage 63	No Fee	$65	$67	$130	$134	$16.68	$17.05
Elementary School								
Gymnasium	300	No Fee	$38	$40	$75	$79	$16.68	$17.05
South House All Purpose Room	100 seated, 225 standing	No Fee	$33	$35	$65	$69	$16.68	$17.05
South Cafeteria/Kitchen	112 seated, 240 standing	No Fee	$33	$35	$65	$69	$16.68	$17.05
East Cafeteria/Kitchen	99 seated, 212 standing	No Fee	$33	$35	$65	$69	$16.68	$17.05
Classrooms								
All Buildings	25	No Fee	$33	$35	$65	$69	$11.12	11.36
Fields		No Fee						
*Turf I		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*Turf II		No Fee	N/A	N/A	N/A	N/A	N/A	N/A
*All Other Fields		No Fee						

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/19

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of Relia as the District's SPED transportation provider

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Following is background information regarding the new contract with Relia. We are recommending that Relia be awarded the contract for SPED transportation.

May 14, 2019

To: BOE Finance Committee

From: Richard Rudl, Director of Finance & Operations

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

Subject: Special Education Transportation

As we have discussed previously, we have been exploring the possibility of using a third party for out of district transportation. Given the FY 20 budget and the elimination of the Transportation Coordinator, running an in house fleet of Special Education transportation is no longer feasible. We sought proposals from the following companies:

Company	Type II Buses (Wheel Chair Buses)	Out of District Transportation					
		Route 1	Route 2	Route 3	Route 4	Route 5	Route 6
First Student	$383 per day	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Relia Transportation	$405 per day	$190 per day	$200 per day	$280 per day	$310 per day	$180 per day	$125 per day
WE Transportation	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid

Based on the proposals we are recommending contracting with First Student for Type II buses at $383 per day an Relia Transportation for the Out of District Transportations for the current six routes.

We anticipate retaining at least two vehicles for use of the Community Class and are exploring options for selling 3 of our SUV's and Mid Buses.

Financial Breakdown of Special Education Transportation

Type II Transportation	$162,030
Out of District Transportation	$238,800
Community Class	$26,100
Special Education Transportation Settlements	$36,000
Total	**$462,930**

This along with the elimination of the Transportation Coordinator, reduction in fuel consumption, vehicle maintenance and vehicle insurance will save the district approximately $191,000 in FY 20.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 5/20/19

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Approval of April 2019 Financial Report

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

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

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2018-April 2019

The financial report for the FY 2019 Operating Budget can be found on pages 6 through 38 of this document. The financial information presented in this section of the report includes the adopted budget, special appropriations, adjusted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget expenditures, encumbrances, anticipated expenditures that have not been encumbered, and the total projected expenditures by object, which is the sum of the previous three columns. The Internal Services report for dental insurance can be found on pages 39-40.

FY 2019 Budget	$	51,444,906
FY 2019 Supplemental Appropriations	$	38,910
FY 2019 Adjusted Budget	$	51,483,816
FY 2019 YTD Actuals	$	40,285,236
FY 2019 Encumbrances	$	10,902,394
FY 2019 SPED Encumbrance Holds	$	75,000
FY 2019 Anticipated	$	689,827
FY 2019 Excluding Sewage Cost	$	1,908
FY 2019 Sewage Cost	$	(470,549)
FY 2019 Including Sewage Cost	$	(468,641)

There are transfers totaling $162,209 before the Board of Education for its approval. Of these transfers there are 7 in excess of $5,000.

Special Education:

To:	Legal Fees (Special Education)	$ 27,500		
From:	Certified Salaries (Special Education)		$	4,000
From:	Contracted Services (Special Education)		$	11,000
From:	Consulting (Special Education)		$	12,500
	Increase funding for Special Education legal fees			
To:	Excess Cost (Special Education)	$ 13,306		
From:	Tuition (Special Education)		$	13,306
	Reduction in excess cost re-imbursement			
To:	Testing (Special Education)	$ 6,185		
From:	Contracted Services (Special Education)		$	6,185
	Student evaluations			

Facilities:

To:	Maintenance Materials (Facilities)	$ 19,531		
From:	Non Certified Salaries (Facilities)		$	7,502
From:	Certified Salaries (Special Education)		$	10,000
From:	Equipment (Special Education)		$	1,000
From:	Equipment Rental (Special Education)		$	1,029
	Tennis court repair			
To:	Contracted Services (Facilities)	$ 17,476		
From:	Health Insurance (Employee Benefits)		$	17,476
	Field maintenance			
To:	Special Projects (Facilities)	$ 14,838		
From:	Equipment Rental (Facilities)		$	2,338
From:	Certified Salaries(Hurlbutt)		$	12,500
	Gas System Upgrade			

Pupil Services:

To:	Other Pupil Services (PPS)	$ 6,390		
From:	Contracted Services (Special Education)		$	6,390
	OT/PT Services			

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2018-April 2019

Theater:

To:	Theater Revenue (Theater)	$ 4,814		
From:	Certified Salaries (Curriculum)		$	1,364
From:	Non Certified Salaries (Special Education)		$	2,784
From:	Materials (Theater)		$	666
	Shortage in ticket sale revenue			
To:	Certified Stipends (Theater)	$ 1,848		
From:	Other Professional Technical Services (Theater)		$	1,616
From:	Materials (Theater)		$	232
	Rehearsals for Showstoppers			
To:	Materials (Theater)	$ 1,700		
From:	Software (Technology)		$	1,000
From:	Dues, Fees, Memberships (Technology)		$	200
From:	Travel and Conference (Curriculum)		$	500
	Due to down copiers, the Adams Family playbill was outsourced			
To:	Other Professional Technical Services (Theater)	$ 1,537		
From:	Materials (WMS)		$	1,537
	Show arrangements			
To:	Other Professional Technical Services (Theater)	$ 1,315		
From:	Non Certified Salaries (Copy Center)		$	1,315
	Lighting Supervisor			
To:	Other Professional Technical Services (Theater)	$ 950		
From:	Dues, Fees, Memberships (District Administration)		$	398
From:	Certified Salaries (WHS)		$	553
	Theater contracted services			

Transportation:

To:	Non Certified Salaries (Transportation)	$ 4,771		
From:	Contracted Services (Special Education)		$	4,771
	Early morning transportation coordination			
To:	Non Certified Salaries (Transportation)	$ 4,200		
From:	SPED Transportation (Transportation)		$	200
From:	Electric (Facilities)		$	4,000
	Additional Special Education transportation runs			
To:	Non Certified Salaries (Transportation)	$ 1,800		
From:	SPED Transportation (Transportation)		$	1,800
	Bus aide coordination			

Facilities:

To:	Repair Allowance (Facilities)	$ 3,928		
From:	Non Certified Salaries (WMS)		$	638
From:	Non Certified Salaries (Athletics)		$	2,412
From:	Certified Salaries (Athletics)		$	607
From:	Certified Salaries (Curriculum)		$	272
	Repairs to heating pipes			

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2018-April 2019

To:	Equipment Repairs (Facilities)	$ 3,900		
From:	Non Certified Salaries (Athletics)		$	3,900
	Repairs to Jacobson			
To:	Septic Cleaning (Facilities)	$ 3,500		
From:	Equipment Rental (Facilities)		$	2,558
From:	Air Filter (Facilities)		$	827
From:	Contracted Services (Facilities)		$	116
	Pumping at Zenon Plant			
To:	Septic Cleaning (Facilities)	$ 2,500		
From:	Repair Allowance (Facilities)		$	2,500
	Repair to Zenon Plant			
To:	Maintenance Materials (Facilities)	$ 1,559		
From:	Equipment Rental (Facilities)		$	1,559
	Mulch			
To:	Maintenance Materials (Facilities)	$ 1,060		
From:	Dues, Fees, Memberships (Technology)		$	800
From:	Equipment Repairs (Technology)		$	260
	Windscreens			
To:	Locks (Facilities)	$ 491		
From:	Special Projects (Facilities)		$	235
From:	Contracted Services (Facilities)		$	256
	Lock repairs			
To:	Equipment Repair (Facilities)	$ 470		
From:	Software (Technology)		$	431
From:	Equipment (Technology)		$	39
	Repairs to Kubota			
To:	Equipment Repair (Facilities)	$ 246		
From:	Equipment Rental (Facilities)		$	246
	Repair to equipment			
To:	Elevator Contract (Facilities)	$ 239		
From:	Special Projects (Facilities)		$	239
	Elevator Service			
To:	Equipment Repairs (Facilities)	$ 196		
From:	Equipment Rental (Facilities)		$	196
	Repair to truck			
To:	Roof Repair (Facilities)	$ 154		
From:	Air Filter (Facilities)		$	154
	Hygenix Testing			

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2018-April 2019

Security:

To:	Overtime (Security)	$ 3,800		
From:	Non Certified Salaries (PPS)		$	2,000
From:	Certified Salaries (Special Education)		$	1,800
	Overtime for Security Specialists			

Technology:

To:	Consulting (Technology)	$ 3,615		
From:	Other Professional Technical Services (Technology)		$	1,785
From:	Equipment Repairs (Technology)		$	1,830
	Third Party Network Support			
To:	Overtime (Technology)	$ 1,250		
From:	Equipment Repairs (Technology)		$	750
From:	Equipment (Technology)		$	500
	Overtime for Ransom ware			
To:	Other Professional Technical Services (Technology)	$ 959		
From:	Equipment (Technology)		$	959
	Police restoration review			
To:	Communication (Technology)	$ 136		
From:	Equipment (Technology)		$	136
	Telephone bills			

District Administration:

To:	Other Professional Technical Services (District Administration)	$ 3,141		
From:	Certified Salaries (WIS)		$	3,141
	Investigation Fee			
To:	Advertising (District Administration)	$ 295		
From:	Equipment Repairs (Technology)		$	295
	Newspaper advertisement for RFP			

Weston High School:

To:	Transportation (WHS)	$ 850		
From:	Materials (WHS)		$	850
	Transportation for extra-curricular programs			
To:	Materials (WHS)	$ 66		
From:	Other Professional Technical Services (WHS)		$	66
	Class Supplies			

Employee Benefits:

To:	Management Services (Employee Benefits)	$ 811		
From:	Postage (District Administration)		$	225
From:	Non Certified Salaries (Copy Center)		$	586
	ACA Filing Fee			

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2018-April 2019

Copy Center:

To:	Non Certified Salaries (Copy Center)	$ 750		
From:	Certified Salaries (WHS)		$	750
	Substitute coverage at copy center			

Weston Intermediate School:

To:	Dues, Fees, Memberships (WIS)	$ 134		
From:	Materials (WIS)		$	134
	Music Dues			

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
WESTON PUBLIC SCHOOLS											
Salaries & Wages (1000s)											
	Certified Staff	$24,769,907	$0	($147,800)	($35,487)	$24,622,107	-0.6%	$18,009,818	$6,518,962	$81,678	$ 11,649
	Non Certified Staff	$6,359,029	$15,978	$17,216	($9,616)	$6,376,245	0.3%	$5,209,146	$1,103,243	$61,169	$ 2,687
	Overtime	$173,340	$0	$36,468	$5,050	$209,808	21.0%	$162,631	$0	$59,093	$ (11,916)
	Certified Stipends	$819,582	$0	$16,933	$1,848	$836,515	2.1%	$613,899	$48,219	$166,037	$ 8,360
	Non Certified Stipends	$259,967	$0	($24,065)	$0	$235,902	-9.3%	$173,519	$24,209	$38,174	$ (0)
	Turnover Savings	($137,271)	$0	$137,271	$0	$0	-100.0%	$0	$0	$0	$ -
	Salary Differential	$87,030	$0	($87,030)	$0	$0	-100.0%	$0	$0	$0	$ -
		$32,331,584	*$15,978*	*($51,008)*	*($38,205)*	*$32,280,576*		*$24,169,012*	*$ 7,694,633*	*$ 406,152*	*$ 10,779*
	Group $ transfer in/(transfer out):					*($51,008)*					
	Group change %:					*-0.2%*					
Benefits (2000's)											
2000	Health Insurance	$7,357,280	$0	$70,713	($17,476)	$7,427,993	1.0%	$6,208,369	$1,206,578	$13,047	$ (0)
2022	*Premium Cost Share*	($1,312,771)	$0	($11,135)	$0	($1,323,906)	0.8%	($1,073,105)	$0	($250,801)	$ (0)
2001	Social Security	$556,730	$0	$21,472	$0	$578,202	3.9%	$462,236	$0	$115,965	$ 0
2002	Medicare	$457,884	$0	$800	$0	$458,684	0.2%	$349,586	$0	$109,098	$ (0)
2003	Workers Compensation	$238,335	$0	($2,559)	$0	$235,776	-1.1%	$235,776	$12,360	$0	$ (12,360)
2004	Unemployment Compensation	$37,066	$0	($22,066)	$0	$15,000	-59.5%	$7,166	$7,834	$0	$ -
2005	Early Retirement Incentive	$167,347	$0	$80,214	$0	$247,561	47.9%	$247,561	$0	$0	$ (0)
2007	Pension Contributions	$903,900	$0	$11,627	$0	$915,527	1.3%	$753,021	$0	$162,506	$ 0
2010	Tuition Reimbursement	$80,000	$0	($10,000)	$0	$70,000	-12.5%	$0	$0	$70,000	$ -
2011	Life Insurance	$94,554	$0	($35,148)	$0	$59,406	-37.2%	$49,443	$9,963	$0	$ 0
2012	Disability Insurance	$19,306	$0	($14,699)	$0	$4,607	-76.1%	$3,559	$1,048	$0	$ 0
2014	Sick Bank	$45,000	$0	($45,000)	$0	$0	-100.0%	$0	$0	$0	$ -
		$8,644,631	*$0*	*$44,219*	*($17,476)*	*$8,688,850*		*$7,243,612*	*$ 1,237,782*	*$ 219,816*	*$ (12,360)*
	Group $ transfer in/(transfer out):					*$44,219*					
	Group change %:					*0.5%*					
Professional & Technical Services (3000s)											
3210	Contracted Services Educational	$388,625	$0	($106,864)	($28,346)	$281,761	-27.5%	$180,924	$96,337	$4,500	$ (0)
3220/3221	Consulting Services	$150,700	$0	($26,765)	($8,885)	$123,935	-17.8%	$81,971	$39,990	$3,124	$ (1,150)
3235	Testing	$96,600	$0	$3,685	$6,185	$100,285	3.8%	$80,291	$7,424	$12,570	$ -
3239	Other Pupil Services	$177,075	$0	($235)	$6,390	$176,840	-0.1%	$121,911	$43,476	$11,453	$ -
3303	Management Services	$78,855	$0	($1,619)	$811	$77,236	-2.1%	$60,330	$16,886	$0	$ 20

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
3304	License Fees-Facilities	$3,500	$0	$1,115	$0	$4,615	31.9%	$4,615	$0	$0	$ -
3306	Legal Fees	$105,000	$0	$187,460	$27,500	$292,460	178.5%	$165,123	$127,337	$0	$ -
3308	Police/Fire	$64,020	$22,932	$1,995	$0	$88,947	38.9%	$61,601	$26,407	$939	$ (0)
3309	Professional Technical Services	$139,419	$0	$33,824	$4,435	$173,243	24.3%	$151,289	$15,527	$6,426	$ 0
3310	Sports Officials	$48,649	$0	$0	$0	$48,649		$48,649	$0	$0	$ -
		$1,252,443	*$22,932*	*$115,528*	*$8,090*	*$1,367,971*		*$956,704*	*$ 373,385*	*$ 39,012*	*$ (1,130)*
	Group $ transfer in/(transfer out):					*$115,528*					
	Group change %:					*9.2%*					
Property Services (4000s)											
4200	Cleaning Services	$602,979	$0	($5,204)	$0	$597,775	-0.9%	$498,146	$99,629	$0	$ 0
4202	Rubbish Removal	$78,245	$0	($27,045)	$0	$51,200	-34.6%	$40,005	$11,195	$0	$ (0)
4203	Mop & Mat Service	$5,250	$0	$0	$0	$5,250		$4,157	$1,093	$0	$ 0
4204	Exterminator	$8,000	$0	($950)	$0	$7,050	-11.9%	$5,988	$812	$250	$ -
4302	Equipment Repairs	$158,738	$0	($38,604)	$2,177	$120,134	-24.3%	$85,123	$24,193	$5,777	$ 5,041
4400	Equipment Rental	$435,487	$0	($55,979)	($7,926)	$379,508	-12.9%	$349,958	$29,424	$125	$ 1
4401	Rental of Facilities	$4,675	$0	($128)	$0	$4,547	-2.7%	$3,699	$848	$0	$ -
4500	Repair Allowance	$127,000	$0	$44,833	$1,428	$171,833	35.3%	$154,073	$16,399	$9,000	$ (7,639)
4508	Generator Repairs	$3,420	$0	$3,401	$0	$6,821	99.5%	$0	$6,821	$0	$ -
4509	Septic Cleaning	$50,825	$0	$33,854	$6,000	$84,679	66.6%	$457,600	$1,628	$96,000	$ (470,549)
4510	Asbestos Abatement	$5,000	$0	($5,000)	$0	$0	-100.0%	$0	$0	$0	$ -
4511	Elevator Contract	$14,350	$0	($1,084)	$239	$13,266	-7.6%	$13,146	$120	$0	$ 0
4512	Emergency Lights	$11,570	$0	($11,570)	$0	$0	-100.0%	$0	$0	$0	$ -
4513	Generator Contract	$8,230	$0	($3,530)	$0	$4,700	-42.9%	$2,063	$2,638	$0	$ -
4514	Fire Alarm System	$30,000	$0	$8,594	$0	$38,594	28.6%	$36,807	$1,787	$0	$ 0
4515	Fire Protection System	$9,605	$0	($331)	$0	$9,274	-3.4%	$8,074	$1,200	$0	$ 0
4516	UST Testing	$6,896	$0	($6,896)	$0	$0	-100.0%	$0	$0	$0	$ -
4517	Sprinkler System	$4,858	$0	$0	$0	$4,858		$2,466	$2,392	$0	$ -
4518	Sewer System Plant Maintenance	$89,579	$0	$0	$0	$89,579		$74,649	$14,930	$0	$ (0)
4530	Parks & Recreation	$73,954	$0	($5,000)	$0	$68,954	-6.8%	$42,103	$26,851	$0	$ -
4531	Drain System	$5,575	$0	($1,314)	$0	$4,261	-23.6%	$4,261	$0	$0	$ (0)
4533	Glass Replacement	$5,000	$0	$4,300	$0	$9,300	86.0%	$8,550	$640	$110	$ -
4534	Roof Repair	$7,000	$0	$5,050	$154	$12,050	72.1%	$11,580	$470	$1,280	$ (1,280)
4535	Window Treatments	$3,000	$0	($3,000)	$0	$0	-100.0%	$0	$0	$0	$ -
4536	Air Filter HVAC System	$4,500	$0	($2,121)	($981)	$2,379	-47.1%	$2,379	$0	$0	$ 0
4538	Chiller Contract	$13,150	$0	($5,822)	$0	$7,328	-44.3%	$7,328	$0	$0	$ -
4539	Energy Management System	$21,020	$0	$0	$0	$21,020		$21,020	$0	$0	$ -
4540	Athletic Facilities Repairs	$8,000	$0	($2,774)	$0	$5,226	-34.7%	$5,226	$0	$0	$ -
4542	Contracted Services	$22,850	$0	$93,227	$17,104	$116,077	408.0%	$68,601	$47,476	$0	$ (0)
4543	Paving	$8,500	$0	$2,000	$0	$10,500	23.5%	$10,500	$0	$0	$ -
4600	Special Projects	$20,000	$0	$18,332	$14,364	$38,332	91.7%	$23,494	$14,838	$0	$ 0
4602	Tree Service	$7,500	$0	($7,500)	$0	$0	-100.0%	$0	$0	$0	$ -
4603	Exterior Lighting	$0	$0	$0	$0	$0	0.0%	$0	$0	$0	$ -

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4604	Snow Plowing	$12,500	$0	($12,500)	$0	$0	-100.0%	$0	$0	$0	$ -
4605	Signage	$2,500	$0	($1,322)	$0	$1,178	-52.9%	$1,178	$0	$0	$ -
4606	Sprinkler Repairs	$3,000	$0	($4,331)	$0	($1,331)	-144.4%	($1,331)	$0	$0	$ -
4610	Playground Repairs	$5,000	$0	($5,000)	$0	$0	-100.0%	$0	$0	$750	$ (750)
4701	Security System Monitoring	$21,570	$0	($1,540)	$0	$20,030	-7.1%	$15,615	$4,416	$0	$ (0)
4702	Locks/Keys	$8,500	$0	($1,937)	$491	$6,563	-22.8%	$4,961	$1,602	$0	$ -
4705	United Alarm	$650	$0	($650)	$0	$0	-100.0%	$0	$0	$0	$ -
		$1,908,476	*$0*	*$2,461*	*$33,050*	*$1,910,937*		*$1,961,422*	*$ 311,399*	*$ 113,292*	*$ (475,176)*
	Group $ transfer in/(transfer out):					*$2,461*					
	Group change %:					*0.1%*					
Other Services (5000s)											
5100	Regular Transportation	$1,300,548	$0	($3,303)	$850	$1,297,245	-0.3%	$1,291,201	$4,278	$1,766	$ (0)
5101	SPED Transportation	$92,182	$0	($31,608)	($2,000)	$60,574	-34.3%	$50,930	$8,643	$1,001	$ (0)
5104	Athletic Transportation	$87,143	$0	$0	$0	$87,143		$68,282	$14,672	$4,189	$ -
5105	Extra Curricular Transporation	$8,465	$0	($1,400)	$0	$7,065	-16.5%	$6,114	$350	$601	$ -
5200	General Liability Insurance	$112,340	$0	($18,621)	$0	$93,719	-16.6%	$93,719	$0	$0	$ (0)
5202	Athletic Insurance	$29,939	$0	($7,410)	$0	$22,529	-24.8%	$22,529	$0	$0	$ -
5205	Property Insurance	$107,763	$0	$3,101	$0	$110,864	2.9%	$110,645	$0	$0	$ 219
5300	Communications	$106,055	$0	$3,403	$136	$109,458	3.2%	$87,534	$21,924	$0	$ 0
5400	Postage	$22,533	$0	$4,169	($225)	$26,702	18.5%	$21,088	$5,312	$302	$ -
5500	Advertising	$8,000	$0	($2,269)	$295	$5,731	-28.4%	$3,900	$1,708	$123	$ (0)
5501	Printing	$21,633	$0	($3,849)	$0	$17,784	-17.8%	$9,245	$2,845	$5,694	$ -
5600	Tuition	$2,654,155	$0	$189,107	($13,306)	$2,843,262	7.1%	$2,012,886	$828,835	$725	$ 817
5605	Tuition-ESS	$280,908	$0	($408)	$0	$280,500	-0.1%	$252,450	$28,050	$0	$ -
5800,5802-5880	Travel & Conference	$60,682	$0	($10,742)	($500)	$49,940	-17.7%	$36,040	$5,377	$8,523	$ (0)
5801	Mileage Reimbursement	$30,355	$0	($19,422)	$0	$10,933	-64.0%	$5,974	$799	$4,160	$ 0
5900	Other Purchased Services	$24,285	$0	($1,602)	$0	$22,683	-6.6%	$14,378	$5,829	$2,476	$ 0
		$4,946,986	*$0*	*$99,147*	*($14,750)*	*$5,046,133*		*$4,086,915*	*$ 928,622*	*$ 29,561*	*$ 1,035*
	Group $ transfer in/(transfer out):					*$99,147*					
	Group change %:					*2.0%*					
Supplies & Materials (6000's)											
6110	Materials	$546,796	$0	($34,672)	($1,652)	$512,124	-6.3%	$402,737	$48,289	$61,649	$ (551)
6120	Office Materials	$36,210	$0	($6,425)	$0	$29,785	-17.7%	$18,652	$4,047	$7,087	$ -
6130	Maintenance Materials	$179,444	$0	$16,525	$22,150	$195,969	9.2%	$158,629	$36,017	$3,322	$ (1,999)
6131	Custodial Materials	$77,000	$0	($10,408)	$0	$66,592	-13.5%	$50,692	$10,289	$5,611	$ (0)
6132	Security Materials	$12,500	$0	$7,107	$0	$19,607	56.9%	$18,009	$0	$598	$ 1,000
6140	Software	$458,548	$0	$6,128	($1,431)	$464,676	1.3%	$462,255	$996	$365	$ 1,060
6270	Diesel Fuel	$99,160	$0	$6,453	$0	$105,613	6.5%	$85,828	$19,785	$0	$ (0)
6410	Books	$163,126	$0	($2,139)	$0	$160,987	-1.3%	$122,001	$13,945	$25,040	$ 0
6510	Heating Oil	$370,893	$0	$12,845	$0	$383,738	3.5%	$299,166	$84,572	$0	$ 0
6520	Electricity	$817,228	$0	($99,691)	($4,000)	$717,537	-12.2%	$513,955	$203,582	($7,000)	$ 7,000

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6530	Propane gas	$5,000	$0	($1,626)	$0	$3,374	-32.5%	$1,698	$1,676	$0	$ 0
		$2,765,905	*$0*	*($105,903)*	*$15,068*	*$2,660,002*		*$2,133,623*	*$ 423,197*	*$ 96,673*	*$ 6,510*
	Group $ transfer in/(transfer out):					*($105,903)*					
	Group change %:					*-3.8%*					
Equipment (7000's)											
7300	Equipment	$505,966	$0	($13,606)	($2,633)	$492,360	-2.7%	$489,550	$650	$704	$ 1,457
		$505,966	*$0*	*($13,606)*	*($2,633)*	*$492,360*		*$489,550*	*$ 650*	*$ 704*	*$ 1,457*
	Group $ transfer in/(transfer out):					*($13,606)*					
	Group change %:					*-3%*					
Other Objects (8000's)											
8100	Dues, Fees and Memberships	$90,139	$0	($4,851)	($1,264)	$85,288	-5.4%	$80,202	$592	$4,300	$ 194
8900	*Other Objects*	$26,395		$130	$0	$26,525	0.5%	$17,496	$9,029	$0	$ (0)
		$116,534	*$0*	*($4,721)*	*($1,264)*	*$111,813*		*$97,698*	*$ 9,621*	*$ 4,300*	*$ 194*
	Group $ transfer in/(transfer out):					*($4,721)*					
	Group change %:					*-4.1%*					
Revenues (9000's)											
9200	*Technology Revenue*	($52,129)	$0	($72,099)	$0	($124,228)	138.3%	($124,228)	$0	$0	$ 0
9201	*Participation Fees, Athletics*	($84,555)	$0	$5,970	$0	($78,585)	-7.1%	($73,440)	$0	($5,145)	$ -
9202	*Gate Receipts, Athletics*	($13,500)	$0	($5,970)	$0	($19,470)	44.2%	($19,470)	$0	$0	$ -
9205	*Excess Cost SPED*	($591,917)	$0	$13,306	$13,306	($578,611)	-2.2%	($376,560)	$0	($202,051)	$ -
9206	*Pre School Tuition SPED*	($96,000)	$0	$8,950	$0	($87,050)	-9.3%	($87,101)	$0	$0	$ 51
9207	*Regular Ed. Tuition*	($19,438)	$0	($9,382)	$0	($28,820)	48.3%	($26,923)	($1,896)	$0	$ (0)
9208	*Revenue from Town for Fields*	($44,580)	$0	$0	$0	($44,580)		($34,093)	$0	($10,487)	$ -
9209	*Parking Fees*	($30,000)	$0	$0	$0	($30,000)		($30,000)	$0	$0	$ -
9210	*Theater Receipts*	($78,000)	$0	$12,017	$4,814	($65,983)		($65,983)	$0	$0	$ 0
9212	*Facility Use Rental*	($17,500)	$0	$0	$0	$ (17,500)		($15,500)	$0	($2,000)	$ -
		$ (1,027,619)	*$ -*	*$ (47,208)*	*$ 18,120*	*$ (1,074,827)*		*$ (853,298)*	*$ (1,896)*	*$ (219,683)*	*$ 50*
	Group $ transfer in/(transfer out):					*$ (47,208)*					
	Group change %:					*5%*					
	Total:	**$51,444,906**	**$38,910**	**$0.00**	**$0.00**	**$51,483,816**		**$40,285,236**	**$ 10,977,394**	**$ 689,827**	**$ (468,641)**

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OPERATING FUND BUDGET

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Hurlbutt Elementary										
Salaries & Wages (1000s)										
	Certified Staff	$2,942,559	$11,533	($12,500)	$2,954,092	0.4%	$2,096,641	$ 848,305	$ 647	$ 8,500
	Non Certified Staff	$322,919	($4,666)	$0	$318,253	-1.4%	$258,938	$ 59,106	$ 209	$ (0)
	Overtime	$1,500	($324)	$0	$1,176	-21.6%	$501	$ -	$ 675	$ -
	Certified Stipends	$19,021	($86)	$0	$18,935	-0.5%	$11,132	$ 4,969	$ 2,834	$ -
		$3,285,999	*$6,458*	*($12,500)*	*$3,292,457*		*$2,367,212*	*$ 912,379*	*$ 4,365*	*$ 8,500*
	Group $ transfer in/(transfer out):				*$6,458*					
	Group change %:				*0.2%*					
Professional & Technical Services (3000s)										
3308	Police/Fire	$250	$0	$0	$250		$0	$ -	$ 250	$ -
		$250	*$0*	*$0*	*$250*		*$0*	*$ -*	*$ 250*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
Property Services (4000s)										
4302	Equipment Repairs	$1,590	($590)	$0	$1,000	-37.1%	$528	$ -	$ 472	$ -
		$1,590	*($590)*	*$0*	*$1,000*		*$528*	*$ -*	*$ 472*	*$ -*
	Group $ transfer in/(transfer out):				*($590)*					
	Group change %:				*-37.1%*					
Other Services (5000s)										
5105	Extra Curricular Transporation	$350	$0	$0	$350		$0	$ 350	$ -	$ -
5400	Postage	$100	($95)	$0	$5	-95.0%	$0	$ -	$ 5	$ -
5501	Printing	$500	($100)	$0	$400	-20.0%	$0	$ 400	$ -	$ -
5800,5802-5880	Travel & Conference	$750	($450)	$0	$300	-60.0%	$0	$ -	$ 300	$ -
5801	Mileage Reimbursement	$300	$0	$0	$300		$75	$ -	$ 225	$ -

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OPERATING FUND BUDGET

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		$2,000	*($645)*	*$0*	*$1,355*		*$75*	*$ 750*	*$ 530*	*$ -*
	Group $ transfer in/(transfer out):				*($645)*					
	Group change %:				*-32.3%*					
Supplies & Materials (6000's)										
6110	Materials	$54,132	($1,362)	$0	$52,770	-2.5%	$42,656	$ 3,543	$ 6,571	$ -
6120	Office Materials	$2,000	$623	$0	$2,623	31.2%	$2,198	$ 418	$ 6	$ (0)
6410	Books	$18,250	($800)	$0	$17,450	-4.4%	$12,326	$ 3,165	$ 1,959	$ -
		$74,382	*($1,539)*	*$0*	*$72,843*		*$57,180*	*$ 7,127*	*$ 8,536*	*$ (0)*
	Group $ transfer in/(transfer out):				*($1,539)*					
	Group change %:				*-2.1%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$738	($281)	$0	$457	-38.1%	$97	$ 96	$ 264	$ -
		$738	*($281)*	*$0*	*$457*		*$97*	*$ 96*	*$ 264*	*$ -*
	Group $ transfer in/(transfer out):				*($281)*					
	Group change %:				*-38.1%*					
	Total:	**$3,364,959**	**$3,402**	**($12,500)**	**$3,368,361**		**$2,425,092**	**$ 920,351**	**$ 14,418**	**$ 8,500**

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OPERATING FUND BUDGET

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Weston Intermediate School										
Salaries & Wages (1000s)										
	Certified Staff	$3,601,337	($53,328)	($3,141)	$3,548,008	-1.5%	$2,592,670	$ 949,989	$ 5,350	$ 0.00
	Non Certified Staff	$242,970	($3,921)	$0	$239,049	-1.6%	$194,221	$ 44,828	$ -	$ 0.00
	Overtime	$750	$0	$0	$750		$43	$ -	$ 707	$ -
	Certified Stipends	$25,802	$213	$0	$26,015	0.8%	$11,785	$ 4,616	$ 9,614	$ -
		$3,870,859	*($57,036)*	*($3,141)*	*$3,813,822*		*$2,798,718*	*$ 999,433*	*$ 15,671*	*$ 0*
	Group $ transfer in/(transfer out):				*($57,036)*					
	Group change %:				*-1.5%*					
Professional & Technical Services (3000s)										
3308	Police/Fire	$315	$0	$0	$315	100.0%	$105	$ -	$ 210	$ -
3309	Professional Technical Services	$900	($300)	$0	$600	100.0%	$0	$ -	$ 600	$ -
		$1,215	*($300)*	*$0*	*$915*		*$105*	*$ -*	*$ 810*	*$ -*
	Group $ transfer in/(transfer out):				*($300)*					
	Group change %:				*100.0%*					
Property Services (4000s)										
4302	Equipment Repairs	$1,805	($531)	$0	$1,274	-29.4%	$1,095	$ 110	$ 69	$ 0
		$1,805	*($531)*	*$0*	*$1,274*		*$1,095*	*$ 110*	*$ 69*	*$ 0*
	Group $ transfer in/(transfer out):				*($531)*					
	Group change %:				*-29.4%*					
Other Services (5000s)										
5501	Printing	$500	$0	$0	$500		$218	$ -	$ 282	$ -
5800,5802-5880	Travel & Conference	$500	($250)	$0	$250	-50.0%	$0	$ -	$ 250	$ -
5801	Mileage Reimbursement	$250	$0	$0	$250		$0	$ -	$ 250	$ -
		$1,250	*($250)*	*$0*	*$1,000*		*$218*	*$ -*	*$ 782*	*$ -*
	Group $ transfer in/(transfer out):				*($250)*					

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	Group change %:				*-20.0%*					
Supplies & Materials (6000's)										
6110	Materials	$38,141	($2,935)	($134)	$35,206	-7.7%	$25,159	$ 1,208	$ 8,839	$ 0
6120	Office Materials	$2,000	$0	$0	$2,000		$1,121	$ 246	$ 633	$ -
6410	Books	$38,830	($2,594)	$0	$36,236	-6.7%	$32,127	$ 2,438	$ 1,671	$ 0.00
		$78,971	*($5,529)*	*($134)*	*$73,442*		*$58,407*	*$ 3,892*	*$ 11,142*	*$ 0*
	Group $ transfer in/(transfer out):				*($5,529)*					
	Group change %:				*-7.0%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$1,066	($341)	$134	$725	-32.0%	$591	$ 134	$ -	$ -
		$1,066	*($341)*	*$134*	*$725*		*$591*	*$ 134*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*($341)*					
	Group change %:				*-32.0%*					
	Total:	**$3,955,166**	**($63,988)**	**($3,141)**	**$3,891,178**		**$2,859,135**	**$ 1,003,569**	**$ 28,474**	**$ 0**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Weston Middle School										
Salaries & Wages (1000s)										
	Certified Staff	$4,524,390	($57,366)	$0	$4,467,024	-1.3%	$3,294,133	$ 1,158,153	$ 14,738	$ (0.00)
	Non Certified Staff	$191,778	$1,300	($638)	$193,078	0.7%	$155,839	$ 37,238	$ -	$ 1
	Overtime	$0	$0	$0	$0	0.0%	$0	$ -	$ -	$ -
	Certified Stipends	$88,280	($1,000)	$0	$87,280	-1.1%	$50,440	$ 6,325	$ 30,515	$ -
		$4,804,448	*($57,066)*	*($638)*	*$4,747,382*		*$3,500,412*	*$ 1,201,716*	*$ 45,253*	*$ 1*
	Group $ transfer in/(transfer out):				*($57,066)*					
	Group change %:				*-1.2%*					
Professional & Technical Services (3000s)										
3308	Police/Fire	$1,610	($600)	$0	$1,010	-37.3%	$53	$ 930	$ 28	$ -
3309	Professional Technical Services	$3,920	$840	$0	$4,760	21.4%	$3,107	$ -	$ 1,653	$ -
		$5,530	*$240*	*$0*	*$5,770*		*$3,160*	*$ 930*	*$ 1,680*	*$ -*
	Group $ transfer in/(transfer out):				*$240*					
	Group change %:				*4.3%*					
Property Services (4000s)										
4302	Equipment Repairs	$4,220	($2,650)	$0	$1,570	-62.8%	$955	$ 65	$ 550	$ -
		$4,220	*($2,650)*	*$0*	*$1,570*		*$955*	*$ 65*	*$ 550*	*$ -*
	Group $ transfer in/(transfer out):				*($2,650)*					
	Group change %:				*-62.8%*					
Other Services (5000s)										
5105	Extra Curricular Transporation	$8,115	($1,400)	$0	$6,715	-17.3%	$6,114	$ -	$ 601	$ -
5400	Postage	$297	$0	$0	$297		$0	$ -	$ 297	$ -
5501	Printing	$3,250	($767)	$0	$2,483	-23.6%	$356	$ 1,250	$ 877	$ -
5600	Tuition	$2,755	($1,174)	$0	$1,581	-42.6%	$856	$ -	$ 725	$ -
5800,5802-5880	Travel & Conference	$1,020	($520)	$0	$500	-51.0%	$0	$ -	$ 500	$ -
5801	Mileage Reimbursement	$555	$0	$0	$555		$76	$ 35	$ 444	$ -
		$15,992	*($3,861)*	*$0*	*$12,131*		*$7,402*	*$ 1,285*	*$ 3,444*	*$ -*

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	Group $ transfer in/(transfer out):				*($3,861)*					
	Group change %:				*-24.1%*					
Supplies & Materials (6000's)										
6110	Materials	$67,115	($6,580)	($1,537)	$60,535	-9.8%	$42,096	$ 10,210	$ 8,229	$ -
6120	Office Materials	$3,669	($752)	$0	$2,917	-20.5%	$1,605	$ 498	$ 813	$ -
6410	Books	$24,432	($3,236)	$0	$21,196	-13.2%	$17,905	$ 2,460	$ 831	$ -
		$95,216	*($10,568)*	*($1,537)*	*$84,648*		*$61,606*	*$ 13,168*	*$ 9,874*	*$ -*
	Group $ transfer in/(transfer out):				*($10,568)*					
	Group change %:				*-11.1%*					
Equipment (7000's)										
7300	Equipment	$11,068	$752	$0	$11,820	6.8%	$11,820	$ -	$ -	$ -
		$11,068	*$752*	*$0*	*$11,820*		*$11,820*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*$752*					
	Group change %:				*7%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$8,084	($1,105)	$0	$6,979	-13.7%	$4,584	$ 125	$ 2,271	$ (0)
		$8,084	*($1,105)*	*$0*	*$6,979*		*$4,584*	*$ 125*	*$ 2,271*	*$ (0)*
	Group $ transfer in/(transfer out):				*($1,105)*					
	Group change %:				*-13.7%*					
	Total:	**$4,944,558**	**($74,258)**	**($2,175)**	**$4,870,300**		**$3,589,938**	**$ 1,217,289**	**$ 63,072**	**$ 1**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Weston High School										
Salaries & Wages (1000s)										
	Certified Staff	$6,136,285	$96,149	($1,303)	$6,232,434	1.6%	$4,519,822	$ 1,698,212	$ 14,401	$ (0)
	Non Certified Staff	$276,353	($2,322)	$0	$274,031	-0.8%	$216,279	$ 57,725	$ 27	$ 0.00
	Overtime	$250	$154	$0	$404	61.6%	$404	$ -	$ -	$ 0
	Certified Stipends	$97,605	$4,140	$0	$101,745	4.2%	$52,715	$ -	$ 49,030	$ 0
		$6,510,493	*$98,122*	*($1,303)*	*$6,608,615*		*$4,789,220*	*$ 1,755,937*	*$ 63,458*	*$ (0)*
	Group $ transfer in/(transfer out):				*$98,122*					
	Group change %:				*1.5%*					
Professional & Technical Services (3000s)										
3308	Police/Fire	$2,070	($370)	$0	$1,700	-17.9%	$1,034	$ 500	$ 166	$ -
3309	Professional Technical Services	$11,880	($883)	($66)	$10,997	-7.4%	$5,229	$ 2,309	$ 3,458	$ 0
		$13,950	*($1,253)*	*($66)*	*$12,697*		*$6,264*	*$ 2,809*	*$ 3,624*	*$ 0*
	Group $ transfer in/(transfer out):				*($1,253)*					
	Group change %:				*-9.0%*					
Property Services (4000s)										
4302	Equipment Repairs	$7,690	($3,254)	$0	$4,436	-42.3%	$1,936	$ -	$ 2,500	$ -
4400	Equipment Rental	$3,625	$0	$0	$3,625		$0	$ 3,500	$ 125	$ -
		$11,315	*($3,254)*	*$0*	*$8,061*		*$1,936*	*$ 3,500*	*$ 2,625*	*$ -*
	Group $ transfer in/(transfer out):				*($3,254)*					
	Group change %:				*-28.8%*					
Other Services (5000s)										
5100	Regular Transportation	$3,500	($150)	$850	$3,350	-4.3%	$1,525	$ 59	$ 1,766	$ -
5400	Postage	$0	$0	$0	$0		$0	$ -	$ -	$ -
5501	Printing	$14,133	($1,732)	$0	$12,401	-12.3%	$7,386	$ 1,195	$ 3,820	$ -
5600	Tuition	$0	$4,900	$0	$4,900		$4,900	$ -	$ -	$ -
5800,5802-5880	Travel & Conference	$2,000	($1,100)	$0	$900	-55.0%	$0	$ 900	$ -	$ -
5801	Mileage Reimbursement	$2,750	$0	$0	$2,750	0.0%	$504	$ 470	$ 1,776	$ 0
5900	Other Purchased Services	$1,200	($384)	$0	$816	-32.0%	$680	$ -	$ 136	$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		$23,583	*$1,534*	*$850*	*$25,117*		*$14,995*	*$ 2,624*	*$ 7,498*	*$ 0*
	Group $ transfer in/(transfer out):				*$1,534*					
	Group change %:				*6.5%*					
Supplies & Materials (6000's)										
6110	Materials	$134,830	($11,273)	($784)	$123,557	-8.4%	$97,987	$ 18,862	$ 6,709	$ -
6120	Office Materials	$7,172	($2,000)	$0	$5,172	-27.9%	$874	$ 99	$ 4,199	$ -
6410	Books	$23,527	$2,139	$0	$25,666	9.1%	$25,351	$ 234	$ 82	$ 0
		$165,529	*($11,134)*	*($784)*	*$154,395*		*$124,212*	*$ 19,195*	*$ 10,989*	*$ 0*
	Group $ transfer in/(transfer out):				*($11,134)*					
	Group change %:				*-6.7%*					
Equipment (7000's)										
7300	Equipment	$3,180	($139)	$0	$3,041	-4.4%	$3,041	$ -	$ -	$ -
		$3,180	*($139)*	*$0*	*$3,041*		*$3,041*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*($139)*					
	Group change %:				*-4%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$14,536	($943)	$0	$13,593	-6.5%	$12,218	$ -	$ 1,375	$ -
8900	*Other Objects*	$0	$0	$0	$0		$0	$ -	$ -	$ -
		$14,536	*($943)*	*$0*	*$13,593*		*$12,218*	*$ -*	*$ 1,375*	*$ -*
	Group $ transfer in/(transfer out):				*($943)*					
	Group change %:				*-6.5%*					
Revenues (9000's)										
9209	*Parking Fees*	$ (30,000)	$ -	$0	($30,000)		($30,000)	$ -	$ -	$ -
		$ (30,000)	*$0*	*$0*	*$ (30,000)*		*$ (30,000)*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0%*					
	Total:	**$6,712,586**	**$82,933**	**($1,303)**	**$6,795,518**		**$4,921,885**	**$ 1,784,065**	**$ 89,569**	**$ 0**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Athletics										
Salaries & Wages (1000s)										
	Certified Staff	$157,718	($607)	($607)	$157,111	-0.4%	$132,847	$ 24,264	$ -	$ (0)
	Non Certified Staff	$55,236	($13,802)	($6,312)	$41,434	-25.0%	$41,434	$ -	$ -	$ 0
	Certified Stipends	$383,655	$0	$0	$383,655		$305,252	$ -	$ 70,044	$ 8,360
	Non Certified Stipends	$85,782	$0	$0	$85,782		$67,124	$ 5,443	$ 13,215	$ -
		$682,391	*($14,409)*	*($6,919)*	*$667,982*		*$546,656*	*$ 29,707*	*$ 83,258*	*$ 8,360*
	Group $ transfer in/(transfer out):				*($14,409)*					
	Group change %:				*-2.1%*					
Professional & Technical Services (3000s)										
3239	Other Pupil Services	$3,500	$0	$0	$3,500		$3,293	$ -	$ 207	$ -
3308	Police/Fire	$2,980	$0	$0	$2,980		$2,406	$ 288	$ 286	$ -
3310	Sports Officials	$48,649	$0	$0	$48,649		$48,649	$ -	$ -	$ -
		$55,129	*$0*	*$0*	*$55,129*		*$54,348*	*$ 288*	*$ 493*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
Property Services (4000s)										
4302	Equipment Repairs	$20,000	$0	$0	$20,000		$7,276	$ 8,587	$ 4,137	$ -
		$20,000	*$0*	*$0*	*$20,000*		*$7,276*	*$ 8,587*	*$ 4,137*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
Other Services (5000s)										
5104	Athletic Transportation	$87,143	$0	$0	$87,143		$68,282	$ 14,672	$ 4,189	$ -
5202	Athletic Insurance	$29,939	($7,410)	$0	$22,529	-24.8%	$22,529	$ -	$ -	$ -
5800,5802-5880	Travel & Conference	$5,100	$0	$0	$5,100		$4,500	$ 600	$ -	$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		$122,182	*($7,410)*	*$0*	*$114,772*		*$95,311*	*$ 15,272*	*$ 4,189*	*$ -*
	Group $ transfer in/(transfer out):				*($7,410)*					
	Group change %:				*-6.1%*					
Supplies & Materials (6000's)										
6110	Materials	$57,750	$0	$0	$57,750		$29,354	$ 3,976	$ 24,420	$ -
		$57,750	*$0*	*$0*	*$57,750*		*$29,354*	*$ 3,976*	*$ 24,420*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$17,635	$0	$0	$17,635		$17,635	$ -	$ -	$ -
		$17,635	*$0*	*$0*	*$17,635*		*$17,635*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
Revenues (9000's)										
9201	*Participation Fees, Athletics*	$ (84,555)	$5,970	$0	($78,585)	-7.1%	($73,440)	$ -	$ (5,145)	$ -
9202	*Gate Receipts, Athletics*	$ (13,500)	($5,970)	$0	($19,470)	44.2%	($19,470)	$ -	$ -	$ -
9212	*Facility Use Rental*	$ (17,500)	$0	$0	$ *(17,500)*		($15,500)	$ -	$ (2,000)	$ -
		$ (115,555)	*$0*	*$0*	*$ (115,555)*		*$ (108,410)*	*$ -*	*$ (7,145)*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0%*					
	Total:	**$839,532**	**($21,819)**	**($6,919)**	**$817,713**		**$642,171**	**$ 57,830**	**$ 109,352**	**$ 8,360**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Theater										
Salaries & Wages (1000s)										
	Certified Stipends	$86,702	$6,688	$1,848	$93,390	7.7%	$93,390	$ -	$ -	$ (0)
		$86,702	*$6,688*	*$1,848*	*$93,390*		*$93,390*	*$ -*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):				*$6,688*					
	Group change %:				*7.7%*					
Professional & Technical Services (3000s)										
3308	Police/Fire	$1,295	($35)	$0	$1,260	-2.7%	$1,260	$ -	$ -	$ -
3309	Professional Technical Services	$13,850	$3,650	$2,186	$17,500	26.4%	$16,285	$ 500	$ 715	$ (0)
		$15,145	*$3,615*	*$2,186*	*$18,760*		*$17,545*	*$ 500*	*$ 715*	*$ (0)*
	Group $ transfer in/(transfer out):				*$3,615*					
	Group change %:				*23.9%*					
Supplies & Materials (6000's)										
6110	Materials	$48,250	($8,283)	$803	$39,967	-17.2%	$32,899	$ 6,906	$ 162	$ 0
		$48,250	*($8,283)*	*$803*	*$39,967*		*$32,899*	*$ 6,906*	*$ 162*	*$ 0*
	Group $ transfer in/(transfer out):				*($8,283)*					
	Group change %:				*-17.2%*					
Revenues (9000's)										
9210	*Theater Receipts*	$ (78,000)	$12,017	$ 4,814	*$ (65,983)*		($65,983)	$ -	$ -	$ 0
		$ (78,000)	*$12,017*	*$4,814*	*$ (65,983)*		*$ (65,983)*	*$ -*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*$12,017*					
	Group change %:				*-15%*					
	Total:	**$72,097**	**$14,037**	**$9,651**	**$86,134**		**$77,851**	**$ 7,406**	**$ 877**	**$ (0)**

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Copy Center										
Salaries & Wages (1000s)										
	Non Certified Staff	$49,730	$38	($1,151)	$49,768	0.1%	$40,648	$ 8,594	$ 526	$ (0.00)
		$49,730	*$38*	*($1,151)*	*$49,768*		*$40,648*	*$ 8,594*	*$ 526*	*$ (0)*
	Group $ transfer in/(transfer out):				*$38*					
	Group change %:				*0.1%*					
Property Services (4000s)										
	4400 Equipment Rental	$127,152	$6,528	$0	$133,680	5.1%	$112,488	$ 21,192	$ -	$ 0
		$127,152	*$6,528*	*$0*	*$133,680*		*$112,488*	*$ 21,192*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*$6,528*					
	Group change %:				*5.1%*					
Other Services (5000s)										
	5400 Postage	$18,836	$5,000	$0	$23,836	26.5%	$19,409	$ 4,427	$ -	$ (0)
		$18,836	*$5,000*	*$0*	*$23,836*		*$19,409*	*$ 4,427*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):				*$5,000*					
	Group change %:				*26.5%*					
Supplies & Materials (6000's)										
	6110 Materials	$17,895	($2,895)	$0	$15,000	-16.2%	$14,920	$ 54	$ 1,600	$ (1,574)
		$17,895	*($2,895)*	*$0*	*$15,000*		*$14,920*	*$ 54*	*$ 1,600*	*$ (1,574)*
	Group $ transfer in/(transfer out):				*($2,895)*					
	Group change %:				*-16.2%*					
	Total:	**$213,613**	**$8,672**	**($1,151)**	**$222,285**		**$187,464**	**$ 34,268**	**$ 2,126**	**$ (1,573)**

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Curriculum & Instruction										
Salaries & Wages (1000s)										
	Certified Staff	$851,165	($24,915)	($2,136)	$826,250	-2.9%	$617,444	$ 185,205	$ 23,601	$ 0
	Non Certified Staff	$65,216	$1,630	$0	$66,846	2.5%	$56,562	$ 10,284	$ -	$ -
	Certified Stipends	$88,780	($948)	$0	$87,832	-1.1%	$61,326	$ 22,507	$ 4,000	$ (0.00)
		$1,005,161	*($24,233)*	*($2,136)*	*$980,928*		*$735,331*	*$ 217,996*	*$ 27,601*	*$ 0*
	Group $ transfer in/(transfer out):				*($24,233)*					
	Group change %:				*-2.4%*					
Professional & Technical Services (3000s)										
3220/3221	Consulting Services	$55,700	($18,713)	$0	$36,987	-33.6%	$27,423	$ 8,464	$ 1,099	$ -
3235	Testing	$43,600	($2,000)	$0	$41,600	-4.6%	$33,645	$ 7,115	$ 840	$ 0
		$99,300	*($20,713)*	*$0*	*$78,587*		*$61,068*	*$ 15,579*	*$ 1,939*	*$ 0*
	Group $ transfer in/(transfer out):				*($20,713)*					
	Group change %:				*-20.9%*					
Property Services (4000s)										
Other Services (5000s)										
5800,5802-5880	Travel & Conference	$41,750	($8,336)	($500)	$33,414	-20.0%	$25,064	$ 877	$ 7,473	$ -
5801	Mileage Reimbursement	$6,000	($6,000)	$0	$0	-100.0%	$0	$ -	$ -	$ -
5900	Other Purchased Services	$7,500	($125)	$0	$7,375	-1.7%	$2,401	$ 2,634	$ 2,340	$ 0
		$55,250	*($14,461)*	*($500)*	*$40,789*		*$27,465*	*$ 3,511*	*$ 9,813*	*$ 0*
	Group $ transfer in/(transfer out):				*($14,461)*					
	Group change %:				*-26.2%*					
Supplies & Materials (6000's)										

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
6110	Materials	$55,664	$4,705	$0	$60,369	8.5%	$60,273	$ -	$ 96	$ 0
6120	Office Materials	$4,800	($1,505)	$0	$3,295	-31.4%	$1,810	$ 633	$ 853	$ -
6410	Books	$54,487	$3,500	$0	$57,987	6.4%	$32,382	$ 5,649	$ 19,956	$ 0
		$114,951	*$6,700*	*$0*	*$121,651*		*$94,464*	*$ 6,282*	*$ 20,905*	*$ 0*
	Group $ transfer in/(transfer out):				*$6,700*					
	Group change %:				*5.8%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$12,810	$0	$0	$12,810		$12,419	$ -	$ 391	$ (0)
		$12,810	*$0*	*$0*	*$12,810*		*$12,419*	*$ -*	*$ 391*	*$ (0)*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
	Total:	**$1,287,472**	**($52,706)**	**($2,636)**	**$1,234,766**		**$930,748**	**$ 243,368**	**$ 60,649**	**$ 0**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
District Administration										
Salaries & Wages (1000s)										
	Certified Staff	$635,745	$20,304	$0	$656,049	3.2%	$555,118	$ 100,931	$ -	$ 0.00
	Non Certified Staff	$410,749	$10,252	$0	$421,001	2.5%	$363,762	$ 79,829	$ (22,590)	$ 0
	Overtime	$1,000	($717)	$0	$283	-71.7%	$283	$ -	$ -	$ 0
	Non Certified Stipends	$6,000	$0	$0	$6,000		$5,000	$ -	$ 1,000	$ -
		$1,053,494	*$29,839*	*$0*	*$1,083,333*		*$924,163*	*$ 180,760*	*$ (21,590)*	*$ 0*
	Group $ transfer in/(transfer out):				*$29,839*					
	Group change %:				*2.8%*					
Professional & Technical Services (3000s)										
3303	Management Services	$15,000	($4,022)	$0	$10,978	-26.8%	$7,483	$ 3,495	$ -	$ (0)
3306	Legal Fees	$50,000	$62,460	$0	$112,460	124.9%	$62,168	$ 50,292	$ -	$ -
3309	Professional Technical Services	$12,500	$28,524	$3,141	$41,024	228.2%	$38,670	$ 2,354	$ -	$ 0
		$77,500	*$86,962*	*$3,141*	*$164,462*		*$108,321*	*$ 56,140*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*$86,962*					
	Group change %:				*112.2%*					
Property Services (4000s)										
4302	Equipment Repairs	$750	($106)	$0	$644	-14.1%	$644	$ -	$ -	$ 0
		$750	*($106)*	*$0*	*$644*		*$644*	*$ -*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*($106)*					
	Group change %:				*-14.1%*					
Other Services (5000s)										
5400	Postage	$2,500	($800)	($225)	$1,700	-32.0%	$1,031	$ 669	$ -	$ -
5500	Advertising	$8,000	($2,269)	$295	$5,731	-28.4%	$3,900	$ 1,708	$ 123	$ (0)
5501	Printing	$1,250	($1,250)	$0	$0	-100.0%	$0	$ -	$ -	$ -
5801	Mileage Reimbursement	$12,500	($5,922)	$0	$6,578	-47.4%	$5,283	$ 294	$ 1,000	$ -
		$24,250	*($10,241)*	*$70*	*$14,009*		*$10,215*	*$ 2,671*	*$ 1,123*	*$ (0)*
	Group $ transfer in/(transfer out):				*($10,241)*					
	Group change %:				*-42.2%*					

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Supplies & Materials (6000's)										
6120	Office Materials	$15,850	($2,272)	$0	$13,578	-14.3%	$11,044	$ 2,152	$ 382	$ 0
		$15,850	*($2,272)*	*$0*	*$13,578*		*$11,044*	*$ 2,152*	*$ 382*	*$ 0*
	Group $ transfer in/(transfer out):				*($2,272)*					
	Group change %:				*-14.3%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$29,630	($423)	($398)	$29,207	-1.4%	$29,108	$ 100	$ -	$ (1)
8900	*Other Objects*	$12,395	$2,271	$0	$14,666	18.3%	$7,961	$ 6,706	$ -	$ (0)
		$42,025	*$1,848*	*($398)*	*$43,873*		*$37,068*	*$ 6,806*	*$ -*	*$ (1)*
	Group $ transfer in/(transfer out):				*$1,848*					
	Group change %:				*4.4%*					
	Total:	**$1,213,869**	**$106,030**	**$2,813**	**$1,319,899**		**$1,091,455**	**$ 248,528**	**$ (20,084)**	**$ (0)**

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District Wide										
Salaries & Wages (1000s)										
	Certified Staff	$63,520	($63,520)	$0	$0	-100.0%	$0	$ -	$ -	$ -
	Turnover Savings	($137,271)	$137,271	$0	$0	-100.0%	$0	$ -	$ -	$ -
	Salary Differential	$87,030	($87,030)	$0	$0	-100.0%	$0	$ -	$ -	$ -
		$13,279	*($13,279)*	*$0*	*$0*		*$0*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*($13,279)*					
	Group change %:				*-100.0%*					
Other Services (5000s)										
5200	General Liability Insurance	$112,340	($18,621)	$0	$93,719	-16.6%	$93,719	$ -	$ -	$ (0)
		$112,340	*($18,621)*	*$0*	*$93,719*		*$93,719*	*$ -*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):				*($18,621)*					
	Group change %:				*-16.6%*					
Revenues (9000's)										
9207	*Regular Ed. Tuition*	$ (19,438)	($9,382)	$0	($28,820)		($26,923)	$ (1,896)	$ -	$ (0)
9990	*Unallocated*	$ -	$0	$0	$0		$0	$ -	$ -	$ -
		$ (19,438.00)	*$ (9,382)*	*$ -*	*$ (28,820)*		*$ (26,923)*	*$ (1,896)*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):				*($9,382)*					
	Group change %:				*0.0%*					
	Total:	**$106,181**	**($41,282)**	**$0**	**$64,899**		**$66,796**	**$ (1,896)**	**$ -**	**$ (1)**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Employee Benefits										
Benefits (2000's)										
2000	Health Insurance	$7,357,280	$70,713	($17,476)	$7,427,993	1.0%	$6,208,369	$ 1,206,578	$ (2,000)	$ 15,047
2022	Premium Cost Share	($1,312,771)	($11,135)	$0	($1,323,906)		($1,073,105)	$ -	$ (250,801)	$ (0)
2001	Social Security	$556,730	$21,472	$0	$578,202	3.9%	$462,236	$ -	$ 115,965	$ 0
2002	Medicare	$457,884	$800	$0	$458,684	0.2%	$349,586	$ -	$ 109,098	$ (0)
2003	Workers Compensation	$238,335	($2,559)	$0	$235,776	-1.1%	$235,776	$ 12,360	$ -	$ (12,360)
2004	Unemployment Compensation	$37,066	($22,066)	$0	$15,000	-59.5%	$7,166	$ 7,834	$ -	$ -
2005	Early Retirement Incentive	$167,347	$80,214	$0	$247,561	47.9%	$247,561	$ -	$ -	$ (0)
2007	Pension Contributions	$903,900	$11,627	$0	$915,527	1.3%	$753,021	$ -	$ 162,506	$ 0
2010	Tuition Reimbursement	$80,000	($10,000)	$0	$70,000	-12.5%	$0	$ -	$ 70,000	$ -
2011	Life Insurance	$94,554	($35,148)	$0	$59,406	-37.2%	$49,443	$ 9,963	$ -	$ 0
2012	Disability Insurance	$19,306	($14,699)	$0	$4,607	-76.1%	$3,559	$ 1,048	$ -	$ 0
2014	Sick Bank	$45,000	($45,000)	$0	$0	-100.0%	$0	$ -	$ -	$ -
		$8,644,631	*$44,219*	*($17,476)*	*$8,688,850*		*$7,243,612*	*$ 1,237,782*	*$ 204,769*	*$ 2,687*
	Group $ transfer in/(transfer out):				*$44,219*					
	Group change %:				*0.5%*					
Professional & Technical Services (3000s)										
3303	Management Services	$62,855	$3,201	$811	$66,056	5.1%	$52,645	$ 13,391	$ -	$ 20
		$62,855	*$3,201*	*$811*	*$66,056*		*$52,645*	*$ 13,391*	*$ -*	*$ 20*
	Group $ transfer in/(transfer out):				*$3,201*					
	Group change %:				*5.1%*					
Property Services (4000s)										
	Total:	**$8,707,486**	**$47,420**	**($16,665)**	**$8,754,906**		**$7,296,256**	**$ 1,251,174**	**$ 204,769**	**$ 2,707**

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Facilities										
Salaries & Wages (1000s)										
	Non Certified Staff	$1,247,826	($30,248)	($7,502)	$1,217,578	-2.4%	$987,350	$ 226,747	$ (2,204)	$ 5,685
	Overtime	$137,400	$17,602	$0	$155,002	12.8%	$119,382	$ -	$ 47,620	($12,000)
	Non Certified Stipends	$70,158	($13,910)	$0	$56,248	-19.8%	$46,128	$ 10,121	$ -	$ (0)
		$1,455,384	*($26,556)*	*($7,502)*	*$1,428,828*		*$1,152,860*	$ *236,868*	$ *45,416*	$ *(6,315)*
	Group $ transfer in/(transfer out):				*($26,556)*					
	Group change %:				*-1.8%*					
Professional & Technical Services (3000s)										
3304	License Fees-Facilities	$3,500	$1,115	$0	$4,615	31.9%	$4,615	$ -	$ -	$ -
3309	Professional Technical Services	$4,250	$19,500	$0	$23,750	458.8%	$21,435	$ 2,315	$ -	$ -
		$7,750	*$20,615*	*$0*	*$28,365*		*$26,050*	$ *2,315*	$ -	$ -
	Group $ transfer in/(transfer out):				*$20,615*					
	Group change %:				*266.0%*					
Property Services (4000s)										
4200	Cleaning Services	$602,979	($5,204)	$0	$597,775	-0.9%	$498,146	$ 99,629	$ -	$ 0
4202	Rubbish Removal	$78,245	($27,045)	$0	$51,200	-34.6%	$40,005	$ 11,195	$ -	$ (0)
4203	Mop & Mat Service	$5,250	$0	$0	$5,250		$4,157	$ 1,093	$ -	$ 0
4204	Exterminator	$8,000	($950)	$0	$7,050	-11.9%	$5,988	$ 812	$ 250	$ -
4302	Equipment Repairs	$65,728	($13,283)	$4,552	$52,445	-20.2%	$43,275	$ 7,639	$ (2,500)	$ 4,031
4400	Equipment Rental	$21,110	($6,492)	($6,897)	$14,618	-30.8%	$9,886	$ 4,732	$ -	$ 0
4401	Rental of Facilities	$4,675	($128)	$0	$4,547	-2.7%	$3,699	$ 848	$ -	$ -
4500	Repair Allowance	$127,000	$44,833	$1,428	$171,833	35.3%	$154,073	$ 16,399	$ 9,000	$ (7,639)
4508	Generator Repairs	$3,420	$3,401	$0	$6,821	99.5%	$0	$ 6,821	$ -	$ -
4509	Septic Cleaning	$50,825	$33,854	$6,000	$84,679	66.6%	$457,600	$ 1,628	$ 96,000	$ (470,549)
4510	Asbestos Abatement	$5,000	($5,000)	$0	$0	-100.0%	$0	$ -	$ -	$ -
4511	Elevator Contract	$14,350	($1,084)	$239	$13,266	-7.6%	$13,146	$ 120	$ -	$ 0
4512	Emergency Lights	$11,570	($11,570)	$0	$0	-100.0%	$0	$ -	$ -	$ -
4513	Generator Contract	$8,230	($3,530)	$0	$4,700	-42.9%	$2,063	$ 2,638	$ -	$ -
4514	Fire Alarm System	$30,000	$8,594	$0	$38,594	28.6%	$36,807	$ 1,787	$ -	$ 0
4515	Fire Protection System	$9,605	($331)	$0	$9,274	-3.4%	$8,074	$ 1,200	$ -	$ 0
4516	UST Testing	$6,896	($6,896)	$0	$0	-100.0%	$0	$ -	$ -	$ -

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4517	Sprinkler System	$4,858	$0	$0	$4,858		$2,466	$ 2,392	$ -	$ -
4518	Sewer System Plant Maintenance	$89,579	$0	$0	$89,579		$74,649	$ 14,930	$ -	$ (0)
4530	Parks & Recreation	$73,954	($5,000)	$0	$68,954	-6.8%	$42,103	$ 26,851	$ -	$ -
4531	Drain System	$5,575	($1,314)	$0	$4,261	-23.6%	$4,261	$ -	$ -	$ (0)
4533	Glass Replacement	$5,000	$4,300	$0	$9,300	86.0%	$8,550	$ 640	$ 110	$ -
4534	Roof Repair	$7,000	$5,050	$154	$12,050	72.1%	$11,580	$ 470	$ 1,280	$ (1,280)
4535	Window Treatments	$3,000	($3,000)	$0	$0	-100.0%	$0	$ -	$ -	$ -
4536	Air Filter HVAC System	$4,500	($2,121)	($981)	$2,379	-47.1%	$2,379	$ -	$ -	$ 0
4538	Chiller Contract	$13,150	($5,822)	$0	$7,328	-44.3%	$7,328	$ -	$ -	$ -
4539	Energy Management System	$21,020	$0	$0	$21,020		$21,020	$ -	$ -	$ -
4540	Athletic Facilities Repairs	$8,000	($2,774)	$0	$5,226	-34.7%	$5,226	$ -	$ -	$ -
4542	Contracted Services	$22,850	$93,227	$17,104	$116,077	408.0%	$68,601	$ 47,476	$ -	$ (0)
4543	Paving	$8,500	$2,000	$0	$10,500	23.5%	$10,500	$ -	$ -	$ -
4600	Special Projects	$20,000	$18,332	$14,364	$38,332	91.7%	$23,494	$ 14,838	$ -	$ 0
4602	Tree Service	$7,500	($7,500)	$0	$0	-100.0%	$0	$ -	$ -	$ -
4604	Snow Plowing	$12,500	($12,500)	$0	$0	-100.0%	$0	$ -	$ -	$ -
4605	Signage	$2,500	($1,322)	$0	$1,178	-52.9%	$1,178	$ -	$ -	$ -
4606	Sprinkler Repairs	$3,000	($4,331)	$0	($1,331)	-144.4%	($1,331)	$ -	$ -	$ -
4610	Playground Repairs	$5,000	($5,000)	$0	$0	-100.0%	$0	$ -	$ 750	$ (750)
4702	Locks/Keys	$8,500	($1,937)	$491	$6,563	-22.8%	$4,961	$ 1,602	$ -	$ -
4705	United Alarm	$650	($650)	$0	$0	-100.0%	$0	$ -	$ -	$ -
		$1,379,519	*$78,809*	*$36,454*	*$1,458,328*		*$1,563,887*	*$ 265,738*	*$ 104,890*	*$ (476,187)*
	Group $ transfer in/(transfer out):				*$78,809*					
	Group change %:				*5.7%*					
Other Services (5000s)										
5205	Property Insurance	$97,835	$2,862	$0	$100,697	2.9%	$100,697	$ -	$ -	$ -
5801	Mileage Reimbursement	$3,000	($3,000)	$0	$0	-100.0%	$0	$ -	$ -	$ -
5900	Other Purchased Services	$15,585	($1,093)	$0	$14,492	-7.0%	$11,297	$ 3,195	$ -	$ 0.00
		$116,420	*($1,231)*	*$0*	*$115,189*		*$111,994*	*$ 3,195*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*($1,231)*					
	Group change %:				*-1.1%*					
Supplies & Materials (6000's)										
6130	Maintenance Materials	$179,444	$16,525	$22,150	$195,969	9.2%	$158,629	$ 36,017	$ 3,322	$ (1,999)
6131	Custodial Materials	$77,000	($10,408)	$0	$66,592	-13.5%	$50,692	$ 10,289	$ 5,611	$ (0)
6510	Heating	$370,893	$12,845	$0	$383,738	3.5%	$299,166	$ 84,572	$ -	$ 0
6520	Electricity	$817,228	($99,691)	($4,000)	$717,537	-12.2%	$513,955	$ 203,582	$ (7,000)	$ 7,000

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6530	Propane gas	$5,000	($1,626)	$0	$3,374	-32.5%	$1,698	$ 1,676	$ -	$ 0
		$1,449,565	*($82,355)*	*$18,150*	*$1,367,210*		*$1,024,141*	*$ 336,136*	*$ 1,934*	*$ 5,001*
	Group $ transfer in/(transfer out):				*($82,355)*					
	Group change %:				*-5.7%*					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$1,480	$165	$0	$1,645	11.1%	$1,450	$ -	$ -	$ 195
8900	*Other Objects*	$14,000	($2,141)	$0	$11,859	-15.3%	$9,535	$ 2,323	$ -	$ (0)
		$15,480	*($1,976)*	*$0*	*$13,504*		*$10,985*	*$ 2,323*	*$ -*	*$ 195*
	Group $ transfer in/(transfer out):				*($1,976)*					
	Group change %:				*-12.8%*					
Revenues (9000's)										
9208	*Revenue from Town for Fields*	$ (44,580)	$0	$0	($44,580)		*$ (34,093)*	$ -	$ (10,487)	$ -
		$ (44,580)	*$0*	*$0*	*$ (44,580)*		*$ (34,093)*	*$ -*	*$ (10,487)*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0%*					
	Total:	**$4,379,538.00**	**($12,694)**	**$47,102**	**$4,366,844**		**$3,855,823**	**$ 846,574**	**$ 141,752**	**$ (477,306)**

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Special Education										
Salaries & Wages (1000s)										
	Certified Staff	$4,121,593	($60,704)	($15,800)	$4,060,889	-1.5%	$2,999,910	$ 1,034,887	$ 22,942	$ 3,150
	Non Certified Staff	$1,588,452	$14,678	($2,784)	$1,603,130	0.9%	$1,301,714	$ 259,123	$ 42,292	$ 1
	Overtime	$250	($212)	$0	$38	0.0%	$0	$ -	$ -	$ 38
	Non Certified Stipends	$31,900	($2,680)	$0	$29,220	-8.4%	$14,980	$ -	$ 14,240	$ -
		$5,742,195	*($48,918)*	*($18,584)*	*$5,693,277*		*$4,316,605*	*$ 1,294,009*	*$ 79,474*	*$ 3,189*
	Group $ transfer in/(transfer out):				*($48,918)*					
	Group change %:				*-0.9%*					
Professional & Technical Services (3000s)										
3210	Contracted Services Educational	$388,625	($106,864)	($28,346)	$281,761	-27.5%	$180,924	$ 96,337	$ 4,500	$ (0)
3220/3221	Consulting Services	$70,000	($19,577)	($12,500)	$50,423	-28.0%	$24,918	$ 24,631	$ 875	$ -
3235	Testing	$53,000	$5,685	$6,185	$58,685	10.7%	$46,646	$ 309	$ 11,729	$ -
3306	Legal Fees	$55,000	$125,000	$27,500	$180,000	227.3%	$102,955	$ 77,045	$ -	$ -
		$566,625	*$4,244*	*($7,161)*	*$570,869*		*$355,442*	*$ 198,323*	*$ 17,104*	*$ (0)*
	Group $ transfer in/(transfer out):				*$4,244*					
	Group change %:				*0.7%*					
Property Services (4000s)										
4302	Equipment Repairs	$750	($693)	$0	$57	-92.4%	$57	$ -	$ -	$ -
4400	Equipment Rental	$1,250	($1,250)	($1,029)	$0	-100.0%	$0	$ -	$ -	$ -
		$2,000	*($1,943)*	*($1,029)*	*$57*		*$57*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*($1,943)*					
	Group change %:				*-97.2%*					
Other Services (5000s)										
5600	Tuition	$2,651,400	$185,381	($13,306)	$2,836,781	7.0%	$2,007,130	$ 828,835	$ -	$ 817
5605	Tuition-ESS	$280,908	($408)	$0	$280,500		$252,450	$ 28,050	$ -	$ -
5801	Mileage Reimbursement	$1,500	($1,500)	$0	$0	-100.0%	$0	$ -	$ -	$ -

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		$2,933,808	*$183,473*	*($13,306)*	*$3,117,281*		*$2,259,580*	*$ 856,885*	*$ -*	*$ 817*
	Group $ transfer in/(transfer out):				*$183,473*					
	Group change %:				*6.3%*					
Supplies & Materials (6000's)										
6110	Materials	$26,969	$1,281	$0	$28,250	4.7%	$24,987	$ 1,692	$ 1,570	$ -
6120	Office Materials	$719	($519)	$0	$200	-72.2%	$0	$ -	$ 200	$ -
6140	Software	$26,989	($750)	$0	$26,239	-2.8%	$24,423	$ 451	$ 365	$ 1,000
6410	Books	$3,600	($1,148)	$0	$2,452	-31.9%	$1,910	$ -	$ 541	$ 0
		$58,277	*($1,136)*	*$0*	*$57,141*		*$51,321*	*$ 2,143*	*$ 2,676*	*$ 1,000*
	Group $ transfer in/(transfer out):				*($1,136)*					
	Group change %:				*-1.9%*					
Equipment (7000's)										
7300	Equipment	$34,430	($26,345)	($1,000)	$8,085	-76.5%	$5,732	$ 650	$ 704	$ 999
		$34,430	*($26,345)*	*($1,000)*	*$8,085*		*$5,732*	*$ 650*	*$ 704*	*$ 999*
	Group $ transfer in/(transfer out):				*($26,345)*					
	Group change %:				*-77%*					
Revenues (9000's)										
9205	*Excess Cost SPED*	$ (591,917)	$13,306	$13,306	($578,611)	-2.2%	($376,560)	$ -	$ (202,051)	$ -
9206	*Pre School Tuition SPED*	$ (96,000)	$8,950	$0	($87,050)	-9.3%	($87,101)	$ -	$ -	$ 51
		$ (687,917)	*$22,256*	*$13,306*	*$ (665,661)*		*$ (463,661)*	*$ -*	*$ (202,051)*	*$ 51*
	Group $ transfer in/(transfer out):				*$22,256*					
	Group change %:				*-3%*					
	Total:	**$8,649,418**	**$131,631**	**($27,774)**	**$8,781,049**		**$6,525,076**	**$ 2,352,009**	**$ (102,092)**	**$ 6,055**

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Pupil Services										
Salaries & Wages (1000s)										
	Certified Staff	$1,735,596	($15,346)	$0	$1,720,250	-0.9%	$1,201,233	$ 519,017	$ -	$ (1)
	Non Certified Staff	$715,628	$2,147	($2,000)	$717,775	0.3%	$547,258	$ 160,154	$ 10,363	$ (0)
	Overtime	$0	$225	$0	$225	100.0%	$180	$ -	$ -	$ 45
	Certified Stipends	$29,737	$7,925	$0	$37,662	26.7%	$27,859	$ 9,803	$ -	$ -
	Non Certified Stipends	$42,387	($5,081)	$0	$37,306	-12.0%	$28,661	$ 8,645	$ -	$ 0
		$2,523,348	*($10,130)*	*($2,000)*	*$2,513,218*		*$1,805,191*	*$ 697,619*	*$ 10,363*	*$ 45*
	Group $ transfer in/(transfer out):				*($10,130)*					
	Group change %:				*-0.4%*					
Professional & Technical Services (3000s)										
3239	Other Pupil Services	$173,575	($235)	$6,390	$173,340	-0.1%	$118,618	$ 43,476	$ 11,246	$ -
		$173,575	*($235)*	*$6,390*	*$173,340*		*$118,618*	*$ 43,476*	*$ 11,246*	*$ -*
	Group $ transfer in/(transfer out):				*($235)*					
	Group change %:				*-0.1%*					
Property Services (4000s)										
4302	Equipment Repairs	$775	($361)	$0	$414	-46.6%	$414	$ -	$ -	$ -
		$775	*($361)*	*$0*	*$414*		*$414*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*($361)*					
	Group change %:				*-46.6%*					
Other Services (5000s)										
5400	Postage	$800	$64	$0	$864	8.0%	$648	$ 216	$ -	$ -
5501	Printing	$2,000	$0	$0	$2,000		$1,285	$ -	$ 715	$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
5801	Mileage Reimbursement	$500	$0	$0	$500		$35	$ -	$ 465	$ -
		$3,300	*$64*	*$0*	*$3,364*		*$1,968*	*$ 216*	*$ 1,180*	*$ -*
	Group $ transfer in/(transfer out):				*$64*					
	Group change %:				*1.9%*					
Supplies & Materials (6000's)										
6110	Materials	$14,900	($3,400)	$0	$11,500	-22.8%	$6,771	$ 275	$ 3,454	$ 1,000
		$14,900	*($3,400)*	*$0*	*$11,500*		*$6,771*	*$ 275*	*$ 3,454*	*$ 1,000*
	Group $ transfer in/(transfer out):				*($3,400)*					
	Group change %:				*-22.8%*					
Equipment (7000's)										
7300	Equipment	$0	($530)	$0	($530)	0.0%	($530)	$ -	$ -	$ 0
		$0	*($530)*	*$0*	*($530)*		*($530)*	*$ -*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*($530)*					
	Group change %:									
Other Objects (8000's)										
8100	Dues, Fees and Memberships	$650	$0	$0	$650		$650	$ -	$ -	$ -
		$650	*$0*	*$0*	*$650*		*$650*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):				*$0*					
	Group change %:				*0.0%*					
	Total:	**$2,716,548**	**($14,592)**	**$4,390**	**$2,701,956**		**$1,933,081**	**$ 741,587**	**$ 26,243**	**$ 1,045**

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 $ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Transportation										
Salaries & Wages (1000s)										
	Non Certified Staff	$289,573	($7,560)	$10,771	$282,013	-2.6%	$252,467	$ -	$ 32,546	$ (3,000)
		$289,573	*($7,560)*	*$10,771*	*$282,013*		*$252,467*	*$ -*	*$ 32,546*	*$ (3,000)*
	Group $ transfer in/(transfer out):				*($7,560)*					
	Group change %:				*-2.6%*					
Professional & Technical Services (3000s)										
3303	Management Services	$1,000	($798)	$0	$202	-79.8%	$202	$ -	$ -	$ 0
		$1,000	*($798)*	*$0*	*$202*		*$202*	*$ -*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):				*($798)*					
	Group change %:				*-79.8%*					
Property Services (4000s)										
4302	Equipment Repairs	$25,000	$550	$0	$25,550	2.2%	$22,068	$ 2,934	$ 549	$ (0)
		$25,000	*$550*	*$0*	*$25,550*		*$22,068*	*$ 2,934*	*$ 549*	*$ (0)*
	Group $ transfer in/(transfer out):				*$550*					
	Group change %:				*2.2%*					
Other Services (5000s)										
5100	Regular Transportation	$1,297,048	($3,153)	$0	$1,293,895	-0.2%	$1,289,675	$ 4,220	$ -	$ (0)
5101	SPED Transportation	$92,182	($31,608)	($2,000)	$60,574	-34.3%	$50,930	$ 8,643	$ 1,001	$ (0)
5205	Property Insurance	$9,928	$239	$0	$10,167	2.4%	$9,948	$ -	$ -	$ 219
		$1,399,158	*($34,522)*	*($2,000)*	*$1,364,636*		*$1,350,553*	*$ 12,863*	*$ 1,001*	*$ 219*
	Group $ transfer in/(transfer out):				*($34,522)*					
	Group change %:				*-2.5%*					
Supplies & Materials (6000's)										
6270	Diesel Fuel	$99,160	$6,453	$0	$105,613	6.5%	$85,828	$ 19,785	$ -	$ (0)
		$99,160	*$6,453*	*$0*	*$105,613*		*$85,828*	*$ 19,785*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):				*$6,453*					
	Group change %:				*6.5%*					
	Total:	**$1,813,891**	**($35,877)**	**$8,771**	**$1,778,014**		**$1,711,118**	**$ 35,582**	**$ 34,096**	**$ (2,782)**

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Technology											
Salaries & Wages (1000s)											
	Non Certified Staff	$651,307	$15,978	$34,793	$0	$702,078	7.8%	$591,969	$ 110,109	$ -	$ (0)
	Overtime	$5,000	$0	$12,250	$1,250	$17,250	245.0%	$16,500	$ -	$ 751	$ (0)
		$656,307	*$15,978*	*$47,043*	*$1,250*	*$719,328*		*$608,469*	*$ 110,109*	*$ 751*	*$ (1)*
	Group $ transfer in/(transfer out):					*$63,021*					
	Group change %:					*9.6%*					
Professional & Technical Services (3000s)											
3220/3221	Consulting Services	$25,000	$0	$11,525	$3,615	$36,525	46.1%	$29,630	$ 6,895	$ 1,150	$ (1,150)
3309	Professional Technical Services	$92,119	$0	($17,506)	($826)	$74,613	-19.0%	$66,563	$ 8,050	$ -	$ (0)
		$117,119	*$0*	*($5,981)*	*$2,789*	*$111,138*		*$96,193*	*$ 14,945*	*$ 1,150*	*$ (1,150)*
	Group $ transfer in/(transfer out):					*($5,981)*					
	Group change %:					*-5.1%*					
Property Services (4000s)											
4302	Equipment Repairs	$30,430	$0	($17,686)	($2,375)	$12,744	-58.1%	$6,876	$ 4,858	$ -	$ 1,010
4400	Equipment Rental	$282,350	$0	($54,765)	$0	$227,585	-19.4%	$ 227,585	$ -	$ -	$ 0
		$312,780	*$0*	*($72,451)*	*($2,375)*	*$240,329*		*$234,461*	*$ 4,858*	*$ -*	*$ 1,010*
	Group $ transfer in/(transfer out):					*($72,451)*					
	Group change %:					*-23.2%*					
Other Services (5000s)											
5300	Communications	$106,055	$0	$3,403	$136	$109,458	3.2%	$87,534	$ 21,924	$ -	$ 0
5800,5802-5880	Travel & Conference	$7,062	$0	($86)	$0	$6,976	-1.2%	$3,976	$ 3,000	$ -	$ (0)
5801	Mileage Reimbursement	$3,000	$0	($3,000)	$0	$0	-100.0%	$0	$ -	$ -	$ -
		$116,117	*$0*	*$317*	*$136*	*$116,434*		*$91,510*	*$ 24,924*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):					*$317*					
	Group change %:					*0.3%*					
Supplies & Materials (6000's)											

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6110	Materials	$31,150	$0	($3,930)	$0	$27,220	-12.6%	$25,636	$ 1,562	$ -	$ 22
6140	Software	$431,559	$0	$6,878	($1,431)	$438,437	1.6%	$437,832	$ 545	$ -	$ 60
		$462,709	*$0*	*$2,948*	*($1,431)*	*$465,657*		*$463,468*	*$ 2,107*	*$ -*	*$ 82*
	Group $ transfer in/(transfer out):					*$2,948*					
	Group change %:					*0.6%*					
Equipment (7000's)											
7300	Equipment	$457,288	$0	$12,657	($1,633)	$469,945	100.0%	$469,488	$ -	$ -	$ 457
		$457,288	*$0*	*$12,657*	*($1,633)*	*$469,945*		*$469,488*	*$ -*	*$ -*	*$ 457*
	Group $ transfer in/(transfer out):					*$12,657*					
	Group change %:					*100%*					
Other Objects (8000's)											
8100	Dues, Fees and Memberships	$3,510	$0	($1,923)	($1,000)	$1,587	-54.8%	$1,450	$ 137	$ -	$ (0)
		$3,510	*$0*	*($1,923)*	*($1,000)*	*$1,587*		*$1,450*	*$ 137*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):					*($1,923)*					
	Group change %:					*-54.8%*					
Revenues (9000's)											
9200	*Technology Revenue*	$ (52,129)	$ -	($72,099)	$0	($124,228)	138.3%	($124,228)	$ -	$ -	$ 0
		$ (52,129)	*$ -*	*($72,099)*	*$0*	*$ (124,228)*		*$ (124,228)*	*$ -*	*$ -*	*$ 0*
	Group $ transfer in/(transfer out):					*($72,099)*					
	Group change %:					*138%*					
	Total:	**$2,073,701**	**$15,978**	**($89,489)**	**($2,264)**	**$2,000,190**		**$1,840,811**	**$ 157,080**	**$ 1,901**	**$ 398**

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Security											
Salaries & Wages (1000s)											
	Non Certified Staff	$251,292	$0	($1,082)	$0	$250,210	-0.4%	$200,705	$ 49,505	$ -	$ 0
	Overtime	$27,190	$0	$7,489	$3,800	$34,679	27.5%	$25,338	$ -	$ 9,340	$ 0
	Non Certified Stipends	$23,740	$0	($2,394)	$0	$21,346	-10.1%	$11,626	$ -	$ 9,720	$ -
		$302,222	*$0*	*$4,013*	*$3,800*	*$306,235*		*$237,669*	*$ 49,505*	*$ 19,060*	*$ 0*
	Group $ transfer in/(transfer out):					*$4,013*					
	Group change %:					*1.3%*					
Professional & Technical Services (3000s)											
3308	Police/Fire	$55,500	$22,932	$3,000	$0	$81,432	46.7%	$56,743	$ 24,689	$ -	$ -
		$55,500	*$22,932*	*$3,000*	*$0*	*$81,432*		*$56,743*	*$ 24,689*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):					*$25,932*					
	Group change %:					*46.7%*					
Property Services (4000s)											
4701	Security System Monitoring	$21,570	$0	($1,540)	$0	$20,030	-7.1%	$15,615	$ 4,416	$ -	$ (0)
		$21,570	*$0*	*($1,540)*	*$0*	*$20,030*		*$15,615*	*$ 4,416*	*$ -*	*$ (0)*
	Group $ transfer in/(transfer out):					*($1,540)*					
	Group change %:					*-7.1%*					
Other Services (5000s)											
5800,5802-5880	Travel & Conference	$2,500	$0	$0	$0	$2,500		$2,500	$ -	$ -	$ -
		$2,500	*$0*	*$0*	*$0*	*$2,500*		*$2,500*	*$ -*	*$ -*	*$ -*
	Group $ transfer in/(transfer out):					*$0*					
	Group change %:					*0.0%*					
Supplies & Materials (6000's)											
6132	Security Materials	$12,500	$0	$7,107	$0	$19,607	56.9%	$18,009	$ -	$ 598	$ 1,000
		$12,500	*$0*	*$7,107*	*$0*	*$19,607*		*$18,009*	*$ -*	*$ 598*	*$ 1,000*
	Group $ transfer in/(transfer out):					*$7,107*					
	Group change %:					*56.9%*					
	Total:	**$394,292**	**$22,932**	**$12,580**	**$3,800**	**$429,804**		**$330,536**	**$ 78,610**	**$ 19,658**	**$ 1,000**

WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM

Fiscal Year Ended	Actual 2018
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance -July 1, 2018	$ 1,842,092
Revenues:	
General Fund Appropriation (July-October)	$ 262,500
Reimbursements	$ 32,630
Total Contributions	$ 295,130
Total Revenues (A)	$ 295,130
Expenditures	
Delta Dental:	
Claims	$ 278,737
Administrative Fees	$ 17,164
Total Health Plan Costs (B)	$ 295,901
Net Change (A-B)	$ (771)
Fund balance June 30, 2019	$ 1,841,321
Medical Cost	$ 303,779
Fund balance June 30, 2019	**$ 1,537,542**

Balance Sheet:		
Assets:		
Fund Balance (Opening Fund Balance + Prior Year IBNR)	$ 1,842,092	
Year End Accounts Payable	$ -	
Net Change	$ (304,550)	
Total Assets		$ 1,537,542
Liabilities:		
Year End Accounts Payable	$ -	
Total Liabilities		$ -
Beg Year Fund Balance	$ 1,842,092	
End of Year Net Change	$ (304,550)	
Total Fund Balance		$ 1,537,542
Total Liabilities + Fund Balance		$ 1,537,542

WESTON PUBLIC SCHOOLS
INSURANCE FUNDS

Month	Delta Dental			
	Expected Claims	Actual Claims	% of Total	Variance
Jul-17	$ 27,250	$ 32,424	12%	$ (5,174)
Aug-17	$ 27,250	$ 24,492	9%	$ 2,758
Sep-17	$ 27,250	$ 34,558	12%	$ (7,308)
Oct-17	$ 27,250	$ 20,216	7%	$ 7,034
Nov-17	$ 27,250	$ 34,818	12%	$ (7,568)
Dec-17	$ 27,250	$ 25,909	9%	$ 1,341
Jan-18	$ 27,250	$ 23,044	8%	$ 4,206
Feb-18	$ 27,250	$ 24,497	9%	$ 2,753
Mar-18	$ 27,250	$ 34,122	12%	$ (6,872)
Apr-18	$ 27,250	$ 24,657	9%	$ 2,593
May-18	$ 27,250		0%	$ 27,250
Jun-18	$ 27,250		0%	$ 27,250
Total	$ 327,000	$ 278,737	100%	$ 48,263

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☐ **Information Only**

☒ **Action Requested**

Agenda Item Subject: Second Reading – Policy and Regulation 1324/5147, Fundraising Activities

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is an update to policy and Regulation 1324/5147 and new language recommended by Shipman and Goodwin. This policy will be included in two different sections Community and Students.

This item is on for a second reading by the Board. The first reading occurred in October 2018.

1324
5147

Community Relations/Students

~~Soliciting Funds from and by Students/~~FUNDRAISING ACTIVITIES

Students may engage in raising funds for school-sponsored activities, subject to the provisions of regulations to be developed by the Superintendent of Schools. No such fund-raising activities may involve door-to-door solicitation in the community by students.

School personnel shall educate students about services performed by humanitarian ~~agencies~~ organizations and shall encourage student participation in financial support of such organizations ~~agencies~~ as a social and community project.~~, but~~ Fund-raising shall not be conducted by non-school organizations ~~agencies or for non-school activities among students~~ except as provided by law and approved in accordance with this Policy and the related Administrative Regulation. ~~by the Board of Education~~.

The Board of Education will not be responsible for any fundraising activities that are not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

Any fundraising activities must comply with all applicable state and federal laws and regulations, including those provisions relating to the sale of healthy foods and beverages on school grounds or at school-sponsored events unless such provisions are waived by the Weston Board of Education in accordance with such laws.

Legal References:

Conn. Gen. Stat. § 10-215f Certification that food meets nutrition standards

ADOPTED: November 6, 1989 (1324) _____ (5147)

REVISED: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

R 1324
R 5147

Students

FUNDRAISING ACTIVITIES

These administrative regulations shall serve to implement the Board of Education's policy pertaining to fundraising activities. The Board of Education is not responsible for any fundraising activities that are not approved in accordance with the procedures set forth in the policy and these accompanying regulations.

Criteria for Fundraising Activities:

To be approved, a fundraising activity must be conducted for the educational benefit of students and satisfy all of the following criteria:

1. Each student, parent support or other sanctioned fundraising activity shall have one adult designated with the responsibility for compliance with the Board of Education policies and administrative regulations pertaining to fund-raising (the "Sponsor");
2. The fundraising must have a purpose consistent with the mission of Weston Public Schools ("the District");
3. The fundraising must not be anticipated to bring additional costs to the District beyond the anticipated proceeds of the fundraising;
4. The fundraising activity must be suitable for the age and maturity of the students involved in the fundraising activity;
5. Students may not be compelled to participate in fundraising; all such fundraising activity shall be voluntary in nature;
6. Prior to a student engaging in any fundraising activity, his/her parents/guardians shall be informed and written authorization shall be obtained to permit their children to participate;
7. The fundraising must not be inappropriate or harmful to the best educational interests of students, as determined by the administration;
8. The fundraising will not be considered an official endorsement of any business or product;
9. The fundraising must not be in conflict with any provisions of the Board policies, administrative regulations, the rules of a specific school within the District, or federal, state, or local law;
10. Door-to-door solicitations by students are prohibited by these regulations;
11. The fundraising must comply with all applicable provisions of Board policy and regulation relating to the sale of healthy foods and beverages on school grounds or at school-sponsored events, if applicable.

Prior approval required:

Fundraising activities shall not be initiated until prior approval is secured as set forth in these regulations.

Requests for prior approval for fundraising activities anticipated to raise funds shall be made in advance in writing to the building Principal or his/her designee, at least two (2) weeks prior to the commencement of the activity. The Principal or his/her designee shall indicate his/her approval in writing to the organization applying for approval. The requirement that the request be made at least two (2) weeks in advance as stated above may be waived by the Principal in his/her discretion if the need for the fundraising is urgent.

Requests for prior approval for fundraising activities anticipated to raise funds beyond $5,000 shall be made in advance in writing to the Superintendent or his/her designee, at least four (4) weeks prior to the commencement of the activity. If the Superintendent or his/her designee determines that the fundraising activity meets the criteria set forth herein, the Superintendent or his/her designee shall forward the request for approval to the Board of Education for action. The requirement that the request be made at least four (4) weeks in advance as stated above, and/or the requirement for Board of Education action, may be waived by the Superintendent or his/her designee in his/her discretion if the need for the fundraising is urgent.

Use of Crowdfunding Activities

Prior to engaging in any crowdfunding activities (e.g. DonorsChoose, Kickstarter, GoFundMe, etc) for the Board of Education, its schools, classes, or extracurricular teams or clubs, an employee, student, parent support or other fundraising group must first apply in writing to the building Principal and receive prior approval for the crowdfunding activity as outlined above. However, requests to the building Principal for prior approval of crowdfunding activities must also include the name of the website or application to be utilized, a full description of the reason for the crowdfunding activity, a copy of the proposed personal profile to be listed on the site/application, and the proposed content to be uploaded to the crowdfunding website or application, including images.

In addition to following the procedures outlined below for the handling of funds and record-keeping, the following additional regulations apply to funds received from crowdfunding activities. Any funds received from crowdfunding activities must be deposited directly into a school activity fund and may not first be received by the employee, student, parent group or other fundraising group. Crowdfunding activities must comply with all Board of Education policies, regulations and procedures, and shall not include photos of students or the sharing of any confidential student information.

Handling of Funds and Record-Keeping:

The fundraising activity must comply with all applicable policies and procedures with respect to the processing of monies by staff members and/or students (e.g. school activity fund regulations and regulations pertaining to maintaining cash within classrooms or school buildings).

Student, parent support or other sanctioned fundraising groups shall keep detailed and accurate contemporaneous records of the fundraising activity, with the Sponsor responsible for ensuring compliance with this requirement.

Such detailed and accurate records shall be subject to inspection by school officials at any time.

At the end of the activity, the Sponsor shall produce a final report showing the amount of money raised, the number of students who participated, the purposes for which the designated funds will be used, and any other information as may be required by the Principal and/or Superintendent of Schools.

ADOPTED: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

FUNDRAISING APPROVAL REQUEST FORM

Name of Organization:

_____

School(s) or Student Activities Intended to Benefit from Fundraising Activity:

_____
_____

Brief Description of Fundraising Activity:

_____
_____

_____
_____

_____
_____

_____
_____

Name of Adult Responsible for Fundraising Activity ("Sponsor"):

_____

Contact Information for Sponsor: Tel#_____

Email Address:_____

Date(s) on Which the Fundraising Activity Will Occur: _____

Anticipated Funds to be Solicited: _____

Signature of Principal: _____

Signature of Superintendent (if needed): _____

Parent/Guardian Authorization:

I have received information pertaining to the fundraising activity described above. By signing below, I give my permission for my child to participate in the fundraising activity.

Name of Student:_____

Parent/Guardian Name: _____

Parent/Guardian Signature:

_____**Date:**_____

Home Phone Number:

_____**Cell:**_____**Work:**_____

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☐ **Information Only**

☒ **Action Requested**

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

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

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

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

R6146

Instruction

Graduation Requirements

High School

~~1.~~ I. To meet the requirements for a diploma from Weston High School, a student must successfully complete a minimum of 25~~24~~ credits in grades nine through twelve as follows:

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

A. Humanities, Including Civics and the Arts 9.0

1. English 4.0 (See Section II Below)

2. Social Studies 3.0
   i. 1.0 US History
   ii. 0.5 American Government
   iii. 1.5 Elective

3. Fine and Performing Arts 1.0

4. Elective 1.0

B. Science, Technology, Engineering and Mathematics 9.0

1. Mathematics 3.0
   i. 1.0 Algebra 1
   ii. 1.0 Geometry
   iii. 1.0 Algebra II

2. Science 3.0
   i. 1.0 Life Science

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ii. 1.0 Physical Science
iii. 1.0 Elective

3. Technology 1.0
4. Electives 2.0

C. Physical Education and Wellness 1.0

D. Health and Safety 1.0

E. World Language 1.0

F. Electives 3.0

G. Master-based Diploma Assessment 1.0

TOTAL REQUIRED CREDITS 25.0

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

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

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

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

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

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

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

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

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

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Regulation approved: March 5, 1991

Regulation Revised: February 25, 2014
June 6, 2016

February 28, 2017

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☐ **Information Only**

☒ **Action Requested**

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

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

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

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

Students ~~STUDENT~~

Student Discipline ~~DISCIPLINE~~

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I. Definitions

A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.

C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.

F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in

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

H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

K. **School Days** shall mean days when school is in session for students.

L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in

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

O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Ssection 29-38 of the Connecticut General Statutes.

P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

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

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

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

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

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

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

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

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

1. Striking or assaulting a student, members of the school staff or other persons.

2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, transgender status, gender identity or expression or any other characteristic protected by law.

7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute

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

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine,that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.

27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:

    a) causes physical or emotional harm to such student or damage to such student’s property;

    b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

    c) creates a hostile environment at school for such student;

    d) infringes on the rights of such student at school; or

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

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

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship

40. Any action prohibited by any Federal or State law.

41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

A. A principal may consider recommendation of expulsion of a student in grades three to twelve, inclusive, in a case where he/she has reason to believe the student has engaged in conduct described at Ss~~s~~ections II.A. and II.B., above.

B. A principal must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the A~~a~~dministration has reason to believe:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or

2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or

3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms "dangerous instrument," "deadly weapon," electronic defense weapon," "firearm," and "martial arts weapon," are defined above in Section I.

C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of

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

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

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

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

V. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

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

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

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:

   (a~~1~~) in grades three to twelve, inclusive, if, during the informal hearing, (a) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or should be excluded from school during the period of suspension; or (b) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the A~~a~~dministration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

   (b~~2~~) in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.

8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.

9. The school Aadministration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Aadministration-specified program and meets any other conditions required by the Aadministration. Such Aadministration-specified program shall not require the student and/or the student's parents to pay for participation in the program.

10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Aadministration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Aadministration-specified program and meets any other conditions required by the Aadministration.

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

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

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.

C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

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

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

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

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) ~~within a reasonable time prior to the time of the~~ at least five (5) business days before such hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:

a. The date, time, place and nature of the hearing.

b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

c. A short, plain description of the conduct alleged by the Aadministration.

d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

e. The student may cross-examine witnesses called by the Administration.

f. The student may be represented by ~~any third party~~ an attorney or other advocate of his/her choice~~, including an attorney,~~ at his/her expense or at the expense of his/her parent(s) or guardian(s)~~s~~.

g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

i. ~~i.~~ Information concerning the parent's(s') or guardian's(s') and the student's legal rights about free or reduced-rate legal services and how to access such services.

j. The parent(s) or guardian(s) of the student have the right to have the expulsionhearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

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D. Hearing Procedures:

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

2. ~~2.~~ The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.

4~~3~~. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.

~~4.~~ 5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.

~~6.~~ 6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.

7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.

~~7.~~ 8. The student shall not be compelled to testify at the hearing.

~~8.~~ 9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

~~9.~~ 10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.

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~~11.~~ 11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

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

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

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

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

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

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

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

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

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

F. Stipulated Agreements:

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

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

IX. Alternative Educational Opportunities for Expelled Students

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

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

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

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least ~~sixteen~~ seventeen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a ~~the~~ second, or subsequent, time. ~~time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activit~~y.

3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

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

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

D. *Content of Alternative Educational Opportunity*

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1. For the purposes of Section IX, and subject to Subsection IX.E., below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. §10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled, adopted by the State Board of Education, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the Standards for Educational Opportunities for Expelled*, adopted by the State Board of Education.

2. The Superintendent, or his/her designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the State Board of Education. Such administrative regulations shall include, but not be limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students' placements and performance; and a process for transition planning.

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

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

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

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

X. Notice of Student Expulsion on Cumulative Record

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

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

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

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

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

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

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

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

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

A. *Suspension of IDEA students:*

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

1. The Aadministration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

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

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

1. ~~The parents~~ Upon the decision by the Administration o recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student ~~must be notified~~ of the ~~decision to recommend~~ recommendation of~~for~~ expulsion (~~or to suspend~~ or the suspension that would constitute ~~if~~ a change in educational placement)~~ on the date on which the decision to suspend was made~~, and provide the parent(s)/guardian(s) a copy of the special education procedural safeguards ~~must~~ either b~~y~~e hand-deliver~~ed~~ or ~~sent~~ by mail~~ to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made~~ (unless other means of transmission have been arranged).

2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

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

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

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or

2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

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

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

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

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

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

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

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

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

XV. Early Readmission to School

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

XVI. Dissemination of Policy

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

XVII. Compliance with Documentation and Reporting Requirements

A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).

B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. §21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administration is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. §921, or deadly weapon, dangerous instrument or

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

Legal References:

Connecticut General Statutes:

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

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

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

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

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

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

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

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

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

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

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

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

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

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

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

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

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

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

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Federal law:

~~Honig v. Doe, 484 U.S. 305 (1988)~~
Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
21 U.S.C. § 812(c) (identifying "controlled substances")
34 C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, ~~Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at~~ 20 U.S.C. § 7961~~151~~)
Honig v. Doe, 484 U.S. 305 (1988)

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

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☐ **Information Only**

☒ **Action Requested**

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

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

This is a new Regulation.

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

R 5141.1

Students

Alternative Educational Opportunities for Expelled Students

I. Applicability of these Administrative Regulations

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

II. Responsible Personnel

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

III. Student Placement Procedures

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

1. Meet with the expelled student's parent(s)/guardian(s) prior to the student's placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).

2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student's academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.

3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.

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

not apply.

IV. Individualized Learning Plan

A. Development of the Individualized Learning Plan

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

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:

a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);

b. Individualized education program ("IEP");

c. Section 504 Plan;

d. Individualized health care plan or emergency care plan; and/or

e. Other relevant academic and behavioral data.

2. The ILP will address the following:

a. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student's core classes at the time of expulsion and the student's current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board's academic program and earn graduation credits, if applicable;

b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;

c. Provision for the timing and method for reviewing the student's

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

d. Provision for the timely transfer of the student's records both from the student's school to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school; and

e. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria, if any, established by the Board of Education or Superintendent, as applicable.

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

A. A review of the appropriateness of the placement must occur at least once per marking period.

B. The placement review must include:

1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and

2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board of Education or Superintendent, as applicable.

VI. Transition Plan for Readmission

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

1. Efforts to readmit the student at a semester starting point (at the high school level);

2. A plan to transfer the student's credits and records back to the school from which the student was expelled:

    a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school from which the student was expelled;

    b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.

3. The student's need for academic and other supports upon returning to his/her school; and

4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.

B. In the event the principal, or his/her designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

Federal law:

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

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

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

ADOPTED: _____

Minutes
Facilities Committee
May 2, 2019

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

Guests:
Jonathan Luiz, Town of Weston Administrator
David Coprio, Weston Building Committee

Public:
Gina Albert, Weston Resident

The meeting was called to order by Ms. Uzenoff at 9:03 a.m.

The Committee discussed the following items regarding the sidewalk grant:

- Mr. Luiz informed the Committee that the Town received a grant to construct a sidewalk from the high school to the center of town. The Town is not moving ahead with the project at this time as they are hoping to receive other grants that can also be applied for to construct additional sidewalks and then go out to bid for one big project. The funding for the grant that was received needs to be spent within three years. Mr. Luiz added that the Town has applied for additional sidewalk grants. One grant the Town did not receive, the second one made it through the first round and is now awaiting State approval, and the third one, a federal grant, is still awaiting approval.

The Committee discussed the following regarding the HES and WMS septic update:

- Mr. Rudl reported that over spring break, Datin Brothers began excavating the leeching fields at Hurlbutt and it was discovered that there was a separated pipe that was causing the leakage. The pipe was replaced and the area was backfilled and seeded. So far the

area seems to be fine, but the fence will remain in place for another week just to ensure there are no problems.

• Mr. Rudl reported that also over spring break Veolia emptied and cleaned the abandoned tank on the left side of the middle school. They then excavated, demolished and filled in the existing septic tank. They then hauled out all the concrete and hydro seeded the area. They also demolished the existing concrete invert in the manhole, which had been installed backwards during construction of the Zenon plant, and rebuilt it with a sewer brick adding PVC piping to sit flush to the manhole and correct the inverted flow issue.

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

• Dr. McKersie informed the Committee that this will be on the agenda for the full Board of Education meeting on April 29, with a presentation by Mr. Rudl, Dr. Craw, the District's Assistant Superintendent, and a representative from Silver Petrucelli, the engineering firm working on the project. Board members will have the opportunity to review the progress so far, and ask questions.

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

• Mr. Rudl reported that he followed up with the Conservation Department for the Town of Weston regarding the question of whether there were any issues with paving the current dirt/gravel lot at Weston High School. David Patee, the Town's Conservation Planner, indicated there were no issues with paving this lot. Given there are no issues, the District would like to move forward with paving this lot using Greenway Industries, the lowest bidder, over the summer. The Committee approved the motion and agreed to move the item to the full Board at their May 20th meeting.

The Committee discussed the following regarding the general facilities update:

• Mr. Rudl presented his monthly report on completed or in progress projects by the Facilities Department. Among the projects included were repairs to the playgrounds, repairs to heating pipes in the high school cafeteria and main office as well as to the electronic door lock at the high school. The department also made repairs to tiles, door locks and handles, fan motors, and greased all roof top units and boiler rooms.

• Ms. Uzenoff suggested that the District maintain a running list of items which weren't done correctly during construction projects in year's past. She also added that over the past several year a lot of funding has been taken out of facilities to help pay for other

shortfalls. The District needs to make a concerted effort to bring the buildings back to the condition they should be in.

The Committee discussed the following regarding the draft of a 10 year capital plan:

• Mr. Rudl shared with the Committee a draft 10 year capital projection plan. The report outlines a 10 year capital projection for the District beginning with the FY20 capital budget through FY29. The basis for the report is the 10 year Facility and Utilization study developed by Silver Petrucelli. The study focuses on a number of items including facility conditions, renovation options for the middle, high and elementary schools, as well as central office. Mr. Rudl's report focuses on the Facility Conditions section of the Silver Petrucelli report, but also includes funding for the District's fields, Zenon plant and septic system, which is not included in the Silver Petrucelli report.

• The Committee agreed that Mr. Rudl's report should be shared with the Board of Finance and Board of Selectmen.

The Committee discussed the following regarding the April minutes:

• The Committee approved the April minutes.

The Committee discussed the following regarding other business:

• Ms. Walker inquired if the District should start investigating if the baseball and softball fields should be moved given all the issues that they've been having. Mr Pesco suggested that the Town be involved as well, as they use the fields more than the District does. The Committee agreed to wait until repair estimates were received for the fields and then decide if alternate locations should be considered or if it seemed like the repairs would alleviate the problems.

There being no further business to discuss, the Committee adjourned at 10:34 a.m.

The next meeting is scheduled for June 6, 2019.

Respectfully submitted,

Andrew Galli
Administrative Assistant to the Director of Finance and Operations

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 20, 2019

☒ **Information Only**

☐ **Action Requested**

Agenda Item Subject: May 2019 Principals' Report

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

May 2019 Principals' Report for Board review.

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

WESTON PUBLIC SCHOOLS REPORT
May 20, 2019

Weston High School **Lisa Deorio, Principal**

In this issue… Principal's Update
Academic Programs
Awards & Recognition
Co-Curricular Programs
Professional Development
Athletics
Alumni News

PRINCIPAL'S UPDATE

All Class of 2019 families received the following information regarding arrangements for graduation, which will be held on Friday, June 14:

- Each graduate will receive a total of 6 guest tickets. Graduates do not need tickets.
- The ceremony will begin promptly at 6:00 p.m. in the high school gymnasium.
- There will be designated seating for any handicapped guest who may be accompanied by one additional guest. You must contact Jodi Sacchetta, Administrative Assistant to the Principal, at jodisacchetta@westonps.org by Monday, June 10, 2019 to reserve these seats.
- The ceremony will begin with a formal procession by the students.
- There will be a professional photographer taking portraits and candid photos. Families will receive communication directly from Island Photography on purchasing graduation photos.
- No air horns will be permitted.
- The ceremony will be broadcast in the auditorium for anyone without a ticket.

More details will follow as we get closer to graduation.

ACADEMIC PROGRAMS

For the last several months, students in the AP Environmental Science program have been raising trout in the classroom. Approximately 200 eggs were received this winter and students have watched them hatch and grow while painstakingly monitoring the water quality for this sensitive indicator species. In mid-May, students will travel to a local river system to release the trout as part of an ongoing conservation effort led by the national Trout Unlimited organization.

The Music Department is finishing up the year with a flurry of activity! Our students have been involved in a variety of performances in and out of the schools. WHS Choral students, Joshua Ronai and Morgan Burns-Min, were selected by process of audition into the NafME All Eastern Honors Choir and performed in Pittsburgh at the All Eastern Festival the weekend of April 5-7. WHS band students, Rhys Aron and Ben Rosenberg, and six choral students, Josh Ronai, Brooklyn Boehme, Momo Burns-Min, Erin Dillon, Andrew Pappas and Remy Young, were selected by process of

audition to participate in the Connecticut All-State Festival on April 13. The WHS orchestras, bands and choirs performed concerts throughout the month of May. Each concert was well attended and the performances were outstanding! The Tri-M Music Honor society will induct new members on May 28 and members will perform at the ceremony.

AWARDS & RECOGNITION

Christine Cincotta has been selected to receive the Dean's Leadership Award in Certificate of Advanced Studies in Administration. She was nominated for this award by the faculty of Sacred Heart University in recognition of her outstanding academic performance. This achievement will be acknowledged at the Graduate Commencement Ceremony.

Sophia Jacobs and the Weston High School Youth Group were presented with the Angela R. Andersen Memorial Award, by The Connecticut Immigrant and Refugee Coalition for their creation and implementation of a Refugee Youth One-On-One Mentoring Program.

Congratulations to Carolyn Zech. She was named a winner of the 2019 National Merit $2,500 Scholarship. The merit scholar winners were among 2,500 winners nationwide and were selected from a pool of more than 15,000 finalists.

CO-CURRICULAR PROGRAMS

April 22 was Earth Day, and members of the Weston community celebrated with a variety of 'Green' activities throughout the month of April. During the week of Earth Day, members of the Weston High School Green Team, Recycling Club, and Environmental Science classes organized campus-wide clean-ups, planted the school vegetable garden, and spread environmental awareness throughout the school. In addition, representatives from Trinity Solar spoke to environmental science students about the merits and process of going solar at home. Students have begun a program to recycle plastic bottles in classrooms this year and hope to roll out this, and other recycling initiatives, to the whole school next year.

On May 7, through the generous sponsorship of local citizen, Michelle Fracasso, several students from the Weston Green Team and the AP Environmental Science courses had a unique opportunity to travel to the Hickories Farm in Ridgefield to hear Dr. Vandana Shiva, a world renowned environmentalist, author, and social activist, speak about an initiative to remove toxins from our national food system. It was a powerful speech that highlighted the importance of young citizens taking local action.

Weston High School TEAMS (Tests of Engineering Aptitude Mathematics and Science) club recently got results from the national test. The Weston A team (Kayla Zhang, Joshua Ronai, Linnea Bailor, Catrin Zharyy, Adam Levin, Tobey Bill, Bruno Navaresse, and Aidan Delgass) placed 3rd overall in the state.

The Weston B team (John (Jake) Jones, Charlotte Chen, Ashwath Rajesh, Colleen Moore, Eli Brennan, Joshua Moskoff, Kerin Gorrasi, and Lindsey Kuzma) finished 2nd in the state on their essay about the future impacts of artificial intelligence. The Weston 9/10 team (Sophia Balotescu, Keona Patel, Rebecca Ronai, Jasper Richardson, Matthew Krauss, Carina Giordano, Byron Hart, and Neil Kansal) finished 2nd overall in the state in their division. All three Weston teams qualified for the nationals.

Student government members volunteered throughout the months of April and May at the Open Door Shelter of Norwalk. Students helped cook and serve meals for people in the greater Norwalk area. In the words of one student government member, "In addition to the volunteering itself, it was also a great opportunity for us to interact with the people who came to get meals—talking with them, hearing their stories, and diversifying our experiences."

Save the Children Club held a sale of Coffee An' Donut Shop donuts before school on May 6 in the WHS lobby to support their sponsored child. Thanks to Coffee An's generous donation of donuts, the club raised over $160 to continue their sponsorship through the summer months.

Weston High School was represented at this year's Domestic Violence Crisis Center's Voices of Courage annual fundraiser in Stamford thanks to sponsors and DVCC Advisory Board member Marcia Hamelin and her husband Dennis Tracey. Keynote speaker Kiersten Stewart (pictured in the center) from Futures without Violence in Washington, D.C., stressed the importance of community involvement to address the issue, and declared more must be done to prevent violence in the next generation.

Ms. Stewart is pictured with (left to right) Weston HS Social Studies teacher Michele Pioli; Weston HS Senior Catrin Zharry (Class of 2019); Weston HS alumna Susan (Freedman) Filan (Class of 1977); and Weston HS Library Aide & Teen PeaceWorks Advisor, Juri Garone.

Congratulations to the Weston Cyber Team for successfully completing the first phase of the Cyber Go Girl competition: Carina Giordano, Carly Seigel, Catrin Zharyy, Charlotte Chen, Emma Spaulding, Keona Patel, Leila Troxell and Sydney Cobrin. The team is led by Catrin Zharyy with Computer teacher, Susan Reens, as advisor. The girls meet Tuesday morning in the computer lab to work on hacking challenges together. Thanks to their efforts, Weston High School has earned 50 site licenses for any Weston High School student to join Cyber Start Game, the second phase of the hacking competition.

Congratulations to Jordan Gladstone, grade 9, and Isabella Rondini, grade 10. Jordan and Isabella received the Michaels Cup Unified Sports Award on April 30 at a banquet at Aqua Turf Club attended by their families, Mrs. Johnston, Mr. Berkowitz and over 800 Unified Sports athletes, partners and supporters from all over the state.

A special congratulations to Jordan for being chosen as the runner up in the annual essay contest. Jordan received a plaque and a $350 college scholarship. Jordan and Isabella also received purple butterfly pins donated by the Hockley family in memory of their son Dylan who died at Sandy Hook. The butterfly wings signify the ripple effect that kindness and inclusion create and support the vision of Unified Sports.

PROFESSIONAL DEVELOPMENT

Mrs. Benson and Mr. Aitkenhead spent 2 days in New York City at the American Museum of Natural History learning about biodiversity loss issues that scientists are currently trying to address. They participated in various lab activities looking at data to determine how warming oceans and temperatures has negatively impacted organisms in their environments. They also studied the biodiversity of local birds, and how scientists are trying to address issues of habitat loss, biodiversity loss caused by changing ecosystems, and human impacts. This workshop added to Mrs. Benson's and Mr. Aitkenhead's knowledge of the Next Generation Science Standards.

ATHLETICS

Our spring teams continue to play and work hard in spite of the weather. Our Esports Team completed their first year, finishing 5th in the state. Congratulations to our April Athletes of the Month: Haley Bailleux (tennis) and Matt Lagana (golf). We hosted two major events here at Weston High School this month: Special Olympics on May 11 and the SWC Championship Boys and Girls Track and Field Meet on May 20.

ALUMNI NEWS

Max Messulam, Class of 2015, graduated from Whitman School of Management at Syracuse University with a Bachelor of Science degree in Entrepreneurship. He begins work at First Data Corporation in New York City in June.

Alison Bertan, Class of 2011, graduated from Cardozo School of Law with a Juris Doctor degree in May. She has accepted a position with The Office of the Colorado State Public Defender as a first-year attorney.

In this issue…Musicians Excel at Music in the Parks
Mock Trial Team Finishes Season Strong
Seventh Graders Prepare to Test Their Designs
French Club Celebrates May 1 à la Française
Career Day
SGA Sponsors Penny Wars
Sixth Graders Learn about Water Conservation
Eighth Graders Learn about American History in Philadelphia
Syrian Refugee Speaks to Eighth Graders
Seventh Graders Investigate Solubility

MUSICIANS EXCEL AT MUSIC IN THE PARKS

Congratulations to all of the students involved in the Music in the Parks trip to Massachusetts on Friday, May 3, 2019. The Jazz Lab band finished with an Excellent rating for their performance; the Jazz Band finished in second place with an Excellent rating; the Chamber Orchestra finished in first place with a Superior rating; and the Chamber Singers were named the best overall choir for the festival. A special congratulations goes to Karl Shultz, who received awards for both the best overall jazz soloist and student accompanist for his performance with the chamber singers. Congratulations to Ms. Soboleski, Mr. Holmes, and Mr. Grace for making the trip possible.

MOCK TRIAL TEAM FINISHES SEASON STRONG

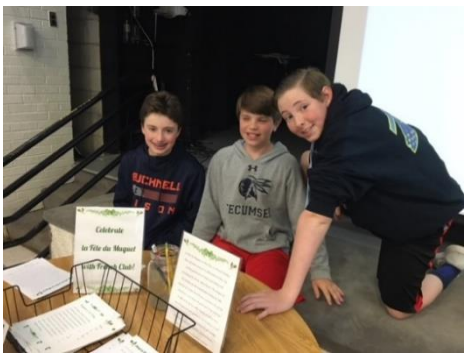
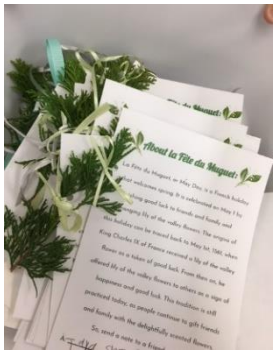
Our mock trial team travelled to the Appellate Court in Hartford on May 7 to compete in the state championship. WMS and East Shoreline Academy found themselves as opposing counsel after winning their semi-final tournament on May 2. The competition was tough, but our attorneys and witnesses held their ground. In the end, East Shoreline Academy got the win, but it was not easy. Weston students were formidable. The following students represented our school with honor: Emmet Arees, Zach Brown, Gabriel Escandon, Sophia Kryzynski, Marc Mbwa-Mboma, Elisabeth McCormack, Eli Schickler, Christian Seoane, Lillibelle Rasco, Katarina Todorovich, Noel Villepigue, Denise Walsh, and Austin Walt. We would like to thank Attorney volunteers Marcia Hamelin, Nadine Mbu, and Katherine Moore who coached us on the legal aspects of the case. We would also like to recognize high school mock trial team veterans Beck Reiferson, Brendan Moore, Chelsea Greenberg, Knox Watson, and Julia Kelly who provided invaluable support and expertise to our group throughout the season. As a result of the efforts of all involved, this rookie team of sixth and seventh graders passed over 30 middle school teams to make it to the championship round. Just wait ‘til next year! We are grateful to Mrs. Amanda Quaintance for coaching our team this year. Congratulations to all.

SEVENTH GRADERS PREPARE TO TEST THEIR DESIGNS

Seventh grade students are working on the final stage of the CO_2 Dragster Project in Tech and Engineering. They began the project by researching the main concepts of aerodynamics and dragster design. Working in 3D modeling software, students designed a dragster and then worked in the woodshop to create it. Race days for the dragsters will be in June.

FRENCH CLUB CELEBRATES MAY 1 À LA FRANÇAISE

On May 1, the WMS French Club organized a schoolwide event to celebrate *la Fête du*. Known as May Day in the US, this is a national holiday in France that dates back to the 16th century and is centered on *le muguet*, or lily-of-the-valley flower. According to tradition, people exchange lily-of-the-valley flowers along with notes of good luck and happiness on May 1. During lunch waves French Club collected notes that students wrote to their peers and teachers. French Club students then delivered over 150 notes on May 1 to spread some spring cheer throughout the school!

CAREER DAY

We are looking forward to next week's annual Career Day at Weston Middle School on Friday, May 17. We are excited and honored to have so many professionals and experts from the community who are generously giving up their time to present to our eighth grade class. On Career Day, there will be a special schedule and the eighth graders will have the opportunity to attend four breakout sessions with over 20 presenters in a variety of different career pathways. They will also have the opportunity to hear from our keynote speaker, Mrs. Catherine Tom-Revzon, Clinical Pharmacist who brings a wealth of knowledge in the field of pediatric pharmacy, research, and teaching. It is shaping up to be a fantastic day for our students!

SGA SPONSORS PENNY WARS

The Student Government Association sponsored "Penny Wars" as a fundraiser to benefit Geraldine Claytor School in Bridgeport. All donations will be used to purchase books for the Geraldine Claytor school library.

SIXTH GRADERS LEARN ABOUT WATER CONSERVATION

As the largest water supplier in Fairfield County, Aquarion Water Company's mission is to ensure an adequate supply of water that is safe and healthy for human consumption, and for fire protection. But four consecutive years of abnormally dry weather, followed by widely varying monthly rainfall in Connecticut have prompted changes in the ways we use water, and the wise use of water is encouraged throughout our service area. To emphasize our conservation efforts, an Aquarian representative offered an educational program for our Weston sixth graders that illustrated how children can do their part to help to conserve this vital resource.

EIGHTH GRADERS LEARN ABOUT AMERICAN HISTORY IN PHILADELPHIA

Our eighth graders travelled to Philadelphia to learn about the Constitution and how the framers set up a system of government that is still with us today. Students visited the National Constitution Center, toured historic sites, listened to stories of residents of Philadelphia who helped to shape our nation's history, and took guided tour of the Museum of the American Revolution.

SYRIAN REFUGEE SPEAKS TO EIGHTH GRADERS

On Thursday, May 9, Mohammed Almasri spoke to our eighth graders about his experience as a Syria Refugee. Our eighth graders are reading the new book, *A Land of Permanent Goodbyes*, which speaks to the struggle of a Syrian family escaping the mounting horrors of war. Mr. Almasri, who lives with his family in Norwalk, spoke about his understanding of the Syrian conflict, his experiences, and the challenges that he and other refugees face.

HOLOCAUST SURVIVOR SHARES HER STORY

On May 2 Weston Middle School was honored to welcome Mrs. Eva Cooper to speak to the sixth and seventh graders about her experiences during WWII and the Holocaust. Mrs. Cooper was born on March 18, 1934, into an assimilated Jewish family in Budapest, Hungary. In 1942 the Hungarian government took her father, like many other Jewish men, by force to labor camps where he was forced to do heavy labor. During her 10th birthday party, March 18, 1944, she witnessed the occupation of Budapest by German soldiers out of the window. She tells the story from the eyes of a child and her account is both moving and sad. The students were captivated by her storytelling and were able to connect this real life version of events to the historical events that they are currently learning about in social studies classes. We were privileged and honored to host a Holocaust survivor on Holocaust Remembrance Day.

SEVENTH GRADERS INVESTIGATE SOLUBILITY

A characteristic property of a substance is used to help identify substances. Students were tasked with investigating whether salt and sugar are equally soluble, or whether one is more soluble than the other. Students measured equal masses of salt and sugar, and dissolved each in equal volumes of room temperature water. Measuring volume and mass are valuable laboratory skills. Measuring mass without putting the salt or sugar on the Triple Beam Balance requires another layer of thinking. We found out that sugar is more soluble than salt. Alas, we have a way to figure out if salt or sugar is in the sugar bowl (without tasting it) on April Fools' Day!

Weston Intermediate School **Pattie Falber, Principal**

In this issue…Third Grade Endangered Animals AIM Unit
Fourth Grade Makertech
Fifth Grade Memoir Writing
Grade Five Ecosystem Science Unit
Connecticut Honors Choir and Honors Orchestra
Nutmeg Book Voting
Whole School Assembly
Dr. McKersie Guest Reader

THIRD GRADE ENDANGERED ANIMALS AIM UNIT

This month, the third grade students began an AIM (Academic Innovation and Measurement) unit on endangered animals. This is an exciting unit for our students as they conduct research, learn about adaptation and endangerment, and try to find solutions to save the animals. The unit began in the LLC where they watched a short video about endangered animals, and then explored books and databases to identify an endangered animal that they would be interested in researching. This AIM unit encompasses several curricular areas, such as reading, writing, and science, and is a culmination of their third grade experiences. The students are learning that endangerment occurs as a result of animals' inability to adapt in a timely enough fashion to changes in environment, food supply or predators. Students were very surprised, and saddened, to see that so many animals were on the endangered list. In science, they will be exploring the physical structures and behaviors that allow many different kinds of animals to survive and reproduce in environments that meet their basic needs. Families will be invited to attend presentations created by the students towards the end of the school year.

FOURTH GRADE MAKERTECH

Fourth grade students are engaged in a unit on the fundamentals of digital citizenship and safety. To make the most of the Internet, students need to be prepared to make smart decisions and practice responsible citizenship. This unit implements Google's research-based, high quality curriculum: Be Internet Awesome. *"The materials developed by Google in partnership with iKeepSafe enable educators to bring the most critical teachings—and the excitement of Interland—into the classroom."* This curriculum is broken into four sections: It's Cool to be Kind, Share with Care, Secure Your Secrets, and Don't Fall for Fake. Each lesson begins with teacher-lead instruction and ends with a virtual visit to "Interland." Students participate in an online game specifically designed to reinforce the lesson. Our fourth graders are curious about the topics and actively involved with the unit. We look forward to seeing the positive effects of this teaching as these students travel through the upper grades!

FIFTH GRADE MEMOIR WRITING

Fifth grade writers are engaged in a unit of study on writing memoir. As our students begin their transition to middle school, this time of year presents a wonderful opportunity for them to reflect upon their lives. One way to accomplish this is for students to think about who they are and moments that have changed them, then to write about those moments with the purpose of reflection. Writers ask themselves, "Who was I before, and who am I now?" In this powerful unit, students learn that sometimes memoirs are written more as a narrative to tell a story, and other times more as a personal essay to convey a claim about themselves. It is the author's work to determine which way will convey their own personal message the best.

GRADE FIVE ECOSYSTEM SCIENCE UNIT

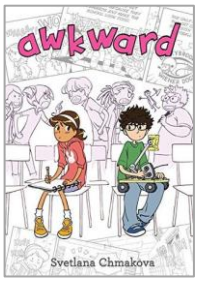
The students began their last unit in science this year, which focuses on ecosystem restoration. In this unit, the students take on the role of ecologists to investigate and figure out what can be done to return the ecosystem to its original healthy state. Working as ecologists, the students will work to explain the anchor phenomenon: that jaguars, sloths, and cecropia trees in a reforested section of a Costa Rican rain forest are not growing and thriving. In order to understand what's causing the problem, students are exploring what it means to grow and how living things get the matter and energy they need to grow. Students have built their own terrariums which they will observe throughout this unit. In the past, students have been expected to be able to categorize organisms in an ecosystem as producers (plants) and consumers (animals and decomposers) and to know the relationships among these groups by using food chains and food webs. The Next Generation Science Standards expect more of students – students should be able to describe the movement of matter and energy among plants, animals, decomposers, and the environment.

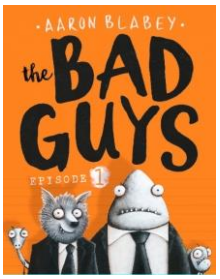
CONNECTICUT HONORS CHOIR AND HONORS ORCHESTRA

This year, four of our fifth grade students participated in the CMEA (Connecticut Music Educators Association) Elementary Honors Choir Festival, and three of our fifth graders participated in the CMEA Elementary Honors Orchestra. This event was held at the Connecticut Convention Center in Hartford. The students come from all over the state and get a chance to perform with other students who share their same passion for music. Our choir students performed with over 200 students under the direction of the world

renowned conductor, song writer and clinician, Sophia Papoulis; while our orchestra musicians played with over 100 students under the direction of conductor, Dr. Stephen Benham, the associate dean of the Mary Pappert School of Music at Duquesne University in Pittsburg. These students worked extremely hard to prepare with weekly rehearsals prior to the festival. It was an exciting experience for our young musicians.

NUTMEG BOOK VOTING





WIS Nutmeg voting ended on Friday, April 26. All students, who read at least three Nutmeg nominated books were invited to vote for their favorite. WIS student votes will be tallied into the overall state count. We are looking forward to the announcement of this year's Nutmeg winners on May 15. The top choice among WIS fourth and fifth graders was, *Awkward* by Svetlana Chmakova, and the top choice by the third graders was, *Bad Guys* by Aaron Blabey. The Nutmeg Book Award encourages children in grades 2-12 to read quality literature and to choose their favorite from a list of nominated titles. Jointly sponsored by the Connecticut Library Association (CLA) and the Connecticut Association of School Librarians (CASL), the Nutmeg Committee is comprised of children's librarians and school library media specialists who are members of our sponsoring organizations.

WHOLE SCHOOL ASSEMBLY

This month we held our last all-school assembly. Continuing with this year's theme of "Accepting and Appreciating Others," we began by reviewing some of the many ways the students have shown how they accept and appreciate others – holding fundraisers, making Valentine's Day cards for Veterans, and contributing to various food drives. Mrs. Carta then read, *The Day You Begin* by Jacqueline Woodson, a powerful book about accepting and appreciating yourself as well as others. After some discussion of the story and how we can have empathy and understand others, it was the third grade students' turn to share what they have been learning. Students from Mrs. Strang's class shared several very interesting facts that they had learned during their Endangered Animal unit, highlighting the need to find more ways to help and show empathy for these endangered animals.

DR. MCKERSIE, GUEST READER

This month, Dr. McKersie has been busy reading to our fourth and fifth grade classes. In fourth grade, Dr. McKersie shared and discussed a variety of poems from Shel Silverstein's book, *Where the Sidewalk Ends*. This wonderful collection of humorous poetry, containing illustrations by the author, makes for a fun discussion and debate with the students. This collection contains all sorts of poems

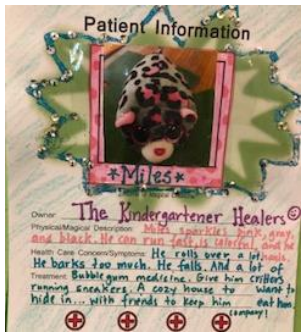
from funny, enchanting and imaginative, to those that make light of small anxieties and giving voice to outrageous things a kid would never ever do – like bathe an armadillo, but always wonder what would happen if they did.

In fifth grade classes, Dr. McKersie read, *The Midnight Ride of Paul Revere,* a poem by American poet Henry Wadsworth Longfellow. The poem commemorates the actions of American patriot Paul Revere on his historic ride on April 18, 1775. Dr. McKersie led some enthusiastic discussions with the fifth graders, who have been studying the American Revolution, challenging them to think critically about why the author chose to write this poem, including its historical inaccuracies, prior to the beginning of the Civil War. Drawing a reference to the hit Broadway show, *Hamilton,* the students quickly grasped the effect and power of poetry to relay an important message.

Hurlbutt Elementary School **Laura Kaddis, Principal**

In this issue… Schoolwide Events
Teaching and Learning
Second Grade Biography Research
Community Service
PTO
Class of 2032

SCHOOLWIDE EVENTS



Thanks to the generous support and funding by our PTO, this is the seventh year all staff and students have been given the same book to read for our One School One Book Program (OSOB). This year we read *Zoey and Sassafras Dragons and Marshmallows,* by Asia Citro. This event was a true home-school partnership. Families read the chapters of the book at home at night and our teachers would summarize or reread some of the chapters at school to reinforce the story. Our students also brought in pictures of themselves reading the book. They loved to see the pictures displayed in our school hallways. Every learning area also received a magical creature to care for just like the main character Zoey. Our Hurlbutt Magical Creature's Patient Information was displayed on the wall of the main hallway, introducing the school to each creature and sharing its magical power! Inspired by Zoey, students from Mrs. Chamoures and Miss Weir's classes organized a fundraiser to support Wildlife in Crisis to help rescued animals. During our OSOB wrap up, our students were able to talk to the author through a video conference. Our students asked her many questions about how she developed the story. It was so exciting to talk to the author of the book. We also learned that there are many more books in the *Zoey and Sassafras* series which has inspired our students to read more! On June 6, we will have a Family Fun Night filled with crafts and games related to the book. This event also builds excitement for summer reading.

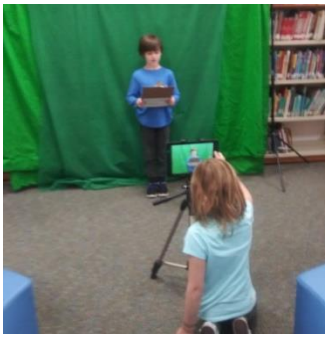
Visit the HES OSOB website through our school website page for more info and photos.
https://sites.google.com/westonps.org/hes-osob-2019/home

TEACHING AND LEARNING

Our second grade classes attended a production of *Charlotte's Web* at the Ridgefield Playhouse. This trip supports the Language Arts curriculum and the learning outcomes of the second grade literature circles, specifically focusing on analyzing characters by how one responds to problems. Everyone enjoyed seeing the story brought to life on the stage.

Our first grade classes went on a field trip to Stepping Stones Children's Museum in Norwalk and participated in a workshop called Above and Beyond, which enhanced the science classroom lessons on spinning earth. Our students were acting as astronomers discovering peculiar patterns happening in our universe and taking part in a living model as they replicated the movement of the sun and moon as they orbit and rotate in the sky.

All six kindergarten classes participated in the Paper Bag Challenge! During the persuasive/opinion writing unit, the teachers wrote a letter to their classes about a real-world problem they saw—the food pantry shelves were empty! The students, in turn, wrote letters to their parents to persuade them to collect donations to help those in need in Weston. In one week's time, the students brought in over 113 bags of non-perishable items to donate to the Weston Food Pantry. The kindergarten classes went on a walking field trip to the pantry to deliver the donations. The volunteers at the pantry were in awe of the generosity of the kindergarten students and their families.



SECOND GRADE BIOGRAPHY RESEARCH

Students read and learned about many important people and selected one person they felt made a difference in the world to research further. Students used books and databases to collect information and images. They also worked in Google Docs to create works cited. Final projects were created using Google Slides, iMovie, Chatterpix, and the DoInk App to create videos with a green screen. Our students had so much fun recording each other and then watching the videos!

COMMUNITY SERVICE

Ms. Malone's Class is working to create birthday boxes for the Weston Food Pantry. These boxes will be filled with items a family would need to celebrate a child's birthday. The students made bookmarks in the Learning Resource Center makerspace. These bookmarks were made to sell in order to raise money for cake mix, frosting and candles for the birthday boxes. They will also be making decorations to include in the birthday boxes. This project is an example of how our students share their kindness with the wider community.

As part of our outreach to the community, students collected coins to benefit Weston based chapter of Wildlife in Crisis. This organization treats and cares for over 2,000 wild animals per year. Our school community loved the idea of supporting these animals who are rehabilitated in the hopes that they can return to their natural environment and live independent of human care. The students raised $441.62!

PTO

The week of May 6, Hurlbutt Elementary was treated to a week of staff appreciation events by our PTO and parent community. The week started off with a beautiful luncheon that kept us nourished throughout the day. On Tuesday, our building was flooded with beautiful flowers arranged by parent volunteers. Always a highlight of this week are the personal notes our students bring us to tell us what makes our school or a staff member special. The staff also enjoyed a breakfast one morning and candy/snacks on another day. We were overwhelmed by the generosity and kindness of our families and could not be more grateful to them for giving us these special events. Thank you to our amazing PTO and parent community!

CLASS OF 2032

This month we welcomed in the parents of the Class of 2032 at our kindergarten orientation program. We shared information about a typical kindergarten day and introduced them to staff with whom they and their children will work next year. PTO representatives gave them a tour of the building and talked to them about what it is like being a Hurlbutt parent. Our school counselor has been holding individual meetings with each family to get to know them and to answer any individual concerns or questions they may have about this important milestone in their child's life. This approach exemplifies our philosophy and mission to get to know each and every family in our school community on a personal level. We are proud of this unique experience we offer to Weston families. Our incoming kindergarten students also came for a visit to our school and enjoyed some time on the playground. After visiting a kindergarten classroom, we took them on a short bus ride. This is the first time many of our incoming kindergarteners have been on a big school bus. It certainly is a highlight of the trip for them and is something they often look forward to when they start school. While the students were having their orientation, the parents spent some time in the LRC with our principal and assistant principal. We shared information about what to expect when their child starts kindergarten followed by an extensive question and answer period. We are looking forward to welcoming this class into our school community.