

Board of Education
Darien, Connecticut

TUESDAY, JANUARY 26, 2021

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Darien Public Schools'
Administrative Offices
Meeting Room
7:00 p.m.**

AGENDA

1. Call to order
2. Proposed Adjournment to Executive Session for the purpose of discussion pursuant to Connecticut General Statute 1-200(6)(B)
3. Reconvene in public session.
4. Adjournment.

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JANUARY 26, 2021**

**PLACE:
DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
MEETING ROOM
7:30 P.M.**

TENTATIVE AGENDA

- | | | |
|---------------------------------|--------------------|-----------|
| 1. Call to Order..... | Mr. David Dineen | 7:30 p.m. |
| 2. Chairperson's Report..... | Mr. David Dineen | |
| 3. Public Comment*..... | Mr. David Dineen | |
| 4. Superintendent's Report..... | Dr. Alan Addley | |
| 5. Approval of Minutes..... | Board of Education | |
| 6. Board Committee Reports..... | Mr. David Dineen | |

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JANUARY 26, 2021**

7. Presentations/Discussions

- a. Darien Public Schools Status.. Dr. Alan Addley
Update
- b. Presentation of Proposed..... Dr. Alan Addley
New Courses for Darien High Mr. Christopher Tranberg
School for the 2021-2022 Mrs. Ellen Dunn
School Year
- c. Follow Up Questions and..... Dr. Alan Addley
Discussion regarding the
2021-2022 Proposed Board of
Education Budget (including
Update on STEM curriculum
and Team Taught Classes)
- d. Discussion on December..... Mr. Richard Rudl
2020-2021 Financial Report
and Possible Action on Proposed
Budget Transfers
- e. Further Discussion and Action.... Dr. Alan Addley
on Board of Finance Appropriation
Request for 2020-2021
- f. First Reading and Discussion..... Mrs. Kathrine Stein
of Proposed Revisions to Ms. Marjorie Cion
Board of Education Policies:
5275 – Title IX of the
Education Amendments
of 1972 – Prohibition of Sex
Discrimination and Sexual
Harassment (Students);
4118 – Prohibition of Sex
Discrimination and Sexual
Harassment in the Workplace
(Personnel); 5200 – Homeless
Children and Youth; 5075 –
Physical Activity and
Student Discipline;
5395 - Transportation

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JANUARY 26, 2021**

7. Presentations/Discussions (cont.)

g. Further Discussion and Possible... Dr. Alan Addley
Action on Transportation Study

h. Further Discussion and Action.... Dr. Alan Addley
on Board Master Agenda for
February - August 2021

8. Public Comment* Mr. David Dineen

9. Adjournment..... Mr. David Dineen

AA:nv

*** Due to the current COVID-19 regulations and restrictions pertaining to public indoor gatherings, the Board of Education meeting will be available to the public via Zoom.**

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBfFrTWQRuoB6OZA>

Those members of the community wishing to participate in public comment should join the meeting via Zoom:

<https://darienps.zoom.us/j/98200947955>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, DECEMBER 8, 2020

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
7:30 P.M.

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	X
Absent									

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein (via zoom), and Ms. Cion

Audience: Meeting held in Board of Education office and via You Tube / Zoom

- | | |
|----------------------------------|---|
| 1. Call to Order | Mr. David Dineen
at 7:30 p.m. (0:00) |
| 2. Chairperson's Report | Mr. David Dineen
at 7:30 p.m. (0:00) |
| 3. Public Comment | Mr. David Dineen
at 7:33 p.m. (0:03) |
|
 | |
| Jonathan Dunn
Joslyn Delancey | 175 Raymond
Stamford, CT (DEA President) |
|
 | |
| 4. Superintendent's Report | Dr. Alan Addley
at 7:39 p.m.(0:09) |

5. Approval of Minutes

Mr. David Dineen
at 7:42 p.m. (0:12)

Motion to Approve Minutes of the Special Meeting and Executive Session held on November 24, 2020:

1st Ritchie
2ND Parent

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Motion to Approve Minutes of the Regular Meeting held on November 24, 2020 as amended:

1st Ritchie
2ND Ochman

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

6. Board Committee Reports

Mr. David Dineen
at 7:43 p.m. (0:13)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

- a. Perspectives on the FY22 Budget Process

Mr. Jon Zagrodzky (Board of Finance Chair)
at 7:44 p.m. (0:14)

- b. Update on School Reopening

Dr. Alan Addley
at 8:11 p.m. (0:41)

- c. Discussion and Action on Acceptance of State Project 035-0016 RR Central Office Roof Replacement Phase 1 of 1 as Complete

Mr. Michael Lynch
at 8:30 p.m. (1:00)

WHEREAS THE FOLLOWING PROJECT: STATE PROJECT NO. 035-0016RR, RECEIVED LOCAL APPROVAL FROM THE DARIEN BUILDING DEPARTMENT, DARIEN HEALTH DEPARTMENT, AND THE DARIEN FIRE MARSHAL, AND WHEREAS THE FOLLOWING PROJECT NO. 035-0016RR HAS BEEN COMPLETED, AND WHEREAS THE DARIEN PUBLIC SCHOOLS' BOARD OF EDUCATION HAS ASSUMED ALL RESPONSIBILITY FOR THE PROJECT. NOW THEREFORE BE IT RESOLVED THAT: THE DARIEN BOARD OF EDUCATION FORMALLY ACCEPTS PROJECT NO 035-0016RR CENTRAL OFFICE ROOF REPLACEMENT AS COMPLETE.

1ST Ritchie

2ND Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

- d. Presentation and Discussion of Transportation Study

Mr. Robert Jacobus (School Bus Logistics)
Dr. Alan Addley
at 8:32 p.m. (1:02)

- e. Annual Special Education Update

Mrs. Shirley Klein
Mr. Scott McCarthy
Ms. Kristin O'Reilly
Ms. Laura Straiton
at 9:14 p.m. (1:44)

- f. Update on 2020-21 District Goals

Dr. Alan Addley
Mr. Christopher Tranberg
Mr. Michael Lynch
at 9:58 p.m. (2:28)

- g. Discussion and Possible Action on Proposed Revisions to Board Policy 5125, Section 504 of the Rehabilitation Act of 1973; and Repeal of Board Policy 5810, Student Use of the District's Computer Systems and Internet Safety; and Proposed Revised Policy 5810, Student Use of the District's Computer Systems and Internet Safety
- Ms. Marjorie Cion
at 10:00 p.m. (2:30)

Motion to Approve the Proposed Revisions to Board Policy 5125, Section 504 of the Rehabilitation Act of 1973; and Repeal of Board Policy 5810, Student Use of the District's Computer Systems and Internet Safety; and Proposed Revised Policy 5810, Student Use of the District's Computer Systems and Internet Safety:

1st Parent

2ND Ritchie

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

8. Action Items

a. Personnel Items

i. Appointments

ii. Resignations/Retirements

Ms. Marjorie Cion
at 10:02 p.m.
(2:32)

Motion to Approve the Personnel Items as Detailed in the Personnel Action Report Dated December 8, 2020:

1st Brown

2ND Ochman

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

b. Contract Between the Darien Board of Education and the United Public Service Employees Union (Paraprofessionals)

Ms. Marjorie Cion
at 10:03 p.m.
(2:33)

Motion to Approve the Contract between the Darien Board of Education and the United Public Service Employees Union:

1st Maroney

2ND Sini

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

9. Discussion on Student Board Representatives

Dr. Alan Addley
at 10:04 p.m. (2:34)

10. Public Comment

Mr. Dineen
at 10:07 p.m. (2:37)

Joslyn Delancey

Stamford, CT (DEA
President)

11. Adjournment

Mr. Dineen
at 10:11 p.m. (2:41)

MOTION TO ADJOURN:

1st Parent

2ND Ochman

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 10:11 p.m. (2:41)

Respectfully Submitted,

D. Jill McCammon,
Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
MONDAY, DECEMBER 21, 2020

PLACE:
DARIEN PUBLIC SCHOOLS
BOARD OF EDUCATION ADMINISTRATIVE OFFICES
VIA ZOOM
8:00 A.M.

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x		x	x	x	x	x	x	x
Absent		x							

Call to order by Debra Ritchie, at 8:08 a.m.

Administration:

Dr. Addley, Mr. Tranberg, Ms. Klein, Ms. Cion, Mr. Rudl

1. Call to Order

Ms. Debra Ritchie
at 8:08 a.m. (0:00)

2. Strategic Planning

Dr. Alan Addley, Dr. Richard Lemons
at 8:08 a.m. (0:00)

3. Public Comment

Ms. Ritchie
at 10:15 a.m. (2:07)

None

4. Adjournment

Ms. Ritchie
at 10:16 a.m. (2:08)

Motion to Adjourn:

1st Sini

2ND Parent

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x		x	x	x	x	x	x	X
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

Meeting adjourned at 10:16 a.m. (2:08)

Respectfully Submitted,

D. Jill McCammon, Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
THURSDAY, JANUARY 07, 2021

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
7:00 P.M.

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

*

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein via Zoom, Ms. Cion and Mr. Rudl

Audience: Meeting held in Board of Education office and via You Tube / Zoom

- | | |
|--|---|
| 1. Call to Order | Mr. David Dineen, Chair,
at 7:00 p.m. (0:00) |
| 2. Update on School Reopening | Dr. Alan Addley
at 7:00 p.m. (0:00) |
| 3. Presentation of Superintendent's Proposed Budget
For 2021-2022 | Dr. Addley
at 8:05 p.m. (1:05) |
| 4. Public Comment | Mr. Dineen
at 8:46 p.m. (1:49) |

Alicia Mehlberg
Elizabeth Drew
Jamie Zionie
James Riley
Jonathan Dunn
Kadi Lublin
Lori Olson
Melissa Olman Dunn
Emily Shelly
Liz Pawlowski
Taylor Carter

24 Christie Hill Rd
14 Dubois St
15 Holmes Ct
105 Holmes Ave
175 Raymond St
21 Maplewood Dr
16 Littlebrook Rd N
175 Raymond St
79 Inwood Rd
9 Holmes Ct
385 Middlesex Rd

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
SATURDAY, JANUARY 09, 2021

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
8:30 A.M.

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein (via Zoom), Ms. Cion and Mr. Rudl

Audience: Meeting held in Board of Education office and via You Tube / Zoom

- | | |
|--|--|
| 1. Call to Order | Mr. David Dineen, Chair,
at 8:34 a.m. |
| 2. Discussion of Superintendent's Proposed 2021-22
Personnel, Operating and Equipment Budget of the
following RC's | Dr. Alan Addley
at 8:35 a.m. |

Darien High School (01) followed by questions and comments	at 8:37 a.m.
Fitch Academy (02) followed by questions and comments	at 9:29 a.m.
Middlesex Middle School (03) followed by questions and comments	at 9:40 a.m.
Elementary Schools (05, 07, 08, 09, 10) followed by questions and comments	at 9:48 a.m.
Break	at 10:20 a.m.
Athletics/Physical Education (11) followed by questions and comments	at 10:30 a.m.
Facilities (12) followed by questions and comments	at 10:50 a.m.
Capital Projects followed by questions and comments	at 11:01 a.m.
Fixed Expenses (25)	at 11:15 a.m.

followed by questions and comments	
Music (13) followed by questions and comments	at 11:30 a.m.
Art (14) followed by questions and comments	at 11:39 a.m.
Library/Media (21) followed by questions and comments	at 11:47 a.m.
Lunch Break	at 12:00 p.m.
Health (17) followed by questions and comments	at 12:30 p.m.
Technology Education (22) followed by questions and comments	at 12:37 p.m.
Technology (15) followed by questions and comments	at 12:45 p.m.
Early Learning Program (26) followed by questions and comments	at 1:24 p.m.
Special Education (24) followed by questions and comments	at 1:59 p.m.
Break	at 14:40 p.m.
Curriculum (19) followed by questions and comments	at 2:48 p.m.
Summer School (23) followed by questions and comments	at 3:09 p.m.
Finance (20) followed by questions and comments	at 3:12 p.m.
Administration (16) followed by questions and comments	at 3:15 p.m.
Personnel/Human Resources (18) followed by questions and comments	at 3:22 p.m.
COVID (28) followed by questions and comments	at 3:54 p.m.

3. Public Comment

Mr. Dineen
at 4:11 p.m.

Joslyn Delancey

DEA Union President

9. Adjournment

Mr. Dineen
at 4:15 p.m.

MOTION TO ADJOURN:

1st Mr. Sini

2ND Mrs. Stein

	Brown*	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

*Departed at 3:15 p.m.

Meeting adjourned at 4:17 p.m.

Respectfully Submitted,

D. Jill McCammon,
Secretary

Mary Jo Miller
Julie Deralisi
Teresa Vogt

52 Relihan Rd
1918 Post Rd
22 Circle Rd

5. Adjournment

Mr. Dineen
at 9:24 p.m. (2:24)

MOTION TO ADJOURN:

1st Mrs. Ritchie

2ND Mr. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 9:24 p.m. (2:24)

Respectfully Submitted,

D. Jill McCammon,
Secretary



Darien Public Schools Status Update

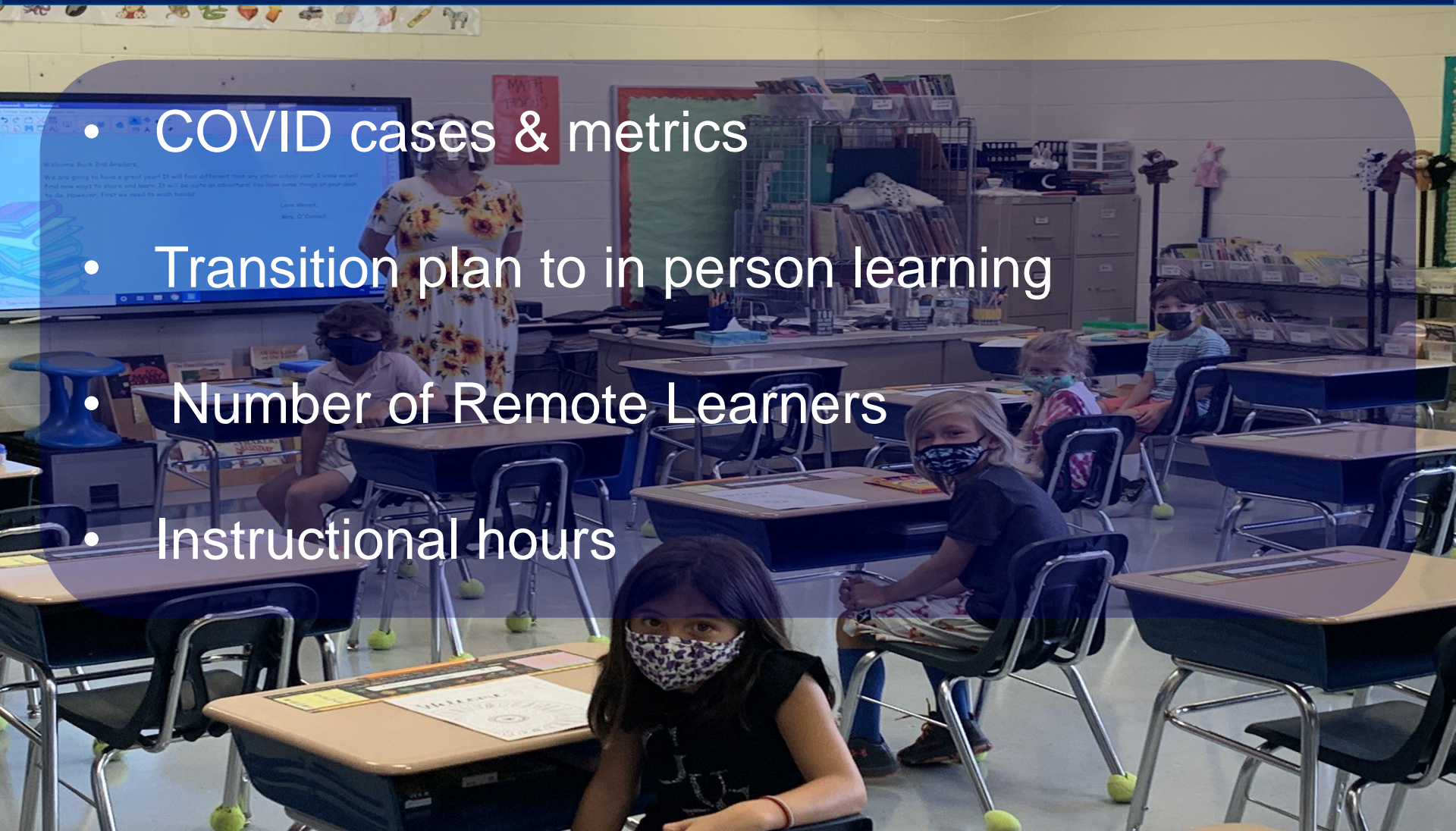
January 26, 2021



Darien Board of Education

Updates

- COVID cases & metrics
- Transition plan to in person learning
- Number of Remote Learners
- Instructional hours

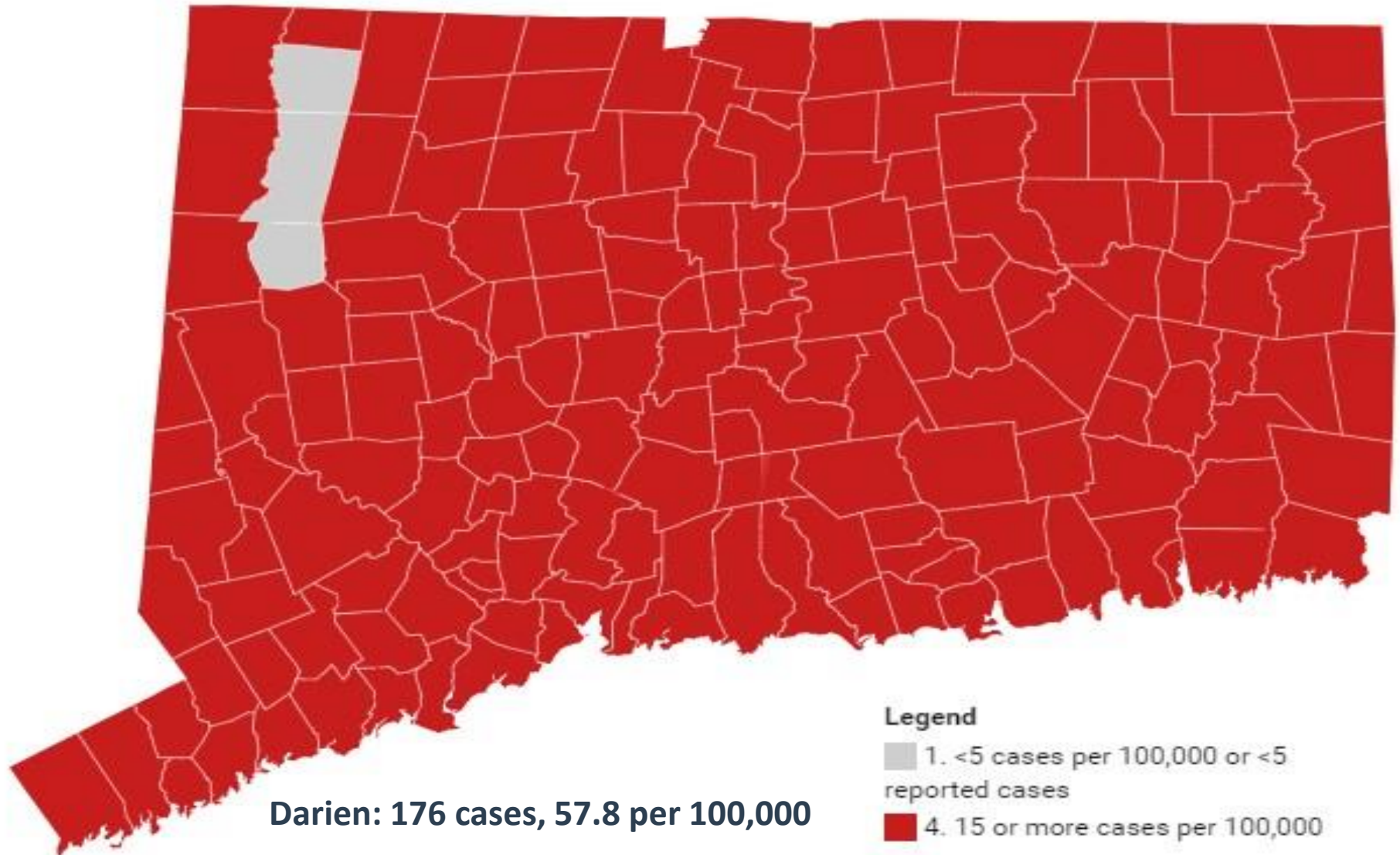


COVID-19 Cases

LOCATION	CURRENT CASES	CURRENT QUARANTINE	CUMULATIVE CASES	CUMULATIVE QUARANTINE
DHS/FITCH	21	77	80	383
MMS	3	20	37	317
HINDLEY	3	10	18	147
HOLMES	2	25	26	204
OX RIDGE	2	9	11	50
ROYLE	2	50	22	196
TOKENEKE	0	4	6	105
CENTRAL SERVICES	0	0	1	8
Total	33	195	201	1410

**current as of January 22, 2:10 pm*

**Average Daily Rate of COVID-19 Cases Among Persons
Living in Community Settings per 100,000 Population By Town
(Data Updated: Jan 14, 2021)**



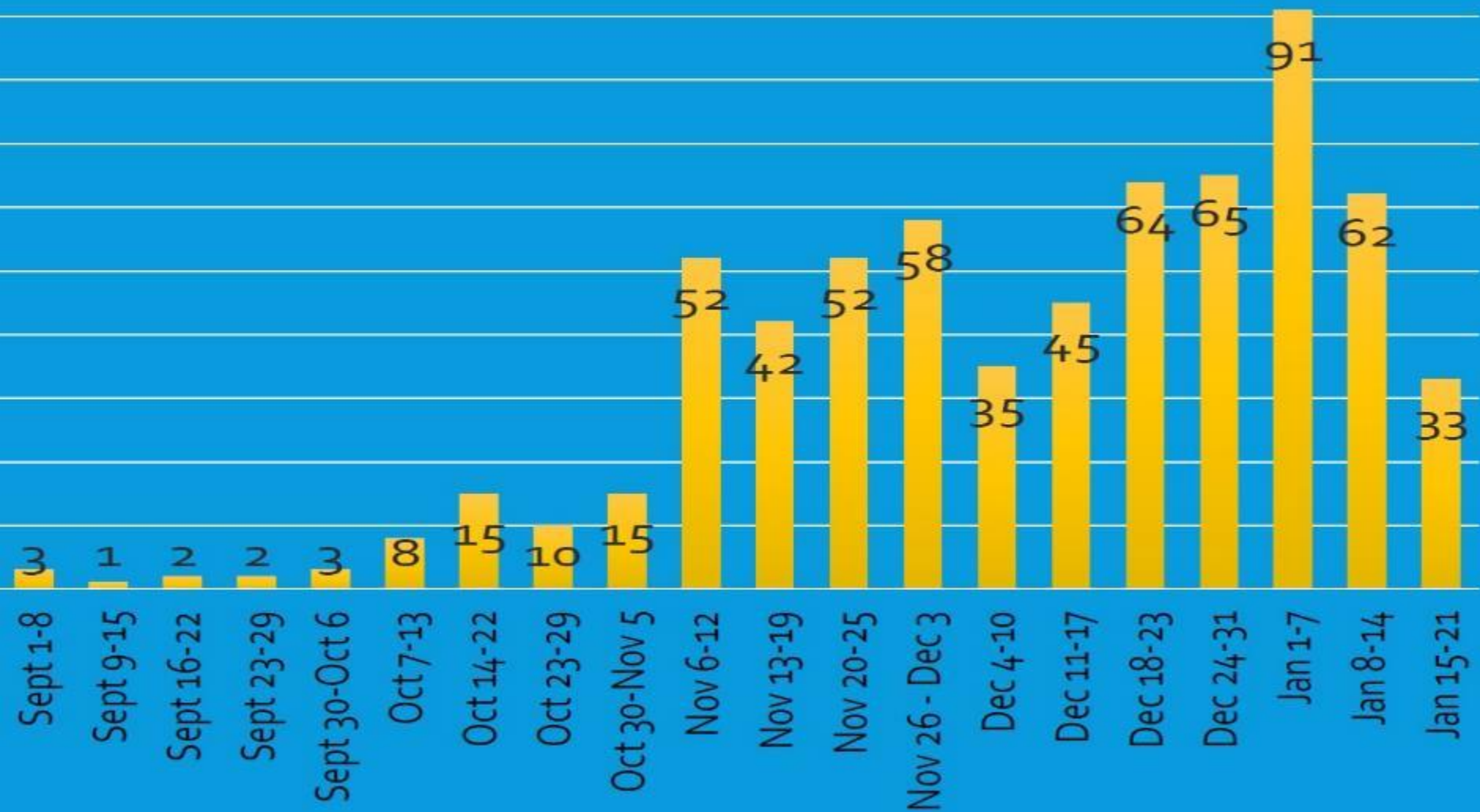
County Metrics Week ending Jan 09

	Leading Indicator	Secondary Indicators		
County	New COVID-19 Cases (14-day avg. per 100K pop)	Percent Test Positivity	New COVID-19 Hospital Admissions (14-day avg. per 100K pop)	Percent COVID-like illness hospital ED visits
Connecticut	68.5	9.5%	4.8%	6.5%
Fairfield	64.9	8.8%	4.9%	7.7%

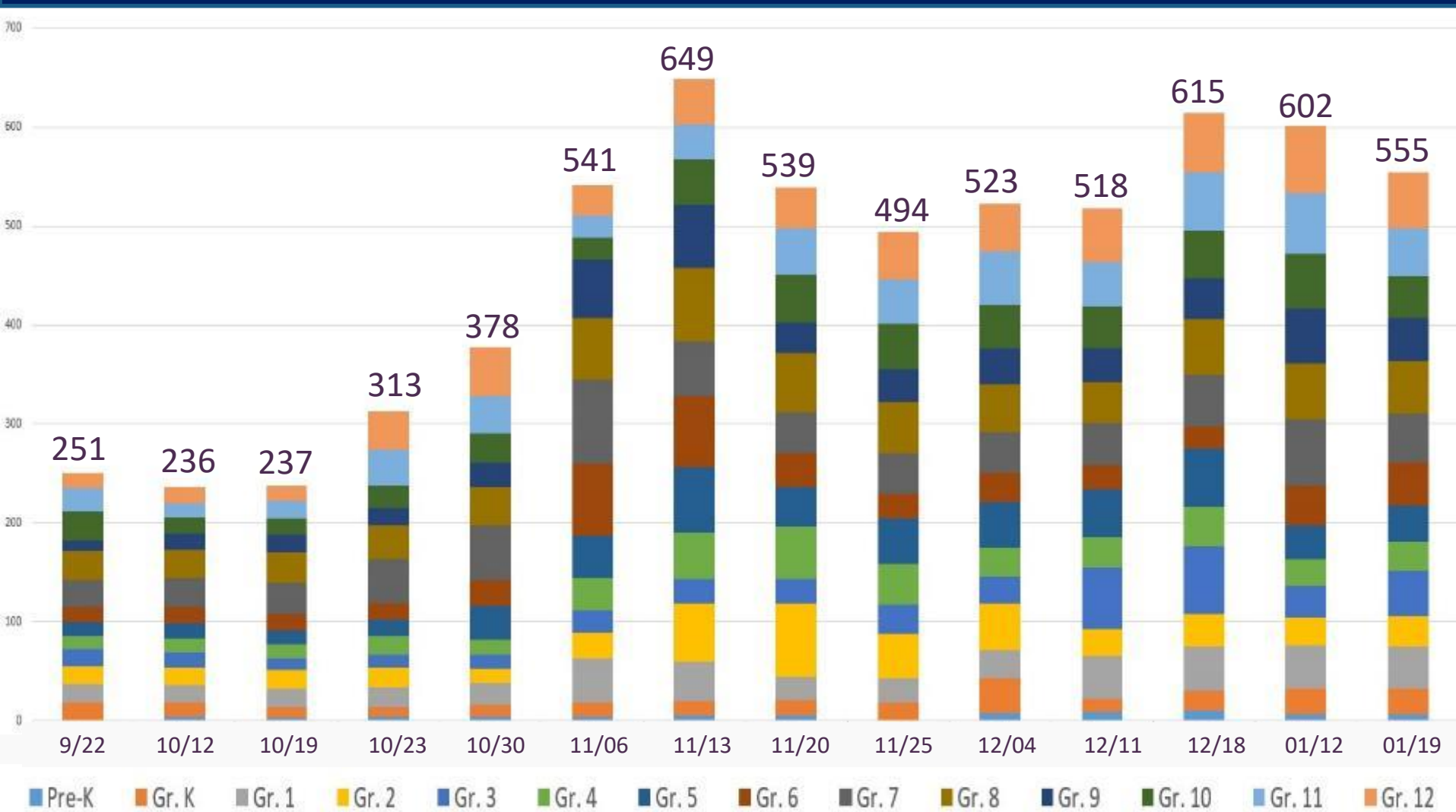
COVID-19 Cases

Since School Started 2020-21*

(Data contained may differ slightly from that reported by the State due to use of different date ranges.)



Number of Remote Learners



Questions & Comments



Memorandum

Date: January 4, 2021

To: Dr. Alan Addley, Superintendent of Schools
Christopher Tranberg, Assistant Superintendent

From: Ellen Dunn, Principal DHS

Re: New course proposals and proposed changes to existing courses.

The Darien High School Curriculum Council with the support of the administration proposes the addition of 4 new course offerings for the 2021-22 school year. The course proposals are attached.

In addition, there are several proposed changes to existing courses as follows:

Creative Writing – Proposal to open enrollment to Grade 9

We would like to open this elective to 9th grade students. This course has run for more than 20 years in DHS and has been offered to grades 10-12. Students who are interested in exploring creative forms of writing find this course engaging. This course ties together the imaginative and analytical aspects of writing and allows students to express themselves with independently chosen topics; something not consistently available in other required English courses. This course introduces students to the skills and tools needed to grow as a creative writer. We explore reading and writing of four genres: poetry, short story, drama, and creative non-fiction. The course focuses on process, critique, and revision, so there is much experimental work in class, a variety of assignments, and reading of “the masters” as models for our own writing. Class critiques, group workshops, and single partner work will provide students with the opportunity to give and receive feedback. Students need not be exceptional writers because all will grow as a writer in this class. We believe the course should be an option for 9th grade students who are interested in exploring creative writing.

Computer Aided Drafting and Design – Proposal for Title Change from *Drafting*

Drafting is a semester course currently offered to students in grades 9-12 as an elective in the Technology Education Department. We are proposing a title change for this course to reflect the increasing use of technology in the work of drafting and design in the course. We are improving our Drafting course to meet the needs of today's technical designers. The curriculum will be updated to reflect a new focus on CAD, standardized drawings, 3D printing and design, and CNC manufacturing. This course will introduce students to the methods, procedures, and equipment used to present thoughts graphically using professional 3D computer aided drafting tools such as Autodesk Inventor. Students will learn the same standards of drafting and design used by industry professionals. Students will experience the power of CAD by bringing their 3D geometric designs to life using equipment such as 3D printers and CNC (computer numeric controlled) mills. Some of the board drafting units will be replaced with CAD and CAM (Computer aided manufacturing) units and the title change for the course will reflect the advancement in the curriculum and experience of our students.

Video Broadcasting – Proposal for Title Change from *Media Studies* – *Video Production* and prerequisite change.

We are proposing a shift away from the journalistic focus of the course and a shift toward the elements of production by housing the course in the Technology Education Department. The enrollment in Video Production has gone down over the past few years to the point where the course did not have sufficient enrollment to run this year. In an attempt to bolster student engagement and build back student involvement in Blue Wave News, we propose that a curricular focus on the technical aspects of producing programming be a primary goal, removing the prerequisite of Intro to Media Studies. The ability to communicate in written format, orally, and visually are key competencies for any student. We believe that there is student interest in learning the production skills and applying the communication skills learned across other disciplines. We believe a course that focuses on the production side of the equation will bring back interest in this valuable contribution to DHS student life while providing a space for creative application of communication skills. The Blue Wave News Club will continue to complement the work of the course and fuel the journalistic elements. We foresee producing morning announcements, Blue Wave News and any special announcements. We hope that this course will serve as the foundation for increasing productions of Blue Wave News and create connections to DAF Media which engages many DHS students. We will be proposing updates to the facilities as well to support the course and provide space for all students to create video productions as expressions of learning.

Idea, Grade 9 (Achievers' Project): Credit Change Proposal

Currently, the grade 9 Idea students earn a half credit for a full year's work in the Achievers' Project course. We are proposing a change to a full credit for the 2021-2022 school year. Although the course meets every other day, students are required to put in many hours outside of the class meeting times to complete projects and other coursework, including meeting regularly with the program coordinator for conferences and with a professional mentor to help with the project. Significant changes to the course's overall focus, the Achievers' Project, have made the project and the course more demanding. New course requirements, such as the Achievers' Workshop Website which is updated regularly by the students, have also increased the rigor of the course. In addition, students work on smaller independent projects during the year to keep them engaged in course work even when their Achievers' projects are either in the early stages or completed. These changes to the course have resulted in a significant increase in workload, which will be best reflected through an increase in course credit.

Curriculum Development 2020-21

New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council

Date: 12/23/20

Department: Science and Technology and Engineering Education

Proposer: Christian Dockum, Rich Reynolds and Greg Darin

Course Title: STEM Design and Innovation

(Please review the guidelines for course naming conventions)

1. Grade Level(s):

Please check all that apply

- ☐ 9
☐ 10
☒ 11
☒ 12

4. Course Length: Please check

- ☒ Year
☐ Semester
☐ Other

2. Course Credit: Please check

- ☐ .5
☒ 1
☐ Other:

5. Graduation Requirements: Please check

- ☐ Required Course
☒ Elective Course
(Science/STEM Credit)

3. Course Level: Please check

- ☒ 300
☐ 400 (Honors)
☐ 750
☐ 400 (AP)

6. Fine Arts Requirement:

- ☐ Yes
☒ No

7. Prerequisites:

Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

2 years of Science, including Biology and Chemistry/Earth Science
2 years of Math, including Geometry

Curriculum Development 2020-21

8. Rationale:

Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.

This class will provide an additional opportunity for students to complete the 3 science credits and 9 STEM credits required for the Class of 2023 and beyond. The course will provide a wide range of student opportunities to study hands-on science and math topics through real world, authentic problem solving and projects to reinforce science and math concepts. Communication and collaboration skills will be essential as students will be expected to present and support their solutions to a variety of stakeholders.

Students enrolled in STEM Design and Innovation will be focused primarily on the following DHS Core Values and Beliefs :

1. Think critically, creatively, collaboratively, and adaptively;
2. Communicate effectively;
3. Develop effective reading, research, and observation strategies;
4. Demonstrate an awareness of multiple cultural and intellectual perspectives;
5. Demonstrate personal responsibility and ethical decision-making;

9. Introduction:

Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

STEM Design and Innovation will be an interdisciplinary course designed utilizing a Project Based Learning (PBL) instructional approach. The PBL approach provides students with the opportunity to engage with real world problems by asking the right questions as opposed to finding the right answers. In that context, STEM Design and Innovation is designed to provide a structure to apply knowledge and skills from both the Science and Technology Education department to solve challenges and problems they may face in the real world. With a hands-on, inquiry based approach to problem solving this class will blur the lines between science and technology curricula by requiring students work through problems and design solutions that fit scientific theory. Students will use scientific inquiry, and the engineering design process, as appropriate, to pose questions, seek answers and develop solutions to real world relevant problems. The course will enhance student's cooperative learning, critical thinking and problem solving skills while working to solve real life problems.

This course is proposed as a full year class that would run as a traditional science class with two labs per cycle. The full year class would allow for the PBL designed instruction which requires time for students to engage in sustained inquiry, reflection, critique and revision. This time allows for the scaffolding of these skills and provides the opportunity to problem solve with teacher and peer support. In addition, it provides teachers with the ability to check in with student groups, provide feedback and support student work consistently and in real time.

Curriculum Development 2020-21

Ultimately, this course would provide students with the background content and engineering skills to move on to the IPIE (Independent Projects in Engineering) course in the following year so that they could bring their ideas and designs to fruition.

10. Course Outline:

Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

Possible content topics that could be covered are listed below:

Content and topics within the course will be focused on local issues, situations and problems and will be related to the [United Nations Sustainable Development Goals](#) (UNSDG). Within the context of these goals the Science and Engineering Practices (SEP), as defined by the Next Generation Science Standards (NGSS), will be essential for students to be prepared to understand the underlying science behind the problem and engage in the construction of a possible solution.

Below is an outline of the course as broken down by quarters.

Quarter 1: Deep dive into the eight NGSS science and engineering practices. A focus on these practices lays the foundation for the remainder of the courses and will be aligned with the UNSDG.

NGSS Science and Engineering Practices: Highlighted are essential practices for the engineering design process.

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Quarter 2: Engineering Design and Introduction to the tools of Technology Education. The second quarter will focus on the application of the SEPs and integrate many of the basic tools found in the tech ed department. The design process will be highlighted utilizing a number of real life scenarios, for example: [Ski Racing](#) or [Covid App](#). A sample of tech ed tools that are used based on these examples.

- Computer programming
- CAD
- Laser cutting/engraving

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- CNC machine
- Plastic processing (3D printing)
- Basic wood processing (band saw/drill press)
- Basic metal processing (plasma cutting, sawing, welding, drilling)

Quarter 3: Utilizing the PBL approach, teachers and students will engage with real world problems by asking the right questions as opposed to finding the right answers. In that context, STEM Design and Innovation is designed to provide a structure to apply knowledge and skills from both the Science and Technology Education department to solve challenges and problems they may face in the real world. The desired outcome for quarter 3 is to have researched and define the problem/solution that students will tackle in Q4.

Quarter 4: Utilize Science and Engineering Practices and Tech Ed tools to propose solutions for problems based on student interest. Culminating experience is presenting their solution with a detailed plan for implementation.

11. Assessment:

Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

- Students will be asked to complete a series of presentations throughout the class to a variety of stakeholders. This will be assessed based on a presentation rubric as well as the class discussion. The students will have to show the ability to effectively explain their ideas and possibly compromise with others in the room.
- A series of hands-on/researched based projects will also be used to assess students learning in the class. This will take the place of written section tests. These projects will assess the students understanding of the materials and their ability to think critically while solving problems. All projects will include a student evaluation and technical write-up as well as an in class presentation.
- Observation—The instructor will be engaging in formative assessment strategies to support student learning. Instructors will be tasked with students to manage time and planning by chunking the project into smaller parts, with frequent checkpoints built into the timeline.

12. Interdisciplinary Opportunities:

When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.

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This course would be an interdisciplinary course in practice as it integrates the sciences and technology in the work of solving real problems. In addition, our changing world now offers students, teachers and industry professionals an opportunity to collaborate in a virtual environment. Our vision is to utilize these virtual partnerships to frame global ideas and solutions to local problems.

13. Enrollment: *How many students would you expect to sign up for the course? Provide reasons for your estimation.*

We would expect there to be 1 section of this class to start. As mentioned above, this proposed course is designed for students who are looking for additional opportunities for a STEM offering. In addition, it would serve as a course that would provide access to many of the NGSS aligned performance expectations that will be assessed on the NGSS State assessment at the end of a student's junior year. This course would provide the foundational experiences and understanding that could be used to further student work through the Independent Projects in Engineering (IPIE) course that is already running at DHS. Both the Science and Technology Education departments feel that this will be a valuable feeder class for IPIE which will provide a culminating course in STEM for those who choose to pursue it.

13. Impact within Department/School:

If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

STEM Design and Innovation will be an additional avenue for students to complete both the 3 Science credits and the 9 required STEM credits for graduation. This course may have an impact on the half year science electives that are offered at DHS. In particular, it will impact the Applications of Physics and Chemistry course. The other half year courses should not be impacted in any substantive ways as they all have strong enrollments but fewer sections of these biological science electives may run. It may also draw a small number of students from year long electives as well but we would not expect to see a major impact on enrollment.

We feel that this course will be vitally important to allow every graduate the ability to reach 9 STEM credits. Within this course students will experience truly collaborative and interdisciplinary coursework, 21st century skills and access to a facility designed to find creative solutions to complex, real-world problems. Currently, a class of this nature doesn't exist at DHS.

14. Department Discussion:

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Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

Both Science and Technology Education departments were in agreement that this course would meet the needs of a variety of students. The fact that the course could be used as a stepping stone to IPIE was a strong positive for both departments.

15. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials	Lab materials Project consumables			*2500
Curriculum Work	Design of units & projects	48 Hours	46/Hr	\$2208
Furniture				
Professional Development (training)	PBL Professional Development	2 teachers	\$500	\$1000
Staffing: fte				

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Other	Common collaboration and planning period: Built into schedule			
Other				

** Initial Estimate*

*Please submit the completed proposal to kstanton@darienps.org
no later than **September 25th 2020***

If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

STEM Design and Innovation is an interdisciplinary course combining skills and content from the Science and Technology and Engineering Education departments. This course takes an active approach towards the nature of design and the science and engineering practices. STEM Design and Innovation provides students an unique opportunity to guide their own learning and thinking while focusing on designing a solution to a local issue. Within the structure of this class students see that finding the right questions to ask is far more important than asking for the right answer. Students will gain valuable experience in setting their own goals, monitoring their progress and presenting their ideas to peers, instructors and/or experts within the field of study. Students will complete design projects that include inquiry and analysis of a design opportunity, conceptual design development, detailed design and refinement, and testing and evaluation.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Students will focus on open-ended questions, challenges, or problems to help identify the content and skills necessary to design an explanation or solution.
- Students will learn to ask driving questions, use those questions to create investigations, utilize data, create and critique solutions and think critically about the goals of their projects.
- Students will utilize both Science and Engineering practices in an environment that fosters student inquiry and voice.

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- Students will critique and evaluate their progress as well as the progress of their peers.

Example of Challenge Questions or Problems that could guide student work:

- How can Darien High School decrease the amount of waste produced on a daily basis? (UNSDG # 11 &12))
- How does local development impact ecosystems?(UNSDG # 6,9 &11)
- How can we keep our communities safe in the face of natural hazards? (UNSDG # 6, 11 &13-15)
- How can we redesign a product's packaging to make it more environmentally friendly? (UNSDG # 8,9 & 11,12)
- How do we make driving safer for our peers? (UNSDG # 3 & 4)

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will be expected to observe, investigate and problem solve individually and in small group settings. Within this context, students will be expected to actively and respectfully contribute to the goals of the class while demonstrating commitment to his/her team, personal responsibilities and educational tasks. Students will be expected to clearly communicate in a variety of ways to multiple audiences. In taking this course, students will show the ability to gather, analyze, and synthesize science and engineering design concepts in a variety of contexts.

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New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council

Date: 1/21/21

Department: History/Social Studies

Proposer: Keith Keeler

Course Title: African American / Black and Latinx / Puerto Rican Studies

(Please review the guidelines for course naming conventions)

1. Grade Level(s):

Please check all that apply

- ☐ 9
☐ 10
☒ 11
☒ 12

2. Course Credit: Please check

- ☐ .5
☒ 1
☐ Other: Explain

3. Course Level: Please check

- ☒ 300
☐ 400 (Honors)
☐ 750
☐ 400 (AP)

4. Course Length: Please check

- ☐ Year
☐ Semester
☒ Other: This class will be divided into two semester long classes for the 2021-2022 school year. Thereafter, starting in the 2022-2023 school year, it will be offered as a single year course as per the state's requirements.

5. Graduation Requirements: Please check

- ☐ Required Course
☒ Elective Course

6. Fine Arts Requirement:

- ☐ Yes
☒ No

7. STEM Requirement:

- ☐ Yes
☒ No

8. Humanities Requirement:

- ☒ Yes
☐ No

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9. Prerequisites:

Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

This course is an elective. The prerequisites for the course are Western Civilization and World Studies. This course is open to grades 11 and 12. The content of this course is most closely aligned with the content of American History (11th grade). Students taking the course in 11th or 12th grade will be enrolled in American History or will have studied it allowing connections to prior or current learning.

10. Rationale:

Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students. Who would want to enroll?

Students wanting to develop a deeper understanding of the African American, Black, Latinx, and Puerto Rican cultures will want to take this class. Students wanting a deeper understanding of American History and its multicultural heritage will also want to enroll.

Why is there a need for this course?

This course extends the inclusivity of the history department curricula by giving students the opportunity to study several racial and ethnic groups in more depth. This will deepen their understanding of America's past and allow them to better understand the present and navigate the future. Offering this course aligns with the departmental focus of preparing students to be civically engaged thus deepening student's understanding of a wider segment of the American populace.

Is this course offered at other schools in our DRG?

No this course is not currently offered at other schools. Some schools in the DRG (Wilton and Westport) do have area studies courses (which are somewhat similar – but these have a global focus as opposed to American). Some schools (Ridgefield and Westport) have gender studies or women's history courses which are similar in their exploration of a social group, tracing their experiences through the past. All schools in the DRG will be offering this in the '22-'23 school year to adhere to the state requirement. For the three years following the 22-23 school year the state will ask districts to demonstrate they have offered the course. Next year, several DRG schools are likely going to be offering this course in advance of the state requirement.

This course ties into the DHS CVB by helping prepare students to be active productive members of society. Their study in African American, Black, Latinx, and Puerto Rican studies will result in a greater awareness of cultural perspectives and broaden their understanding of the tapestry of American culture.

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11. Introduction:

Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

The state of CT has developed a full year course that will be divided into two semesters of content. For the 2021-2022 school year we will be offering the course as two standalone semester-long courses. Thereafter, we will offer the course as a full-year course. The content and focus of the course will not change as we move from two standalone semesters to a full year course. Offering the course as a semester-long class in the 2021-2022 school year will allow it to more easily fit into students schedules and give the course a stronger start.

The first semester focuses on Black and African American Studies. This will begin with a look at African Kingdoms prior to the founding of America and the institution of slavery. The semester will trace the experiences and contributions of African Americans throughout American History and into the present. The second semester will follow the same structure only it will focus on the history of Puerto Ricans and Latinos throughout America's past and into the present. This course will parallel the American History course and will provide more depth of understanding as it will allow for a more concentrated study. The course will use the inquiry process as a means of exploring these two major areas of focus.

12. Course Outline:

Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

Below are the major objectives of the course as laid out by SERC (State Education Resource Center – the agency that developed the course):

- Understand the construct of race, why and how it was developed.
- Investigate the evolution and development of African American and Latino identities including intersections with Indigenous and other identities.
- Analyze how race, power, and privilege influence group access to citizenship, civil rights and economic power.
- Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.
- Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy and culture.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino and Indigenous experiences, intellectual thought and culture.
- Explore local and regional African American and Latino communities and compare/contrast them with national histories.
- Examine examples of African American and Latino action in addressing issues impacting their communities.
- Identify resources and opportunities for active engagement, learning, and civic responsibility.
- Use the inquiry cycle to take informed action.

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13. Assessment:

Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

Students will be assessed from teacher tests and formative/summative assessments. Major projects and written assignments will use rubrics to delineate the expectations for students. Students will be informed of evaluation expectations in advance of major assignments and will be encouraged to or have opportunities to reflect on their past performance and self-evaluate in advance of submitting work.

14. Interdisciplinary Opportunities:

When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.

Interdisciplinary Course: American History / Literature	Teacher(s): Several DHS History and Lit Teachers	Connections: This course will largely parallel the content that is taught in American History and American Literature. There will be many opportunities for direction connections between these courses.
Interdisciplinary Course: History Courses	Teacher(s): Several DHS History Teachers	Connections: There is a lot of potential for making interdisciplinary connections with almost all classes in the dept (Western Civ, World Studies, Law and Gov, American Since 45, Human Geography, Economics). These courses may touch upon the content in this course or draw parallels with other times and places and the experiences of various groups in the US.

15. Enrollment:

How many students would you expect to sign up for the course? Provide reasons for your estimation.

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15-20 students. A full-year elective can be hard for students to commit to with all of the offerings at DHS. That is why we are going to initially offer the course as two standalone-semester long classes in the 2021-2022 school year. This range predicts that there will be enough interest to run one section but it will not be so large that we will run multiple sections. Based on the student survey conducted by the Curriculum Council in January of 2021 over 40% of students expressed some level of interest in taking the course.

16. Impact within Department/School:

If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

There are several teachers interested in teaching this class. Finding a teacher qualified and interested to teach this will not pose a problem. This course would be rather unique in that it will be our department's first year-long non-AP elective. This course may pull a few students from our other electives and may be a likely choice for students who are interested in Humanities / Social Studies electives. Running this elective should not mean having to entirely close out other offerings within the department. This course is a fairly unique offering in the school so it should not have a significant impact on other electives.

17. Department Discussion:

Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

This course is supported by the department. It speaks to our desire to have inclusive curricula and course offerings which are valuable for our students. One of the largest concerns shared by many members of the department is that this course is being proposed as a one-year course (which is a directive from the state). If possible, we would prefer this be broken into two different semester classes as it would allow more students to enroll in the course. The department will offer the course as two standalone semester long classes (one on African American / Black Studies and one on Latinx/Puerto Rican Studies) in the 2021-2022 school year. There was concern that this curriculum is coming from the state and is not being written locally. With those concerns noted, the department believes this is a valuable course to offer and is excited about it.

18. Budgetary Implications:

Please complete the table below including all anticipated expenses.

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Generally, N/A – because it is coming from the state there should not be a text schools have to buy. As additional information becomes available it will be communicated.

Item	Description	Quantity	Cost	Total
Student Textbooks	Resources should be provided by the state.			
Student Workbooks				
Teacher Edition				
Materials	SERC has noted that there should be reading lists and background material available to teachers of the course.	1 set	\$1500	\$1500
Curriculum Work				
Furniture				
Professional Development (training)	The teacher of the course should attend the PD the state offers around the course and may require some additional summer curriculum development money to prepare to teach it.	2 days (PD (sub coverage)) 10 hours (Curriculum Development Time)	\$200 \$460	\$660
Staffing: fte	To be completed by coordinator			
Other				
Other				

*Please submit the completed proposal to kstanton@darienps.org
no later than **September 25, 2020***

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If you have questions or require assistance, please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Understand the construct of race, why and how it was developed.
- Investigate the evolution and development of African American and Latino identities including intersections with Indigenous and other identities.
- Analyze how race, power, and privilege influence group access to citizenship, civil rights and economic power.
- Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.
- Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy and culture.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino and Indigenous experiences, intellectual thought and culture.
- Explore local and regional African American and Latino communities and compare/contrast them with national histories.
- Examine examples of African American and Latino action in addressing issues impacting their communities.
- Identify resources and opportunities for active engagement, learning, and civic responsibility.
- Use the inquiry cycle to take informed action.

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Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will be expected to think and read critically and analytically. Students will be expected to communicate effectively, both written and orally. Students will be expected to work independently and collaboratively. Students will be expected to be productive members of the course's academic community.

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New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council

Date: 10/26/20

Department: Technology and Engineering Education

Proposer: Greg Darin

Course Title: Introduction to App Development

(Please review the guidelines for course naming conventions)

1. Grade Level(s):

Please check all that apply

- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12

4. Course Length: Please check

- ☐ Year
- ☒ Semester
- ☐ Other: Explain

2. Course Credit: Please check

- ☒ .5
- ☐ 1
- ☐ Other:

5. Graduation Requirements: Please check

- ☐ Required Course
- ☒ Elective Course (STEM Credit)

3. Course Level: Please check

- ☒ 300
- ☐ 400 (Honors)
- ☐ 750
- ☐ 400 (AP)

6. Fine Arts Requirement:

- ☒ Yes
- ☐ No

7. STEM Requirement:

- ☒ Yes
- ☐ No

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8. Humanities Requirement:

☐ Yes

X No

9. Prerequisites:

Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

None

10. Rationale:

Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.

This course helps to complement the Technology Education and Engineering Department's Computer Science pathway. The need for this type of career is growing. The app development industry is projected to generate revenues in the \$900 billion dollar range in 2023 with only expectations to grow from there ([statista.com](https://www.statista.com)). This course will help prepare Darien High School students for the opportunity to be part of this exciting industry. In addition, this course will give students additional opportunities to meet the 9 STEM credit requirement for graduation.

In this course, students will learn the language Swift which is a powerful and intuitive open source programming language designed by Apple. It is the same language professional developers are using in the fast-growing app economy to make apps for iOS, iPadOS, macOS, tvOS, watchOS, and beyond. The *Develop in Swift* curriculum is great for teaching both students who are new to coding as well as those with coding experience. Since we are a 1:1 iPad school, it makes sense to have a forum where our students can learn to create apps that can solve real world problems on our campus and beyond. Additionally, students will learn Xcode, the "Integrated Development Environment" where languages such as Swift, Flutter and others are used to develop IOS and Mac applications.

11. Introduction:

Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

Students will learn the iterative app design process: brainstorming, planning, prototyping, and evaluating an app of their own. Students will build fundamental iOS app development skills with

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Swift in the Xcode environment. They will master the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode source and User Interface (UI) editors. Students will be able to create iOS apps that adhere to standard practices, including the use of stock User Interface (UI) elements and layouts. Students will build foundational knowledge with this fundamentals course and in the future may move forward to more advanced work in a possible Advanced App Development course. Students who completed such a sequence would have the skills necessary to complete an industry certification course that is offered at Stanford, Carnegie Mellon, Harvard, UCLA, MIT and more.

12. Course Outline:

Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

The example units below come from Apple's [Develop course](#) curriculum as well as the Stanford course ([CS 193p](#)) as our base foundation for writing this course as a foundation and further crafted by DHS teachers.

Unit 1: Getting Started with App Development. Students learn about the basics of data, operators, and control flow in Swift, as well as documentation, debugging, Xcode, building and running an app, and Interface Builder. They then apply this knowledge to a guided project called Light in which they create a simple flashlight app.

Unit 2: Introduction to UIKit. Students explore Swift strings, functions, structures, collections, and loops. They also learn about UIKit—the system views and controls that make up a user interface—and how to display data using Auto Layout and stack views. They put this knowledge to practice in a guided project called Apple Pie, where they build a word-guessing game app.

Unit 3: Navigation and Workflows. Students discover how to build simple workflows and navigation hierarchies using navigation controllers, tab bar controllers, and segues. They also examine two powerful tools in Swift: optionals and enumerations. They put this knowledge into practice with a guided project called Personality Quiz, a personalized survey that reveals a fun response to the user.

Unit 4: Conceptual overview of the architectural paradigm underlying the development of applications for iOS using SwiftUI: MVVM. A key underpinning of the Swift Programming Language, its type system, is also explained.

Unit 5: Build Your App. Students learn about the design cycle and use it to design an app of their own. They explore how to develop and iterate on their designs, as well as to create a prototype that can serve as a compelling demo and launch their project toward a successful 1.0 release.

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Assessment:

Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

- The foundational pieces from Apple and from Stanford construct a project based course with built in formative assessments and rubrics. Additionally, students maintain an App Development digital journal, mapping their learning journey and ideas throughout each iterative process. See sample rubric with accompanying partial example of the project.

Scale		
Rating	Description	If...
4	Mastered	The student clearly understands how to complete the task independently. The work goes above and beyond expectations by demonstrating a more advanced solution or level of polish than prescribed in the task's description.
3	Proficient	The student understands the main concepts and techniques, but may need to reference additional documentation or sample code in order to complete the task. Minor mistakes may be present insofar as they do not prevent the project from working as expected or indicate a conceptual misunderstanding.
2	Needs Improvement	The student has a poor understanding of the problem. The student may have gone in a not-entirely-wrong but unproductive direction, or attempted to solve the problem using pattern matching or rote copying, or they may have done something entirely wrong.
1	Incomplete	The student was not able to complete the task and needed assistance throughout.

CODE REVIEW—WIN A CONTEST

Review the lab and check for the following:

- The text field animates when no text is entered in the text field.
- The code follows best practices for consistent naming and code style.



ADDITIONAL TEACHING IDEAS

Extend

- Have students create a new animation that moves a single view around the edge of the screen.
- Invite students to research how to animate Auto Layout constraints further using the [Auto Layout Programming Guide](#) as a starting point. This includes activating/deactivating constraints and changing priority constraints.

Simplify

- Walk through the lesson example of building a music wireframe. As you add animations, explain which objective each animation fulfills: direct attention, connect behavior, or keep oriented.

Collaborate

- In pairs, invite students to look for animation in some of their favorite apps and to categorize the animations based on the objectives they fulfill (direct attention, connect behavior, or keep oriented).

13. Interdisciplinary Opportunities:

When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.

The nature of coding is very interconnected to Math, specifically Algebra. Students are encouraged, but not required to have a working understanding of Algebra. These concepts

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will be covered in class and will reinforce (or support) students who have or will take Algebra.

14. Enrollment: *How many students would you expect to sign up for the course? Provide reasons for your estimation.*

16-18 students. Many students currently enrolled in our existing Computer Science courses are looking for ways to continue their learning in the field.

Impact within Department/School:

If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

As a 1:1 iPad school, it is logical and appropriate to offer students the ability to create apps for use in our school or that students may want to pursue for sale in the Apple App Store (students can apply for a developer license through Apple so any apps they create would belong to them). This course offers a creative employment of computing skills and compliments other courses offered in the department. The Computer Animation course has not seen a large enrollment in the last two years and we believe this course will be a more relevant choice for our students.

15. Department Discussion:

Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

Members of the department are excited about the possible addition of app development courses as it fulfills a much needed gap in our computer science career pathway.

16. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
------	-------------	----------	------	-------

Curriculum Development 2020-21

Student Textbooks	Textbook included at no cost			
Student Workbooks				
Teacher Edition				
Materials	\$0.00			
Curriculum Work				
Furniture				
Professional Development (training)		2-3 teachers	\$500	\$1500
Staffing: fte	.4*			
Other				
Other				

** Initial Estimate*

*Please submit the completed proposal to kstanton@darienps.org
no later than **September 25th 2020***

If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the

Curriculum Development 2020-21

course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

Introduction to App Development is intended for students to explore designing and building a fully functioning app of their own. This is a foundation course in which you will learn to program in Swift in the Xcode environment, the language used to create iOS apps. You will master the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode leading to you creating your very first iOS app. Successful completion of this course and Advanced App Development (possible future offering) will prepare you to take the industry certification exam if desired.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Define key programming terms relevant to Swift and iOS programming.
- Describe the process of creating iOS apps.
- Employ the Apple developer tools to create an iOS app.
- Demonstrate programming best practices in Swift.
- Examine and subdivide app functionality into properly designed components.
- Plan, prepare and build an original iOS app, from concept to working program.

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will learn how to program in Swift in the Xcode environment in order to create a fully functioning iOS app. Along this journey, students will demonstrate an understanding of the fundamentals of Swift as well as the app design process using a design thinking approach. Students are expected to demonstrate an understanding of how to handle and store data using clearly defined types, demonstrate problem solving skills by developing and implementing algorithms to solve problems using operators and to write code that makes decisions about what lines of code should be executed in a way a user can easily understand. Students are expected to maintain a detailed digital journal, like an engineer's notebook, to track the design, testing and debugging process while working within a project based environment.

Curriculum Development 2020-21

New Course Proposal - Accounting and Finance Darien High School, Curriculum Council

Date: Friday, September, September 25, 2020

Department: Business Education (Technology)

Proposer: Claudia Gray, Business Education Teacher

Course Title: Accounting Essentials

(Please review the guidelines for course naming conventions)

1. Grade Level(s):

Please check all that apply

☐ 9

☒ 10

☒ 11

☒ 12

2. Course Credit: Please check

☒ .5

☐ 1

☐ Other: Explain

3. Course Level: Please check

☒ 300

☐ 400 (Honors)

☐ 650

☐ 750

4. Course Length: Please check

☐ Year

☒ Semester

☐ Other: Explain

5. Graduation Requirements: Please check

☐ Required Course

☒ Elective Course

6. Fine Arts Requirement:

☐ Yes

☒ No

7. STEM Requirement:

☒ Yes

☐ No

8. Humanities Requirement:

☒ Yes

☐ No

Curriculum Development 2020-21

9. Prerequisites:

Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

Prerequisite: Investing and Personal Finance

10. Rationale:

Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.

The students who would want to enroll in Accounting are those who would like to continue their education in finance and accounting after taking Investing & Personal Finance as well as students interested in majoring in Business in college. Students have expressed interest in taking an accounting course similar to the courses many local high schools in our DRG offer.

DRG High Schools with Accounting Courses:

Joel Barlow (District 9)	Accounting I (Full Year)
Weston	Accounting - Small Business (½ Year)
	Accounting - Corporation (½ Year)
	Computerized Accounting - (Full Year)
Wilton	Accounting I (Full Year)
	Accounting II (Full Year)
Westport	Accounting (Full Year)

Each year the DECA Business Club has approximately 70 students who compete in individual events, with many students placing at the state competition in the area of Finance. While students have indicated they would like to compete in Accounting, they lack the formal education to do so. Many Darien High School students participate in senior internships in various businesses each spring, and many in the area of finance. Students would likely be interested in accounting internships, yet it is difficult when they have had no formal introduction to the subject. This course would not only prepare students for post-secondary learning but also extend their extracurricular opportunities during their time at Darien High School.

The Accounting Course will promote personal excellence for students by challenging them with new ideas of accounting practices by learning Generally Accepted Accounting Principles. The course will be collaborative, with students developing accounting skills with partners and to simulate an accounting team.

11. Introduction:

Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

Depending on the school year, between 75-150 students enroll in Investing and Personal Finance. Many students have requested to further their understanding of financial planning, banking, credit, budgeting and investing. Students will be learning Generally Accepted Accounting Principles, Accounting Statements, the Accounting Equation and how to complete the Accounting Cycle. It will be taught utilizing accounting worksheets, problem solving, and analysis of case studies through both independent studying and group work.

12. Course Outline:

Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

- I. Accounting in Action
 - Accounting Activities and Users
 - The Building Blocks of Accounting
 - The Accounting Equation
 - Analyzing Business Transactions
 - The Four Financial Statements
 - Careers in Accounting
- II. The Recording Process
 - Accounts, Debits and Credits
 - The Journal
 - The Ledger and Posting
 - The Trial Balance
- III. Adjusting the Accounts
 - Accrual-Basis Accounting and Adjusting Entries
 - Adjusting Entries for Deferrals
 - Adjusting Entries for Accruals
 - Adjusted Trial Balance and Financial Statements
- IV. Completing the Accounting Cycle
 - The Worksheet
 - Closing the Books
 - The Accounting Cycle and Correcting Entries
 - Classified Balance Sheet

Curriculum Development 2020-21

13. Assessment:

Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

- Google Presentation – Students will be asked to complete a google presentation based on a current business case study. This will be assessed based on the rubric as well as the class discussion.
- Questions, Exercises, Accounting Worksheets and Problems – Students will analyze business transactions and prepare financial statements based upon the Accounting Textbook similar to a college accounting course.
- Unit Exams and Final Exam – Four unit exams will follow student review of a unit. A final exam will cover all semester material.
- Observation – The teacher will also be walking around the room in order to give a final participation grade for how the student chooses to use their time during the class. Participation during class discussions is expected of all students.

14. Enrollment:

How many students would you expect to sign up for the course? Provide reasons for your estimation.

One class / semester course the first year. We currently have ~80 DECA Business club members and three courses of Investing & Personal Finance running per year with more interest. In 2015, the curriculum council surveyed all students regarding new classes being offered; students indicated interest in both Accounting and Business & Entrepreneurship at that time.

15. Impact within Department/School:

If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

Curriculum Development 2020-21

This course would expand upon the high interest of business courses at Darien High School. It could affect enrollment in other technology education courses or limit the number of sections of other business courses running concurrently

16. Department Discussion:

Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

After departmental discussion, there were no objections or concerns with moving this course forward. The department is excited and supportive of providing new opportunities for our growing business program.

17. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	Online Edition: Accounting Principles 14th Edition (10/20)	24	\$112.50	\$2700
Curriculum Work	Creating curriculum	40 hours	\$47 per hour	\$1880
Staffing: fte	To be completed by coordinator			

*Please submit the completed proposal to kstanton@darienps.org
no later than **September 25, 2020***

If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

Curriculum Development 2020-21

Accounting will provide students with an understanding of basic business operations and accounting skills. It will provide a basis for further study in accounting and business at the college level. This course is highly recommended for college-bound students as a means of exploring accounting or business as a possible career choice. Accounting will take students through the accounting cycle of businesses, introducing and familiarizing them to income statements, balance sheets, and cash flow statements.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Identify the activities and users associated with Accounting
- Explain the building blocks of Accounting: Ethics, Principles and Assumptions
- Describe the four financial statements and how they are prepared
- Explain how accounts, debits and credits are used to record business transactions
- Describe the nature and purpose of an adjusted trial balance
- Explain the steps in the accounting cycle and how to prepare correcting entries
- Research career opportunities in Accounting

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students are expected to complete classroom and homework assignments and to earn satisfactory grades on tests and quizzes. Students will be asked to complete a presentation of a corporation with interpretation of their SEC filings. Completion of a unit exam will follow student review of a unit. The final exam will cover all semester material.

ADDITIONAL BOARD OF EDUCATION QUESTIONS-1/19/21

<p>Can we see what the budget would look like if we removed deferrals, expenses incurred in FY21 that were unbudgeted but remain, and the recovery expenses to see the story of the budget?</p>	<p>The Superintendent's Recommended Budget would be a 3.04% budget when excluding operating deferrals from FY21, items purchased due to COVID that we anticipate continuing, building conditions survey, ESY and recovery expenses for Special Education. When factoring in those five items it adds another 0.95% to the Superintendent's Recommended Budget bringing the total to 3.99%.</p> <p>Contractual Salary & Insurance Benefits: 2.33% Enrollment Driven Increases: 0.24% Other Non Personnel Contractual Increase*: 0.26% Budget Control: 0.28% Operating Changes: -.07% Total Budgetary Increase: 3.04%</p> <p>Operating Deferrals from FY21**: 0.21% COVID Carryover***: 0.16% Building Conditions Survey: 0.20% ESY: 0.16% Recovery Expenses: 0.22% Total:0.95%</p> <p>Total Recommended Budget: 3.99%</p> <p>*Non Personnel Contractual Increases include: Fitch Lease, Trash Removal Contract, Contracted Janitorial Services, Contractual Software Increases, Annual Audit, First Student Contractual Increase, CIRMA Policies.</p> <p>**Deferrals in the operating budget include: Athletic Uniforms, Facilities Equipment, ESY Buses, Field Trips.</p> <p>***COVID Carryover includes: Zoom Software, SeeSaw Software, Bookcreator Software, Internet Upgrade from 1gb to 3gb, Addition of 1 Technician.</p>
<p>Can we understand the value of having a demography report every year, what we gain, what we did not have prior?</p>	<p>Prior to using the demography report the accuracy level was approximately 97.8% but off by 8 sections over 4 years. Milone and MacBroom has had a 99.2% accuracy level when used. Given the average cost of a teacher is approximately \$90,000 with benefits these 8</p>

	<p>sections have resulted in approximately \$720,000 of variances over the last four years. Given the anticipated influx of residents from the NY area, the uncertainty due to COVID19, new developments in Darien, the value of a demography report when planning for your most expensive investment (Teachers) is invaluable when planning for a budget.</p>
Can we defer the 1st Grade displays?	<p>The First Grade Displays are 15 years old and are not repairable should they fail. The administration debated last year whether to replace them but internally chose to defer them due to budget constraints in FY21. The current displays have poor audio quality and do not work well with our current software (Zoom). The displays are still used as a part of regular instruction even with devices for each student.</p>
Why do we need additional devices over the projected enrollment?	<p>On average we have approximately 100 Chromebooks offline at any given point due to repair needs. Without proper spare devices students would not be 1:1.</p>
Can we solicit more cost proposals for the building study? What would happen if this is deferred?	<p>Should this be approved we would have to put out an RFP given the cost of the study, however we have reached out to three vendors who have provided the following costs for all buildings except Ox Ridge:</p> <p>Proposal 1:\$231,000 Proposal 2:\$130,000 Proposal 3:\$125,000</p> <p>Should the study be deferred we would rely on the Director of Facilities to bridge the gap while preparing the capital budgets for the FY23-FY28 plan years based on his expertise of the buildings. While we will be able to prepare a capital budget, a study such as this should be done at some point in the near future.</p>
Budgetary impact of eliminating 1 program director?	<p>The vacant program director's FY22 Budget salary is \$144,327.</p>
Are there any thoughts on restructuring the program director model given a resignation?	<p>Yes, any plans to restructure would be discussed with the BOE in advance.</p>
Can we have more clarity on residual value of devices and how we account for that?	<p>The iPads are recycled to a vendor. This year the district received \$20,048 for the recycled iPads. In the FY22 budget we did assume a credit of \$20,000 to recycle the existing iPads as shown on pg. 112. The receipt for the recycling of the ipads is treated as a contra expense against equipment.</p> <p>The Chromebooks unlike the iPads have no residual value as the operating system is no longer compatible with software; and, as a result</p>

	<p>there is no value in recycling these devices. Because of that companies can not resell these devices, which is why we cannot receive a credit.</p>
<p>Can we have more detail on expensing items vs. capitalizing items?</p>	<p>Operating expenses are defined as expenses required for the day to day functioning of an organization, while a capital expense is an expense incurred to create a benefit not just in the current year but the future. Typically a capital item will have a useful life of 2 years. While some towns differ on the threshold of what constitutes capital, typically an item must be at least \$5,000 or greater to qualify as capital. Capital can include items to maintain your physical assets or equipment</p>
<p>How do we know if we have enough academic and social and emotional support for all students?</p>	<p>The BOE over the years has added additional staff for Social Emotional Learning for students. Professional Development funds are allocated to support this area as well. As much as reasonably possible, professional development expenditures are anticipated and included within the lines of RC19 and RC24. Any area of learning, academic or social and emotional learning that is greatly affected due to the pandemic will be addressed through general instruction for all students. Should recovery expenditures exceed budgeted expenditures we would update the BOE through the Finance Committee and our monthly finance reports through the request of budgetary transfers if possible or a recommendation for a special appropriation.</p>

BOF ADDITIONAL QUESTIONS

<p>How much of a grant do we expect to receive as part of the next support package? It was \$134k in the first grant; was our share of the \$100mm given to CT. If the upcoming grant is \$492mm, do we expect a similar percentage allocation - any insight would be helpful.</p>	<p>The CSDE has not issued the allocation by district yet for the ESSER Part II grant. While the State of CT has been awarded \$492 million they are withholding 10% from the allocation to districts.</p> <p><u>Federal Government ESSER Part II Allocation</u></p>
<p>The \$649k of offsets by category that are reducing the COVID related appropriation request, but it would be helpful to see where these offsets were pulled from (i.e., just for example, reduced field trips expenses). <u>No</u> need to see the actual transfer (i.e. reduced field trip to building cleaning), but more so where you were able to source funds from within the budget (is this in the finance committee documents?).</p>	<p>The following are transfers that were made to cover a portion of COVID related re-opening expenditures; all are included in the Finance monthly reports on the DarienPS website:</p> <p>\$66,169 to cover a 3rd Grade Hindley COVID Teaching Section from lower than anticipated enrollment in Hindley 5th grade.</p> <p>\$9,033 to cover health insurance for Hindley COVID teacher due to lower than anticipated enrollment at Hindley.</p> <p>\$113,025 to cover a 2nd Grade Holmes COVID Teaching Section from lower than anticipated enrollment at Holmes Kindergarten.</p> <p>\$63,396 to cover a 4th Grade Tokeneke COVID Teaching Section from lower than anticipated enrollment in Kindergarten.</p> <p>\$9,033 to cover Tokeneke COVID Teaching position Health insurance from lower than anticipated enrollment</p> <p>\$54,396 to cover a 4th Grade Royle COVID Teaching Section from savings from Transportation due to shortened school year (3 days) and additional revenue from DSS virtual summer school.</p> <p>\$6,295 to cover Music materials for social distancing, savings from cancelled music competitions (transportation).</p> <p>\$8,840 to cover the cost of cleaning and sanitizing the buses. Savings from transportation, not running MMS late buses.</p> <p>\$20,000 for COVID 24/7 monitoring stipend. Savings from lower than budgeted collective bargaining settlement with the Secretaries union.</p> <p>\$14,243 to cover the additional 0.2 FTE nurse. Savings from lower than budgeted collective bargaining settlement with the Nurses Union.</p> <p>\$19,832 to cover the cost of additional math materials for additional COVID sections and elimination of shared materials. Savings from cancelled China exchange trip, cancelled conferences, music competition (transportation), field trips.</p> <p>\$1,990 to cover ELP materials. Savings from lower enrollment in ELP.</p> <p>\$978 to cover the materials to file the reopening plan with the State of CT. Savings from cancelled DMG Conference.</p> <p>\$7,926 for Art COVID materials. Savings from cancelled facilities conferences and</p>

	<p>DMG Conference.</p> <p>\$32,530 for Literacy COVID materials for additional sections and elimination of shared materials. Savings from science materials due to change in schedules, savings from clubs not running at Elementary schools and MMS, and less travel of itinerant teachers.</p> <p>\$67,860 to pay for the YMCA Girls Swimming. Savings from less fall sports officials, fall transportation for athletics and intramurals.</p> <p>\$13,000 to pay anticipated cost of YMCA gymnastics. Savings from intramurals not running.</p> <p>\$41,760 to pay the anticipated cost of YMCA Boys Swimming. Savings from lack of intramurals and closure of the weight room.</p> <p>\$32,163 to cover the cost of the storage boxes to remove classroom furniture to maximize social distancing. Savings from furniture account and MMS clubs not running.</p> <p>\$33,500 for custodial overtime, savings from not renting out facilities to YMCA.</p> <p>\$33,884 for Police coverage during re-opening. Savings from transportation due to remote/hybrid days.</p> <p>Total: \$649,853</p> <p>Monthly Finance Reports</p>														
Is COVID-related hiring done?	We do not anticipate hiring any additional personnel for COVID at this time.														
Do you have a sense of benchmarks with other DRG-A towns? How does our COVID spending and initiatives compare?	<p>Anticipated Expenditures & Revenue Losses:</p> <table><tr><th>District</th><th>Anticipated Expenditure</th></tr><tr><td>Greenwich</td><td>\$3.3 million</td></tr><tr><td>Darien</td><td>\$3.0 million</td></tr><tr><td>Westport</td><td>\$2.6 million</td></tr><tr><td>New Canaan</td><td>\$2.4 million</td></tr><tr><td>Ridgefield</td><td>\$1.7 million</td></tr><tr><td>Weston</td><td>\$1.1 million</td></tr></table>	District	Anticipated Expenditure	Greenwich	\$3.3 million	Darien	\$3.0 million	Westport	\$2.6 million	New Canaan	\$2.4 million	Ridgefield	\$1.7 million	Weston	\$1.1 million
District	Anticipated Expenditure														
Greenwich	\$3.3 million														
Darien	\$3.0 million														
Westport	\$2.6 million														
New Canaan	\$2.4 million														
Ridgefield	\$1.7 million														
Weston	\$1.1 million														

ADDITIONAL RTM EDUCATION QUESTIONS-JANUARY 19, 2021

<p>If the 200 level at Darien High School has been eliminated, what will be the impact of a loss of the team teaching on students who may struggle? What could be the impact on instruction and assignments in the 300-level class?</p>	<p>Students who need support will not be left behind at DHS. Through a combination of increasing lab opportunities and reducing class sizes, we are confident that students will receive the instructional support necessary for success.</p>
<p>At MMS what is the tipping point for a reduction of the number of teams under the team model?</p>	<p>In order to reduce a team at MMS, we would need to see a decrease of approximately 70 students in one grade level.</p>
<p>At MMS when staff is added for a “bubble class” should it not be reduced when the enrollment declines?</p>	<p>There is flexibility within the teachers’ contract that allows teachers on teams with a “bubble class” to teach an extra section. However, when all teachers are teaching an extra section, it is challenging to schedule the building.</p>
<p>Did the Milone and MacBroom study take into account the exodus of families from NY due to COVID 19?</p>	<p>Yes, they did look at recent housing sales as a result of an exodus of families from the NY area to CT.</p>
<p>Might parent volunteers be trained to work as lunch monitors or is the \$32,000 well spent here?</p>	<p>While volunteers could be trained to work as lunch monitors, it is more likely that the elementary schools will have consistent coverage for the lunch periods if we pay monitors to work for those hours.</p>
<p>Do teachers have adequate instructional para help?</p>	<p>Building principals schedule instructional paraprofessionals based on need. An effective teacher in every classroom is the greatest indicator of a child’s success; however, we understand paras are greatly valued by classroom teachers. Continuing to maintain reasonable classes sizes helps mitigate the need for instructional paraprofessionals.</p>
<p>Do you need start- up funds for Open Choice even if the program will not begin for 21 -22? Are these students included in the enrollment numbers? Will siblings of students who begin in Kindergarten be enrolled? How will the District decide what school they will attend?</p>	<p>There are no start up costs for Open Choice. The proposed Open Choice students are not included in enrollment figures, which is why it is proposed to be added in the elementary schools (Hindley, Holmes, Ox Ridge) , which would not tip a class section should Open Choice become available to Darien.</p>

In the recent past, only one elementary school offered intramurals. Were funds available to be equally allocated to all of the elementary schools? Is the money only going to one school? Please explain.	Yes, funds are available for all elementary schools to run intramurals as shown in RC11, however only Holmes ran intramurals through the district as there was not a district staff interested in running intramurals for the other schools. Intramurals previously were run by Darien After School instead.
Why is maintenance not charged to community organizations who rent our facilities?	The district charges a building use fee, which is intended to cover the cost of maintenance plus the cost of staff time to be in the building. The district does not charge the YMCA or Boys/Girl Scouts.
If families must pay for offsite facilities, should families pay for expenses associated with fields and gyms?	This would be a BOE decision as to whether or not they would want to implement pay for participation.
Have you worked with a consultant or security audit?	Last year, we scheduled an audit to be conducted by CIRMA's safety consultant in March of 2020. COVID has put this process on hold. The OX Ridge Building Committee worked with a security consultant.
Do you have enough IT help considering new software and K -2 Chrome books as well as the need for help with remote learning, should it continue?	The district does have the highest ratio of technical support to enrollment in the DRG, which is why we have recommended adding one additional technician to support the department. This technician was added during COVID and we are recommending it remain in the budget. Given the growth in devices and technology in the classroom ensuring technology is properly staffed is vital to ensuring properly functioning devices in the classroom. While we believe two technicians are needed, we have only put forth one coupled with additional repair funds to outsource the repair of devices to be fiscally conscious of the operating budget.
Can you describe the STEP movement and Column Change? Is there an average of the STEPS? Can we get a staff profile? Do we have a veteran staff with many teachers at the top steps or a newer staff? How long does it take for a teacher to become tenured? What does teacher evaluation involve?	3% of Teachers are in the BA Column, 53% are in the MA Column, 7% are in the MA+15 Column, 24% are in the MA+30 Column, 9% are in the MA+60 Column and 3% are in the Doctorate Column. 29% of all teachers are at the top step in their respective column while 36% of teachers are in Step 3 through Step 10 and 35% are between step 11 and 18. It takes teachers four years to become tenured unless they are fast-tracked which results in two years (teachers who have previously received tenure in another Connecticut district obtain tenure in two years)..
What are you doing to improve recruitment ?	While we are always looking for ways in which to improve our recruitment plan, we have had much success attracting excellent candidates for all of our openings, including those in shortage areas. We hope that the inclusion of a Minority Teacher in Residence will increase our ability to

	<p>attract teachers of color. In addition, we are participating in a statewide minority recruitment consortium through CES in Trumbull. Our teacher salary schedule, relatively lower cost of insurance and continued commitment to professional development will all support our recruitment efforts. We have also reached out to partner with some of the teacher preparatory institutions in New York with the hope that they will place interns with us. Successful student internships can result in effective hiring.</p>
<p>The teacher in residence proposal is well intentioned and we like the spirit of the program, but how the program is administered, including definition of responsibilities, will be critical to its success. Please give some thought to this. Can you give examples of the work CREC has done with this program ?</p>	<p>CREC has spent much time and many resources developing this program. The program has already proven its effectiveness over the past two years, graduating 11 candidates for the 2019-20 school year and with the expectation that 15 additional teacher residents will graduate at the end of the current school year. To date, most of those teachers have been placed in districts in northern Connecticut. We expect that the program will continue to be successful as it transitions to lower Fairfield County. The entire Central Services staff is committed to the success of this program and will support our building principal, mentor teacher and the Teacher in Residence to ensure the success of the program.</p>
<p>Can you provide information on how the increase in staffing (including administrators and teachers) over the past five years aligns with the increase in enrollment?</p>	<p>Over the past five years, additions in staffing have been made to support the development and implementation of curriculum (Department Chairs), the implementation of a robust SRBI program at the elementary schools (SRBI specialists) the social and emotional health of our students (guidance counselors, psychologists and the creation of Fitch Academy). At the same time, we have reduced staff at the elementary level due to enrollment decreases and have also decreased staff at the middle and high schools because of efficiencies negotiated in the most recent teachers' contract.</p>
<p>We note that better oversight may be provided by an AP, but is contact with students diminished? Will family support now provided by the SESS facilitators be diminished?</p>	<p>Contact with students will not be diminished and, in fact, will be enhanced since these new assistant principals will be visiting all classrooms while they support teachers. Family support will be enhanced with the addition of these assistant principals since they will now interact with families in a variety of situations, including the support of students and families in the special education process.</p>
<p>Who is responsible for enforcement and the present model of SESS facilitators?</p>	<p>The building administrators and the special education elementary program director are responsible for monitoring IEP implementation and supervision and evaluation of the SESS facilitators. This will not change with the new model.</p>
<p>Who will monitor student individual outcomes in the AP model?</p>	<p>Building level administrators. This will not change with the new model.</p>

<p>Do Consultant costs in RC 24 here represent more / better service or higher prices?</p>	<p>The increase is largely attributed to recovery services.</p>
<p>Can we have a breakdown of the number of outplaced in public schools and in private placements?</p>	<p>98% of outplaced students are in non public schools, while 2% of outplaced students are in public schools.</p>
<p>The Holmes parking lot is in the budget for 2021 -2022 but is considered a level 3. When will the project be done?</p>	<p>As a level three it would be looked at for the 2023-2024 school year. This project would be appropriate to tie into the portable removal project at Holmes.</p>

RTM F&B ADDITIONAL QUESTIONS, JANUARY 19, 2021

<p>The budget lacks a story: What role does COVID play, what other increases have occurred that affect the budget increase?</p>	<p>The Superintendent's Recommended Budget would be a 3.04% budget when excluding operating deferrals from FY21, items purchased due to COVID that we anticipate continuing, building conditions survey, ESY and recovery expenses for Special Education. When factoring in those five items it adds another 0.95% to the Superintendent's Recommended Budget bringing the total to 3.99%.</p> <p>Contractual Salary & Insurance Benefits: 2.33% Enrollment Driven Increases: 0.24% Other Non Personnel Contractual Increase*: 0.26% Budget Control: 0.28% Operating Changes: -.07% Total Budgetary Increase: 3.04%</p> <p>Operating Deferrals from FY21**: 0.21% COVID Carryover***: 0.16% Building Conditions Survey: 0.20% ESY: 0.16% Recovery Expenses: 0.22% Total:0.95%</p> <p>Total Recommended Budget: 3.99%</p> <p>*Non Personnel Contractual Increases include: Fitch Lease, Trash Removal Contract, Contracted Janitorial Services, Contractual Software Increases, Annual Audit, First Student Contractual Increase, CIRMA Policies.</p> <p>**Deferrals in the operating budget include: Athletic Uniforms, Facilities Equipment, ESY Buses, Field Trips.</p> <p>***COVID Carryover includes: Zoom Software, SeeSaw Software, Bookcreator Software, Internet Upgrade from 1gb to 3gb, Addition of 1 Technician.</p>
<p>What would happen if the building conditions survey is deferred?</p>	<p>Should this be approved we would have to put out an RFP given the cost of the study, however we have reached out to three vendors who have provided the following costs for all buildings except Ox Ridge:</p>

	<p>Proposal 1:\$231,000 Proposal 2:\$130,000 Proposal 3:\$125,000</p> <p>Should the study be deferred we would rely on the Director of Facilities to bridge the gap while preparing the capital budgets for the FY23-FY28 plan years based on his expertise of the buildings. While we will be able to prepare a capital budget, a study such as this should be done at some point in the near future</p>
Which capital projects are being reinstated?	<p>New Carpet in DHS Library: \$40,000 New Carpet in MMS Library: \$30,000 Repave Access Road in MMS: \$40,000 Design HVAC at Holmes: \$300,000 Widen Blacktop at Tokeneke: \$21,000 Replace DAR42: \$49,500</p> <p>Total:\$480,500</p> <p>Capital Deferrals</p>
Can we defer the 1st Grade Displays?	<p>The First Grade Displays are 15 years old and are not repairable should they fail. The administration debated last year whether to replace them but internally chose to defer them due to budget constraints in FY21. The current displays have poor audio quality and do not work well with our current software (Zoom). The displays are still used as a part of regular instruction even with devices for each student.</p>
Can we push back the uniform replacement cycle?	<p>The uniforms were deferred in the FY21 budget as a result of the cancelled spring season due to COVID. Those uniforms are at the end of their useful life. We would not recommend deferring the uniforms.</p>
Can other items in the operating budget be considered capital?	<p>Operating expenses are defined as expenses required for the day to day functioning of an organization, while a capital expense is an expense incurred to create a benefit not just in the current year but the future. Typically a capital item will have a useful life of 2 years. While some towns differ on the threshold of what constitutes capital, Darien's threshold is an item must be at least \$5,000 or greater to qualify as capital with a useful life of 2 years.</p> <p>Based on the current capital definition used by the Town of Darien (\$5,000 or greater with a useful life of 2 years), we do not believe there are any items currently in the operating budget that would fit this criteria. While some communities do put technology equipment in capital, the individual</p>

	items are below the \$5,000 threshold and are used for curriculum purposes, thus are included in the operating budget. General repair expenses as seen in the facilities budget whether it is reserve for emergency repair, improvement of buildings or classroom/corridors are general maintenance and repair expenditures to support the general operations of physical buildings in the district, which would not be a capital expenditure.
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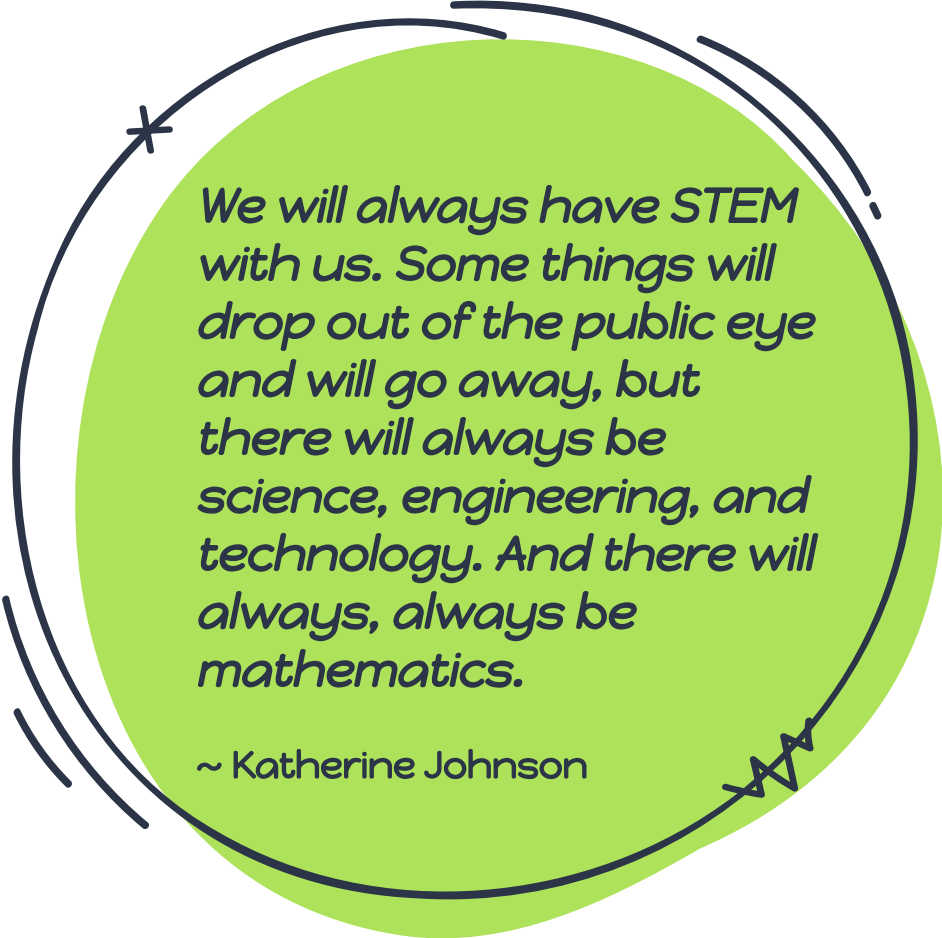


STEM @ DPS

BOE UPDATE
JANUARY 26, 2021

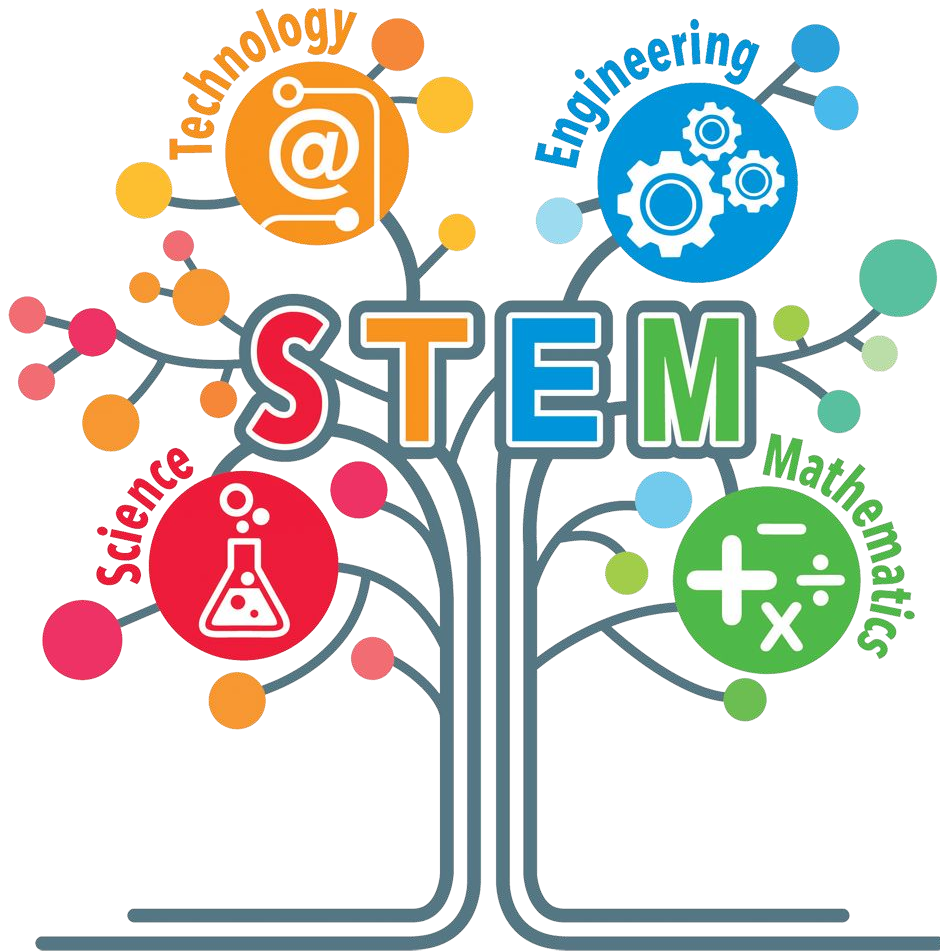
UPDATE

- STEM Overview
- Current STEM Opportunities
- Looking Ahead



We will always have STEM with us. Some things will drop out of the public eye and will go away, but there will always be science, engineering, and technology. And there will always, always be mathematics.

~ Katherine Johnson



What is
STEM?

DPS STEM LEARNING OPPORTUNITIES AT A GLANCE

ELEMENTARY

Science

Math

Library Experiences

Outreach HS Program

MIDDLE SCHOOL

Science

Math

Project Lead the Way:

- Design & Modeling
- Energy & the Environment
- App Development

Global Innovators

HIGH SCHOOL

Science

Math

Technology and Engineering

Computer Science

Business

Next Generation Science Standards

- Three Dimensional Approach: Science and Engineering Practices, Disciplinary Core Ideas, Crosscutting Concepts
- Engineering Design Performance Expectations
- Engineering Design Process

K-2

G. 2: Which material would make the best roof for a dog house?

3-5

G: 5 How can an oil spill be cleaned up to decrease the environmental impact?

2-5

DHS STEM Outreach Program

Engineering Design Elementary Level

6-8

G. 6: How can we design a cup system to slow energy transfer into the liquid inside it?

G. 7: Considering one who has cerebral palsy, what design attributes should a therapeutic toy have?

9-12

G. 9: How does planting trees compare to other solutions for climate change?

G. 9: How can we utilize various forms of energy to move goods and people more efficiently?

Engineering Design Secondary Level

NEW STEM COURSES

Accounting

Opportunity for students to deepen their understanding

Bridging Math

App Development

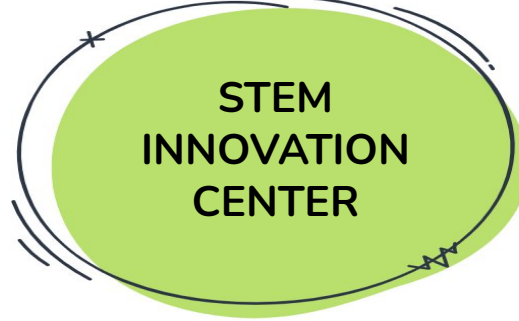
Fulfills a gap/need in Computer Science

STEM Design and Innovation

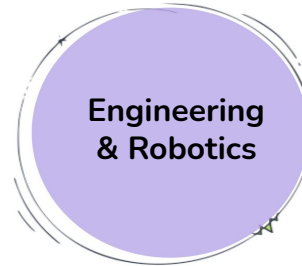
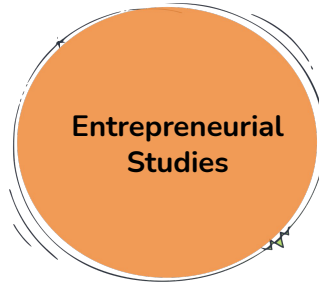
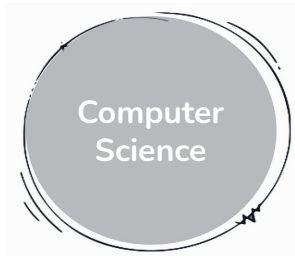
Science and Technology Education Co-curricular course

Focus on NGSS Science and Engineering Practices and UN Sustainable Development Goals.

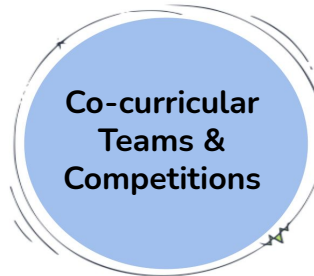
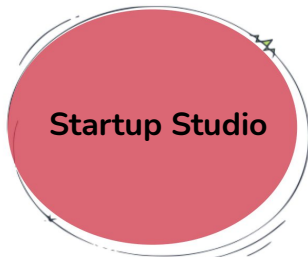
Video Production



Content & Skills



Applications





DHS Supports

1/26/2021

History

2016-17

Lab Model and Team Taught Model were introduced in response to closure of 200 level classes and a recognized need for academic support.



Supports at DHS

Special Education

- Learning Center
- Comprehensive Math, English, Science, History
- Cotaught English
- Cotaught Math

General Education

- Lab Model
- Team Taught
- Academic Success Center (Homework Center)
- Reading and Study Skills
- Learning Connections
- Fitch



Student Intervention Team

Meets once a week to review academic progress of individual students.

Members:

- School counselor
- School psychologist
- Assistant Principal
- Academic Success Center/Reading and Study Skills teacher
- Student
- Parent

Recommendation: Supports based on need



Student Intervention Team

38 students referred to SIT this semester

34 students assigned to Academic Success Center and/or Reading and Study Skills

Additional Supports considered:

- Lab Support
- Team taught
- Instructional Paraprofessional support
- Course changes/levels
- Referral to 504 Team
- Referral to PPT 1

Team Model and Lab Model



Lab Model - Structure

Lab meets 3-4 times in an 8 day cycle

- Class and lab are taught by the same general education content area teacher
- Lab is linked directly to class curriculum
- Lab focus is on pre and post teaching



Lab Model -Student Composition

Lab is designed for students who:

- are in general education, but require additional support
- may require special education accommodations
- require pre- and post-teaching of content to maintain pacing of the course
- require small group instruction



Team Taught Model - Structure

- Class is taught by two general education content area teachers
- Reduced student-to-teacher ratio
- No accompanying lab with this class



Team Taught - Student Composition

This class is designed for students who:

- require less support than the lab setting
- are in general education, but require additional support
- may require special education accommodations
- require a reduced student-to-teacher ratio in the classroom setting, increasing teacher contact during class



What Have We Learned?

- Student need for support decreases significantly from grade 9 through grade 12
- Requests for Team Teaching Model have decreased
- Current Team Teaching sections are in 9th and 10th grade only
- Labs meet in grades 9-12
- Teachers prefer Lab Model - more targeted intervention
- Team Teaching is, by design, a less intensive intervention than Lab



Team Teaching

Strengths

Dynamic learning environment

Reduces student-teacher ratio

Weaknesses

Less targeted than lab

Does not provide for pre- and post-teaching

Does not provide small group instruction



Social Studies Supports

Lab model

Courses:

- Western Civ
- World Studies
- American History
- Law and Government

Team Taught Model

Courses:

- Western Civ
- World Studies

Social Studies Lab

Course	# Labs	# Students	Avg Lab Size
Western Civ	3	24	8
World Studies	2	13	6.5
American History	2	5	2.5
Law and Gov	1	1	1
Totals	8	43	5.4
FTE	.8 FTE	43	



Social Studies Team Taught

Course	# Sections	# Students
Western Civ	2	7
World Studies	2	11
Total	4	18
FTE	.8 FTE for TT	18
FTE to Labs	.4 FTE	



English Team Taught/Split Sections Covid

Course	# Sections	# Students
English 9	2	13
English 10	2	12
Total	4	25
FTE	.8 FTE for TT	25
FTE to labs	.4 FTE	



Labs in English and Math

Department	# of Labs	# of students	Avg. Lab size
Math	8	43	5.4
English	6	21	3.5



Recommendations

Close the remaining 4 sections of Team Teaching in English and Social Studies

Serve the support needs of students via the lab model, preferred by teachers

Create additional sections of lab which will, in turn, create scheduling flexibility and accommodate students from Team Taught sections

Reallocate 1.0 FTE across disciplines which, along with the requested 1.0 FTE increase, will maintain optimal class sizes in all areas as enrollment increases at DHS

Darien Public Schools
Forecast by Month
FY 21

	Budget	August	September	October	December
Salaries	\$ 66,862,133	\$ 67,408,543	\$ 67,750,457	\$ 67,677,758	\$ 67,937,338
Operating	\$ 17,879,364	\$ 18,315,426	\$ 18,941,585	\$ 18,851,032	\$ 18,708,450
Fixed	\$ 20,634,860	\$ 20,588,071	\$ 20,624,631	\$ 20,611,683	\$ 20,578,873
Equipment	\$ 482,464	\$ 627,340	\$ 637,340	\$ 637,642	\$ 612,876
Revenue	\$ (3,362,443)	\$ (3,343,628)	\$ (3,337,448)	\$ (3,272,082)	\$ (3,248,992)
Total	\$ 102,496,378	\$ 103,595,752	\$ 104,616,565	\$ 104,506,033	\$ 104,588,544
Forecasted Balance		\$ (1,099,374)	\$ (2,120,187)	\$ (2,009,655)	\$ (2,092,166)
		-1.07%	-2.07%	-1.94%	-2.00%
General Education RCS		\$ 564,444	\$ 426,393	\$ 252,448	\$ 363,544
Special Education RCS		\$ (56,850)	\$ 128,462	\$ 235,213	\$ 214,785
COVID Reopening		\$ (1,606,968)	\$ (2,675,042)	\$ (2,497,315)	\$ (2,670,495)



Memorandum

DATE: January 5, 2021
TO: Dr. Alan Addley, Superintendent of Schools
FROM: Richard Rudl, Director of Finance & Operations
SUBJECT: FY 21 Financial Report through December

Enclosed please find the attached:

1. FY 21 Financial Report through December 2020.
2. List of accounting adjustments for December 2020 within Broad Categories
3. List of Transfers for BOE consideration and approval.
4. PowerPoint
5. Reopening Expenditures

Highlights of the Financial Report for FY 21:

Fiscal Year 2021 currently projects a year-end deficit of \$2,092,166. This includes COVID-19 re-opening school expenditures projected at \$2,670,495. We have included a separate RC, RC28 to highlight COVID19 expenditures. These expenditures exclude any expenditures that were reimbursed by the State of Connecticut or are anticipated to be reimbursed by the State of Connecticut. We have included a breakdown of those expenditures separately as well.

RC's	Forecast
General Education RCs	\$363,544
Special Education RCs	\$214,785
Re-opening Expenditures	\$(2,670,495)
Total	\$(2,092,166)

The highlights of that surplus include:

RC1 (DHS):

- Curriculum Supervision currently shows a savings of \$12,702. This savings is in part due to the library supervision stipend of \$4,572 going unfilled this year due to an unpaid leave of absence. In addition, the library supervision release time has a salary savings of \$8,130 due to an unpaid leave of absence with replacement coverage a lower grade and step. (COVID)

- Student Interns is showing a favorable balance of \$8,875 due to 1 intern position being unfilled due to lack of availability. (COVID and Non COVID Savings).
- Science teaching supplies shows a favorable balance of \$10,000. This is due to less lab groups due to COVID resulting in less supplies for these experiences. (COVID Savings).
- Other Student Activities shows a favorable balance of \$7,000. This is due in part to the anticipation that the China Exchange Trip will not occur this year due to COVID (COVID Savings).
- Science Equipment is \$15 under budget as the purchase of temperature probes came in under budget.(NON COVID)

RC2 (Fitch):

- Based on school closures, need and YTD experience, we are anticipating instructional supplies to be under budget by \$2,500. (COVID and NON COVID)
- Based on school closures, need and YTD experience, we are anticipating general teaching supplies to be under budget by \$2,500. (COVID and NON COVID)

RC3 (MMS):

- Clubs and councils shows a favorable balance of \$10,759 as intramurals \$3,454 remains unfilled, Coordinator for Field Trips \$3,300, Literary Magazine \$2,200 and Honors Band \$1,805 remain unfilled. (COVID Savings).

RC5 (Hindley):

- Literary Magazine and Safety patrol remain unfilled due to COVID. This is resulting in anticipated savings of \$4,400. (COVID Savings).

RC7 (Holmes):

- Literary Magazine remains unfilled due to COVID. This is resulting in anticipated savings of \$1,177. (COVID Savings).

RC8 (Ox Ridge):

- Teacher Aides shows a favorable balance of \$3,002. This is savings due to the timing of the instructional aide hire in fourth grade due to class size and the budget transfer for the new hire. (Non COVID Savings).
- Student Interns shows a favorable balance of \$14,075 due to the lack of available student interns. (Non COVID Savings)
- Literary Magazine remains unfilled due to COVID. This is resulting in anticipated savings of \$1,177. (COVID Savings).

RC9 (Royle):

- Grade 3 teachers shows a favorable balance of \$897 due to salary savings. (Non COVID savings).

RC 10 (Tokeneke):

- Kindergarten Teachers shows a favorable balance of \$2,243 due to staff turnover. (Non COVID Savings).

- Grade 4 Teachers shows a favorable balance of \$348 due to salary savings (Non COVID savings).

RC11 (Athletics and PE):

- Salary savings of \$2,655 due to the turnover in the Assistant Athletic Director position. (Non COVID Savings)
- Given we are not having building rentals we are forecasting no custodial overtime for the YMCA. This is leaving a projected surplus of \$33,500. (COVID Savings)
- Currently the weight room is not be utilized due to social distancing constraints. This is leaving a favorable forecasted balance of \$10,000. (COVID savings)
- Intramurals are currently not occurring and as a result we are forecasting a full year's savings of \$46,235. (COVID Savings)
- Transportation is showing a favorable balance of \$51,730 due to the change in the fall sports season due to COVID. (COVID Savings)
- Interscholastic-Officials shows a favorable balance of \$12,000. This is due to the change in the fall sports season due to COVID. (COVID Savings)

RC12 (Maintenance):

- Professional Meetings and Training shows a favorable balance of \$6,875 due to the cancellation of professional meetings due to COVID. (COVID Savings)
- Furniture shows a favorable balance of \$25,000 as we are not anticipating the needs for additional furniture as rooms have been emptied out to maximize space for social distancing. (COVID savings)
- Use of Fields revenue has surpassed expectations, as our fields were able to be rented during the summer due to the virtual DSS. This is resulting in the forecast-surpassing budget by \$70,670. This increase from the prior month is attributed to the rental of fields for youth football. (COVID Savings)
- Given our buildings are not being rented out until December 31st we are forecasting a deficit in building rental revenue of \$69,587. (COVID Expense)

RC 13 (Music):

- Clubs and Councils are showing a favorable balance of \$6,356 due to unfilled All Town Elementary Orchestra and Band. (COVID Savings)
- Transportation is forecasted to be under budget by \$5,705 as field trips are not currently underway. (COVID Savings)

RC 15 (Technology):

- Salary savings in the copy center of \$5,587 due to turnover. (Non COVID Savings)

RC16 (Administration):

- Professional Development is forecasted to be \$2,214 under budget due to the cancellation of the DMG Conference (COVID Savings)

RC 18 (Personnel):

- Contract support is \$48,046 as the secretaries, paraprofessionals and nurses contracts came in under budget. (Non COVID Savings)

- Recruitment is \$1,500 under budget due to the cancellation of the CES job fair (COVID Savings).

RC19 (Curriculum):

- Local travel is \$3,250 under budget as we have seen less itinerant travel due to COVID. (COVID Savings).
- Field Trips is \$3,750 under budget, as we are not anticipating field trips this year due to COVID. (COVID Savings).

RC 23 (Continuing Education/Summer School)

- Adult Education contracted services shows a favorable balance of \$4,500. This amount is based on the anticipated bill from Stamford Public Schools, which had less participants than anticipated. (Non COVID Savings)
- DSS revenue shows a favorable balance of \$2,089. (COVID Savings)

RC 24 (Special Education):

- Speech Therapist is showing a favorable balance of \$92,744 as a Speech Therapist is out on an unpaid leave of absence. This is currently being covered by a contracted speech therapist. There is a potential we will have to transfer these savings to contracted speech in the future.
- Teacher Aides shows a favorable balance of \$37,456 as a 1:1 para is no longer needed as that student has gone remote. (COVID Savings)
- Transportation/Driver position shows a positive forecast of \$8,311 based on salary savings for a replacement driver as well as non-paid days.
- Computer Software is forecasted at a deficit of \$12,500 as additional technology and software such as News2You, The Listening Academy and Data Finch have been recommended for students based on the current learning environment (COVID Expense).
- In district, transportation shows a favorable balance of \$12,189, as there have not been 180 school days.
- Out of district transportation shows a favorable balance of \$48,216 as we have some students who remain remote or have returned to district.
- Tuition Public Schools is forecasted to be a positive \$142,333 due to student placement changes and return to district students.
- Tuition Private Schools is forecasted to be a positive \$58,292 due to student placement changes.
- The forecast for Excess Cost currently stands at \$2,221,775 or \$99,460 below budget. This forecast is based on the anticipated December 1st filing with a reimbursement rate of 67.5% and a threshold of \$96,497. While this represents a shortfall against budget we are forecasting less expenditures in the area of Tuition, Transportation and Salaries all of which impact the anticipated reimbursement rate along with the lower reimbursement rate of 67.5%. Those savings offset the anticipated loss in revenue in Excess Cost.

RC 25 (Fixed):

- Regular transportation is forecasted with a favorable balance of \$36,028 as we are not running the two MS late buses this year as intramurals and after school activities are

being run virtually. Additionally, some ELP runs have been reduced due to lower enrollment. We are also only paying First Student 85% for fully remote days. (COVID Savings)

- Sewer costs are now forecasted to be under budget by \$12,661. Usage was significantly down to the closure of schools. (COVID Savings)
- Property Insurance is forecasted with a positive balance of \$1,180. (Non COVID Savings)
- Unemployment is currently forecasted at a deficit of \$40,159. Due to the cancellation of in person ESY and changes to State Unemployment, paraprofessionals who previously taught are eligible to collect unemployment. (COVID and Non COVID)

RC 26 (Early Learning Program)

- Teacher Aides are forecasted to be \$15,000 under budget as lower enrollment has resulted in some positions not being filled.
- Textbooks are forecasted \$2,000 under budget due to less enrollment than anticipated. (Non-COVID Savings).
- ELP Tuition is forecasted at a negative variance of \$89,797. We currently only have 35 ELP students paying tuition against a budget of 48. We know of three parents who unenrolled due to concerns regarding COVID. These three students resulted in a loss of revenue of \$20,550. (COVID and Non COVID Expense).

RC 28 (COVID)

- 7 Classroom Teachers were added due to COVID (1 at Hindley, 2 at Holmes, 2 at Royle, 1 at Tokeneke, 1 at Ox Ridge) totaling \$515,681. To date \$296,986 has been covered through transfers leaving a negative variance of \$218,695.
- Part time custodians to assist with cleaning were added due to COVID, which currently forecast a negative variance of \$128,577.
- Custodial overtime to assist with weekend cleaning is forecasted at \$70,787.
- LPNs were added to assist in the isolation rooms due to COVID. This currently shows a negative variance of \$224,560. We are currently not paying on fully remote days at the elementary locations. This has resulted in a reduction in the forecast.
- 4.0 FTE campus monitors were recommended to be added due to COVID. This currently shows a negative variance of \$89,693. One of the four Campus Monitors has not been filled due to the High School being on a hybrid schedule resulting in the lower forecast.
- 2.0 FTE technicians were recommended to be added due to COVID. Currently one remains vacant as we have been unable to find a suitable candidate. As such, we are reducing this forecast to the one position that has been filled. This is a forecasted negative variance of \$45,502
- Lunch Monitors were added at each elementary school and the middle school, leaving a negative variance of \$161,978. Given the secondary level has been hybrid and we have been remote for a week in December this forecast has been reduced to account for less days for the lunch monitors in those locations. Should we continue to have a hybrid schedule or be remote this line item would be reduced.
- We are currently forecasting a negative balance in our food service operations due to school closure and hybrid operations at the secondary level. As such, we have added

the need for an additional \$388,964 to maintain food service operations. Should we close schools for a longer period of time there is a potential for this to increase. We estimate that at the secondary schools we have lost approximately \$533,000 in revenue due to the remote/hybrid/half day Friday schedules and another \$220,000 at the elementary schools. To offset these costs, Chartwell's has furloughed the majority of their staff saving \$188,000, we are anticipating using almost all of our fund balance of \$190,000 and would need the \$388,000 identified here to remain solvent.

- Nurses have worked overtime to assist in contact tracing due to COVID. We are forecasting a negative variance of \$27,360.
- Health insurance for staff added is forecasted at \$87,773. To date we have covered \$18,066 leaving a negative variance of \$69,707.
- Staff development for re-opening of schools has totaled \$20,421.
- Nursing stipend for the COVID Compliance Officer of \$20,000 to cover the COVID hotline and additional hours worked has been added leaving a negative forecast.
- Substitute coverage is forecasted at \$49,000. The DEA through an MOU will receive two additional personal days. We are forecasting the cost of 1 additional day for each member as each school has building substitutes, interns, which would defray the cost of these days.
- The district has purchased Plexiglas partitions, which is partially offset through grant reimbursements. This forecast is a negative variance of \$88,408.
- Lunch tables were purchased leaving a negative variance of \$6,439.
- Contracted cleaning staff was added at the Middle School and High School to assist with cleaning, this is a forecasted expense of \$115,500 for the full year.
- Contracted cleaning staff was added for weekend cleaning. This is a forecasted expense of \$234,500 for the full year. This has been reduced, as we did not bring in the cleaning company during the week prior to Christmas break that schools were fully remote or the weekend during the remote period for the first week of January. Should we have other periods of fully remote sessions we would also cancel those services reducing this forecast.
- PPEs such as facemasks, gloves, gowns, shields have been purchased leaving a negative forecast of \$83,356.
- We are forecasting custodial supplies of \$120,000 for the additional cleaning taking place throughout the year which includes microfiber rags, soap, and disinfectant.
- HVAC system has had an independent evaluation costing \$11,200.
- Additional police services were added at Ox Ridge and MMS due to traffic concerns, this is a total expense of \$33,884.
- Storage boxes have been rented to hold furniture and equipment removed from classrooms to maximize space. This is a forecast of \$32,163 to rent those containers for the full year.
- Tents have been rented at the high school for \$3,500.
- Exhaust fans have been surveyed and repaired totaling \$47,158.
- Elementary Libraries have had air conditioning units added as these spaces have been turned into learning spaces for social distancing resulting in an expense of \$22,407.
- Internet speed has been increased to accommodate the number of devices. This is an added cost of \$33,351.

- Document camera cables, Chromebook covers, viewsonic's and additional devices have been added forecasting an expenditure of \$122,086.
- Zoom software costs of \$32,900 have been included in the forecast.
- Materials for additional sections and music have been included in the forecast for \$69,551.
- Cost to rent the YMCA pool for Girls Swimming have been included for \$67,860.
- Cost to rent the YMCA pool for Boys Swimming have been included for \$41,760. This is revised based on the anticipated shorter season.
- Cost to rent the YMCA for Gymnastics have been included for \$13,000. This has been revised based on the anticipated shortened season.
- Cost to provide sanitation to the buses has been included for \$8,840.

RC	Fiscal Year Adjusted Budget	Fiscal Year 2021 Forecast	Forecasted Balance
RC 1 Darien High School	\$13,409,266	\$13,370,673	\$38,593
RC 2 Fitch Academy	\$516,913	\$511,913	\$5,000
RC 3 Middlesex	\$10,413,845	\$10,403,085	\$10,759
RC 5 Hindley	\$3,632,593	\$3,628,191	\$4,402
RC 7 Holmes	\$3,455,759	\$3,454,581	\$1,177
RC 8 Ox Ridge	\$3,679,158	\$3,660,903	\$18,256
RC 9 Royle	\$3,257,577	\$3,256,678	\$899
RC 10 Tokeneke	\$3,330,947	\$3,328,355	\$2,592
RC 11 Athletics	\$1,856,387	\$1,700,267	\$156,120
RC 12 Maintenance	\$3,237,058	\$3,204,100	\$32,958
RC 13 Music	\$288,822	\$276,697	\$12,125
RC 14 Art	\$111,170	\$111,170	\$0
RC 15 Technology	\$2,706,259	\$2,700,672	\$5,587
RC 16 Administration	\$892,613	\$890,399	\$2,214
RC 17 Health	\$839,439	\$839,439	\$0
RC 18 Personnel	\$1,252,537	\$1,202,990	\$49,547
RC 19 Curriculum	\$2,271,248	\$2,264,247	\$7,001
RC 20 Finance	\$683,990	\$683,990	\$0
RC 21 Library/Media	\$179,959	\$179,959	\$0
RC 22 Technology Education	\$108,243	\$108,232	\$11
RC 23 Summer School	\$43,029	\$36,439	\$6,590
RC 24 Special Education	\$24,291,937	\$24,004,354	\$287,582
RC 25 Fixed Expenditures	\$20,385,941	\$20,376,231	\$9,710
RC 26 ELP	\$1,287,257	\$1,360,054	\$(72,797)
RC 28-COVID Reopening	\$364,432	\$3,034,928	\$(2,670,495)
Total	\$102,496,378	\$104,588,544	\$(2,092,166)

There are twelve transfers for BOE consideration and approval:

Account	RC	To:	From:	Description
COVID-Resource Materials	28	\$19,832		Cover the cost of Math Resource Materials for additional sections
Other Student Activities	1		\$7,000	Savings from no China Exchange
Staff Development	15		\$1,500	CEN Conference Cancelled
Recruitment	18		\$1,500	CES Conference Cancelled
Music Transportation	13		\$5,705	Music Concerts/Activities Cancelled
Field Trips	19		\$3,750	Field Trips cancelled
Local Travel	19		\$377	Less itinerant travel due to COVID

Account	RC	To:	From:	Description
COVID-Resource Materials	28	\$1,990		ELP Materials due to COVID
Textbooks	26		\$1,990	Savings due to less students

Account	RC	To:	From:	Description
COVID-Resource Materials	28	\$978		Reopening Plan
Professional Meetings	16		\$978	Savings from cancelled DMG Conference

Account	RC	To:	From:	Description
COVID-Resource Materials	28	\$7,926		Art Materials due to COVID
Professional Meetings	12		\$6,875	Cancelled Facilities Meetings
Professional Meetings	16		\$1,051	DMG Conference Cancelled

Account	RC	To:	From:	Description
COVID-Interscholastic	28	\$67,860		Cost of YMCA for Girls Swimming
Interscholastic-Officials	11		\$12,000	Less officials due to change in fall sports

Interscholastic-Transportation	11		\$51,730	Less transportation due to change in fall sports
Intramurals	11		\$4,130	No Intramurals

Account	RC	To:	From:	Description
COVID-Interscholastic	28	\$13,000		Anticipated cost of YMCA for Gymnastics
Intramurals	11		\$13,000	No Intramurals

Account	RC	To:	From:	Description
COVID-Interscholastic	28	\$41,760		Cost of YMCA for Girls Swimming
Intramurals-MMS	11		\$29,105	No intramurals
Weight Room	11		\$10,000	Weight Room closure
Assistant Director	11		\$2,655	Salary savings for turnover in assistant director of athletics

Account	RC	To:	From:	Description
COVID-Emergency Services	28	\$32,163		Storage Boxes
Equipment	12		\$25,000	Savings in furniture account
Clubs and Councils	3		\$7,163	Clubs not running at MMS due to COVID.

Account	RC	To:	From:	Description
COVID-Custodial OT	28	\$33,500		Anticipated custodial overtime due to COVID
Facilities Overtime-YMCA	11		\$33,500	YMCA overtime savings

Account	RC	To:	From:	Description
COVID-Resource Materials	28	\$32,530		Cost of Literacy Materials due to COVID
Science Materials	1		\$10,000	Less science materials due to change in schedule
Office Materials	2		\$2,500	Savings in instructional supplies at Fitch
Instructional Materials	2		\$2,500	Savings in office supplies at Fitch
Clubs and Councils	3		\$3,596	Clubs not running at MMS due to COVID.
Clubs and Councils	5		\$4,400	Clubs not running at Hindley due to COVID

Clubs and Councils	7		\$1,177	Clubs not running at Holmes due to COVID
Clubs and Councils	8		\$1,177	Clubs not running at Ox Ridge due to COVID
Kindergarten Teacher	10		\$2,243	Salary Savings
DSS Revenue	23		\$2,089	Additional DSS Revenue
Local Travel	19		\$2,848	Less Itinerant Travel

Account	RC	To:	From:	Description
COVID-Police & Fire	28	\$33,884		Police services for re-opening at school and traffic at MMS and Ox Ridge
Regular Transportation	25		\$33,884	Transportation savings due to remote and hybrid learning

Account	RC	To:	From:	Description
Unemployment Insurance	28	\$28,000		Additional unemployment insurance
Transportation/Drivers	24		\$8,000	Savings from driver position turnover
Teacher Aides	15		\$5,000	Savings from copy center position turnover
Teacher Aides	26		\$15,000	Savings from vacant ELP para positions.

Darien Public Schools
FY 21
December Accounting Adjustments/Reconciliations
Requires Superintendent Approval per policy 3050

<u>Broad Category</u>	<u>Description</u>	<u>RC</u>	<u>ORG</u>	<u>OBJECT</u>	<u>TO</u>	<u>FROM</u>	<u>Description</u>
Salaries	Principal/Director Salary	1	00110108	021501	\$ 1,315.00		extra hours
Salaries	Bursar/Admin Assistant	1	00110108	011013		\$ 1,315.00	extra hours
Salaries	Custodians	8	00810806	061001	\$ 200.00		extra hours
Salaries	Custodians	9	00910906	061001		\$ 200.00	extra hours
Salaries	Custodians	10	01011006	061001	\$ 400.00		extra hours
Salaries	Custodians	9	00910906	061001		\$ 400.00	extra hours
Salaries	Special Classroom Teach	24	02412009	021303	\$ 14,180.03		IDEA Reclass
Salaries	Speech Therapists	24	02410806	021307		\$ 14,180.03	IDEA Reclass
Salaries	Long Term Subs	18	01812009	021300	\$ 19,000.00		LTS
Salaries	Classroom Teachers	10	01011004	021301		\$ 19,000.00	LTS
Salaries	Long Term Subs	18	01812009	021300	\$ 23,000.00		LTS
Salaries	Classroom Teachers	9	00910903	021301		\$ 23,000.00	LTS
Salaries	Director	23	02312009	021201	\$ 1,883.00		extra hours
Salaries	Turnover	18	01812009	011024		\$ 1,883.00	extra hours
Salaries	Custodians	1	00110108	061001	\$ 6,320.00		Reclass
Salaries	Turnover	18	01812009	011024		\$ 6,320.00	Reclass
Salaries	Custodians	3	00310307	061001	\$ 3,790.00		Reclass
Salaries	Turnover	18	01812009	011024		\$ 3,790.00	Reclass
Salaries	Custodians	5	00510506	061001	\$ 2,730.00		Reclass
Salaries	Turnover	18	01812009	011024		\$ 2,730.00	Reclass
Salaries	Custodians	7	00710706	061001	\$ 1,035.00		Reclass
Salaries	Turnover	18	01812009	011024		\$ 1,035.00	Reclass
Salaries	Custodians	8	00810806	061001	\$ 2,721.00		Reclass
Salaries	Turnover	18	01812009	011024		\$ 2,721.00	Reclass
Salaries	Custodians	10	01011006	061001	\$ 2,815.00		Change of location
Salaries	Custodians	12	1212009	061003		\$ 1,603.00	Change of location
Salaries	Turnover	18	01812009	011024		\$ 1,212.00	Change of location
Salaries	Special Classroom Teach	24	02410906	021303	\$ 15,574.53		IDEA Reclass
Salaries	Teacher Aides	24	0241806	021603		\$ 15,574.53	IDEA Reclass
Salaries	Psychologists	24	02410307	021403	\$ 35,309.78		IDEA Reclass
Salaries	Teacher Aides	24	0241806	021603		\$ 16,969.07	IDEA Reclass
Salaries	Substitute Teachers	24	02412009	021305		\$ 15,000.00	IDEA Reclass
Salaries	Speech Therapists	24	02410806	021307		\$ 3,340.71	IDEA Reclass
Salaries	Teacher Aides	1	00110108	021603	\$ 396.00		Para Settlement
Salaries	Campus Monitor	1	00110108	021602	\$ 4,338.00		Para Settlement
Salaries	Campus Monitor	3	00310307	021602	\$ 732.00		Para Settlement
Salaries	Campus Monitor	5	00510506	021602	\$ 732.00		Para Settlement
Salaries	Teacher Aides	5	00510506	021603	\$ 3,901.00		Para Settlement
Salaries	Campus Monitor	7	00710706	021602	\$ 732.00		Para Settlement
Salaries	Teacher Aides	7	00710706	021603	\$ 3,888.00		Para Settlement
Salaries	Campus Monitor	8	00810806	021602	\$ 732.00		Para Settlement
Salaries	Teacher Aides	8	00810806	021603	\$ 1,194.00		Para Settlement
Salaries	Campus Monitor	9	00910906	021602	\$ 739.00		Para Settlement
Salaries	Teacher Aides	9	00910906	021603	\$ 2,139.00		Para Settlement
Salaries	Campus Monitor	10	01011006	021602	\$ 732.00		Para Settlement
Salaries	Teacher Aides	10	01011006	021603	\$ 4,076.00		Para Settlement
Salaries	Teacher Aides	15	01512009	021603	\$ 1,514.00		Para Settlement
Salaries	Teacher Aides	24	02410108	021603	\$ 29,787.00		Para Settlement
Salaries	Teacher Aides	24	02410307	021603	\$ 5,474.00		Para Settlement
Salaries	Teacher Aides	24	02410906	021603	\$ 6,213.00		Para Settlement
Salaries	Teacher Aides	24	02411006	021603	\$ 8,698.00		Para Settlement
Salaries	Teacher Aides	24	02412009	021603	\$ 1,989.00		Para Settlement
Salaries	Teacher Aides	26	02612009	021603	\$ 36,787.00		Para Settlement
Salaries	Contract Support	18	01812009	011027		\$ 114,793.00	Para Settlement
Salaries	Substitute Teachers	5	00505006	021302	\$ 1,200.00		Substitutes
Salaries	Substitute Teachers	10	01011006	021302		\$ 1,200.00	Substitutes
Equipment	New Music Equip	13	01340109	123011	\$ 1,261.00		Risers
Equipment	Replacement Equip	13	01340109	073011		\$ 1,261.00	Risers

Darien Public Schools
FY 21
December Accounting Adjustments/Reconciliations
Requires Superintendent Approval per policy 3050

<u>Broad Category</u>	<u>Description</u>	<u>RC</u>	<u>ORG</u>	<u>OBJECT</u>	<u>TO</u>	<u>FROM</u>	<u>Description</u>
Property Services	HVAC	12	01223009	072048	\$ 3,200.00		Filters
Property Services	Misc Reparis	12	01223009	072019		\$ 3,200.00	Filters
Property Services	HVAC	12	01223009	072048	\$ 5,000.00		HVAC Service Calls
Property Services	Classroom Corridors	12	01223009	072016		\$ 5,000.00	HVAC Service Calls
Property Services	Repair Services	15	01522009	072044	\$ 5,000.00		Repairs for Chromebooks
Property Services	Classrrom Corridors	12	01223009	072016		\$ 5,000.00	Repairs for Chromebooks
Supplies	Computer Instruction	15	01522009	025019	\$ 3,000.00		Computer Parts
Supplies	General Teaching	15	01522009	024011		\$ 3,000.00	Computer Parts
Purchased Svs	Contracted Speech	24	02422009	021305	\$ 45,500.00		Contracted Speech
Purchased Svs	Consultant Services	24	02422009	012001		\$ 45,500.00	Contracted Speech
Purchased Svs	Consultant Services	12	01223009	012001	\$ 1,035.00		engineering evaluation
Purchased Svs	Prof Meetings	12	01223009	013017		\$ 1,035.00	engineering evaluation
Benefits	Unemployment Insuranc	25	02532009	082007	\$ 15,301.00		Unemployment insurance
Benefits	Workers Compensation	25	02532009	082002		\$ 15,301.00	Unemployment insurance
Benefits	Student accident	25	02532009	082006		\$ 4,540.00	Unemployment insurance

Darien Public Schools
FY 21
December Transfers
Requires BOE Approval

<u>Broad Category</u>	<u>Description</u>	<u>RC</u>	<u>ORG</u>	<u>OBJECT</u>	<u>TO</u>	<u>FROM</u>	<u>Description</u>
COVID	Resource Materials	28	02822009	023004	\$ 19,832.00		Cover Resource Materials for Math
Materials	Other Student Activities	1	00120108	102003		\$ 7,000.00	Savings from China Exchange
Other Purchased Svs	Staff Development	15	01522009	025029		\$ 1,500.00	CEN Conference Cancelled
Other Purchased Svs	Recruitment	18	01822009	013014		\$ 1,500.00	CES Recruitment Fair Cancelled
Other Purchased Svs	Music transportation	13	01320109	052012		\$ 5,705.00	Music Competitions cancelled
Other Purchased Svs	Field Trips	19	01922009	052004		\$ 3,750.00	Field Trips cancelled
Other Purchased Svs	Local Travel	19	01922009	013015		\$ 377.00	Less itinerant travel
COVID	Resource Materials	28	02822009	023004	\$ 1,990.00		ELP Covid Materials
Materials	Textbooks	26	02622009	022003		\$ 1,990.00	Textbooks savings from less students
COVID	Resource Materials	28	02822009	023004	\$ 978.00		Reopening Plan
Other Purchased Svs	Professional Meetings	16	01622009	013017		\$ 978.00	DMG Conference Cancelled
COVID	Resource Materials	28	02822009	023004	\$ 7,926.00		Art Materials for COVID
Other Purchased Svs	Professional Meetings	12	01223009	013017		\$ 6,875.00	Cancelled Facilities Conferences
Other Purchased Svs	Professional Meetings	16	01622009	013017		\$ 1,051.00	DMG Conference Cancelled
COVID	Interscholastic	28	02822009	102001	\$ 67,860.00		YMCA Girls Swimming
Other Purchased Svs	Interscholastic-Officials	11	01122009	102004		\$ 12,000.00	Fall sports officials savings
Other Purchased Svs	Interscholastic-Transportation	11	01122009	102001		\$ 51,730.00	Fall Transportation savings
Salaries	Intramurals-Elementary	11	01112009	101008		\$ 4,130.00	Intramurals
COVID	Interscholastic	28	02822009	102001	\$ 13,000.00		YMCA Gymnastics
Salaries	Intramurals-Elementary	11	01112009	101008		\$ 6,199.00	Intramurals
Salaries	Intramurals-DHS	11	01112009	101009		\$ 4,000.00	Intramurals
Salaries	Intramurals-MMS	11	01112009	101005		\$ 2,801.00	Intramurals
COVID	Interscholastic	28	02822009	102001	\$ 41,760.00		YMCA Boys Swimming
Salaries	Intramurals-MMS	11	01112009	101005		\$ 29,105.00	Intramurals
Salaries	Weight Room	11	01112009	101001		\$ 10,000.00	Weight Room closure
Salaries	Assistant Director	11	01112009	021204		\$ 2,655.00	Assistant Director Salary Savings
COVID	Emergency Services	28	02822009	074030	\$ 32,163.00		Storage Boxes
Equipment	Furniture	12	01243009	073020		\$ 25,000.00	Savings from furniture account
Salaries	Clubs and Councils	3	00310307	101003		\$ 7,163.00	Clubs not running at MMS
COVID	Custodial OT	28			\$ 33,500.00		Custodial Overtime
Salaries	Facilities Overtime	11	01112009	061004		\$ 33,500.00	YMCA Overtime Savings
COVID	Resource Materials	28	02822009	023004	\$ 32,530.00		Literacy Materials
Materials	Science Materials	1	00120108	024009		\$ 10,000.00	Science material savings
Materials	Office Materials	2	00220110	025001		\$ 2,500.00	Fitch Office Materials savings
Materials	Instructional Materials	2	00220110	025007		\$ 2,500.00	Fitch Instructional Materials
Salaries	Clubs and Councils	3	00310307	101003		\$ 3,596.00	Clubs not running at MMS
Salaries	Clubs and Councils	5	00510506	101003		\$ 4,400.00	Clubs not running at Hindley
Salaries	Clubs and Councils	7	00710706	101003		\$ 1,177.00	Clubs not running at Holmes
Salaries	Clubs and Councils	8	00810806	101003		\$ 1,177.00	Clubs not running at Ox Ridge
Salaries	Kindergarten Teacher	10	01011097	021301		\$ 2,243.00	Salary Savings
Revenue	Summer School	23	02322009	031005		\$ 2,089.00	DSS Additional Revenue
Other Purchased Svs	Local Travel	19	01922009	013015		\$ 2,848.00	Less Itinerant Travel
COVID	Police and Fire	28	02822009	035000	\$ 33,884.00		Police added for traffic during reopening
Other Purchased Svs.	Regular Transportation	25	02522009	052001		\$ 33,884.00	Savings from remote days
Benefits	Unemployment Insurance	25	02532009	082007	\$ 28,000.00		Additional Unemployment Insurance
Salaries	Transportation Drivers	24	02412009	021605		\$ 8,000.00	Savings from vacant driver/remote days
Salaries	Teacher Aides	15	01512009	021603		\$ 5,000.00	Savings from vacant position
Salaries	Teacher Aides	26	02612009	021603		\$ 15,000.00	Savings from vacant para positions

**Darien Public Schools
Monthly Financial Report
2020-21**

ACCT #	RC - 1 DARIEN HIGH SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
1	11013 BURSAR/ADMINISTRATIVE ASSIST	108,370	111,252	110,384	110,269	4,845	115,114	56,668	58,100	345	115,114	1.50	-
2	21101 PRINCIPAL	199,028	203,506	208,085	213,287	-	213,287	106,644	106,644	(0)	213,287	1.00	(0)
3	21102 ASSISTANT PRINCIPAL	453,681	482,582	519,480	556,200	-	556,200	278,100	278,100	(0)	556,200	3.00	(0)
4	21203 DIRECTOR OF GUIDANCE	142,636	140,402	157,205	161,135	-	161,135	80,568	80,568	-	161,135	1.00	-
5	21220 CURRICULUM SUPERVISION	452,535	482,285	608,206	618,363	(2,004)	616,359	217,701	385,956	12,702	603,657	4.40	12,702
6	11012 ART TEACHERS	415,024	403,199	430,658	433,477	6,005	439,482	155,951	283,531	(0)	439,482	5.67	(0)
7	11014 BUSINESS TEACHERS	75,526	78,346	81,999	85,790	-	85,790	29,697	56,094	(0)	85,790	1.00	(0)
8	11016 COMPUTER TEACHERS	42,386	42,924	43,517	44,170	-	44,170	18,069	26,100	(0)	44,170	0.40	(0)
9	11018 ENGLISH TEACHERS	1,607,149	1,655,301	1,647,266	1,654,863	(105,226)	1,549,637	567,318	982,318	0	1,549,637	17.00	0
10	110124 FOR LANG. TEACHERS	1,155,671	1,084,511	1,175,783	1,216,343	(41,023)	1,175,320	421,694	753,624	1	1,175,319	13.20	1
11	110130 MATH TEACHERS	1,187,831	1,256,495	1,290,195	1,336,354	17,046	1,353,401	485,667	867,733	0	1,353,401	15.80	0
12	110132 MUSIC TEACHERS	227,764	236,655	245,807	259,219	-	259,219	89,729	169,489	0	259,218	2.50	0
13	110134 PHYSICAL ED. TEACHERS	564,869	584,906	606,061	623,833	746	624,579	223,150	401,429	-	624,579	6.00	-
14	110136 READING TEACHERS	116,719	115,088	116,676	118,426	-	118,426	40,994	77,432	(0)	118,426	1.00	(0)
15	110138 SCIENCE TEACHERS	1,663,869	1,599,946	1,656,605	1,733,014	(111,067)	1,621,947	608,238	1,013,709	0	1,621,947	18.20	0
16	110142 SOCIAL STUDIES TEACHERS	1,431,547	1,513,299	1,529,976	1,540,853	11,683	1,552,536	559,730	992,807	-	1,552,536	18.00	-
17	110144 TECH ED. TEACHERS	246,833	258,989	270,037	285,365	1,037	286,402	99,551	186,852	(0)	286,403	2.80	(0)
18	21306 TEACHERS OF THE GIFTED	28,411	21,843	14,141	15,859	(1,604)	14,255	4,934	9,321	(0)	14,255	0.20	(0)
19	21302 SUBSTITUTE TEACHERS	85,289	97,572	49,664	88,563	(35,000)	53,563	25,004	-	28,559	53,563	-	-
20	21318 BUILDING SUBSTITUTES	-	-	-	-	35,000	35,000	15,375	-	19,625	35,000	-	-
21	21317 STUDENT INTERNS	30,600	30,600	30,600	31,825	-	31,825	7,650	-	24,175	22,950	-	8,875
22	21401 LIBRARIANS	165,842	173,268	180,225	189,059	(36,819)	152,240	53,009	99,231	-	152,240	1.80	-
23	21402 GUIDANCE	597,325	625,464	656,389	665,517	14,373	679,890	249,069	424,273	6,548	679,890	8.00	-
24	21501 PRINCIPAL/DIRECTOR SECRETARY	215,492	219,873	194,815	176,091	3,599	179,690	81,166	97,979	545	179,690	3.00	-
25	21502 GUIDANCE SECRETARIES	117,254	119,596	122,287	122,288	2,455	124,743	57,640	67,103	0	124,742	2.00	0
26	21503 LIBRARY SECRETARY	-	-	-	-	-	-	-	-	-	-	-	-
27	21602 CAMPUS MONITOR	-	-	-	196,076	3,307	199,382	81,790	117,592	0	199,382	5.00	0
28	21603 TEACHER AIDES	329,868	343,109	355,291	116,724	1,103	117,826	47,467	70,359	1	117,826	3.00	-
29	21604 LIBRARY MEDIA ASSISTANTS	-	-	-	-	-	-	-	-	-	-	-	-
30	61001 CUSTODIANS	519,955	501,114	546,336	552,178	6,320	558,498	272,633	273,967	11,898	558,498	7.00	-
31	101003 CLUBS AND COUNCILS	197,533	226,343	250,605	232,719	10,612	243,331	69,157	127,482	46,692	243,331	-	-
32	TOTAL PERSONNEL	12,378,407	12,608,428	13,098,294	13,377,857	(214,612)	13,163,245	5,004,364	8,007,790	151,091	13,141,667	142.47	21,578

OPERATING	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
22002	32,007	27,277	27,076	22,250	-	22,250	19,445	2,804	1	22,250		-
22003	4,106	8,653	2,492	4,100	-	4,100	3,485	297	318	4,100		-
23002	-	-	-	-	-	-	-	-	-	-		-
23003	1,432	1,049	246	685	-	685	444	-	241	685		-
23004	2,095	1,897	423	2,800	-	2,800	293	-	2,507	2,800		-
23010	3,352	3,250	2,474	3,250	-	3,250	3,153	-	97	3,250		-
24009	29,616	32,219	33,184	36,250	-	36,250	8,537	324	27,389	26,250		10,000
24011	10,634	15,860	16,914	17,000	-	17,000	6,872	-	10,128	17,000		-
25001	21,823	21,955	14,151	22,000	-	22,000	3,508	331	18,161	22,000		-
25002	-	294	350	350	-	350	140	-	210	350		-
25003	6,700	6,700	3,467	8,331	-	8,331	249	-	8,082	8,331		-
25007	23,603	22,661	17,694	26,500	-	26,500	3,773	17,925	4,802	26,500		-
25008	2,327	2,104	2,600	2,600	-	2,600	2,078	-	522	2,600		-
25013	19,846	26,625	36,031	27,720	-	27,720	9,474	-	18,246	27,720		-
25014	6,805	8,938	7,331	12,000	-	12,000	1,525	88	10,387	12,000		-
25019	-	-	-	-	-	-	-	-	-	-		-
25026	12,989	14,049	14,568	15,785	-	15,785	9,846	-	5,939	15,785		-
25030	-	-	-	-	-	-	-	-	-	-		-
35000	49,568	29,366	15,921	25,880	(4,418)	21,462	994	-	20,468	21,462		-
72016	8,440	8,500	4,542	8,500	-	8,500	2,741	-	5,759	8,500		-
72038	-	-	-	-	-	-	-	-	-	-		-
72041	481	678	729	1,200	-	1,200	-	-	1,200	1,200		-
72044	2,250	2,250	554	2,250	-	2,250	-	-	2,250	2,250		-
83003	-	-	-	-	-	-	-	-	-	-		-
102003	11,420	16,980	16,966	17,000	-	17,000	1,299	-	15,701	10,000		7,000
TOTAL OPERATING	249,484	251,307	217,712	256,451	(4,418)	252,033	77,855	21,770	152,408	235,033		17,000
EQUIPMENT												
123001	-	18,924	-	-	-	-	-	-	-	-		-
123020	-	-	-	-	-	-	-	-	-	-		-
123014	-	-	-	4,988	-	4,988	4,973	-	15	4,973		15
123012	-	3,070	-	-	-	-	-	-	-	-		-
TOTAL EQUIPMENT	-	21,994	-	4,988	-	4,988	4,973	-	15	4,973		15
TOTAL DARIEN HIGH SCHOOL	12,627,891	12,881,729	13,316,006	13,639,296	(219,030)	13,420,266	5,087,192	8,029,560	303,514	13,381,673	142.47	36,593
REVENUE												
102007	(11,000)	(11,000)	(11,000)	(11,000)	-	(11,000)	(11,000)	-	(11,000)	(11,000)		-
NET DARIEN HIGH SCHOOL BUDGET	12,616,891	12,870,729	13,305,006	13,638,296	(219,030)	13,409,266	5,076,192	8,029,560	292,514	13,376,673	142.47	36,593

	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUESTS.	AVAIL. RUD.	FORE- CAST	CURR STF	YR. END EST.
RC - 3 FITCH ACADEMY												
21301 ALTERNATIVE SCHOOL	240,668	360,675	382,833	385,720	25,030	410,750	156,090	254,659	0	410,750	4,60	0
21603 TEACHER AIDES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL	240,668	360,675	382,833	385,720	25,030	410,750	156,090	254,659	0.03	410,750	4.60	0
INSTRUCTIONAL SUPPLIES	-	-	-	5,000	-	5,000	-	-	5,000	2,500	-	2,500
COMPUTER INSTRUCTION SUPPLIES	-	-	436	-	-	-	-	-	-	-	-	-
GENERAL TEACHING SUPPLIES	-	4,998	3,182	5,000	-	5,000	355	-	4,645	2,500	86	2,500
LOCAL TRAVEL EXPENSE	-	20	-	500	-	500	-	-	500	500	-	-
LEASES PROPERTY	24,000	80,392	84,867	95,663	-	95,663	39,860	55,803	-	95,663	-	(0)
TOTAL OPERATING	24,000	85,410	88,485	106,163	-	106,163	40,215	55,803	10,145	101,163	-	5,000
TOTAL FITCH ACADEMY	264,668	446,085	471,318	491,883	25,030	516,913	196,305	310,463	10,145	511,913	4.60	5,000

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OPERATING	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
22001 TEXTBOOKS-NEW	-	-	-	-	-	-	-	-	-	-	-	-
22002 TEXTBOOKS-REPLACEMENTS	3,503	2,949	5,009	13,551	-	13,551	9,522	-	4,029	13,551	-	-
22003 TEXTBOOKS-CONSUMABLES	321	-	-	-	-	-	-	-	-	-	-	-
23002 CLASSROOM REFERENCE	-	508	1,273	5,200	-	5,200	747	-	4,453	5,200	-	-
23003 PERIODICALS	4,257	3,387	271	2,127	-	2,127	2,007	-	120	2,127	-	-
23004 RESOURCE MATERIALS	2,340	3,472	2,178	3,502	-	3,502	1,134	1,958	410	3,502	-	-
23010 MEDIA CONSUMABLES	2,285	1,247	1,563	1,762	-	1,762	852	323	588	1,762	-	-
24008 HEALTHY LIVING TEACHING SUPP	1,303	1,572	-	-	-	-	-	-	-	-	-	-
24009 SCIENCE TEACHING SUPPLIES	15,420	16,083	11,400	18,256	-	18,256	3,929	296	14,031	18,256	-	-
24011 GENERAL TEACHING SUPPLIES	41,742	35,575	23,249	33,840	-	33,840	21,154	1,519	11,167	33,840	-	-
25001 MISC OFFICE SUPPLIES	6,488	4,942	3,759	7,750	-	7,750	1,420	106	6,225	7,750	-	-
25003 PROFESSIONAL DEVELOPMENT	4,214	6,222	2,087	3,870	-	3,870	-	833	3,037	3,870	-	-
25008 GUIDANCE MATERIALS	-	-	286	571	-	571	-	24	547	571	-	-
25019 COMPUTER INSTRUCTION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
25026 DUES AND MEMBERSHIPS	1,651	2,644	2,090	4,100	-	4,100	89	159	3,852	4,100	-	-
25030 COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
35000 POLICE AND FIRE SERVICES	5,125	6,511	4,610	5,775	-	5,775	2,682	-	3,093	5,775	-	-
72035 DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
72044 REPAIRS AND SERVICE CONTRACT	850	464	-	500	-	500	-	-	500	500	-	-
TOTAL OPERATING	89,497	85,575	57,775	100,804	-	100,804	43,536	5,217	52,051	100,804	-	-
EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
73001 REPLACEMENT FURN/ EQUIPMENT	-	4,275	-	-	-	-	-	-	-	-	-	-
123020 NEW CLASSROOM FURNITURE	990	10,099	-	-	-	-	-	-	-	-	-	-
TOTAL EQUIPMENT	990	14,374	-	-	-	-	-	-	-	-	-	-
TOTAL MIDDLESEX MIDDLE SCHOOL	10,183,813	10,231,978	10,343,800	10,612,748	(198,903)	10,413,845	3,935,616	6,240,386	237,843	10,403,085	112.42	10,759

RC - 5 HINDLEY ELEMENTARY SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
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RC - 7 HOLMES ELEMENTARY SCHOOL

	2017 - 2018	2018 - 2019	2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
21101	180,042	184,093	188,235	192,941	-	192,941	96,471	96,470	-	192,941	1.00	-
21102	129,919	132,842	135,831	139,227	-	139,227	48,194	91,033	0	139,227	1.00	0
21220	15,891	15,876	18,333	18,798	938	19,756	8,082	11,674	-	19,756	-	-
21097	15,938	284,755	310,979	357,908	(121,321)	236,587	89,883	146,704	0	236,587	3.00	0
210701	227,064	257,202	221,189	300,900	49,362	350,262	121,245	229,017	-	350,262	4.00	-
210702	242,557	312,626	322,915	266,878	(14,581)	252,297	87,334	164,963	-	252,297	3.00	-
210703	298,839	240,180	305,650	316,468	-	316,468	120,483	195,985	0	316,468	4.00	0
210704	236,644	264,576	203,280	303,262	(8,502)	296,760	107,261	189,499	0	296,760	4.00	0
210705	315,710	329,938	362,292	282,093	(19,997)	262,096	96,581	165,516	-	262,096	3.00	-
210724	55,379	59,587	62,096	65,035	-	65,035	22,512	42,523	(0)	65,035	1.00	(0)
210734	94,189	92,280	98,725	96,138	(16,977)	79,161	27,402	51,759	0	79,161	1.00	0
21302	39,906	22,230	36,444	31,703	(27,000)	6,703	3,725	-	2,978	6,703	-	-
21318	-	-	-	-	30,000	30,000	14,625	-	15,375	30,000	-	-
21306	31,774	42,611	43,199	44,775	6,606	51,381	21,020	22,827	7,534	51,381	0.44	-
21313	195,403	195,834	194,434	214,072	-	214,072	74,863	131,881	7,328	214,072	2.20	-
21314	77,997	81,555	90,806	97,669	-	97,669	33,808	63,860	0	97,669	1.20	-
21317	30,900	30,600	23,400	31,825	-	31,825	7,650	-	24,175	31,825	-	-
21401	-	51,395	54,004	56,925	-	56,925	19,705	37,220	0	56,925	1.00	-
21403	-	-	105,396	111,666	(2,162)	109,504	41,070	68,433	0	109,504	1.00	-
21501	109,079	109,916	112,395	112,395	2,248	114,643	52,591	62,051	1	114,643	2.00	-
21602	-	-	-	36,527	732	37,259	15,242	22,017	1	37,259	1.00	-
21603	211,628	224,053	228,584	192,057	3,888	195,945	80,143	115,800	1	195,945	5.00	-
61001	216,296	220,742	233,845	232,233	1,035	233,267	115,454	117,031	782	233,267	3.00	-
101003	3,393	6,390	5,742	6,600	-	6,600	695	1,505	4,400	5,423	-	1,177
TOTAL PERSONNEL	3,032,547	3,159,280	3,357,775	3,512,092	(115,710)	3,396,382	1,306,036	2,027,769	62,576	3,395,204	41.84	1,177

OPERATING

22002	4,504	3,711	2,149	2,974	(2,500)	474	-	-	474	474	-	-
22003	25,405	27,930	27,027	24,125	2,500	26,625	23,454	1,831	1,340	26,625	-	-
23002	1,297	-	970	892	-	892	735	-	157	892	-	-
23003	3,230	2,387	265	297	-	297	89	-	208	297	-	-
23010	-	-	-	297	-	297	-	-	297	297	-	-
24009	1,569	3,949	1,874	2,974	-	2,974	1,054	129	1,790	2,974	-	-
24011	20,009	17,742	20,152	16,358	-	16,358	12,851	281	3,226	16,358	-	-
25001	2,767	1,012	957	1,000	-	1,000	907	-	93	1,000	-	-
25002	293	391	480	500	-	500	444	-	56	500	-	-
25003	1,620	1,362	1,559	1,430	-	1,430	-	-	1,430	1,430	-	-
25026	89	399	120	400	-	400	-	-	400	400	-	-
35000	8,047	9,727	4,763	6,130	-	6,130	4,387	-	1,743	6,130	-	-
72035	-	-	-	-	-	-	-	-	-	-	-	-
72044	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OPERATING	68,820	68,610	60,315	57,377	-	57,377	43,922	2,242	11,214	57,377	-	-
EQUIPMENT												
73020	1,001	1,000	1,966	2,000	-	2,000	-	-	2,000	2,000	-	-
TOTAL HOLMES SCHOOL	3,102,368	3,228,891	3,420,056	3,571,469	(115,710)	3,455,759	1,349,958	2,030,011	75,790	3,454,561	41.84	1,177

153 RC - 8 OX RIDGE ELEMENTARY SCHOOL 154 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302

	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
21101 PRINCIPAL	181,042	185,093	189,235	193,941	-	193,941	96,880	97,061	0	193,941	1.00	0
21102 ASSISTANT PRINCIPAL	129,919	132,842	135,831	139,227	-	139,227	48,194	91,033	0	139,227	1.00	0
21220 CURRICULUM SUPERVISION	17,822	17,922	18,018	18,798	1,738	20,536	8,401	12,135	-	20,536	-	-
810897 KINDERGARTEN TEACHERS	246,771	257,371	323,821	338,399	-	338,399	117,138	221,261	-	338,399	4.00	-
810801 GRADE 1 TEACHERS	344,140	281,336	392,500	414,582	-	414,582	150,412	264,170	0	414,582	4.00	0
810802 GRADE 2 TEACHERS	333,907	355,576	267,001	276,290	54,396	330,686	117,892	212,794	-	330,686	4.00	0
810803 GRADE 3 TEACHERS	231,524	336,456	324,632	367,321	(113,025)	254,296	88,025	166,270	-	254,296	3.00	-
810804 GRADE 4 TEACHERS	257,372	170,971	236,113	245,159	-	245,159	88,853	156,306	0	245,159	3.00	0
810805 GRADE 5 TEACHERS	359,483	371,963	255,369	264,625	-	264,625	101,142	163,483	(0)	264,625	3.00	(0)
810824 FOREIGN LANGUAGE TEACHER	62,537	72,680	75,662	79,161	-	79,161	27,402	51,759	0	79,161	1.00	0
810834 PHYSICAL EDUCATION TEACHERS	109,290	114,756	122,103	116,529	(14,578)	101,951	35,291	66,660	-	101,951	1.00	-
21306 SUBSTITUTE TEACHERS	19,400	22,400	23,800	20,000	(13,500)	6,500	2,050	-	4,450	6,500	-	-
21306 TEACHERS OF THE GIFTED	50,417	62,172	63,030	64,334	(359)	63,975	23,871	40,104	(0)	63,975	0.58	-
21313 MUSIC TEACHERS	225,961	220,191	226,603	234,144	1,601	235,745	74,463	150,291	10,991	235,745	2.40	-
21314 ART TEACHERS	96,613	100,839	108,057	109,678	-	109,678	44,868	64,810	0	109,678	1.00	-
21317 STUDENT INTERNS	31,200	31,200	30,600	31,825	-	31,825	-	-	31,825	17,750	-	14,075
21401 LIBRARIANS	95,766	107,311	108,792	110,424	13,500	13,500	10,750	-	2,750	13,500	-	-
21403 PSYCHOLOGISTS	-	110,131	112,609	112,610	-	110,424	38,224	72,200	(0)	110,424	1.00	-
21501 PRINCIPAL/DIRECTOR SECRETARY	107,966	107,966	107,966	71,604	-	71,604	27,084	44,519	0	71,604	1.00	-
21602 CAMPUS MONITOR	-	-	-	36,527	732	37,259	15,242	22,017	-	114,873	2.00	0
21603 TEACHER AIDES	214,506	206,482	209,897	173,584	37,113	210,697	80,128	127,566	3,003	207,694	5.50	3,003
61001 CUSTODIANS	216,107	220,753	227,240	226,325	2,721	229,046	113,500	113,512	2,033	229,046	3.00	-
101003 CLUBS AND COUNCILS	6,079	6,078	6,253	7,628	-	7,628	-	-	7,628	6,451	-	1,177
TOTAL PERSONNEL	3,337,821	3,384,522	3,525,604	3,652,713	(27,397)	3,625,316	1,362,515	2,200,119	62,682	3,607,061	42.48	18,256

22002 OPERATING	2,179	1,261	210	2,873	(400)	2,473	317	-	2,156	2,473	-	-
22003 TEXTBOOKS-REPLACEMENTS	25,301	24,599	23,201	23,445	-	23,445	23,287	31	127	23,445	-	-
23002 TEXTBOOKS-CONSUMABLES	988	972	859	862	-	862	729	-	133	862	-	-
23003 CLASSROOM REFERENCE	329	227	267	287	-	287	-	-	287	287	-	-
23003 PERIODICALS	241	278	240	287	-	287	130	-	157	287	-	-
23010 CONSUMABLES	2,035	5,131	3,351	2,873	-	2,873	2,106	262	505	2,873	-	-
24009 SCIENCE TEACHING SUPPLIES	15,722	14,794	13,861	15,799	400	16,199	14,332	1,263	603	16,199	-	-
24011 GENERAL TEACHING SUPPLIES	977	905	838	1,000	-	1,000	752	-	248	1,000	-	-
25001 MISC. OFFICE SUPPLIES	435	499	367	500	-	500	228	-	272	500	-	-
25002 PROFESSIONAL LIBRARY PURCHASE	1,459	1,308	876	1,365	-	1,365	807	558	807	1,365	-	-
25003 PROFESSIONAL DEVELOPMENT	59	400	168	400	-	400	118	-	282	400	-	-
25026 DUES AND MEMBERSHIPS	1,346	713	842	1,330	821	2,151	2,151	-	0	2,151	-	-
72035 POLICE AND FIRE SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
72035 DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
72044 REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OPERATING	51,072	51,087	45,081	51,021	821	51,842	44,150	2,113	5,579	51,842	-	-

EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
73001 REPL. CLASSROOM FURNITURE	889	898	1,983	2,000	-	2,000	-	-	2,000	2,000	-	-
73020 REPL. CLASSROOM FURNITURE	-	-	-	-	-	-	-	-	-	-	-	-

TOTAL OX RIDGE SCHOOL 3,389,782 3,436,506 3,572,668 3,705,734 (26,576) 3,679,158 1,406,665 2,202,233 70,260 3,660,903 42.48 18,256

RC - 9	ROYLE ELEMENTARY SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	THFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	VR. END EST.
303													
304													
305	21101 PRINCIPAL	180,042	184,093	198,171	193,941	-	193,941	96,880	97,061	0	193,941	1.00	0
306	21102 ASSISTANT PRINCIPAL	129,919	132,842	135,831	139,227	-	139,227	48,194	91,033	0	139,227	1.00	0
307	21220 CURRICULUM SUPERVISION	17,322	17,412	17,498	18,798	(342)	18,456	7,550	10,906	-	18,456	-	-
308	910997 KINDERGARTEN TEACHERS	170,553	221,581	231,697	246,117	8,689	254,806	88,202	166,604	-	254,806	3.00	-
309	910901 GRADE 1 TEACHERS	298,654	305,737	312,727	321,307	-	321,307	111,222	210,085	0	321,307	3.00	0
310	910902 GRADE 2 TEACHERS	299,203	217,489	218,539	225,496	(46,282)	179,214	70,190	109,024	0	179,214	3.00	0
311	910903 GRADE 3 TEACHERS	191,283	275,146	241,089	252,343	(23,000)	229,343	68,599	159,846	897	228,446	3.00	897
312	910904 GRADE 4 TEACHERS	226,692	219,398	280,683	236,387	-	236,387	88,798	147,789	0	236,387	3.00	0
313	910905 GRADE 5 TEACHERS	274,453	282,568	251,538	323,947	37,593	361,540	131,322	230,218	-	361,540	4.00	-
314	910924 FOREIGN LANGUAGE TEACHER	53,906	56,642	55,516	63,227	-	63,227	25,866	37,361	0	63,227	1.00	0
315	910934 PHYSICAL ED. TEACHERS	84,917	89,813	93,518	92,825	5,040	97,865	33,876	63,989	0	97,865	1.10	0
316	21302 SUBSTITUTE TEACHERS	15,333	18,785	14,200	17,738	(10,625)	7,113	3,695	-	3,418	7,113	-	-
317	21306 TEACHERS OF THE GIFTED	53,471	71,907	72,899	74,161	14,903	89,064	36,435	37,558	15,071	89,064	0.79	-
318	21313 MUSIC TEACHERS	179,020	183,950	189,463	195,675	1,601	197,276	73,446	123,829	0	197,276	2.20	-
319	21314 ART TEACHERS	108,462	87,871	62,194	62,822	-	62,822	21,746	41,076	(0)	62,822	0.80	-
320	21317 STUDENT INTERNS	30,300	31,200	31,200	31,825	-	31,825	15,800	-	16,025	31,825	-	-
321	21318 BUILDING SUBSTITUTES	-	-	-	-	10,625	10,625	4,563	-	6,063	10,625	-	-
322	21401 LIBRARIANS	69,690	72,680	73,662	79,161	-	79,161	27,402	51,759	0	79,161	1.00	-
323	21403 PSYCHOLOGISTS	-	-	73,504	76,572	-	76,572	26,506	50,066	(0)	76,572	1.00	-
324	21501 PRINCIPAL/DIRECTOR SECRETARY	118,348	131,455	134,414	134,414	2,688	137,102	68,550	68,549	2	137,102	2.00	-
325	21602 CAMPUS MONITOR	-	-	-	36,527	1,139	37,666	15,649	22,017	0	37,666	1.00	-
326	21603 TEACHER AIDES	196,448	185,245	190,269	153,053	1,902	154,955	62,309	92,646	(0)	154,955	4.00	(0)
327	61001 CUSTODIANS	200,959	205,443	226,209	225,597	(1,315)	224,282	106,589	116,570	1,123	224,282	3.00	-
328	CLUBS AND COUNCILS	3,930	4,314	4,400	4,400	-	4,400	1,188	2,889	324	4,400	-	-
329	TOTAL PERSONNEL	2,902,904	2,995,571	3,115,221	3,205,759	2,615	3,208,375	1,234,576	1,930,875	42,973	3,207,476	38.89	899

330													
331													
332	OPERATING												
333	22002 TEXTBOOKS-REPLACEMENTS	3,553	1,312	297	2,520	-	2,520	2,342	-	178	2,520	-	-
334	22003 TEXTBOOKS-CONSUMABLES	22,639	22,073	20,521	20,170	-	20,170	19,827	47	296	20,170	-	-
335	22002 CLASSROOM REFERENCE	-	99	512	756	-	756	-	-	756	-	-	-
336	23010 AUDIO VISUAL CONSUMABLES	-	-	-	252	-	252	-	-	252	-	-	-
337	23003 PERIODICALS	879	55	55	252	-	252	55	-	197	252	-	-
338	24009 SCIENCE TEACHING SUPPLIES	3,885	3,367	445	2,520	-	2,520	2,092	-	428	2,520	-	-
339	24011 GENERAL TEACHING SUPPLIES	13,812	13,566	12,444	13,862	-	13,862	11,995	182	1,685	13,862	-	-
340	25001 MISC OFFICE SUPPLIES	689	919	743	1,000	-	1,000	392	11	597	1,000	-	-
341	25002 PROFESSIONAL LIBRARY PURCHASE	-	-	-	500	-	500	-	-	500	-	-	-
342	25003 PROFESSIONAL DEVELOPMENT	1,379	328	25	1,235	-	1,235	-	-	1,235	-	-	-
343	25026 DUES AND MEMBERSHIPS	-	-	-	400	-	400	-	-	400	-	-	-
344	35000 POLICE AND FIRE SERVICES	991	572	698	1,330	2,405	3,735	3,732	-	3	3,735	-	-
345	72035 DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
346	TOTAL OPERATING	47,826	42,292	35,738	44,797	2,405	47,202	40,434	241	6,527	47,202	-	-
347													
348	EQUIPMENT												
349	73020 REPL. CLASSROOM FURNITURE	946	3,339	2,309	2,000	-	2,000	-	-	2,000	2,000	-	-
350	TOTAL ROYLE SCHOOL	2,951,676	3,041,202	3,153,268	3,252,556	5,020	3,257,577	1,275,010	1,931,116	51,451	3,256,678	38.89	899

151 RC - 10 TOKENEKE ELEMENTARY SCHOOL 351

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RC - 11	PHYSICAL EDUCATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
21201	DIRECTOR	172,171	221,045	180,006	184,506	-	184,506	92,253	92,253	0	184,506	1.00	0
21204	ASSISTANT DIRECTOR	-	-	46,350	46,350	1,275	47,625	15,154	29,817	2,655	44,970	1.00	2,655
21501	PRINCIPAL/DIRECTOR SECRETARY	69,624	71,086	72,819	72,819	1,449	74,268	37,135	37,133	0	74,268	1.00	0
21220	CURRICULUM SUPERVISION	-	-	-	-	-	-	-	-	-	-	-	-
41006	ATHLETIC TRAINING SERVICES	102,551	114,087	112,022	108,122	2,362	110,484	43,909	63,425	3,150	110,484	2.00	-
61004	FACILITIES-CUSTODIAL	31,247	32,400	29,146	33,500	-	33,500	-	-	33,500	-	-	33,500
101001	WEIGHT ROOM DARIEN HS	7,652	8,066	4,950	12,550	-	12,550	-	-	12,550	2,550	-	10,000
101002	INTERSCOLASTICS DARIEN HS	585,240	580,435	574,444	606,464	-	606,464	208,912	977	396,575	606,464	-	-
101005	SPORTS PROGRAMS-MIDDLESEX	42,631	42,843	27,208	42,050	-	42,050	3,825	-	38,225	10,144	-	31,906
101008	INTRAMURALS-ELEMENTARY	1,551	2,255	-	10,329	-	10,329	-	-	10,329	-	-	10,329
101,009	INTRAMURALS-DARIEN HS	1,000	-	-	4,000	-	4,000	-	-	4,000	-	-	4,000
TOTAL PERSONNEL		1,014,667	1,072,217	1,046,944	1,120,690	5,086	1,125,776	401,187	223,604	500,984	1,033,386	5.00	92,390
OPERATING													
12001	CONSULTANT SERVICES	1,600	1,383	984	1,000	-	1,000	480	-	520	1,000	-	-
22001	TEXTBOOKS-NEW	1,000	1,021	-	-	-	-	-	-	-	-	-	-
23004	RESOURCE MATERIALS	1,645	1,468	-	-	-	-	-	-	-	-	-	-
23010	CONSUMABLES	1,610	1,614	1,597	1,500	-	1,500	1,500	-	-	1,500	-	-
24004	PHYS ED TEACHING SUPPLIES	13,051	12,441	12,398	14,081	-	14,081	2,749	811	10,520	14,081	-	-
24006	ATHLETIC TRAINING SUPPLIES	6,157	5,999	10,376	6,000	-	6,000	1,670	1,915	2,415	6,000	-	-
25002	PROFESSIONAL LIBRARY PURCHASE	500	428	500	500	-	500	435	-	65	500	-	-
25003	PROFESSIONAL DEVELOPMENT	2,205	4,105	2,046	2,000	-	2,000	415	-	1,585	2,000	-	-
25026	DUES AND MEMBERSHIPS	3,205	3,131	3,070	3,000	-	3,000	840	-	2,160	3,000	-	-
52008	INTERSCOLASTIC TRANS. DHS	314,395	256,959	180,844	291,384	-	291,384	4,750	12,260	274,374	239,654	-	51,730
72047	PHYS EDUCATION REPAIRS/SAFETY	5,000	4,621	4,400	5,000	-	5,000	2,481	-	2,519	5,000	-	-
102001	INTERSCOLASTICS/DARIEN HS	249,321	247,983	305,500	237,340	-	237,340	127,957	68,747	40,636	237,340	-	-
102002	INTRAMURALS-MIDDLESEX	2,470	-	2,338	2,500	-	2,500	1,370	697	433	2,500	-	-
102004	INTERSCOLASTIC-OFFICIALS	182,531	158,388	112,519	158,306	-	158,306	27,814	-	130,492	146,106	-	12,000
102005	STUDENT ACTIVITY FUND	-	-	-	-	-	-	550	3,365	(3,915)	-	-	-
121000	IMPROVEMENT OF SITES	2,065	924	1,962	2,000	-	2,000	650	-	1,350	2,000	-	-
TOTAL OPERATING		786,756	700,466	638,534	724,611	-	724,611	173,660.85	87,796.16	463,154	660,881	-	63,730
EQUIPMENT													
73013	REPL. PHYS ED EQUIPMENT	5,005	793	4,486	5,000	-	5,000	-	-	5,000	5,000	-	-
123013	NEW PHYSICAL ED EQUIPMENT	1,163	849	509	1,000	-	1,000	-	-	1,000	1,000	-	-
TOTAL EQUIPMENT		6,168	1,642	4,995	6,000	-	6,000	-	-	6,000	6,000	-	-
TOTAL PHYSICAL EDUCATION													
TOTAL PHYSICAL EDUCATION		1,807,591	1,774,224	1,690,473	1,851,301	5,086	1,856,387	574,848	311,400	970,138	1,700,267	5.00	156,120
REVENUE													
102006	REV. - SUMMER SCHOOL FIELD USE	(35,000)	(35,000)	(35,000)	-	-	-	-	-	-	-	-	-
NET COST PHYSICAL EDUCATION		1,772,591	1,739,224	1,655,473	1,851,301	-	1,856,387	574,848	311,400	970,138	1,700,267	5.00	156,120

RC - 12	MAINTENANCE	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
11031	FACILITIES MANAGER	148,198	151,533	155,321	155,321	3,883	159,204	79,602	79,602	0	159,204	1.00	0
11032	SECRETARY	57,665	69,707	71,273	35,636	4,364	40,000	19,007	20,000	993	40,000	0.50	-
61003	CUSTODIAL SUPERVISOR	90,030	91,903	79,477	83,183	(19,353)	63,830	27,752	36,078	0	63,830	1.00	-
61005	CUSTODIAL O/T SCH. EMERGENCY	107,423	88,229	94,170	52,000	42,129	94,129	67,542	-	26,587	94,129	-	-
71001	GROUNDKEEPERS	375,981	383,160	393,623	398,986	(10,600)	388,386	185,711	202,675	-	388,386	5.00	-
71002	GROUPS OVERTIME	7,820	5,840	9,174	12,000	-	12,000	4,108	-	7,892	12,000	-	-
71003	MAINTENANCE	753,648	769,993	789,969	797,643	(4,351)	793,292	377,378	404,714	11,201	793,292	8.00	-
71004	MAINTENANCE OVERTIME	34,666	27,072	20,487	27,500	-	27,500	10,889	-	16,611	27,500	-	-
71005	SPRING/SUMMER HELP PART-TIME	98,381	100,630	98,052	99,880	-	99,880	44,223	-	55,657	99,880	-	-
TOTAL PERSONNEL		1,673,810	1,688,088	1,711,546	1,662,149	16,072	1,678,221	816,212	743,068	118,941	1,678,221	15.50	0
OPERATING													
12001	CONSULTANT SERVICES	11,411	28,855	38,061	16,000	1,035	17,035	15,455	1,580	(0)	17,035	-	(0)
13017	PROF. MEETINGS & TRAINING	6,581	6,852	1,334	7,910	(1,035)	6,875	-	-	6,875	-	-	6,875
62001	REFUSE COLLECTION	89,598	104,493	70,822	80,758	-	80,758	39,599	38,159	3,000	80,758	-	-
62003	SNOW REMOVAL	59,554	55,330	15,448	59,000	-	59,000	-	-	59,000	59,000	-	-
62004	CARE OF TREES	21,675	23,600	26,061	26,000	-	26,000	8,840	7,500	9,660	26,000	-	-
65001	CUSTODIAL SUPPLIES	209,933	162,849	161,051	160,000	-	160,000	69,777	34,441	55,782	160,000	-	-
65002	OPERATION OF VEHICLES	58,734	44,022	35,405	60,000	(20,000)	40,000	16,545	11,962	11,493	40,000	-	-
65003	CARE OF GROUNDS	250,010	230,136	278,775	210,000	-	210,000	121,636	20,578	67,786	210,000	-	-
65005	UNIFORMS	22,520	28,229	18,447	26,860	-	26,860	19,426	6,890	544	26,860	-	-

71	RC - 12	MAINTENANCE	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	VTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
72														
73		CONTRACTED JANITORIAL SERVICE	268,976	260,288	208,593	290,000	(10,000)	280,000	78,674	195,708	5,618	280,000		-
74		ELECTRICAL	-	96,414	-	-	-	-	-	-	-	-	-	-
75		INTERCOMMS AND CLOCKS	12,840	8,574	-	8,000	-	8,000	-	-	8,000	8,000	-	-
76		PLUMBING	25,687	22,665	35,654	36,000	-	36,000	24,734	5,578	5,689	36,000	-	-
77		ROOFS	-	-	-	-	-	-	-	-	-	-	-	-
78		CLASSROOMS/CORRIDORS/AUD.	99,502	100,401	87,942	104,000	(10,000)	94,000	28,428	25,022	40,550	94,000	-	-
79		HEATING SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
80		MISCELLANEOUS REPAIRS	56,305	52,094	42,245	59,970	(8,470)	51,500	30,656	10,769	10,075	51,500	-	-
81		SECURITY	481,328	154,302	85,584	95,000	-	95,000	39,178	16,810	39,012	95,000	-	-
82		FIRE ALARMS/EXTINGUISHERS	59,933	65,126	50,901	58,000	-	58,000	17,757	9,596	30,647	58,000	-	-
83		NON MECHANICAL INSPECTIONS	32,733	51,467	33,716	65,000	-	65,000	13,425	9,830	41,745	65,000	-	-
84		HVAC/AIR CONDITIONER REPAIRS	109,673	124,579	128,881	114,000	31,609	145,609	89,160	53,984	2,465	145,609	-	-
85		GLASS	9,775	7,015	11,427	10,500	-	10,500	4,446	3,554	2,500	10,500	-	-
86		LUMBER	25,154	32,076	33,726	27,000	3,000	30,000	26,408	1,815	1,777	30,000	-	-
87		HARDWARE	13,105	19,092	18,679	16,500	(3,000)	13,500	8,604	3,129	1,767	13,500	-	-
88		PAINT	8,707	6,572	8,633	14,000	-	14,000	3,263	-	10,737	14,000	-	-
89		OTHER BUILDING MATERIALS	1,140	3,455	2,172	6,000	-	6,000	-	-	6,000	6,000	-	-
90		ELECTRICAL MATERIALS	79,409	66,142	58,747	70,000	-	70,000	16,816	26,334	26,850	70,000	-	-
91		RESERVE FOR EMERGENCY REPAIR	32,225	70,582	105,871	40,000	-	40,000	11,054	15,926	13,020	40,000	-	-
92		RENTAL OF TOOLS & EQUIPMENT	7,641	6,455	1,996	7,000	-	7,000	534	1,116	5,350	7,000	-	-
93		SUPPLIES/FEES COMM. ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-
94		IMPROVEMENT OF SITES	43,926	106,542	38,727	40,000	-	40,000	21,190	-	18,810	40,000	-	-
95		IMPROVEMENT OF BUILDINGS	95,575	150,478	54,497	55,000	-	55,000	30,765	8,790	15,445	55,000	-	-
96		TOTAL OPERATING	2,189,650	2,088,684	1,653,395	1,762,498	(16,861)	1,745,637	736,369	509,072	500,196	1,738,762		6,875
97														
98		EQUIPMENT												
99		REPLACEMENT OFFICE FURNITURE	-	-	3,852	-	-	-	-	-	-	-	-	-
00		REPLACEMENT MAINTENANCE EQ	22,067	44,528	16,976	-	-	-	-	-	-	-	-	-
01		REPL. CLASSROOM FURNITURE	135,407	75,231	33,968	45,000	-	45,000	4,617	2,741	37,641	20,000	25,000	25,000
02		NEW EQUIPMENT	-	44,829	-	-	-	-	-	-	-	-	-	-
03		NEW OFFICE FURNITURE	-	-	-	-	-	-	-	-	-	-	-	-
04		TOTAL EQUIPMENT	157,474	164,589	54,796	45,000	-	45,000	4,617	2,741	37,641	20,000	25,000	25,000
05														
06		TOTAL MAINTENANCE	4,020,934	3,941,360	3,419,737	3,469,647	(789)	3,468,858	1,557,199	1,254,881	656,778	3,436,983	15.50	31,875
07														
08														
09		REVENUE												
10		REVENUE - BUILDING RENTAL	(95,423)	(89,267)	(54,013)	(91,800)	-	(91,800)	(22,213)	-	(22,213)	(22,213)		(69,587)
11		REVENUE - USE OF FIELDS	(144,154)	(143,197)	(71,109)	(140,000)	-	(140,000)	(208,357)	2,853	(208,357)	(210,670)		70,670
12		TOTAL REVENUE	(239,577)	(232,464)	(125,122)	(231,800)	-	(231,800)	(230,570)	2,853	(230,570)	(232,883)		1,083
13														
14		NET MAINTENANCE BUDGET	3,781,357	3,708,896	3,294,615	3,237,847	(789)	3,237,058	1,326,628	1,257,734	426,208	3,204,100	15.50	32,958
15														
16														

RC - 13	MUSIC	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
17	17												517
18	18												518
19	19												519
20	20												520
21	21												521
22	22												522
23	23												523
24	24												524
25	25												525
26	26												526
27	27												527
28	28												528
29	29												529
30	30												530
31	31												531
32	32												532
33	33												533
34	34												534
35	35												535
36	36												536
37	37												537
38	38												538
39	39												539
40	40												540
41	41												541
42	42												542
43	43												543
44	44												544
45	45												545
46	46												546
47	47												547
48	48												548
49	49												549
50	50												550
51	51												551
52	52												552
53	53												553
54	54												554
55	55												555

RC - 13	MUSIC	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
21201	DIRECTOR	120,520	121,232	126,004	153,760	-	153,760	53,225	100,535	0	153,760	1.00	0
21313	ELEMENTARY MUSIC-SYSTEMWIDE	-	-	-	-	-	-	-	-	-	-	-	-
21501	PRINCIPAL/DIRECTOR SECRETARY	25,142	24,897	26,434	-	-	-	-	-	-	-	-	-
101003	CLUBS AND COUNCILS	36,677	45,084	38,888	56,218	-	56,218	17,655	29,152	9,411	49,862	-	6,356
	TOTAL PERSONNEL	182,319	193,213	191,326	209,978	-	209,978	70,879	129,688	9,411	203,622	1.00	6,356
	OPERATING												
13016	SCHOOL DISTRICT MEMBERSHIPS	515	615	635	655	-	655	565	-	90	655	-	-
22001	TEXTBOOKS-NEW	-	-	-	-	-	-	-	-	-	-	-	-
22003	TEXTBOOKS-CONSUMABLES	967	1,041	1,016	1,079	-	1,079	587	110	382	1,079	-	-
23002	CLASSROOM REFERENCE	17,004	17,887	15,373	18,930	-	18,930	16,007	94	2,829	18,930	-	-
23004	RESOURCE MATERIALS	4,138	5,048	5,471	3,215	-	3,215	435	-	2,780	3,215	-	-
23010	CONSUMABLES	-	-	-	-	-	-	-	-	-	-	-	-
24005	MUSIC TEACHING SUPPLIES	1,880	1,980	2,172	3,830	-	3,830	1,910	1,170	750	3,830	-	-
25001	MISC. OFFICE SUPPLIES	1,144	1,126	458	1,000	-	1,000	251	187	562	1,000	-	-
25003	PROFESSIONAL DEVELOPMENT	1,519	1,477	894	1,500	-	1,500	-	116	1,384	1,500	-	-
25004	LOCAL TRAVEL EXPENSE	498	1,000	253	1,500	-	1,500	-	9	1,491	1,500	-	-
25013	TEMP HOURLY (ACCOMPANIST)	1,175	1,200	650	1,300	-	1,300	1,300	-	-	1,300	-	-
25014	CATALOG/HANDBOOK PRINTING	-	-	1,073	1,125	-	1,125	-	-	1,125	1,125	-	-
25020	PIANO MOVING	285	344	300	400	-	400	-	-	400	400	-	-
25026	DUES AND MEMBERSHIPS	140	75	212	209	-	209	75	-	134	209	-	-
25030	COMPUTER SOFTWARE & SUPPLIES	8,711	10,037	8,435	10,895	-	10,895	10,146	-	749	10,895	-	-
52012	MUSIC TRANSPORTATION	12,390	4,034	7,369	12,000	(6,295)	5,705	-	-	5,705	-	-	5,705
72035	DUPPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
72044	REPAIRS AND SERVICE CONTRACT	4,220	3,571	3,460	3,777	-	3,777	2,498	120	1,159	3,777	-	-
72045	TUNING OF PIANOS	5,200	4,374	3,708	5,200	-	5,200	885	4,315	-	5,200	-	-
83004	LEASE PURCHASE MUSIC EQ.	8,035	8,035	9,436	9,500	-	9,500	9,436	-	64	9,436	-	64
	TOTAL OPERATING	67,821	61,844	60,914	76,115	(6,295)	69,820	44,095	6,122	19,603	64,051	-	5,769
	EQUIPMENT												
73011	REPLACEMENT MUSIC EQUIPMENT	5,631	6,137	3,575	3,144	(1,261)	1,883	481	1,111	291	1,883	-	-
123001	NEW OFFICE FURNITURE/EQ.	-	-	-	-	-	-	-	-	-	-	-	-
123011	NEW MUSIC EQUIPMENT	5,918	7,900	6,365	5,880	1,261	7,141	7,100	-	41	7,141	-	-
	TOTAL EQUIPMENT	11,549	14,038	9,940	9,024	-	9,024	7,581	1,111	332	9,024	-	-
	TOTAL MUSIC	261,709	269,094	262,180	295,117	(6,295)	288,822	122,555	136,921	29,346	276,697	1.00	12,125

RC - 14	ART	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
21314	ELEMENTARY ART-SYSTEMWIDE	-	-	-	-	-	-	-	-	-	-	-	-
58	TOTAL PERSONNEL	-	-	-	-	-	-	-	-	-	-	-	-
59													
60													
61	OPERATING												
62	23002 CLASSROOM REFERENCE	5,584	5,293	3,529	5,600	-	5,600	1,327	-	4,273	5,600	-	-
63	23003 PERIODICALS	376	268	50	270	-	270	190	-	80	270	-	-
64	24001 ART TEACHING SUPPLIES	90,840	90,266	83,535	94,400	-	94,400	42,492	14,244	37,664	94,400	-	-
65	25003 PROFESSIONAL DEVELOPMENT	800	1,735	685	1,000	-	1,000	699	-	301	1,000	-	-
66	25007 MISC INSTRUCTIONAL EXPENSES	-	-	-	-	-	-	-	-	-	-	-	-
67	25018 GRAPHIC ARTS/PHOTOGRAPHY	-	-	-	-	-	-	-	-	-	-	-	-
68	25030 COMPUTER SOFTWARE & SUPPLIES	1,980	1,776	2,102	2,000	-	2,000	638	206	1,156	2,000	-	-
69	72035 DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
70	72044 REPAIRS AND SERVICE CONTRACT	3,310	3,768	1,350	3,850	-	3,850	-	-	3,850	3,850	-	-
71	TOTAL OPERATING	102,889	103,105	91,251	107,120	-	107,120	45,346	14,450	47,324	107,120	-	-
72													
73	EQUIPMENT												
74	73002 REPLACEMENT ART EQUIPMENT	6,852	306	3,808	4,050	-	4,050	3,169	-	881	4,050	-	-
75	123002 NEW ART EQUIPMENT	3,080	5,816	2,250	-	-	-	-	-	-	-	-	-
76	TOTAL EQUIPMENT	9,932	6,122	6,059	4,050	-	4,050	3,169	-	881	4,050	-	-
77													
78	TOTAL ART	112,822	109,228	97,309	111,170	-	111,170	48,516	14,450	48,204	111,170	-	-
79													

RC - 15	COMPUTER TECHNOLOGY	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
1044	TECHNOLOGY SUPPORT	773,612	812,919	833,927	833,927	24,326	838,253	428,800	429,453	0	858,253	9.00	0
21201	DIRECTOR OF INST. TECH	172,171	66,168	180,006	184,506	-	184,506	92,253	92,253	0	184,506	1.00	0
21501	PRINCIPAL/DIRECTOR SECRETARY	22,554	23,003	23,520	-	-	-	-	-	-	-	-	-
21603	TEACHER AIDE / COPY CENTER	72,391	86,106	82,544	81,484	(231)	81,253	30,105	45,561	5,587	75,667	2.00	5,587
	TOTAL OPERATING	1,040,728	988,196	1,119,996	1,099,917	24,095	1,124,012	551,159	567,267	5,587	1,118,425	12.00	5,587
	OPERATING												
12001	CONSULTANT SERVICES	152,735	141,897	189,189	100,000	(8,750)	91,250	57,174	27,000	7,076	91,250	-	-
13015	LOCAL TRAVEL	2,511	2,546	2,284	3,500	-	3,500	985	-	2,515	3,500	-	-
13035	SOFTWARE MAINTENANCE	661,694	723,014	786,280	781,740	250	781,990	728,635	46,089	7,265	781,990	-	-
24011	GENERAL TEACHING SUPPLIES	38,263	43,392	34,990	28,929	(3,000)	25,929	16,170	8,228	1,531	25,929	-	-
25013	TEMPORARY HOURLY SERVICES	9,884	14,119	15,115	15,000	-	15,000	3,910	75	11,015	15,000	-	-
25019	COMPUTER SOFTWARE & SUPPLIES	83,841	38,399	55,292	42,000	3,000	45,000	30,854	11,609	2,538	45,000	-	-
25029	STAFF DEVELOPMENT PROGRAM	19,621	15,918	16,109	28,000	-	23,000	897	476	21,627	23,000	-	-
64005	CELL PHONE	14,109	28,980	30,227	28,000	2,000	30,000	12,611	15,389	2,000	30,000	-	-
64006	WIDE AREA NETWORK	130,827	49,351	36,319	48,000	-	48,000	21,600	14,650	11,750	48,000	-	-
72035	RENTAL/DUPLICATORS AND COPIER	287,769	270,816	291,318	271,248	6,891	278,139	116,506	161,633	(0)	278,139	-	-
72044	REPAIRS AND SERVICE CONTRACT	70,953	64,029	105,121	60,000	30,970	90,970	82,895	6,612	1,463	90,970	-	-
	TOTAL OPERATING	1,472,206	1,394,462	1,562,242	1,401,417	31,361	1,432,778	1,072,236	291,761	68,780	1,432,778	-	-
	EQUIPMENT												
123021	NEW COMPUTER EQUIPMENT	755,318	731,494	762,246	366,400	(2)	366,398	114,797	242,100	9,501	366,398	-	-
	SUBTOTAL COMPUTER TECHNOLOGY	3,268,252	3,112,152	3,444,484	2,867,734	55,454	2,923,188	1,738,192	1,101,128	83,868	2,917,601	-	5,587
	REVENUE												
102010	REV. FROM TOWN-FOR IT SERVICE	(201,223)	(203,071)	(212,644)	(216,929)	-	(216,929)	-	-	(216,929)	(216,929)	-	-
	TOTAL COMPUTER TECHNOLOGY	3,066,929	2,909,081	3,231,841	2,650,805	55,454	2,706,259	1,738,192	1,101,128	(133,061)	2,700,672	-	5,587

RC - 16	ADMINISTRATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADI.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
11011	SUPERINTENDENT	278,000	135,045	315,049	300,000	7,125	307,125	154,634	152,491	-	307,125	1.00	-
11013	BURSAR/ADMINISTRATIVE ASSIST	92,518	94,368	96,491	96,491	2,171	98,662	49,331	49,331	0	98,662	1.00	0
21501	PRINCIPAL/DIRECTOR SECRETARY	41,894	43,979	43,844	43,844	881	44,725	22,362	22,363	0	44,725	0.60	0
11016	PUBLIC INFORMATION	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL PERSONNEL	412,412	273,393	455,384	440,335	10,177	450,512	226,327	224,185	0	450,512	2.60	0
OPERATING													
12001	CONSULTANT SERVICES	32,154	24,759	178,248	18,500	8,750	27,250	27,171	-	79	27,250	-	-
12004	LEGAL SERVICES	285,860	248,477	175,465	257,000	-	257,000	92,593	160,778	3,630	257,000	-	-
13001	BOARD OF EDUCATION DUES	-	-	-	-	-	-	-	-	-	-	-	-
13003	OTHER BOARD EXPENSES	24,951	23,464	31,229	25,000	-	25,000	7,501	-	17,499	25,000	-	-
13011	MAILING EXPENSES	29,864	29,189	27,387	30,001	-	30,001	14,709	12,480	2,812	30,001	-	-
13012	OFFICE SUPPLIES	27,011	26,952	28,192	30,000	-	30,000	13,546	5,934	10,520	30,000	-	-
13013	DUES AND MEMBERSHIPS	15,999	11,199	9,016	21,850	-	21,850	20,784	-	1,067	21,850	-	-
13016	SCHOOL DISTRICT MEMBERSHIPS	25,289	30,557	18,672	23,000	-	23,000	16,045	-	6,955	23,000	-	-
13017	PROFESSIONAL MEETINGS	3,290	2,259	2,595	3,000	-	3,000	139	-	2,861	3,000	-	-
13020	PUBLIC INFORMATION	-	-	-	-	-	-	-	-	-	-	-	-
13025	ADA/504 SUPPORT	-	-	4,031	2,000	-	2,000	-	-	2,000	2,000	-	-
13040	PRINTING/PUBLICATION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
25002	PROF. LIBRARY PURCHASE	43	-	-	-	-	-	-	-	-	-	-	-
25003	PROFESSIONAL DEVELOPMENT	3,054	3,000	3,914	3,000	-	3,000	786	-	2,214	786	-	2,214
25014	CATALOG/HANDBOOK PRINTING	16,937	21,700	10,757	20,000	-	20,000	4,653	1,487	13,860	20,000	-	-
83003	RENTAL/LEASE OF EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL OPERATING	464,451	421,557	489,505	433,351	8,750	442,101	197,925	180,678	63,497	439,887	-	2,214
EQUIPMENT													
73001	EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL ADMINISTRATION	876,863	694,950	944,889	873,686	18,927	892,613	424,252	404,863	63,497	890,399	2.60	2,214

RC - 17	HEALTH	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
41001	DIRECTOR - NURSES	97,138	101,023	103,296	103,296	3,099	106,395	53,197	53,197	0	106,395	1.00	0
41002	NURSES	592,105	611,224	626,948	626,205	12,239	638,444	261,453	376,991	-	638,444	9.00	-
41004	SUBSTITUTE NURSES	27,371	70,423	32,546	45,000	-	45,000	7,570	-	37,430	45,000	-	-
41005	SECRETARY	25,142	24,897	26,384	-	-	-	-	-	-	-	-	-
	TOTAL HEALTH	741,756	807,567	789,174	774,501	15,338	789,839	322,220	430,189	37,430	789,839	10.00	0
	OPERATING												
23003	PERIODICALS	427	452	187	500	-	500	97	-	403	500	-	-
25001	MISC. OFFICE SUPPLIES	1,513	1,438	1,741	1,500	-	1,500	-	635	865	1,500	-	-
25002	PROF. LIBRARY PURCHASE	610	-	565	500	-	500	-	-	500	500	-	-
25003	PROFESSIONAL DEVELOPMENT	3,968	1,419	3,257	4,000	-	4,000	-	-	4,000	4,000	-	-
42001	HEALTH SUPPLIES	31,199	30,954	35,911	31,000	-	31,000	22,159	4,070	4,771	31,000	-	-
42002	HEALTH LOCAL TRAVEL	338	320	-	500	-	500	-	-	500	500	-	-
42003	SCHOOL PHYSICIANS SERVICES	10,000	10,431	10,000	10,000	-	10,000	-	-	10,000	10,000	-	-
72031	AUDIOMETER REPAIRS	625	490	480	600	-	600	560	-	40	600	-	-
72044	REPAIRS AND SERVICE CONTRACT	2,086	1,636	1,006	1,000	-	1,000	-	-	1,000	1,000	-	-
	TOTAL OPERATING	50,766	47,160	53,147	49,600	-	49,600	22,816	4,705	22,080	49,600	-	-
	EQUIPMENT												
73007	REPLACEMENT HEALTH EQ.	-	-	-	-	-	-	-	-	-	-	-	-
123007	NEW HEALTH EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL HEALTH	792,521	854,727	842,321	824,101	15,338	839,439	345,036	434,893	59,509	839,439	10.00	0

RC 18	PERSONNEL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FOR- CAST	CURR STF	YR. END EST.
72	11013 BURSAR/ADMINISTRATIVE ASSIST	303,993	310,183	319,218	143,091	3,493	146,384	73,486	73,097	1	146,383	1.77	1
73	11015 DIRECTOR OF HUMAN RESOURCES	-	-	-	199,647	5,490	205,137	102,569	102,569	(0)	205,137	1.00	(0)
74	11020 BENEFITS COORDINATOR	34,678	35,459	36,256	36,257	1,813	38,070	19,035	19,035	0	38,069	0.50	0
75	11024 TURNOVER-REGULAR	-	-	-	(550,083)	550,084	1	-	-	1	-	-	1
76	11027 CONTRACT SUPPORT	-	-	-	343,234	(295,187)	48,047	-	-	48,047	1	-	48,046
77	11028 CERT. STAFF COLUMN CHANGE	-	-	-	76,327	(76,327)	-	-	-	-	-	-	-
78	21202 ASSISTANT SUPERINTENDENT	-	-	-	-	-	-	-	-	-	-	-	-
79	21300 LONG TERM SUBSTITUTES	419,702	739,867	478,385	475,000	192,000	667,000	283,640	249,631	133,729	667,000	-	-
80	21302 SUBSTITUTES-PROFESSIONAL DEV	54,772	45,205	30,476	50,000	-	50,000	2,225	-	47,775	50,000	-	-
81	21316 SABBATICALS	-	-	-	-	-	-	-	-	-	-	-	-
82	31000 BUDGET CONTROL	-	-	-	137,559	(137,559)	-	-	-	-	-	-	-
83	TOTAL PERSONNEL	813,145	1,130,714	864,336	911,231	243,606	1,154,837	480,955	444,331	229,552	1,106,790	3.27	48,047
84	OPERATING												
85	13013 DUES AND MEMBERSHIPS	6,850	250	240	700	-	700	-	-	700	700	-	-
86	13014 RECRUITMENT	19,154	17,406	1,650	20,000	-	20,000	8,480	-	11,520	18,500	-	1,500
87	13015 LOCAL TRAVEL	139	340	947	500	-	500	-	-	500	500	-	-
88	25028 TUITION REIMBURSEMENT	-	-	-	50,000	-	50,000	8,215	8,945	32,840	50,000	-	-
89	25029 STAFF DEVELOPMENT PROGRAM	101,276	78,785	74,903	26,500	-	26,500	5,720	6,278	14,502	26,500	-	-
90	TOTAL OPERATING	127,419	96,780	77,750	97,700	-	97,700	22,415	15,233	60,062	96,200	-	1,500
91	TOTAL PERSONNEL	940,564	1,227,494	942,086	1,008,931	243,606	1,252,537	503,369	459,554	289,614	1,202,990	3.27	49,547
92													
93													
94													
95													
96													
97													

'98	RC - 19	CURRICULUM	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
'99														
'00		21202 ASSISTANT SUPERINTENDENT	202,966	207,533	214,797	214,797	-	214,797	107,398	107,398	0	214,797	1.00	0
'01		21201 DIRECTOR OF INSTRUCTIONAL TEC	-	-	-	-	-	-	-	-	-	-	-	-
'02		21220 CURRICULUM & SUPERVISION	-	-	-	-	-	-	-	-	-	-	-	-
'03		1912036 ELEM. READING SPECIALIST	-	-	-	-	-	-	-	-	-	-	-	-
'04		1912056 TECHNOLOGY SPECIALIST	-	-	-	-	-	-	-	-	-	-	-	-
'05		1912058 PROGRAM COORDINATORS	264,074	285,353	297,774	299,068	-	299,068	103,523	195,544	0	299,068	2.00	0
'06		1912062 MATH COORDINATOR	-	-	-	-	-	-	-	-	-	-	-	-
'07		1912060 LANG. ARTS SPECIALIST	-	-	-	-	-	-	-	-	-	-	-	-
'08		1912009 INSTRUCTION SUPP. SPECIALISTS	1,149,668	1,217,293	1,194,638	1,241,750	-	1,241,750	453,217	788,533	1	1,241,749	13.50	1
'09		21312 CURRICULUM DEVELOPMENT	76,594	119,745	114,157	121,080	-	121,080	74,350	-	46,730	121,080	-	-
'10		21405 ESL INSTRUCTION	7,238	4,482	4,572	4,572	-	4,572	1,870	2,702	-	4,572	-	-
'11		21501 PRINCIPAL/DIRECTOR SECRETARY	70,385	71,792	77,415	73,407	1,168	74,575	36,537	35,787	2,250	74,575	1.00	-
'12		TOTAL PERSONNEL	1,770,926	1,906,198	1,898,354	1,954,674	1,168	1,955,842	776,896	1,129,965	48,981	1,955,841	17.50	1
'13														
'14		OPERATING												
'15		12001 CONSULTANT SERVICES	37,679	30,000	47,650	45,000	-	45,000	44,935	-	65	45,000	-	-
'16		13013 DUES AND MEMBERSHIPS	1,626	1,640	2,535	4,127	-	4,127	1,682	400	2,045	4,127	-	-
'17		13015 LOCAL TRAVEL	2,057	5,868	133	7,500	-	7,500	35	120	7,345	4,250	-	3,250
'18		22001 TEXTBOOKS-NEW	280,081	244,252	292,912	53,532	-	53,532	53,090	268	174	53,532	-	-
'19		23004 RESOURCE MATERIALS	4,346	7,054	7,697	8,000	13,950	21,950	21,575	176	199	21,950	-	-
'20		23006 ESL RESOURCES	-	-	13,151	24,000	(13,200)	10,800	1,535	447	8,818	10,800	-	-
'21		24012 STANDARDIZED TESTING	32,086	24,301	28,905	29,477	-	29,477	26,270	2,544	664	29,477	-	-
'22		25002 PROF. LIBRARY PURCHASE	-	-	-	-	-	-	-	-	-	-	-	-
'23		25003 PROFESSIONAL DEVELOPMENT	123,899	119,166	91,876	113,850	-	113,850	50,595	5,751	57,504	113,850	-	-
'24		52004 FIELD TRIPS	8,973	5,509	5,403	3,750	-	3,750	-	-	3,750	-	-	3,750
'25		25005 CURRICULUM RESEARCH & DEV.	156,649	25,952	22,677	26,420	(1,000)	25,420	10,094	5,841	9,485	25,420	-	-
'26		TOTAL OPERATING	647,396	463,741	512,938	315,656	(250)	315,406	209,811	15,546	90,049	308,406	-	7,000
'27														
'28		TOTAL CURRICULUM	2,418,322	2,369,939	2,411,292	2,270,330	918	2,271,248	986,707	1,145,511	139,030	2,264,247	17.50	7,001
'29														

RC - 20	FINANCE	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	VR. END EST.
30													730
31													731
32	11014	DIRECTOR OF FINANCE	188,651	192,896	174,057	202,000	7,070	104,535	104,535	0	209,070	1.00	0
33	11021	PAYROLL / BENEFITS COORDINATOR	34,678	35,753	36,256	142,631	(104,561)	19,035	19,035	(0)	38,069	0.50	(0)
34	11022	ASSISTANT DIRECTOR FINANCE	100,032	104,033	115,574	106,374	119,893	67,941	114,207	44,119	226,267	2.00	-
35	11025	ACCOUNTANT	89,069	76,688	78,413	-	-	40,089	40,089	(80,177)	-	-	-
36	11042	ACCOUNTS PAYABLE	69,961	71,468	73,336	73,073	(1,191)	35,515	36,368	-	71,882	1.00	(0)
37	11043	TRANSPORTATION COORDINATOR	-	-	-	73,179	1,647	37,413	37,413	0	74,826	1.00	-
38	11044	TECHNOLOGY SUPPORT	-	-	-	-	-	-	-	-	-	-	-
39	21501	PRINCIPAL/DIRECTOR SECRETARY	70,165	71,569	73,179	35,637	4,364	19,007	20,000	993	40,000	0.50	-
40		TOTAL PERSONNEL	552,557	552,407	550,815	632,893	27,222	323,534	371,646	(35,065)	660,115	6.00	0
41													740
42													741
43	OPERATING												742
44	12005	AUDITING SERVICES	21,125	21,493	22,045	-	22,550	-	-	22,550	22,550	-	-
45	12007	ACTUARIAL SERVICES	-	-	-	22,550	(22,550)	-	-	-	-	-	-
46	13015	LOCAL TRAVEL	-	93	-	250	-	250	-	250	250	-	-
47	13016	SCHOOL DISTRICT MEMBERSHIPS	425	-	1,079	1,075	-	900	75	100	1,075	-	-
48	13030	EDP SUPPLIES & SERVICES	-	-	-	-	-	-	-	-	-	-	-
49	13035	SOFTWARE MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-
50	25003	PROFESSIONAL DEVELOPMENT	2,400	8,453	-	-	-	-	-	-	-	-	-
51	25013	TEMPORARY HOURLY SERVICES	9,515	7,101	14,572	-	-	-	-	-	-	-	-
52	25021	INSTRUCTIONAL TECHNOLOGY SER	-	-	-	-	-	-	-	-	-	-	-
53	25029	STAFF DEVELOPMENT PROGRAM	-	-	-	-	-	-	-	-	-	-	-
54		TOTAL OPERATING	33,465	37,140	37,696	23,875	-	900	75	22,900	23,875	-	-
55													753
56	EQUIPMENT												754
57	73021	REPLACEMENT COMPUTER EQ.	-	-	-	-	-	-	-	-	-	-	-
58	123021	NEW COMPUTER EQ.	-	-	-	-	-	-	-	-	-	-	-
59		TOTAL EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-
60													755
61		TOTAL FINANCE	586,022	589,547	588,511	656,768	27,222	324,434	371,721	(12,165)	683,990	6.00	0
62													760
63													761
64	REVENUE												762
65	102010	REV. FROM TOWN-FOR IT SERVIC	-	-	-	-	-	-	-	-	-	-	-
66		NET FINANCE BUDGET	586,022	589,547	588,511	656,768	27,222	324,434	371,721	(12,165)	683,990	6.00	0
													765
													766

RC - 21	LIBRARY	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
21220	CURRICULUM SUPERVISION	2,512	-	2,613	2,665	(52)	2,613	1,069	1,543	1	2,612	-	1
21503	LIBRARY SECRETARY	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL PERSONNEL	2,512	-	2,613	2,665	(52)	2,613	1,069	1,543	1	2,612	-	1
	OPERATING												
23001	ACCESSIONS	93,990	97,576	93,193	93,800	-	93,800	28,969	14,567	50,263	93,800	-	-
23003	PERIODICALS	7,452	7,590	7,697	8,619	-	8,619	7,695	-	924	8,619	-	-
23004	RESOURCE MATERIALS	20,763	19,490	9,580	17,750	-	17,750	4,737	1,347	11,666	17,750	-	-
23005	ONLINE SUBSCRIPTIONS	32,340	34,629	34,979	39,640	-	39,640	36,438	-	3,202	39,640	-	-
23007	OTHER LIBRARY EXPENSES	6,755	7,755	6,474	8,390	-	8,390	4,145	418	3,827	8,390	-	-
25002	PROF. LIBRARY PURCHASE	1,356	1,155	889	1,920	-	1,920	-	-	1,920	1,920	-	-
25026	DUES AND MEMBERSHIPS	2,267	2,594	2,576	3,575	-	3,575	1,847	-	1,728	3,575	-	-
25030	COMPUTER SOFTWARE & SUPPLIES	1,289	4,554	239	1,400	-	1,400	-	-	1,400	1,400	-	-
72042	EQUIPMENT REPAIR	-	-	-	-	-	-	-	-	-	-	-	-
72044	REPAIRS AND SERVICE CONTRACT	1,029	1,080	1,189	1,250	-	1,250	-	-	1,250	1,250	-	-
83003	RENTAL/LEASE OF EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL OPERATING	167,242	176,423	156,815	176,344	-	176,344	83,831	16,333	76,180	176,344	-	-
	EQUIPMENT												
73009	REPLACEMENT LIBRARY EQ.	3,513	6,193	410	1,000	2	1,002	1,002	-	-	1,002	-	-
	TOTAL EQUIPMENT	3,513	6,193	410	1,000	2	1,002	1,002	-	-	1,002	-	-
	TOTAL LIBRARY	173,267	182,616	159,838	180,009	(50)	179,959	85,902	17,876	76,181	179,958	-	1

RC - 23	CONTINUING EDUC/SUMMER SCHO	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.	
13														813
14														814
15	21201 DIRECTOR	21,483	26,738	24,646	21,432	5,451	26,883	16,726	10,156	1	26,882		1	815
16	21501 PRINCIPAL/DIRECTOR SECRETARY	27,929	28,801	29,229	29,229	587	29,817	14,908	14,908	1	29,816	0.40	1	816
17	PERSONNEL	49,412	55,539	53,876	50,661	6,038	56,700	31,634	25,064	2	56,698	0.40	2	817
18	* Stipend Employee													818
19	OPERATING													819
20	12001 CONSULTANT SERVICES	415,092	381,499	431,834	29,600	53,675	83,275	81,339	-	1,936	83,275		-	820
21	12002 CONTINUING ED CONSULTING	-	-	-	-	-	-	-	-	-	-		-	821
22	13011 MAILING EXPENSES	355	250	400	500	-	500	400	-	100	500		-	822
23	13012 OFFICE SUPPLIES	4,516	2,556	4,120	-	-	-	-	-	-	-		-	823
24	24003 SUMMER SCHOOL TEACHING SUPP	73,843	36,953	10,122	2,300	-	2,300	296	162	1,841	2,300		-	824
25	24010 ADULT ED. CONTRACTED SERVICES	12,000	18,700	7,000	14,500	-	14,500	-	-	14,500	10,000		4,500	825
26	25014 CATALOG/HANDBOOK PRINTING	1,453	5,701	1,198	5,000	-	5,000	1,465	354	3,181	5,000		-	826
27	TOTAL OPERATING	507,259	445,659	454,675	51,900	53,675	105,575	83,501	517	21,558	101,075		4,500	827
28														828
29	TOTAL CONT. ED/SUM. SCHOOL	556,671	501,198	508,550	102,561	59,713	162,275	115,135	25,581	21,559	157,773	0.40	4,502	829
30														830
31														831
32	REVENUE	2017 - 2018	2018 - 2019	2019 - 2020	Orig. Bud	Adjust.	Rev. Bud.	Rev. Received	Rev. Expected	Rev. Forecast			Surplus/ (Shortfall)	832
33	31006 REVENUE - CONTINUING EDUCATIO	-	-	-	-	-	-	-	-	-	-		-	833
34	31005 REVENUE - SUMMER SCHOOL	(596,321)	(621,433)	(197,435)	(46,612)	(72,634)	(119,246)	(121,335)	-	(121,335)	(121,335)		2,089	834
35	TOTAL REVENUE	(596,321)	(621,433)	(197,435)	(46,612)	(72,634)	(119,246)	(121,335)	-	(121,335)	(121,335)		2,089	835
36														836
37	NET EXPENSE SUM&CONT. ED	(39,649)	(120,235)	311,116	55,949	(12,921)	43,029	(6,201)	25,581	(99,776)	36,438		6,591	837

RC - 24	SPECIAL EDUCATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.	
11013	ASSISTANT PRINCIPAL	-	-	-	-	-	-	-	-	-	-	-	-	838
21102	PROGRAM DIR. EARLY CHILDHOOD	-	-	-	-	-	-	-	-	-	-	-	-	839
21201	DIRECTOR	-	-	-	-	-	-	-	-	-	-	-	-	840
21202	ASSISTANT SUPERINTENDENT SESS	202,966	207,513	214,797	214,797	5,907	220,704	110,352	110,352	0	220,704	1.00	0	841
21211	PROGRAM DIR. OF SESS K-12	319,072	326,228	328,215	341,860	-	341,860	170,839	171,021	0	341,860	2.00	0	842
21220	CURRICULUM SUPERVISION	241,290	192,142	212,557	226,395	-	226,395	78,368	148,028	0	226,395	1.60	0	843
21302	SUBSTITUTE TEACHERS	105,332	164,872	82,898	165,000	(15,000)	150,000	11,193	-	138,807	150,000	-	-	844
21303	SPECIAL CLASS TEACHERS	5,330,334	5,158,898	4,948,436	5,053,124	(17,885)	5,035,239	1,793,560	3,241,678	1	5,035,239	58.40	-	845
21304	HOMEBOUND/TUTORIAL	264,300	240,916	181,190	218,000	-	218,000	41,906	-	176,094	218,000	-	-	846
21306	TEACHERS OF THE GIFTED	-	-	-	-	-	-	-	-	-	-	-	-	847
21307	SPEECH THERAPISTS	1,571,386	1,536,771	1,702,788	1,752,175	(9,487)	1,742,688	603,220	1,046,724	92,744	1,649,944	17.50	92,744	848
21308	SUMMER SCHOOL & PPTs	870,128	866,160	837,531	887,812	10,000	897,812	755,285	-	142,527	897,812	-	-	849
21403	PSYCHOLOGISTS	1,014,025	938,412	909,970	1,016,870	(39,335)	977,535	348,793	594,862	33,880	977,535	11.60	-	850
21404	SOCIAL CASE WORKER	250,976	253,698	228,031	231,451	-	231,451	80,118	151,333	-	231,451	2.00	-	851
21407	SCHOOL-BASED SESS FACILITATORS	424,945	473,260	453,088	483,986	30,973	514,959	191,846	323,113	-	514,959	5.00	-	852
21408	SESS ADDITIONAL DAYS	-	-	-	20,017	2,844	22,860	9,352	13,508	-	22,860	-	-	853
21409	BEHAVIORAL ANALYST	-	-	-	158,648	3,570	162,218	61,040	101,177	1	162,217	2.00	1	854
21410	PHYSICAL THERAPIST	-	-	103,090	116,537	2,622	119,159	41,247	77,912	(0)	119,159	1.00	(0)	855
21501	PRINCIPAL/DIRECTOR SECRETARY	402,476	411,527	392,836	349,224	13,359	362,583	180,508	181,931	143	362,583	5.33	-	856
21603	TEACHER AIDES	2,744,999	2,712,531	2,912,501	3,001,564	176,165	3,177,729	1,236,490	1,831,650	109,584	3,140,273	84.50	37,456	857
21605	TRANSPORTATION DRIVER	86,941	87,839	77,600	78,461	7,214	85,675	31,655	43,209	10,811	77,364	2.00	8,311	858
41002	NURSES	313,265	270,753	249,653	263,279	5,141	268,421	109,808	158,612	1	268,420	3.80	1	859
41004	SUBSTITUTE NURSES	-	-	30,984	15,000	-	15,000	5,430	-	9,570	15,000	-	-	860
	TOTAL PERSONNEL	14,142,435	13,861,540	14,004,842	14,594,199	176,088	14,770,287	5,861,011	8,195,115	714,161	14,631,774	197.73	138,513	861
														862
														863
														864

OPERATING	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
12001 CONSULTANT SERVICES	1,275,095	1,378,446	1,205,547	1,330,446	(45,500)	1,284,946	415,967	780,753	88,226	1,284,946		-
21305 CONTRACTED SPEECH	664,106	786,286	659,359	634,064	45,500	679,564	277,889	400,587	1,088	679,564		-
21309 CONT. OCCUPATIONAL THERAPY	813,773	803,411	772,093	752,011	103,500	855,511	306,906	537,598	11,007	855,511		-
21311 CONTRACTED PHYSICAL THERAPY	230,649	265,125	255,375	262,125	33,500	295,625	118,802	175,939	884	295,625		-
12004 LEGAL SERVICES	289,431	299,040	207,065	290,000	-	290,000	47,410	237,590	5,000	290,000		-
22001 TEXTBOOKS-NEW	70,161	23,971	5,494	5,500	-	5,500	1,084	-	4,416	5,500		-
22003 TEXTBOOKS-CONSUMABLES	5,130	6,016	4,199	5,120	-	5,120	19	-	5,101	5,120		-
23003 PERIODICALS	126	-	-	-	-	-	-	-	-	-		-
24011 GENERAL TEACHING SUPPLIES	75,645	67,441	50,926	52,000	-	52,000	16,686	1,819	33,495	52,000		-
24013 SPECIAL EDUCATION TESTING	43,842	62,756	53,128	53,350	-	53,350	4,517	1,141	47,692	53,350		-
25003 PROFESSIONAL DEVELOPMENT	154,767	144,357	120,081	150,000	-	150,000	42,442	47,280	60,278	150,000		-
25004 LOCAL TRAVEL EXPENSE	1,523	2,038	2,218	2,000	-	2,000	-	-	2,000	2,000		-
25011 PUPIL EVALUATION	330,245	325,986	216,051	310,000	(137,000)	173,000	13,050	6,100	153,850	173,000		-
25013 TEMPORARY HOURLY SERVICES	-	-	-	-	-	-	-	-	-	-		-
25026 DUES AND MEMBERSHIPS	860	1,460	800	1,000	-	1,000	960	-	40	1,000		-
25030 COMPUTER SOFTWARE & SUPPLIES	62,516	39,258	39,111	27,500	-	27,500	11,469	245	15,786	40,000		(12,500)
52002 IN-DISTRICT SPECIAL ED TRANS	683,096	868,881	775,621	729,455	-	729,455	59,593	657,674	12,189	717,266		12,189
52003 O-O-D SPECIAL ED TRANSPORTATION	459,047	466,889	482,518	470,000	-	470,000	75,168	279,557	115,274	421,784		48,216
72044 REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-		-
14100 TUITION-PUBLIC SCHOOLS	19,841	135,765	262,219	235,000	-	235,000	14,924	-	220,076	92,667		142,333
14300 TUITION-NON PUBLIC SCHOOLS	6,649,461	7,073,659	6,686,475	6,503,314	-	6,503,314	2,280,455	2,386,245	1,836,614	6,445,022		58,292
TOTAL OPERATING	11,829,313	12,750,906	11,798,282	11,812,885	-	11,812,885	3,687,342	5,512,527	2,613,017	11,564,355		248,530
EQUIPMENT												
73102 REPL. CLASSROOM FURNITURE	-	-	-	-	-	-	-	-	-	-		-
123001 NEW OFFICE FURNITURE/EQUIP	-	-	-	-	-	-	-	-	-	-		-
123019 NEW ASSISTIVE TECHNOLOGY EQ.	39,934	30,318	20,537	30,000	-	30,000	3,529	43	26,429	30,000		-
123020 NEW CLASSROOM FURNITURE	-	-	-	-	-	-	-	-	-	-		-
TOTAL EQUIPMENT	39,934	30,318	20,537	30,000	-	30,000	3,529	43	26,429	30,000		-
GRAND TOTAL SPECIAL EDUCATIO	26,011,682	26,642,764	25,823,660	26,437,084	176,088	26,613,172	9,551,881	13,707,684	3,353,607	26,226,129	197.73	387,042
REVENUE												Surplus/ (Shortfall)
143003 EARLY LEARNING PROGRAM TUITIO	-	-	-	-	-	-	-	-	-	-		-
143002 EXCESS COST REIMBURSEMENT	(3,412,941)	(3,427,518)	(2,566,258)	(2,321,235)	-	(2,321,235)	-	-	-	(2,221,775)		(99,460)
REVENUE	(3,412,941)	(3,427,518)	(2,566,258)	(2,321,235)	-	(2,321,235)	-	-	-	(2,221,775)		(99,460)
NET SPECIAL EDUCATION EXPENSI	22,598,741	23,215,246	23,257,402	24,115,849	176,088	24,291,937	9,551,881	13,707,684	3,353,607	24,004,354		287,582

906	RC - 25	FIXED COSTS	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STP	YR. END EST.	906
907	52001	REGULAR PUPIL TRANSPORTATION	1,830,185	2,067,272	2,232,400	2,342,829	(44,277)	2,298,552	868,122	1,394,402	36,028	2,262,524		36,028	907
908															908
909															909
910		TOTAL TRANSPORTATION	1,830,185	2,067,272	2,232,400	2,342,829	(44,277)	2,298,552	868,122	1,394,402	36,028	2,262,524		36,028	910
911															911
912		HEATING FUEL													912
913	63001	FUEL OIL - RC25	32,498	19,053	17,607	368,300	-	368,300	2,123	7,877	358,300	368,300		-	913
914	63001	FUEL OIL - DHS	147,118	214,350	111,422	-	-	-	23,648	81,352	(105,000)	-		-	914
915	63001	FUEL OIL - MIDDLESEX	88,893	108,362	56,994	-	-	-	20,514	49,486	(70,000)	-		-	915
916	63002	FUEL OIL - MIDDLESEX	-	-	-	-	-	-	-	-	-	-		-	916
917	63001	FUEL NATURAL GAS - HINDLEY	16,193	31,358	29,097	-	-	-	8,772	21,228	(30,000)	-		-	917
918	63001	FUEL OIL - HOLMES	26,071	29,563	46,797	-	-	-	-	20,700	(20,700)	-		-	918
919	63001	FUEL OIL - OX RIDGE	41,902	56,445	55,984	-	-	-	175	32,225	(32,400)	-		-	919
920	63001	FUEL OIL - ROYLE	30,794	31,987	36,330	-	-	-	5,584	19,617	(25,200)	-		-	920
921	63001	FUEL OIL - TOKENEKE	28,974	39,871	38,856	-	-	-	5,452	30,548	(36,000)	-		-	921
922		TOTAL HEATING FUEL	412,443	530,989	393,085	368,300	-	368,300	66,266	263,034	39,000	368,300		-	922
923															923
924		UTILITIES													924
925	64001	WATER - RC25	2,515	17,023	13,401	87,200	-	87,200	1,070	8,280	77,850	87,200		-	925
926	64001	WATER - DHS	22,382	25,488	30,119	-	-	-	10,396	14,604	(25,000)	-		-	926
927	64001	WATER - MIDDLESEX	15,876	15,677	19,057	-	-	-	6,916	9,184	(16,100)	-		-	927
928	64001	WATER - HINDLEY	4,772	5,854	4,984	-	-	-	2,152	3,348	(5,500)	-		-	928
929	64001	WATER - HOLMES	7,866	8,134	9,490	-	-	-	2,921	5,079	(8,000)	-		-	929
930	64001	WATER - OX RIDGE	3,900	5,076	5,146	-	-	-	1,807	3,943	(5,750)	-		-	930
931	64001	WATER - ROYLE	6,117	6,942	7,220	-	-	-	2,485	4,515	(7,000)	-		-	931
932	64001	WATER - TOKENEKE	9,671	9,404	11,874	-	-	-	4,787	5,713	(10,500)	-		-	932
933		TOTAL WATER	73,098	93,598	101,289	87,200	-	87,200	32,533	54,667	-	87,200		-	933
934	64002	ELECTRICITY - RC25	124,014	90,689	39,308	1,180,065	-	1,180,065	16,929	16,071	1,147,065	1,180,065		-	934
935	64002	ELECTRICITY - GEN. & SOLAR DHS	461,523	499,364	491,931	-	-	-	156,588	276,412	(433,000)	-		-	935
936	64002	ELECTRICITY - MIDDLESEX	186,970	216,859	164,750	-	-	-	76,654	123,346	(200,000)	-		-	936
937	64002	ELECTRICITY - HINDLEY	66,117	59,325	48,811	-	-	-	21,677	30,323	(52,000)	-		-	937
938	64002	ELECTRICITY - HOLMES	37,655	52,923	47,106	-	-	-	18,361	31,639	(50,000)	-		-	938
939	64002	ELECTRICITY - GEN & SOLAR OX RID	72,501	80,988	110,699	-	-	-	33,257	73,743	(107,000)	-		-	939
940	64002	ELECTRICITY - ROYLE	44,868	43,166	41,027	-	-	-	19,248	25,752	(45,000)	-		-	940
941	64002	ELECTRICITY - TOKENEKE	115,128	133,261	150,185	-	-	-	63,894	72,606	(136,500)	-		-	941
942		TOTAL ELECTRICITY	1,108,776	1,176,575	1,093,818	1,180,065	-	1,180,065	406,608	649,892	123,565	1,180,065		-	942

		ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
943	64003	40,568	64,510	69,395	67,200	(2,000)	65,200	25,406	39,194	600	65,200		943
944	64003	-	-	-	-	-	-	-	-	-	-		944
945	64003	-	-	-	-	-	-	-	-	-	-		945
946	64003	-	-	-	-	-	-	-	-	-	-		946
947	64003	-	-	-	-	-	-	-	-	-	-		947
948	64003	-	-	-	-	-	-	-	-	-	-		948
949	64003	-	-	-	-	-	-	-	-	-	-		949
950	64003	-	-	-	-	-	-	-	-	-	-		950
951	64003	-	-	-	-	-	-	-	-	-	-		951
952	64003	-	-	-	-	-	-	-	-	-	-		952
953	64003	40,568	64,510	69,395	67,200	(2,000)	65,200	25,406	39,194	600	65,200		953
954	64004	43,085	36,253	46,799	52,000	-	52,000	39,339	-	12,661	39,339		954
955	64004	-	-	-	-	-	-	-	-	-	-		955
956	64004	-	-	-	-	-	-	-	-	-	-		956
957	64004	-	-	-	-	-	-	-	-	-	-		957
958	64004	-	-	-	-	-	-	-	-	-	-		958
959	64004	-	-	-	-	-	-	-	-	-	-		959
960	64004	-	-	-	-	-	-	-	-	-	-		960
961	64004	-	-	-	-	-	-	-	-	-	-		961
962	64004	43,085	36,253	46,799	52,000	-	52,000	39,339	-	12,661	39,339		962
963													963
964		1,265,527	1,370,936	1,311,301	1,386,465	(2,000)	1,384,465	503,887	743,752	136,826	1,371,804		964
965													965
966													966

TOTAL UTILITIES

INSURANCE

967	82001	185,349	194,654	182,870	188,000	-	188,000	93,411	-	94,389	186,820		967
968	82002	327,119	317,182	301,733	311,760	(15,631)	296,129	222,095	74,034	0	296,129		968
969	82003	10,612,261	10,940,600	11,385,127	12,267,598	(15,186)	12,252,412	6,517,021	168,016	5,567,376	12,252,412		969
970	82004	19,204	15,750	14,600	14,811	790	15,601	15,601	-	-	15,601		970
971	82006	101,000	129,960	123,834	110,259	(5,000)	105,259	105,259	-	0	105,259		971
972	82007	67,362	40,522	74,004	60,000	19,841	79,841	77,604	40,736	(38,499)	120,000		972
973		11,312,295	11,638,668	12,082,166	12,952,428	(15,186)	12,937,242	7,030,989	202,786	5,623,466	12,976,221		973
974													974
975													975

RETIREMENT

976	84001	747,421	1,033,478	1,010,789	1,360,892	15,186	1,376,078	1,376,078	-	-	1,376,078		976
977	84002	1,808,916	1,858,074	1,947,793	1,955,512	-	1,955,512	840,417	-	1,115,095	1,955,512		977
978	84004	434,160	389,291	422,131	268,434	-	268,434	268,434	-	-	268,434		978
979		2,990,497	3,280,843	3,380,713	3,584,838	15,186	3,600,024	2,484,979	-	1,115,095	3,600,024		979
980													980
981		17,810,946	18,888,707	19,399,665	20,634,860	(46,277)	20,588,583	10,954,193	2,683,975	6,950,415	20,578,873		981
982													982

TOTAL FIXED COSTS

REVENUE

983	84005	(319,300)	(328,205)	(337,671)	(197,642)	-	(197,642)	-	-	(197,642)	(197,642)		983
984	84006	-	(6,295)	(7,138)	(5,000)	-	(5,000)	(3,125)	1,715	(5,000)	(5,000)		984
985													985
986													986

NET FIXED COSTS

987		17,491,646	18,554,206	19,054,856	20,432,218	(46,277)	20,385,941	10,951,068	2,685,690	6,747,773	20,376,231		987
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RC - 26	EARLY LEARNING PROGRAM	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
21102	ASSISTANT PRINCIPAL	150,363	153,746	157,205	161,135	-	161,135	80,568	80,568	-	161,135	1.00	-
21302	SUBSTITUTE TEACHERS	9,150	12,350	7,800	10,000	-	10,000	1,588	-	8,413	10,000	-	-
21303	SPECIAL CLASS TEACHERS	647,314	692,359	750,740	785,380	(16,520)	768,860	273,433	495,427	0	768,860	8.80	0
21603	TEACHER AIDS	570,545	625,513	541,199	649,904	6,583	656,487	223,618	358,525	74,344	641,487	17.00	15,000
	TOTAL PERSONNEL	1,377,372	1,483,969	1,456,944	1,606,419	(9,937)	1,596,482	579,206	934,519	82,756	1,581,482	26.80	15,000
22003	TEXTBOOKS-CONSUMABLES	5,700	811	3,108	5,500	-	5,500	414	278	4,808	3,500	-	2,000
24011	GENERAL TEACHING SUPPLIES	6,572	5,466	2,096	6,000	-	6,000	4,154	884	962	6,000	-	-
24013	SPECIAL EDUCATION TESTING	459	484	-	500	-	500	230	-	270	500	-	-
25003	PROFESSIONAL DEVELOPMENT	8,288	11,463	3,464	10,000	-	10,000	-	-	10,000	10,000	-	-
25026	DUES AND MEMBERSHIPS	200	-	-	-	-	-	-	-	-	-	-	-
	TOTAL OPERATING	21,218	18,225	8,668	22,000	-	22,000	4,798	1,161	16,041	20,000	-	2,000
123020	NEW CLASSROOM FURNITURE	1,239	-	1,231	-	-	-	-	-	-	-	-	-
73020	NEW CLASSROOM FURNITURE	952	792	-	1,000	-	1,000	-	-	1,000	1,000	-	-
	TOTAL EQUIPMENT	2,191	792	1,231	1,000	-	1,000	-	-	1,000	1,000	-	-
	TOTAL EARLY LEARNING PROGR.	1,400,782	1,502,985	1,466,643	1,629,419	(9,937)	1,619,482	584,004	935,680	99,797	1,602,482	26.80	17,000
143003	ELP TUITION	(306,594)	(336,621)	(275,921)	(332,225)	-	(332,225)	(69,000)	-	(69,000)	(242,428)	-	(89,797)
	TOTAL ELP TUITION	(306,594)	(336,621)	(275,921)	(332,225)	-	(332,225)	(69,000)	-	(69,000)	(242,428)	-	(89,797)
	TOTAL EARLY LEARNING PROGR.	1,094,188	1,166,365	1,190,921	1,297,194	(9,937)	1,287,257	515,004	935,680	30,797	1,360,054	26.80	(72,797)

1017	RC - 28	COVID EXPENSES	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.	1017
1018															1018
1019															1019
1020															1020
1021	2810503	HINDLEY 3rd GRADE TEACHER	-	-	-	-	66,169	66,169	22,905	43,264	0	66,169	1.00	0	1021
1022	2810702	HOLMES 2nd GRADE TEACHER	-	-	-	-	113,025	113,025	39,124	73,901	-	113,025	1.00	-	1022
1023	2810704	HOLMES 4th GRADE TEACHER	-	-	-	-	-	-	29,489	42,596	(72,085)	72,085	1.00	(72,085)	1023
1024	2810803	OX RIDGE 3rd GRADE TEACHER	-	-	-	-	-	-	19,493	36,820	(56,313)	56,313	1.00	(56,313)	1024
1025	2810901	ROYLE 1st GRADE TEACHER	-	-	-	-	-	-	31,257	59,040	(90,297)	90,297	1.00	(90,297)	1025
1026	2810904	ROYLE 4th GRADE TEACHER	-	-	-	-	54,396	54,396	18,829	35,567	-	54,396	1.00	-	1026
1027	2811005	TOKENEKE 5th GRADE TEACHER	-	-	-	-	63,396	63,396	21,945	41,451	(0)	63,396	1.00	(0)	1027
1028	21202	SUBSTITUTE TEACHERS	-	-	-	-	-	-	31,195	-	-	49,000	-	(49,000)	1028
1029	21602	CAMPUS MONITORS	-	-	-	-	-	-	16,815	66,050	(82,865)	89,693	4.00	(89,693)	1029
1030	21603	LUNCH MONITORS	-	-	-	-	-	-	60,457	-	(60,457)	161,978	6.00	(161,978)	1030
1031	21607	LUNCH STAFF	-	-	-	-	-	-	123,477	177,627	(301,104)	388,964	-	(388,964)	1031
1032	11044	TECHNICIAN	-	-	-	-	-	-	7,902	37,500	(45,402)	45,402	1.00	(45,402)	1032
1033	41001	DIRECTOR OF NURSING	-	-	-	-	20,000	20,000	8,000	12,000	-	20,000	-	-	1033
1034	41002	NURSE	-	-	-	-	14,243	14,243	5,827	8,416	0	14,243	0.20	0	1034
1035	41003	LPNS	-	-	-	-	-	-	75,487	162,513	(9,526)	27,360	-	(27,360)	1035
1036	41004	NURSE CONTRACT TRACING	-	-	-	-	-	-	9,526	-	-	128,577	-	(128,577)	1036
1037	61001	PART TIME CUSTODIANS	-	-	-	-	-	-	31,747	-	-	70,787	-	(70,787)	1037
1038	61005	CUSTODIAL OVERTIME	-	-	-	-	-	-	28,248	-	-	20,421	-	(20,421)	1038
1039	21312	STAFF DEVELOPMENT	-	-	-	-	-	-	602,144	796,746	(956,049)	1,756,666	18.20	(1,425,437)	1039
1040		TOTAL PERSONNEL	-	-	-	-	331,229	331,229	602,144	796,746	(956,049)	1,756,666	18.20	(1,425,437)	1040
1041															1041
1042	23004	RESOURCE MATERIALS	-	-	-	-	6,295	6,295	67,453	2,098	(63,255)	69,551	-	(63,255)	1042
1043	25030	COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	-	1,274	-	(1,274)	32,900	-	(32,900)	1043
1044	35000	POLICE AND FIRE SERVICES	-	-	-	-	-	-	33,884	-	(33,884)	33,884	-	(33,884)	1044
1045	42001	HEALTH SUPPLIES	-	-	-	-	-	-	80,991	2,365	(83,356)	83,356	-	(83,356)	1045
1046	52001	REGULAR PUPIL TRANSPORTATION	-	-	-	-	8,840	8,840	1,664	3,464	3,712	8,840	-	-	1046
1047	65001	CUSTODIAL SUPPLIES	-	-	-	-	-	-	81,125	20,610	(101,735)	120,000	-	(120,000)	1047
1048	72001	CONTRACTED JANITORIAL SERVICE	-	-	-	-	-	-	39,190	310,810	(350,000)	350,000	-	(350,000)	1048
1049	74030	EMERGENCY REPAIRS	-	-	-	-	-	-	195,909	15,624	(211,533)	213,900	-	(213,900)	1049
1050	82003	HEALTH INSURANCE	-	-	-	-	18,067	18,067	49,798	-	(31,730)	87,773	-	(69,706)	1050
1051	101002	YMCA	-	-	-	-	-	-	67,860	86,860	(154,720)	122,620	-	(122,620)	1051
1052		TOTAL OPERATING	-	-	-	-	33,203	33,203	619,147	441,831	(1,027,775)	1,122,823	-	(1,089,620)	1052
1053															1053
1054	123021	NEW COMPUTER EQUIPMENT	-	-	-	-	-	-	101,739	53,700	(155,438)	155,438	-	(155,438)	1054
1055		TOTAL EQUIPMENT	-	-	-	-	-	-	101,739	53,700	(155,438)	155,438	-	(155,438)	1055
1056															1056
1057		TOTAL COVID REOPENING	-	-	-	-	364,432	364,432	1,323,030	1,292,276	(2,139,263)	3,034,928	18	(2,670,495)	1057

Darien Public Schools
Budget Projection for 2020-21

EXPENSES

Category	2017 - 2018	2018 - 2019	2019 - 2020	Orig. Bud	Adjust.	Rev. Bud.	Exp	Encumber	Avail. Bud	Exp. Forecast	CURR STF	Surplus/ (Shortfall)
Personnel	62,309,998	63,563,744	64,824,885	66,862,133	15,328	66,877,461	26,610,790	39,043,561	1,334,721	67,937,338	781,71	(1,059,877)
Operating	19,147,818	19,532,888	18,215,318	17,879,364	103,583	17,982,947	7,398,701	7,190,155	3,394,091	18,708,450	-	(725,503)
Fixed	17,810,946	18,888,707	19,399,665	20,634,860	(46,277)	20,588,583	10,954,193	2,683,975	6,950,415	20,578,873	-	9,710
Equipment	998,839	1,002,157	877,118	482,464	(0)	482,464	245,941	299,694	(63,171)	612,876	-	(130,412)
GRAND TOTAL EXPENSES	100,267,602	102,987,496	103,316,986	105,858,821	72,634	105,931,455	45,209,625	49,217,385	11,616,056	107,837,536	781,71	(1,906,082)

REVENUE

RC-1 Student Parking Fees	(11,000)	(11,000)	(11,000)	(11,000)	-	(11,000)	(11,000)	(11,000)	(11,000)	-	-	
RC-11 Summer School Field Use	(35,000)	(35,000)	-	-	-	-	-	-	-	-	-	
RC-12 Building Rental	(95,423)	(89,267)	(54,013)	(91,800)	-	(91,800)	(22,213)	(22,213)	(22,213)	-	(69,587)	
RC-12 Use of Fields	(144,154)	(143,197)	(71,109)	(140,000)	-	(140,000)	(208,357)	(208,357)	(210,670)	-	70,670	
RC-15 Revenue for IT Services	(201,323)	(203,071)	(212,644)	(216,929)	-	(216,929)	-	(216,929)	(216,929)	-	-	
RC-20 Revenue for IT Services	-	-	-	-	-	-	-	-	-	-	-	
RC-23 Continuing Education	-	-	-	-	-	-	-	-	-	-	-	
RC-23 Summer School	(596,321)	(621,433)	(197,435)	(46,612)	(72,634)	(119,246)	(121,335)	(121,335)	(121,335)	-	2,089	
RC-24 Excess Cost Grant*	(3,412,941)	(3,427,518)	(2,566,258)	(2,321,235)	-	(2,321,235)	-	-	(2,221,775)	-	(99,460)	
RC-24 ELP Tuition	-	-	-	-	-	-	-	-	-	-	-	
RC-25 OPEB/Medicare Reimbursement	(319,300)	(334,500)	(344,809)	(202,642)	-	(202,642)	(3,125)	(202,642)	(202,642)	-	-	
RC-26 Early Learning Program	(306,594)	(336,621)	(275,921)	(332,225)	-	(332,225)	(69,000)	(69,000)	(242,428)	-	(89,797)	
GRAND TOTAL REVENUE	(5,122,056)	(5,201,607)	(3,768,189)	(3,362,443)	(72,634)	(3,435,077)	(435,031)	4,568	(851,476)	(3,248,992)	(186,005)	
NET BUDGET (Appropriation)	95,145,547	97,785,889	99,548,797	102,496,378	-	102,496,378	44,774,594	49,221,953	10,764,580	104,588,544	781.71	(2,092,166)

RC - #	RESPONSIBILITY CENTER SUMMARY RC NAME	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQS.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.	1098 1099
1100	RC-1 DHS	12,627,891	12,881,729	13,316,006	13,639,296	(219,030)	13,420,266	5,087,192	8,029,560	303,514	13,381,671		38,593	1100
1101	RC-2 FITCH ACADEMY	264,668	446,085	471,318	491,883	25,030	516,913	196,305	310,463	10,145	511,913		5,000	1101
1102	RC-3 MNIS	10,183,813	10,231,978	10,343,800	10,612,748	(198,903)	10,413,845	3,935,616	6,240,386	237,843	10,403,085		10,759	1102
1103	RC-5 Hindley	3,405,446	3,604,442	3,635,150	3,721,394	(88,801)	3,632,593	1,406,657	2,177,568	48,368	3,628,191		4,402	1103
1104	RC-7 Holmes	3,102,368	3,228,891	3,420,056	3,571,469	(115,710)	3,455,759	1,349,958	2,030,011	75,790	3,454,581		1,177	1104
1105	RC-8 Ox Ridge	3,389,782	3,436,506	3,572,668	3,705,734	(26,576)	3,679,158	1,406,665	2,202,233	70,260	3,660,903		18,256	1105
1106	RC-9 Royle	2,951,676	3,041,202	3,153,268	3,252,556	5,020	3,257,577	1,275,010	1,931,116	51,451	3,256,678		899	1106
1107	RC-10 Tokeneke	3,255,211	3,415,221	3,360,380	3,542,778	(211,831)	3,349,947	1,283,368	1,997,400	50,179	3,328,355		2,592	1107
1108	RC-11 Ath Health & P E	1,807,591	1,774,324	1,690,473	1,851,301	5,086	1,856,387	574,848	311,400	970,138	1,700,267		31,875	1108
1109	RC-12 Maintenance	4,020,934	3,941,360	3,419,737	3,469,647	(789)	3,468,838	1,537,199	1,254,881	656,778	3,436,983		156,120	1109
1110	RC-13 Music	261,709	269,094	262,180	295,117	(6,295)	288,822	122,555	136,921	29,346	276,697		12,125	1110
1111	RC-14 Art	112,822	109,228	97,309	111,170	-	111,170	48,516	14,430	48,204	111,170		-	1111
1112	RC-15 Tech Plan	3,268,252	3,112,152	3,444,484	2,867,734	55,454	2,923,188	1,738,192	1,101,128	83,868	2,917,601		5,587	1112
1113	RC-16 Admin	876,863	694,930	944,889	873,686	18,927	892,613	424,252	404,863	63,497	890,399		0	1113
1114	RC-17 Health	792,521	854,727	842,321	824,101	15,338	839,439	345,036	434,893	59,509	839,439		0	1114
1115	RC-18 Personnel	940,564	1,227,494	942,086	1,008,931	243,606	1,252,537	503,369	495,554	289,614	1,202,990		49,547	1115
1116	RC-19 Curriculum	2,418,322	2,369,939	2,411,292	2,270,330	918	2,271,248	986,707	1,145,511	139,030	2,264,247		7,001	1116
1117	RC-20 Finance	586,022	589,547	588,511	656,768	27,222	683,990	324,434	371,721	(12,165)	683,990		0	1117
1118	RC-21 Library/Media	173,267	182,616	159,838	180,009	(50)	179,959	85,902	17,876	76,181	179,958		1	1118
1119	RC-22 Tech Ed	47,799	40,358	42,501	108,243	-	108,243	254	254	78,388	108,232		11	1119
1120	RC-23 Cont. Ed	556,671	501,198	508,550	102,561	59,713	162,275	115,135	25,581	21,559	157,773		4,502	1120
1121	RC-24 SPED	26,011,682	26,642,764	25,823,660	26,437,084	176,088	26,613,172	9,551,881	13,707,684	3,333,607	26,228,129		387,042	1121
1122	RC-25 Fixed Expenses	17,810,946	18,888,707	19,399,665	20,634,860	(46,277)	20,588,583	10,954,193	20,588,583	6,930,411	20,578,175		9,710	1122
1123	RC-26 Early Learning Program	1,400,782	1,502,985	1,466,843	1,629,419	(9,937)	1,619,482	584,004	935,680	99,797	1,602,482		17,000	1123
1124	RC-28 COVID EXPENSES	100,267,602	102,937,496	103,316,986	105,858,821	72,634	105,931,455	45,209,625	49,217,385	11,616,056	107,837,536		(1,906,083)	1124
1125	TOTAL ACTUAL													1125
1126	PERSONNEL SUMMARY													1126
1127	RC-1 Darien High School	12,378,407	12,608,428	13,098,294	13,377,857	(214,612)	13,163,245	5,004,364	8,007,790	151,091	13,141,667		21,578	1127
1128	RC-2 Fitch Academy	240,668	360,675	382,833	385,720	25,030	410,750	156,090	254,659	0	410,750		0	1128
1129	RC-3 Middlesex Middle School	10,093,325	10,132,028	10,286,024	10,511,944	(198,903)	10,313,041	3,892,080	6,235,168	185,792	10,302,281		10,759	1129
1130	RC-5 Hindley School	3,345,693	3,446,513	3,588,225	3,665,993	(89,993)	3,576,000	1,364,474	2,173,668	37,838	3,571,598		4,402	1130
1131	RC-7 Holmes School	3,032,547	3,159,280	3,357,775	3,512,092	(115,710)	3,396,382	1,306,036	2,027,769	62,576	3,395,204		1,177	1131
1132	RC-8 Ox Ridge School	3,337,821	3,384,522	3,525,604	3,652,713	(27,397)	3,625,316	1,362,515	2,200,119	62,682	3,607,061		18,256	1132
1133	RC-9 Royle School	2,902,904	2,995,571	3,115,221	3,205,759	2,615	3,208,375	1,234,576	1,930,875	42,923	3,207,476		899	1133
1134	RC-10 Tokeneke School	3,204,562	3,363,687	3,324,759	3,489,740	(211,831)	3,277,909	1,246,222	1,996,582	35,106	3,273,317		2,592	1134
1135	RC-11 Physical Education	1,014,667	1,072,217	1,046,944	1,120,690	5,086	1,125,776	401,187	223,604	500,984	1,033,386		92,390	1135
1136	RC-12 Maintenance	1,673,810	1,688,088	1,711,546	1,662,149	16,072	1,678,221	816,212	743,068	118,941	1,678,221		0	1136
1137	RC-13 Music	182,339	193,213	191,326	209,978	-	209,978	70,879	129,688	9,411	203,622		6,356	1137
1138	RC-14 Art	-	-	-	-	-	-	-	-	-	-		-	1138
1139	RC-15 Technology	1,040,728	988,196	1,119,996	1,099,917	24,095	1,124,012	551,159	567,267	5,587	1,118,425		5,587	1139
1140	RC-16 Administration	412,412	273,393	455,384	440,335	10,177	450,512	226,327	224,185	0	450,512		0	1140
1141	RC-17 Health	741,756	807,567	789,174	774,501	15,338	785,839	322,220	430,189	37,430	789,839		0	1141
1142	RC-18 Personnel	813,145	1,130,714	864,336	911,231	243,606	1,154,837	480,935	444,331	229,552	1,106,790		48,407	1142
1143	RC-19 Curriculum	1,770,926	1,906,198	1,898,354	1,954,674	1,168	1,955,842	776,896	1,129,965	48,981	1,955,841		1	1143
1144	RC-20 Finance	552,557	552,407	550,815	632,893	27,222	660,115	323,534	371,646	(35,065)	660,115		0	1144
1145	RC-21 Library/Media	2,512	2,512	2,613	2,665	(52)	2,613	1,069	1,543	1	2,613		2	1145
1146	RC-22 Continuing Education	49,412	55,339	53,876	50,661	6,038	56,700	31,634	25,064	2	56,698		0	1146
1147	RC-23 Special Education	14,142,435	13,861,540	14,004,842	14,594,199	176,088	14,770,287	5,861,011	8,195,115	714,161	14,631,774		138,513	1147
1148	RC-26 Early Learning Program	1,377,372	1,483,969	1,456,944	1,606,419	(9,937)	1,596,482	579,206	934,519	82,756	1,581,482		15,000	1148
1149	RC-28 COVID EXPENSES	62,309,998	63,563,744	64,824,885	66,862,133	15,328	66,877,461	26,610,790	39,043,561	1,334,721	67,937,338		(1,059,877)	1149
1149	TOTAL PERSONNEL													

Monthly Financial Report
Through December 2020
Darien Board of Education



Highlights of Monthly Financial Report Through December 2020

The financial report currently shows a year-end deficit of \$ (2,092,166) or 2.04%.

RC's	Forecast
General Education RC's	\$363,544
Special Education RC's	\$214,785
Re-opening expenditures	\$(2,670,495)
Total	\$(2,092,166)

COVID 19 Re-opening Expenses

Category	Operating Fund	Grants	Total Spending	Less Grants	Less Transfers & Proposed Transfers	Total
Staffing	\$1,844,439	\$0	\$1,844,439	\$0	\$(382,935)	\$1,461,504
Facilities	\$801,139	\$389,497	\$1,190,636	\$(389,497)	\$(66,047)	\$735,092
Technology	\$188,338	\$92,611	\$280,949	\$(92,611)	\$0	\$188,338
Athletics	\$122,620	\$0	\$122,620	\$0	\$(122,620)	\$0
Transportation	\$8,840	\$0	\$8,840	\$0	\$(8,840)	\$0
Materials	\$69,551	\$0	\$69,551	\$0	\$(69,551)	\$0
Total	\$3,034,927	\$482,108	\$3,517,035	\$(482,108)	\$(649,993)	\$2,384,934

Change in Re-opening Expenses

	Forecast	Category	Category Difference
October (Operating) Re-opening Expenses	\$2,447,939		
Salary savings from unfilled campus monitor at DHS	\$(19,688)	Salaries	
Salary savings from unfilled Technology Technician	\$(46,552)	Salaries	
Salary savings from Lunch Monitors due to Hybrid/Remote Schedules	\$(25,222)	Salaries	
LPN Savings from fully remote days	\$(13,440)	Salaries	
Food Service projected shortfall due to Hybrid/Remote Schedules	\$388,964	Salaries	+\$284,062
Reduction in Plexiglas	\$(14,999)	Facilities	
Savings from Contracted Cleaning Weekend Service due to Hybrid/Remote	\$(16,750)	Facilities	
PPE's	\$2,086	Facilities	\$(29,663)
Technology Equipment	\$260	Technology	+260
YMCA Boys Swimming	\$(26,100)	Athletics	
YMCA Gymnastics	\$(6,000)	Athletics	\$(32,100)
Adjusted Re-opening Expenses	\$2,670,497		
Proposed Transfers	\$(285,563)		
December Forecast for Re-opening Expenses	\$2,384,934		

Monthly Financial Report – December 2020

Salaries: The negative variance within salaries is largely attributed to the following

Rental Custodial Overtime: \$33,500	
Interns: \$22,950	
Weight Room: \$10,000	
Clubs and Councils: \$23,869	
Intramurals: \$46,235	
Salary Savings/Turnover: \$180,960	
Contract Support: \$48,046	
Re-opening Costs: \$(1,425,437)	
Total Salary Forecast: \$(1,059,877)	

Monthly Financial Report – December 2020

Operating: The negative variance within operating is largely attributed to the following

Teaching Supplies: \$17,064	
Other Student Activities: \$7,000	
Athletic Transportation: \$51,730	
Athletic Sports Officials: \$12,000	
Professional Meetings: \$9,089	
Music Transportation: \$5,705	
Recruitment & Travel: \$8,500	
Special Education Software Supplies: \$(12,500)	
Adult Education Contracted Service: \$4,500	
Special Education Transportation: \$60,405	
Special Education Tuition: \$200,625	
COVID Re-opening Expense: \$(1,089,620)	
Total Operating Expenses: \$(725,503)	

Monthly Financial Report – December 2020

Fixed: The positive variance within fixed is largely attributed to the following

Regular Transportation: \$36,028

Property Insurance: \$1,180

Unemployment Insurance: \$(40,159)

Utilities: \$12,661

Total Fixed Forecast: \$9,710

Monthly Financial Report – December 2020

Equipment: The negative variance within Equipment is largely attributed to the following

Re-opening Expenses: \$(155,438)

Furniture: \$25,000

Tech Ed and Science Equipment: \$26

Total Equipment Forecast: \$(130,412)

Monthly Financial Report – December 2020

Revenue: The negative variance within revenue is largely attributed to the following

Building Rentals: \$(69,587)

Field Rentals: \$70,670

Summer School: \$2,089

Excess Cost: \$(99,460)

ELP Tuition: \$(89,797)

Total Revenue Forecast: \$(186,085)

Transfers for BOE Consideration and Approval

Account	Broad Category	To	From	Reason
Resource Materials	COVID	\$19,832		Cover the cost of Resource Materials for Math
Other Student Activities	Materials		\$7,000	Savings from China Exchange
Staff Development	Other Purchased Svs.		\$1,500	CEN Conference cancelled
Recruitment	Other Purchased Svs		\$1,500	CES Conference cancelled
Music Transportation	Other Purchased Svs		\$5,705	Music Competitions cancelled
Field Trips	Other Purchased Svs		\$3,750	Field Trips cancelled
Local Travel	Other Purchased Svs		\$377	Less itinerant travel
Resource Materials	COVID	\$1,990		ELP Materials for COVID
Textbooks	Materials		\$1,990	Less textbooks due to less students
Resource Materials	COVID	\$978		Reopening Plan
Professional Meetings	Other Purchased Svs.		\$978	DMG Conference Cancelled
Resource Materials	COVID	\$7,926		Art COVID supplies
Professional Meetings	Other Purchased Svs.		\$6,875	Cancelled Facilities Conferences
Professional Meetings	Other Purchased Svs.		\$1,051	DMG Conference Cancelled

Transfers for BOE Consideration and Approval

Account	Broad Category	To	From	Reason
Resource Materials	COVID	\$32,530		Literacy Materials due to COVID
Science Materials	Materials		\$10,000	Science material savings due to schedule change
Instructional Materials	Materials		\$2,500	Fitch instructional materials savings
General Teaching Supplies	Materials		\$2,500	Fitch teaching materials savings
Clubs and Councils	Salaries		\$3,596	Clubs not running at MMS due to COVID
Clubs and Councils	Salaries		\$4,400	Clubs not running at Hindley due to COVID
Clubs and Councils	Salaries		\$1,177	Clubs not running at Holmes due to COVID
Clubs and Councils	Salaries		\$1,177	Clubs not running at Ox Ridge due to COVID
Kindergarten Teacher	Salaries		\$2,243	Salary Savings
DSS Revenue	Revenue		\$2,089	DSS Additional Revenue
Local Travel	Other Purchased Svs.		\$2,848	Less itinerant travel due to COVID

Transfers for BOE Consideration and Approval

Account	Broad Category	To	From	Reason
COVID-Interscholastic	COVID	\$67,860		YMCA Girls Swimming
Interscholastic-Officials	Other Purchased Svs.		\$12,000	Fall sports officials savings due to COVID
Interscholastic-Transportation	Other Purchased Svs.		\$51,730	Fall sports transportation savings due to COVID
Intramurals	Salaries		\$4,130	No intramurals due to COVID
COVID-Interscholastic	COVID	\$13,000		YMCA Gymnastics
Intramurals	Salaries		\$13,000	No Intramurals due to COVID
COVID-Interscholastic	COVID	\$41,760		YMCA Boys Swimming
Intramurals	Salaries		\$29,105	No intramurals due to COVID
Weight Room	Salaries		\$10,000	No weight room due to COVID
Assistant Director	Salaries		\$2,655	Salary savings due to turnover

Transfers for BOE Consideration and Approval

Account	Broad Category	To	From	Reason
COVID-Reserve for Emergency Repairs	COVID	\$32,163		Storage Boxes
Furniture	Equipment		\$25,000	Savings from furniture account
Clubs and Councils	Salaries		\$7,163	Clubs not running at MMS due to COVID
COVID-Custodial Overtime	COVID	\$33,500		Custodial Overtime for additional cleaning
Facilities Overtime	Salaries		\$33,500	YMCA Overtime saved due to no building rentals
COVID-Police and Fire	COVID	\$33,884		Police Services for re-opening schools and traffic at MMS and Ox Ridge
Regular Transportation	Other Purchased Svs.		\$33,884	Transportation savings due to remote/hybrid
Unemployment Insurance	Benefits	\$28,000		Additional Unemployment Insurance
Transportation/Drivers	Salaries		\$8,000	Savings from driver turnover
Teacher Aides	Salaries		\$20,000	Savings from vacant positions

DARIEN PUBLIC SCHOOLS**Memorandum**

DATE: January 21, 2021
TO: Board of Education
FROM: Dr. Alan Addley, Superintendent of Schools
Richard Rudl, Director of Finance & Operations
SUBJECT: Re-Opening Expenditures and Special Appropriation

Currently, re-opening expenditures for the operating budget stand at \$2,670,497 excluding grants and approved transfers. We have proposed transfers totaling \$285,563 for BOE approval that were brought to Finance Committee on Thursday, January 14th, which would bring this down to \$2,384,934. The breakdown by category is as follows:

Category	Operating Fund	Grants	Total Spending	Less Grants	Less Approved Transfers	Current Projection	Pending Transfers	Total
Staffing	\$1,844,439	\$0	\$1,844,439	\$0	(\$349,295)	\$1,495,144	(\$33,640)	\$1,461,504
Facilities	\$801,139	\$389,497	\$1,190,636	(\$389,497)	\$0	\$801,139	(\$66,047)	\$735,092
Technology	\$188,338	\$92,611	\$280,949	(\$92,611)	\$0	\$188,338		\$188,338
Athletics	\$122,620	\$0	\$122,620	\$0	\$0	\$122,620	(\$122,620)	\$0
Transportation	\$8,840	\$0	\$8,840	\$0	(\$8,840)	\$0	\$0	\$0
Materials	\$69,551	\$0	\$69,551	\$0	(\$6,295)	\$63,256	(\$63,256)	\$0
Total	\$3,034,927	\$482,108	\$3,517,035	(\$482,108)	(\$364,430)	\$2,670,497	(\$285,563)	\$2,384,934

As discussed in previous meetings it is the Administration's recommendation to bring forward to the Board of Education a request for a special appropriation, which if approved would then move forward to the Board of Finance and RTM.

It is our recommendation at this point to bring forward a recommendation of \$2,384,934 to fund re-opening expenditures due to COVID. Should this amount be approved and not be fully expended it would be our recommendation to leave any unexpended balance remaining in RC28, which would then be returned to the Town's general fund.

Proposed Motion: *The Board of Education requests a special appropriation from the Board of Finance in the amount of \$2,384,934 to fund re-opening expenditures due to COVID with any unexpended balance remaining in RC28 being returned to the Town's general fund.*

Included are two schedules breaking down RC28 expenditures YTD, Encumbrances, Projections and reimbursements.

Darien Public Schools
Anticipated Re-Opening Cost Estimates

		Projection	Coronavirus Relief Funds	ESSER Grant	Total Spending	Less Transfers	Less Coronavirus Relief Funds + ESSER Grant	Net Projection After Transfers	Pending Transfers	Net Projection After Pending Transfers
Category	Description									
Staffing	3rd Grade Teacher at Hindley	\$ 66,169	\$ -	\$ -	\$ 66,169	\$ (66,169)	\$ -	\$ -	\$ -	\$ -
Staffing	2nd Grade Teacher at Holmes	\$ 113,025	\$ -	\$ -	\$ 113,025	\$ (113,025)	\$ -	\$ -	\$ -	\$ -
Staffing	4th Grade Teacher at Holmes	\$ 72,085	\$ -	\$ -	\$ 72,085	\$ -	\$ -	\$ 72,085	\$ -	\$ 72,085
Staffing	1st Grade Teacher at Royle	\$ 90,297	\$ -	\$ -	\$ 90,297	\$ -	\$ -	\$ 90,297	\$ -	\$ 90,297
Staffing	4th Grade Teacher at Royle	\$ 54,396	\$ -	\$ -	\$ 54,396	\$ (54,396)	\$ -	\$ -	\$ -	\$ -
Staffing	5th Grade Teacher at Tokeneke	\$ 63,396	\$ -	\$ -	\$ 63,396	\$ (63,396)	\$ -	\$ -	\$ -	\$ -
Staffing	3rd Grade at Ox Ridge	\$ 56,313	\$ -	\$ -	\$ 56,313	\$ -	\$ -	\$ 56,313	\$ -	\$ 56,313
Staffing	7 Part Time Custodians	\$ 128,577	\$ -	\$ -	\$ 128,577	\$ -	\$ -	\$ 128,577	\$ -	\$ 128,577
Staffing	4 LPN's (Contracted Service)	\$ 224,560	\$ -	\$ -	\$ 224,560	\$ -	\$ -	\$ 224,560	\$ -	\$ 224,560
Staffing	Campus Monitors (4.0 FTE)	\$ 89,693	\$ -	\$ -	\$ 89,693	\$ -	\$ -	\$ 89,693	\$ -	\$ 89,693
Staffing	Technology Technicians (1.0 FTE)	\$ 45,402	\$ -	\$ -	\$ 45,402	\$ -	\$ -	\$ 45,402	\$ -	\$ 45,402
	Lunch monitors part time (2 Per Elementary school, 3 MS)									
Staffing	Lunch Monitors 6.0 FTE)	\$ 161,978	\$ -	\$ -	\$ 161,978	\$ -	\$ -	\$ 161,978	\$ -	\$ 161,978
Staffing	0.2 FTE Nurse	\$ 14,243	\$ -	\$ -	\$ 14,243	\$ (14,243)	\$ -	\$ -	\$ -	\$ -
Staffing	Lunch Staff	\$ 388,964	\$ -	\$ -	\$ 388,964	\$ -	\$ -	\$ 388,964	\$ -	\$ 388,964
Staffing	Nursing Support for Contact Tracing	\$ 27,360	\$ -	\$ -	\$ 27,360	\$ -	\$ -	\$ 27,360	\$ -	\$ 27,360
Staffing	Health Insurance for additional staff	\$ 87,773	\$ -	\$ -	\$ 87,773	\$ (18,066)	\$ -	\$ 69,707	\$ -	\$ 69,707
Staffing	Staff Development	\$ 20,421	\$ -	\$ -	\$ 20,421	\$ -	\$ -	\$ 20,421	\$ -	\$ 20,421
Staffing	Custodial Overtime for Saturday Cleaning	\$ 70,787	\$ -	\$ -	\$ 70,787	\$ -	\$ -	\$ 70,787	\$ (33,640)	\$ 37,147
Staffing	Nursing coverage for COVID phone line	\$ 20,000	\$ -	\$ -	\$ 20,000	\$ (20,000)	\$ -	\$ -	\$ -	\$ -
Staffing	Substitute Coverage due LOA due to COVID	\$ 49,000	\$ -	\$ -	\$ 49,000	\$ -	\$ -	\$ 49,000	\$ -	\$ 49,000
Subtotal		\$ 1,844,439	\$ -	\$ -	\$ 1,844,439	\$ (349,295)	\$ -	\$ 1,495,144	\$ (33,640)	\$ 1,461,504
Facilities	Plexiglas Partitions	\$ 88,408	\$ 203,798	\$ -	\$ 292,206	\$ -	\$ (203,798)	\$ 88,408	\$ -	\$ 88,408
Facilities	Lunch tables	\$ 6,439	\$ -	\$ -	\$ 6,439	\$ -	\$ -	\$ 6,439	\$ -	\$ 6,439
Facilities	Contracting Cleaning Service	\$ 115,500	\$ -	\$ -	\$ 115,500	\$ -	\$ -	\$ 115,500	\$ -	\$ 115,500
Facilities	Weekend Contracted Cleaning Service	\$ 234,500	\$ -	\$ -	\$ 234,500	\$ -	\$ -	\$ 234,500	\$ -	\$ 234,500
Facilities	Handwashing Stations	\$ -	\$ 143,699	\$ -	\$ 143,699	\$ -	\$ (143,699)	\$ -	\$ -	\$ -
Facilities	Touchless Hand sanitizer Stations	\$ -	\$ -	\$ 42,000	\$ 42,000	\$ -	\$ (42,000)	\$ -	\$ -	\$ -
Facilities	PPE's	\$ 83,356	\$ -	\$ -	\$ 83,356	\$ -	\$ -	\$ 83,356	\$ -	\$ 83,356
Facilities	Bike Racks	\$ 2,625	\$ -	\$ -	\$ 2,625	\$ -	\$ -	\$ 2,625	\$ -	\$ 2,625
Facilities	Custodial Supplies (Wipes, Mops, Sprays)	\$ 120,000	\$ -	\$ -	\$ 120,000	\$ -	\$ -	\$ 120,000	\$ -	\$ 120,000
Facilities	HVAC Independent Evaluation & Repairs	\$ 11,200	\$ -	\$ -	\$ 11,200	\$ -	\$ -	\$ 11,200	\$ -	\$ 11,200
Facilities	Police for Ox Ridge, Holmes and MMS	\$ 33,884	\$ -	\$ -	\$ 33,884	\$ -	\$ -	\$ 33,884	\$ (33,884)	\$ (0)
Facilities	Storage Boxes	\$ 32,163	\$ -	\$ -	\$ 32,163	\$ -	\$ -	\$ 32,163	\$ (32,163)	\$ -
Facilities	Tents	\$ 3,500	\$ -	\$ -	\$ 3,500	\$ -	\$ -	\$ 3,500	\$ -	\$ 3,500
Facilities	Exhaust Fans-Survey and Repairs	\$ 32,263	\$ -	\$ -	\$ 32,263	\$ -	\$ -	\$ 32,263	\$ -	\$ 32,263
Facilities	MS Exhaust Fans-Survey and Repairs	\$ 14,895	\$ -	\$ -	\$ 14,895	\$ -	\$ -	\$ 14,895	\$ -	\$ 14,895
Facilities	Elementary Library Air Conditioning units and electric upgrade	\$ 22,407	\$ -	\$ -	\$ 22,407	\$ -	\$ -	\$ 22,407	\$ -	\$ 22,407
Facilities	Increased Electricity due to HVAC purge	TBD	\$ -	\$ -	TBD	\$ -	\$ -	TBD	\$ -	TBD
Subtotal		\$ 801,139	\$ 347,497	\$ 42,000	\$ 1,190,636	\$ -	\$ (389,497)	\$ 801,139	\$ (66,047)	\$ 735,092

Darien Public Schools
Anticipated Re-Opening Cost Estimates

Category	Description	Projection	Coronavirus Relief Funds	ESSER Grant	Total Spending	Less Transfers	Less Coronavirus Relief Funds + ESSER Grant	Net Projection After Transfers	Pending Transfers	Net Projection After Pending Transfers
Technology	Increased Internet Speed from 1gb to 3gb/Firewall	\$ 33,351	\$ -	\$ -	\$ 33,351	\$ -	\$ -	\$ 33,351	\$ -	\$ 33,351
Technology	Charging Stations for elementary devices	\$ -	\$ -	\$ 18,999	\$ 18,999	\$ -	\$ (18,999)	\$ -	\$ -	\$ -
Technology	Document Camera's	\$ -	\$ -	\$ 45,635	\$ 45,635	\$ -	\$ (45,635)	\$ -	\$ -	\$ -
Technology	Cables for Document Cameras	\$ 5,435	\$ -	\$ -	\$ 5,435	\$ -	\$ -	\$ 5,435	\$ -	\$ 5,435
Technology	K-2 Chromebook Covers	\$ 26,917	\$ -	\$ -	\$ 26,917	\$ -	\$ -	\$ 26,917	\$ -	\$ 26,917
Technology	View Sonics to turn conference rooms to classrooms	\$ 39,475	\$ -	\$ -	\$ 39,475	\$ -	\$ -	\$ 39,475	\$ -	\$ 39,475
Technology	Zoom	\$ 32,900	\$ -	\$ -	\$ 32,900	\$ -	\$ -	\$ 32,900	\$ -	\$ 32,900
Technology	Screencastify	\$ -	\$ -	\$ 8,750	\$ 8,750	\$ -	\$ (8,750)	\$ -	\$ -	\$ -
Technology	Book Creator	\$ -	\$ -	\$ 13,500	\$ 13,500	\$ -	\$ (13,500)	\$ -	\$ -	\$ -
Technology	SeeSaw	\$ -	\$ -	\$ 5,727	\$ 5,727	\$ -	\$ (5,727)	\$ -	\$ -	\$ -
Technology	Additional Devices and Equipment	\$ 50,260	\$ -	\$ -	\$ 50,260	\$ -	\$ -	\$ 50,260	\$ -	\$ 50,260
Subtotal		\$ 188,338	\$ -	\$ 92,611	\$ 280,949	\$ -	\$ (92,611)	\$ 188,338	\$ -	\$ 188,338
Materials	Art Materials	\$ 7,926	\$ -		\$ 7,926	\$ -	\$ -	\$ 7,926	\$ (7,926)	\$ 0
Materials	Re-opening State Plan	\$ 978			\$ 978	\$ -	\$ -	\$ 978	\$ (978)	\$ 0
Materials	ELP Materials	\$ 1,990			\$ 1,990	\$ -	\$ -	\$ 1,990	\$ (1,990)	\$ -
Materials	Literacy Materials	\$ 32,530	\$ -		\$ 32,530	\$ -	\$ -	\$ 32,530	\$ (32,530)	\$ (0)
Materials	Music Supplies	\$ 6,295	\$ -		\$ 6,295	\$ (6,295)	\$ -	\$ (0)	\$ -	\$ (0)
Materials	Math Materials	\$ 19,832	\$ -		\$ 19,832	\$ -	\$ -	\$ 19,832	\$ (19,832)	\$ (0)
Subtotal		\$ 69,551	\$ -	\$ -	\$ 69,551	\$ (6,295)	\$ -	\$ 63,256	\$ (63,256)	\$ (0)
Athletics	YMCA	\$ 122,620	\$ -	\$ -	\$ 122,620	\$ -	\$ -	\$ 122,620	\$ (122,620)	\$ -
Subtotal		\$ 122,620	\$ -	\$ -	\$ 122,620	\$ -	\$ -	\$ 122,620	\$ (122,620)	\$ -
Transportation	Bus Sanitation	\$ 8,840	\$ -		\$ 8,840	\$ (8,840)	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 8,840	\$ -	\$ -	\$ 8,840	\$ (8,840)	\$ -	\$ -	\$ -	\$ -
Total Projected Expenditures		\$ 3,034,927	\$ 347,497	\$ 134,611	\$ 3,517,035	\$ (364,430)	\$ (482,108)	\$ 2,670,497	\$ (285,563)	\$ 2,384,934

Category	Description	YTD EXPENDITURES	GRANT REIMBURSEMENT	Net Expenditures After Grants	ENCUMBRANCES	UNENCUMBERED FORECAST	TOTAL PROJECTION	TRANSFERS	TOTAL UNBUDGETED PROJECTION
Staffing	3rd Grade Teacher at Hindley	\$ 25,450	\$ -	\$ 25,450	\$ 40,719	\$ -	\$ 66,169	\$ (66,169)	\$ (0)
Staffing	2nd Grade Teacher at Holmes	\$ 43,471	\$ -	\$ 43,471	\$ 69,554	\$ -	\$ 113,025	\$ (113,025)	\$ -
Staffing	4th Grade Teacher at Holmes	\$ 32,766	\$ -	\$ 32,766	\$ 39,319	\$ -	\$ 72,085	\$ -	\$ 72,085
Staffing	1st Grade Teacher at Royle	\$ 34,730	\$ -	\$ 34,730	\$ 55,567	\$ -	\$ 90,297	\$ -	\$ 90,297
Staffing	4th Grade Teacher at Royle	\$ 20,922	\$ -	\$ 20,922	\$ 33,475	\$ -	\$ 54,396	\$ (54,396)	\$ -
Staffing	5th Grade Teacher at Tokeneke	\$ 24,383	\$ -	\$ 24,383	\$ 39,013	\$ -	\$ 63,396	\$ (63,396)	\$ 0
Staffing	3rd Grade at Ox Ridge	\$ 21,659	\$ -	\$ 21,659	\$ 34,654	\$ -	\$ 56,313	\$ -	\$ 56,313
Staffing	7 Part Time Custodians	\$ 32,324	\$ -	\$ 32,324	\$ -	\$ 96,253	\$ 128,577	\$ -	\$ 128,577
Staffing	4 LPN's (Contracted Service)	\$ 79,615	\$ -	\$ 79,615	\$ 144,945	\$ -	\$ 224,560	\$ -	\$ 224,560
Staffing	Campus Monitors (3.0 FTE)	\$ 21,896	\$ -	\$ 21,896	\$ 67,797	\$ -	\$ 89,693	\$ -	\$ 89,693
Staffing	Technology Technicians (1.0 FTE)	\$ 10,787	\$ -	\$ 10,787	\$ 34,615	\$ -	\$ 45,402	\$ -	\$ 45,402
Staffing	Lunch monitors part time (2 Per Elementary school, 3 MS Lunch Monitors 6.0 FTE)	\$ 63,968	\$ -	\$ 63,968		\$ 98,010	\$ 161,978	\$ -	\$ 161,978
Staffing	0.2 FTE Nurse	\$ 6,474	\$ -	\$ 6,474	\$ 7,768	\$ -	\$ 14,242	\$ (14,243)	\$ (1)
Staffing	Lunch Staff	\$ 177,096	\$ -	\$ 177,096	\$ 211,868	\$ -	\$ 388,964	\$ -	\$ 388,964
Staffing	Nursing Support for Contact Tracing	\$ 9,526	\$ -	\$ 9,526	\$ -	\$ 17,834	\$ 27,360	\$ -	\$ 27,360
Staffing	Health Insurance for additional staff	\$ 58,378	\$ -	\$ 58,378	\$ -	\$ 29,395	\$ 87,773	\$ (18,066)	\$ 69,707
Staffing	Staff Development	\$ 20,421	\$ -	\$ 20,421	\$ -	\$ -	\$ 20,421	\$ -	\$ 20,421
Staffing	Custodial Overtime for Saturday Cleaning	\$ 28,436	\$ -	\$ 28,436	\$ -	\$ 42,351	\$ 70,787	\$ (33,640)	\$ 37,147
Staffing	Nursing coverage for COVID phone line	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 20,000	\$ (20,000)	\$ -
Staffing	Substitute Coverage due LOA due to COVID	\$ 31,195	\$ -	\$ 31,195	\$ -	\$ 17,805	\$ 49,000	\$ -	\$ 49,000
Subtotal		\$ 753,494	\$ -	\$ 753,494	\$ 789,295	\$ 301,648	\$ 1,844,437	\$ (382,935)	\$ 1,461,502
Facilities	Plexiglas Partitions	\$ 276,797	\$ (203,798)	\$ 72,999	\$ -	\$ 15,409	\$ 88,408	\$ -	\$ 88,408
Facilities	Lunch tables	\$ 6,439	\$ -	\$ 6,439	\$ -	\$ -	\$ 6,439	\$ -	\$ 6,439
Facilities	Contracting Cleaning Service	\$ 22,440	\$ -	\$ 22,440	\$ 93,060	\$ -	\$ 115,500	\$ -	\$ 115,500
Facilities	Weekend Contracted Cleaning Service	\$ 50,250	\$ -	\$ 50,250	\$ 184,250	\$ -	\$ 234,500	\$ -	\$ 234,500
Facilities	Handwashing Stations	\$ 143,699	\$ (143,699)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	Touchless Hand sanitizer Stations	\$ 42,000	\$ (42,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	PPE's	\$ 80,991	\$ -	\$ 80,991	\$ 2,365	\$ -	\$ 83,356	\$ -	\$ 83,356
Facilities	Bike Racks	\$ 2,625	\$ -	\$ 2,625	\$ -	\$ -	\$ 2,625	\$ -	\$ 2,625
Facilities	Custodial Supplies (Wipes, Mops, Sprays)	\$ 94,293	\$ -	\$ 94,293	\$ 20,610	\$ 5,097	\$ 120,000	\$ -	\$ 120,000
Facilities	HVAC Independent Evaluation & Repairs	\$ 11,200	\$ -	\$ 11,200	\$ -	\$ -	\$ 11,200	\$ -	\$ 11,200
Facilities	Police for Ox Ridge, Holmes and MMS	\$ 33,884	\$ -	\$ 33,884	\$ -	\$ -	\$ 33,884	\$ (33,884)	\$ (0)
Facilities	Storage Boxes	\$ 18,497	\$ -	\$ 18,497	\$ 13,666	\$ -	\$ 32,163	\$ (32,163)	\$ -
Facilities	Tents	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	\$ 3,500	\$ -	\$ 3,500
Facilities	Exhaust Fans-Survey and Repairs	\$ 32,263	\$ -	\$ 32,263	\$ -	\$ -	\$ 32,263	\$ -	\$ 32,263
Facilities	MS Exhaust Fans-Survey and Repairs	\$ 14,895	\$ -	\$ 14,895	\$ -	\$ -	\$ 14,895	\$ -	\$ 14,895
Facilities	Elementary Library Air Conditioning units and electric upgrade	\$ 22,407	\$ -	\$ 22,407	\$ -	\$ -	\$ 22,407	\$ -	\$ 22,407
Subtotal		\$ 856,181	\$ (389,497)	\$ 466,684	\$ 313,951	\$ 20,506	\$ 801,141	\$ (66,047)	\$ 735,094
Technology	Increased Internet Speed from 1gb to 3gb/Firewall	\$ 5,965	\$ -	\$ 5,965	\$ 27,385	\$ -	\$ 33,350	\$ -	\$ 33,350
Technology	Charging Stations for elementary devices	\$ 18,999	\$ (18,999)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Document Camera's	\$ 45,635	\$ (45,635)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Cables for Document Cameras	\$ 5,435	\$ -	\$ 5,435	\$ -	\$ -	\$ 5,435	\$ -	\$ 5,435

Category	Description	YTD EXPENDITURES	GRANT REIMBURSEMENT	Net Expenditures After Grants	ENCUMBRANCES	UNENCUMBERED FORECAST	TOTAL PROJECTION	TRANSFERS	TOTAL UNBUDGETED PROJECTION
Technology	K-2 Chromebook Covers	\$ 20,247	\$ -	\$ 20,247	\$ 6,670	\$ -	\$ 26,917	\$ -	\$ 26,917
Technology	View Sonics to turn conference rooms to classrooms	\$ 39,475	\$ -	\$ 39,475	\$ -	\$ -	\$ 39,475	\$ -	\$ 39,475
Technology	Zoom	\$ 1,274	\$ -	\$ 1,274	\$ 31,626	\$ -	\$ 32,900	\$ -	\$ 32,900
Technology	Screencastify	\$ 8,750	\$ (8,750)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Book Creator	\$ 13,500	\$ (13,500)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	SeeSaw	\$ 5,727	\$ (5,727)	\$ (0)	\$ -	\$ -	\$ (0)	\$ -	\$ (0)
Technology	Additional Devices and Equipment	\$ 30,617		\$ 30,617	\$ 19,646	\$ -	\$ 50,263	\$ -	\$ 50,263
Subtotal		\$ 195,623	\$ (92,611)	\$ 103,012	\$ 85,327	\$ -	\$ 188,339	\$ -	\$ 188,339
Materials	Art Materials	\$ 7,926	\$ -	\$ 7,926	\$ -	\$ -	\$ 7,926	\$ (7,926)	\$ 0
Materials	Re-opening State Plan	\$ 978	\$ -	\$ 978	\$ -	\$ -	\$ 978	\$ (978)	\$ 0
Materials	ELP Materials	\$ 1,990	\$ -	\$ 1,990	\$ -	\$ -	\$ 1,990	\$ (1,990)	\$ -
Materials	Literacy Materials	\$ 32,530	\$ -	\$ 32,530	\$ -	\$ -	\$ 32,530	\$ (32,530)	\$ (0)
Materials	Music Supplies	\$ 4,700	\$ -	\$ 4,700	\$ 1,594	\$ -	\$ 6,295	\$ (6,295)	\$ (0)
Materials	Math Materials	\$ 19,832	\$ -	\$ 19,832	\$ -	\$ -	\$ 19,832	\$ (19,832)	\$ (0)
Subtotal		\$ 67,956	\$ -	\$ 67,956	\$ 1,594	\$ -	\$ 69,551	\$ (69,551)	\$ (0)
Athletics	YMCA	\$ 67,860	\$ -	\$ 67,860	\$ 54,760	\$ -	\$ 122,620	\$ (122,620)	\$ -
Subtotal		\$ 67,860	\$ -	\$ 67,860	\$ 54,760	\$ -	\$ 122,620	\$ (122,620)	\$ -
Transportation	Bus Sanitation	\$ 3,888	\$ -	\$ 3,888	\$ 4,952	\$ -	\$ 8,840	\$ (8,840)	\$ (0)
Subtotal		\$ 3,888	\$ -	\$ 3,888	\$ 4,952	\$ -	\$ 8,840	\$ (8,840)	\$ (0)
Total Projected Expenditures		\$ 1,945,002	\$ (482,108)	\$ 1,462,894	\$ 1,249,879	\$ 322,154	\$ 3,034,927	\$ (649,993)	\$ 2,384,934

For Finance Dept. Use Only

		Transfer #:	
Received:		Availability Verified:	
BOS Approval:		BOF Approval:	

SPECIAL APPROPRIATION

From:

Date:

Board of Education

RESOLVED:

That the following special appropriation is approved by the Board of Finance for referral to the Representative Town Meeting (RTM):

From:				To:		
Acct. Number	Account Name	Amount		Acct. Number	Account Name	Amount
10101011-49100	Contribution from Fund Balance			10900009-87100	Board of Education Operating	
	TOTAL				TOTAL	

Explanation

Memorandum

To: Board of Education

From: Kathrine Stein
Marjorie Cion

Date: January 26, 2021

Re: Revisions to Board Policies 4118, 5275, 5200, 5075 and 5395

We are requesting that the Board of Education adopt revisions to Board Policies 4118 and 5275 regarding Sexual Harassment, Sex Discrimination and Title IX for both District personnel and students. These policies have been revised in accordance with the new Title IX regulations that became effective on August 14, 2020. The new federal regulations are broad, restrictive and require major changes in the way the District handles issues of sexual harassment complaints and investigations. District administrators have already been trained on the required changes in procedure.

We are also requesting that the Board approve revisions to Policy 5200 in accordance with Public Act 19-179, to incorporate changes concerning the hearing and appeal process afforded to school-age homeless children and youth who are denied access to school accommodations, under Connecticut General Statutes Section 10-186. The policy has been further revised to clarify the rights of unaccompanied youth (youth not in the physical custody of a parent(s) or guardian).

In July 2019, the legislature revised the law requiring a minimum of 20 minutes of physical exercise daily for all elementary schools to allow Boards of Education the option to include additional time devoted to undirected play during the school day. The proposed revisions to Policy 5075 make it clear that school employees may not prevent students from taking part in either the period of physical exercise or undirected play as a form of discipline.

Finally, we are requesting that the Board of Education adopt several revisions to Policy 5395, Transportation, which reflect changes in the law and provide clarification on the definition of hazardous conditions. The first recommendation would clarify that it is not a hazardous condition for a student whose residence abuts a public street, road, or highway to either (1) wait on the private property for the bus to arrive, or (2) exit a school bus on the public street, road, or highway so that the student can access the private property where he or she resides. Further revisions to this policy include the statutory requirement that the Superintendent of Schools report to the Commissioner of the Department of Motor Vehicles any (1) complaints received during a twelve-month period and (2) accidents involving pedestrian students at or in the area of a school bus stop. These changes allow the policy to track the language of the existing statute, Connecticut General Statute 10-221c. The Policy Committee is not recommending a change to the walk radius.

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Series 5000
Students

Policy 5275

POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Darien Board of Education (the “Board”) for the Darien Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to ~~the control of the Board.~~ substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are ~~expected~~ required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

Definitions

Sex discrimination occurs when a person, because of ~~his or her~~ the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment: ~~In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student’s ability to participate in or benefit from the school’s program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:~~ means conduct on the basis of sex that satisfies one or more of the following:

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1. ~~Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.~~
2. ~~Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.~~
3. ~~Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.~~
4. ~~Touching of a sexual nature or telling sexual or dirty jokes.~~
5. ~~Transmitting or displaying emails or websites of a sexual nature.~~
6. ~~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.~~

Sexual Violence: ~~Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent~~Consent ~~due to the victim's use of drugs or alcohol~~

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Procedure

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board ~~of Education~~ to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to ~~promptly~~ report complaints of sex discrimination and/or sexual harassment ~~to promptly~~ in accordance with the appropriate ~~personnel, as process~~ set forth in the Administrative Regulations ~~implementing this Policy. The district will investigate such complaints~~

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~~promptly, take interim measures, and take corrective action where appropriate. The district will.~~ The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate. ~~The district will~~ and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of ~~sexual harassment or~~ sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Darien Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations) on the definitions of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is Marjorie Cion, Director of Human Resources. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact
~~The school district will periodically provide staff development for district administrators, and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual discrimination and sex harassment.~~

Darien Public Schools
35 Leroy Avenue
Darien, CT 06820
203.656.7406
mcion@darienps.org

~~Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.~~ Any individual may also make a

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[report of sexual harassment and/or sex discrimination to the U.S. Department of Education; Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 \(Telephone \(617\) 289-0111\).](#)

Legal References: ~~United States Constitution, Amendment XIV~~
Education Amendments of 1972, 20 U.S.C. §

Title IX of the
1681, et seq.

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1,
et seq.

Gebser v. Lago Vista Independent School District, 524 U.S. 274
(1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

~~Office for Civil Rights, U.S. Department of Education, Revised
Sexual Harassment Guidance: Harassment of Students by School
Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512
(Jan. 19, 2001).~~

~~Office for Civil Rights, U.S. Department of Education Dear
Colleague Letter: Sexual Violence (April 4, 2011).~~

~~Constitution of the State of Connecticut, Article I, Section 20.~~

ADOPTED: June 14, 2005
REVISED: August 27, 2013
REVISED:

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Students

Policy 5275

Series 5000

Students

**POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF
1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL
HARASSMENT (STUDENTS)**

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

~~Foreible Rape—(Except Statutory Rape)~~ The carnal knowledge of a person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Sodomy—~~ Oral or anal sexual intercourse with another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Fondling—~~The touching of the private body parts of another person for the purpose of sexual gratification, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

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Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of ~~consent~~Consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

~~Affirmative Consent~~Consent means affirmative Consentm which is~~means~~ an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether ~~Ce~~Consent for sexual activity was given and/or sustained:

- A. ~~C~~Affirmative consentConsent is the standard used in determining whether ~~Ce~~Consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. ~~C~~Affirmative consentConsent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person to ensure that he or she has the ~~C~~Affirmative consentConsent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative ~~Ce~~ConsentConsent is sustained throughout the sexual activity.

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D. It shall not be a valid excuse to an alleged lack of ~~C~~affirmative ~~e~~onsentConsent that the respondent to the alleged violation believed that the complainant ~~C~~eonsentConsented to the sexual activity:

- (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively ~~e~~onsentConsented, or
- (ii) if the respondent knew or should have known that the complainant was unable to ~~e~~onsentConsent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to ~~e~~onsentConsent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.

E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of affirmative ~~e~~onsentConsent.

ADOPTED: June 14, 2005
REVISED: August 27, 2013
REVISED:

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Policy 4118

POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

~~It is the policy of the board of education~~ It is the policy of the Darien Board of Education (the "Board") for the Darien Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex ~~which~~ that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

Discrimination

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the "Administrative Regulations").

Sex discrimination ~~is defined as~~ occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment

DARIEN PUBLIC SCHOOLS

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on the basis of the individual's sex. Sex discrimination ~~is~~ also ~~defined as~~ occurs when a person, because of ~~his or her~~ the person's sex, is denied participation in, or the benefits of, a any education program ~~that receives~~ or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Reporting Sex Discrimination or Sexual Harassment

~~—— Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:~~

- ~~—— 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;~~
- ~~—— 2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or~~
- ~~—— 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.~~

~~—— Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:~~

- ~~—— 1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;~~
- ~~—— 2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;~~

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~~3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;~~
It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Darien Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations). Such training will include information on the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

~~4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;~~

The Board's Title IX Coordinator is Marjorie Cion, Director of Human Resources. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact: Marjorie Cion
Director of Human Resources

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[Darien Public Schools](#)
[35 Leroy Avenue](#)
[Darien, CT 06820](#)
[203-656-7406](#)
mcion@darienps.org

- ~~5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;~~
- ~~6. 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.~~

[Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 \(Telephone: 617-289-0111\).](#)

~~Any infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator, the Superintendent, or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.~~ Employees may also make a report of sexual harassment and/or sex discrimination to the [Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 \(Telephone: 860-514-3400\).](#)

Legal References:

~~United States Constitution, Amendment XIV~~

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

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Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

~~Public Act 19-16, “An Act Combatting Sexual Assault and Sexual Harassment”~~

~~Public Act 19-93, “An Act Concerning Sexual Harassment and Sexual Assault”~~

~~Constitution of the State of Connecticut, Article I, Section 20~~
Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

General Statutes § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination: Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

ADOPTED: June 14, 2005
REVISED: August 27, 2013

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Policy 4118

POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

~~Foreible Rape~~—~~(Except Statutory Rape)~~ The carnal knowledge of a person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Sodomy~~—Oral or anal sexual intercourse with another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Sexual Assault With An Object~~—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Fondling~~—The touching of the private body parts of another person for the purpose of sexual gratification, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Incest~~—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

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Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of ~~eonsent~~Consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

~~Affirmative Consent~~Consent means affirmative consent, which is an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether ~~eonsent~~Consent for sexual activity was given and/or sustained:

- A. ~~C~~Affirmative consent~~onsent~~ is the standard used in determining whether ~~eonsent~~Consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. ~~Affirmative consent~~Consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person to ensure that he or she has the ~~affirmative consent~~Consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative ~~eonsent~~Consent is sustained throughout the sexual activity.

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D. It shall not be a valid excuse to an alleged lack of ~~affirmative consent~~Consent that the respondent to the alleged violation believed that the complainant ~~consent~~Consented to the sexual activity:

(i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively ~~consent~~Consented, or

(ii) if the respondent knew or should have known that the complainant was unable to ~~consent~~Consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to ~~consent~~Consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.

E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of affirmative ~~consent~~Consent.

ADOPTED: June 14, 2005
REVISED: August 27, 2013

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

SERIES 5000: STUDENTS
POLICY 5200

HOMELESS CHILDREN AND YOUTH

In accordance with federal law, it is the policy of the Darien Board of Education to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

Public Act ~~17-194, 19-179~~ An Act Concerning Homeless Students' Access to Student Records for Certain Unaccompanied Youths Education

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: January 27, 2015

REVISED: June 12, 2018

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN
AND YOUTH**

In accordance with federal law, the Darien Board of Education (the "Board") does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

I. Definitions:

- A. **Enroll and Enrollment:** includes attending classes and participating fully in school activities.
- B. **Homeless Children and Youth:** means children and youth twenty-one (21) years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
 - 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
 - 3. Are living in emergency or transitional shelters.
 - 4. Are abandoned in hospitals.
 - 5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - 6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - 7. Are migratory children living in the above described circumstances.
- C. **School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool

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administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.

- D. **Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.

II. Homeless Liaison:

- A. The District's Homeless Liaison is the Assistant Superintendent for Curriculum and Instruction.

- B. The duties of the Homeless Liaison include:

1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
4. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to their homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.

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6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
8. Ensuring that parent(s)/guardian(s) of homeless children and youth ~~or~~ and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Informing parent(s)/guardian(s) of homeless children and youth and unaccompanied youth, school personnel, and others of the rights of such ~~children and youth~~ students.
11. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
12. Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of his or her right to appeal such decisions.
13. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).
14. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.

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15. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.
16. Ensuring that school personnel providing services to homeless children and youths receive professional development and other technical assistance activities regarding the McKinney-Vento Act.
17. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.
18. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian or unaccompanied youth to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
 1. May permit parents/guardians of homeless children and youth and unaccompanied youth to sign affidavits of residency to replace typical proof of residency.
 2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
 3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
 4. Shall contact previous schools for records and assistance with placement decisions.
 5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. School Selection:

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A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a family homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. or unaccompanied youth Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the homeless child or youth is actually living are eligible to attend.
3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between

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the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board ~~of Education~~.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board ~~of Education~~, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. ~~Within~~ Not later than ten (10) days ~~of after~~ receipt of an appeal to the Board ~~of Education~~ by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board ~~of Education~~ concerning such appeal, and such hearing shall be shall be conducted in accordance with Section 10-186(b).
5. If the Board ~~of Education~~ finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board ~~of Education~~'s decision to the State Board ~~of Education~~ within twenty (20) days of receipt of the Board of Education's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to

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the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending resolution of the dispute, including all available appeals.

V. Services:

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
 - 1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.
 - 2. Transportation services.
 - 3. Vocational and technical education.
 - 4. Programs for gifted and talented students.
 - 5. School nutrition programs.
 - 6. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. Transportation:

- A. The District shall provide transportation comparable to that available to other students.
- B. Transportation shall be provided, at a parent or guardian or unaccompanied youth's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:

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1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Records

An unaccompanied youth, as defined in section I.D., above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

VIII. Contact Information

- A. Local Contact: for further information, contact:

[Christopher Tranberg](#)

Assistant Superintendent for Curriculum and Instruction
203-656-7414

- B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator
Connecticut Department of Education

DARIEN PUBLIC SCHOOLS

Darien, Connecticut

~~25 Industrial Park Road~~

~~Middletown, CT 06457-1543~~ 450 Columbus Boulevard

~~Hartford, CT 06103~~

(860) 807-2058

Louis.Tallarita@ct.gov

Legal References:

State Law:

Public Act ~~17-194~~ 19-179, An Act Concerning Homeless Students' Access to Student Records for Certain Unaccompanied Youths Education

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: January 27, 2015

REVISED: June 12, 2018

REVISED:

**DISPUTE RESOLUTION PROCESS
UNDER CONNECTICUT GENERAL STATUTES SECTION 10-186**

(1) If any board of education denies such accommodations, the parent or guardian of any child who is denied schooling, or an emancipated minor or a pupil eighteen years of age or older who is denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school, may, in writing request a hearing by the board of education. The board of education may

- (A) conduct the hearing,
- (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or
- (C) establish a local impartial hearing board of one or more persons not members of the board of education to conduct the hearing.

The board, subcommittee or local impartial hearing board shall give such person a hearing within ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding within ten days after the hearing. Hearings shall be conducted in accordance with the provisions of sections 4-176e to 4-180a, inclusive, and section 4-181a. Any child, emancipated minor eighteen years or older who is denied accommodations on the basis of residency may continue in attendance in the school district at the request of the parent or guardian of such child or emancipated minor or pupil eighteen years of age or older, pending a hearing pursuant to this subdivision. The party claiming ineligibility for school accommodations shall have the burden of proving such ineligibility by a preponderance of the evidence, except in cases of denial of schooling based on residency, the party denied schooling shall have the burden of proving residency by a preponderance of the evidence.

(2) Any such parent, guardian, emancipated minor, pupil eighteen years of age or older, or agent or officer, aggrieved by the finding shall, upon request, be provided with a transcript of the hearing within thirty days after such request and may take an appeal from the finding to the State Board of Education. A copy of each notice of appeal shall be filed simultaneously with the local or regional board of education and the State Board of Education. Any child, emancipated minor or pupil eighteen years of age or older who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not a resident of the school district and therefore is not entitled to school accommodations in the district may continue in attendance in the school district at the request of the parent or guardian of such child or such minor or pupil, pending a determination of such appeal. If an appeal is not taken to the State Board of Education within twenty days of the mailing of the finding to the aggrieved party, the decision of the board, subcommittee or local impartial hearing board shall be final. The local or regional board of education shall, within ten days after receipt of notice of an appeal, forward the record of the hearing to the State Board of Education. The State Board of Education shall, on receipt of a written request for a hearing made in accordance with the provisions of this subsection, establish an impartial hearing board of one or more persons to hold a public hearing in the local or

regional school district in which the cause of the complaint arises. Members of the hearing board may be employees of the state Department of Education or may be qualified persons from outside the department. No member of the board of education under review nor any employee of such board of education shall be a member of the hearing board. Members of the hearing board, other than those employed by the state of Connecticut, shall be paid reasonable fees and expenses as established by the State Board of Education within the limits of available appropriations. Such hearing board may examine witnesses and shall maintain a verbatim record of all formal sessions of the hearing. Either party to the hearing may request that the hearing board join all interested parties to the hearing, or the hearing board may join any interested party on its own motion. The hearing board shall have no authority to make a determination of the rights and responsibilities of a board of education if such board is not a party to the hearing. The hearing board may render a determination of actual residence of any child, emancipated minor or pupil eighteen years of age or older where residency is at issue.

(3) The hearing board shall render its decision within forty-five days after receipt of the notice of appeal except that an extension may be granted by the Commissioner of Education upon an application by a party or the hearing board describing circumstances related to the hearing which require an extension.

(4) If, after the hearing, the hearing board finds that any child is illegally or unreasonably denied schooling, the hearing board shall order the board of education under whose jurisdiction it has been found such child should be attending school to make arrangements to enable the child to attend public school. Except in the case of a residency determination, the finding of the local or regional board of education, subcommittee of such board or a local impartial hearing board shall be upheld unless it is determined by the hearing board that the finding was arbitrary, capricious or unreasonable. If such school officers fail to take action upon such order in any case in which such child is currently denied schooling and no suitable provision is made for such child within fifteen days after receipt of the order and in all other cases, within thirty days after receipt of the order, there shall be a forfeiture of the money appropriated by the state for the support of schools amounting to fifty dollars for each child for each day such child is denied schooling. If the hearing board makes a determination that the child was not a resident of the school district and therefore not entitled to school accommodations from such district, the board of education may assess tuition against the parent or guardian of the child or the emancipated minor or pupil eighteen years of age or older based on the following: One one-hundred-eightieth of the town's net current local educational expenditure, as defined in section 10-261, per pupil multiplied by the number of days of school attendance of the child in the district while not entitled to school accommodations provided by that district. The local board of education may seek to recover the amount of the assessment through available civil remedies.

APPENDIX B

SAMPLE WRITTEN NOTIFICATION OF ENROLLMENT DECISION

[Month] __, 20__

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Notification of Enrollment Decision

Dear [Parent/Guardian]:

After reviewing your request to enroll the student(s) listed above [name(s)], the enrollment request is denied. This determination is based upon the following factors:

[List factors]

Under the McKinney-Vento Homeless Education Assistance Act, you have the right to appeal this decision by completing the form attached to this notice or by contacting the school district's homeless education liaison:

[Name of Liaison]

[Title]

[Telephone No.]

In addition, the student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute. You may provide written or verbal evidence to support your position. You may seek the assistance of advocates or attorneys at your own expense; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320. You may also contact the state coordinator for homeless education:

Louis Tallarita, State Coordinator
State Department of Education
25 Industrial Park Road
Middletown, CT 06457-1543
(860) 807-2058

|

A copy of the dispute resolution process under section 10-186 is attached to this notice.

Please contact the District Liaison listed above if you have any questions.

Sincerely,

[Name]
Superintendent of Schools

cc: **[Superintendent of Schools in which enrollment is sought, if appropriate]**

**SAMPLE NOTIFICATION OF DECISION
TO APPEAL EDUCATIONAL PLACEMENT**

This form is to be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. If you need assistance in preparing this form, you may meet with the District Liaison, _____, who can be reached at _____.

Person completing form: _____

Relation to Student: _____

Contact Information: _____

I am requesting a Board of Education Hearing under Section 10-186 of the Connecticut General Statutes to appeal the enrollment decision made by [Name of District], [Name of School]. I have been provided with a written explanation of the District's decision, contact information for the District's homeless education liaison, and a copy of the Dispute Resolution Process under Connecticut General Statutes Section 10-186.

Name

Date

Optional. You may also include a written explanation to support your appeal in the space below or provide your explanation verbally to the District Liaison.

APPENDIX D

**SAMPLE NOTIFICATION OF HEARING
REGARDING ENROLLMENT DISPUTE**

[Month] __, 20__

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Educational Placement

Dear [Name of Parent]:

You have requested a hearing before the [town] Board of Education regarding the educational placement of your child(ren), [insert name(s) of student(s)] at [name of school]. The [town] Board of Education will conduct a hearing regarding your claim on [date] at [time]. The hearing will be held at the offices of the [town] Board of Education, which are located at [insert address].

The hearing will be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes, a copy of which is enclosed. The hearing will be conducted in executive session, and the Board of Education will make either a tape recording or a stenographic record of the hearing. You may be represented by counsel or by an advocate, at your expense, if you so desire; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320.

Please contact the District Liaison, [insert name], if you have any questions.

Sincerely,

[Name]

Superintendent of Schools

Ceccc: [Superintendent of Schools in which enrollment is sought, if appropriate]

APPENDIX E

STUDENT RESIDENCY AFFIDAVIT

[Name of District]

Name of student: _____

Birthdate: _____

Name and Location of School Last Attended: _____

I, _____ declare and affirm as follows:

I am of legal age and believe in the obligations of an oath.

I am the parent/legal guardian/caregiver of _____ (name of student) who is of school age and is seeking admission to [School District].

Since _____ (date), _____ (name of student) has not had a permanent home. He/she is currently staying at _____ (may list multiple addresses, if applicable). He/she has been staying there since _____ (date).

This location is:

- _____ a shelter
- _____ a motel/hotel
- _____ a campsite
- _____ shared housing with other persons
- _____ other _____

If the location is shared housing with other persons, please specify the reason why the student is living in such housing:

_____.

Prior to staying at this location, the student was staying at

From _____ (date) to _____ (date).

I regularly receive my mail at: _____.

I am currently staying at the following address(es): _____,
_____. I plan to stay at this/these
location(s) until: _____ (date). I can be reached at the following telephone number:
_____. I can be reached for emergencies at: _____.

I authorize school district officials to contact _____ (case worker/shelter staff/other) at _____ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for the student.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or

otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ____ day of ____, 20__.

NOTARY PUBLIC

APPENDIX F

AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION

[District]

I, _____, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding [name of student's] missing enrollment documentation for the following:

____ Proof of residency
____ Proof of guardianship
____ Proof of identity
____ Birth Certificate

____ Immunization Record
____ School Health Record
____ School Records

I am of legal age and believe in the obligations of an oath.

I am unable to present a copy of the document(s) requested above for the following reasons:

The name and location of the last school the student attended is

_____.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District. I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is _____ and can be reached at _____.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ____ day of ____, 20__.

NOTARY PUBLIC

Transportation policies EE1, EE1.1, EE1.2, EE1.3 and EE1.4 (formerly in the Support Services section) were repealed by the Board of Education on June 9, 2009.

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5300
Welfare**

Policy 5395

TRANSPORTATION

Statement of Policy

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools, or his/her designee, shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students, including consideration of hazardous conditions whether or not described in this policy;
2. provide for appropriate supervision for students while on school transportation, consistent with the Board's student discipline policy~~supplement and reinforce desirable student behavior patterns.~~
3. assist disabled students ~~appropriately-~~ by providing appropriate specialized transportation when required by law.
4. enrich the instructional program through carefully planned field trips as recommended by the staff.

Definitions

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from his/her residence or the assigned bus stop

at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved and maintained by the municipality or the State of Connecticut or private roads approved pursuant to C.G.S. Section 10-220c.

2. “Walking distance” means the linear measure of a prescribed or authorized pedestrian route between the pupil’s residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil’s residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Darien Board of Education.
3. “One mile walking distance” means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. “Grade K” means kindergarten, or a school program appropriate to a beginning pupil.
5. “Hazard” means a thing or condition, as prescribed in this policy under “Hazardous Conditions” that affects the safety of pupils walking to and-or from school and/or to or from a designated bus pick-up area.
6. “Sidewalk” means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing, apart from and independent of any white line safety markings along the street pavement.
7. “Raised walk area” means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing, apart from and independent of any painted safety markings along the street pavement.
8. “Walking route” means the route that the student is expected to travel between his/her residence to and from school and/or an assigned bus stop.
9. “Bus stop” shall be defined as a geographical location designated by the Board of Education, school administration or their designee where students can safely wait for purposes of embarking or disembarking a school bus.
810. “Pupil” means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the

administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb, or edge of a public road or highway, nearest the home to the edge of the school property or bus pickup areas.

<u>Grade</u>	<u>Limit</u>
K-5	1/2 mile
6-8	1 mile
9-12	2 miles

Students living within the stated distance limits will receive transportation when, in the opinion of the Board, it is in the best interests of the district to provide transportation.

Hazardous Conditions

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. ~~A street or road~~ Except as provided in Paragraph 7 of this Section, a street or road along a designated walking route to or from school and/or to or from a designated bus pick-up area, having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
 - a) For pupils under age ten, or enrolled in grades K through 3:
 - (i) the absence of a pedestrian crossing light or crossing guard where three or more streets intersect; OR
 - (ii) street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection.
 - b) For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect that has a traffic count that exceeds ninety vehicles per hour during the time that pupils are walking to or from school;
 - c) For all pupils:
 - (i) any street, road, or highway with speed limits in excess of forty miles per hour that does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR

- (ii) the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances that are hazardous or attractive to children.

2. Any street, road, or highway , along a designated walking route to or from school and/or to or from a designated bus pick-up area, that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:

- a) For pupils under age ten, or enrolled in grade K through 3:
 - (i) any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR
 - (ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.
- b) For all pupils:
 - (i) the presence of man-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR
 - (ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR
 - (iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR
 - (iv) any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.

3. Any walkway, path, or bridge , along a designated walking route to or from school and/or to or from a designated bus pick-up area, in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:

- a) a crossing guard is present; OR
- b) for pupils under age ten, an automatic control bar is present at crossings; OR
- c) for pupils over age ten, a bar or red flashing signal light is operational.

1. For pupils in grades K through 4, the following conditions shall be deemed hazardous:

- a) a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water;
OR
 - b) any area adjacent to a roadway, sidewalk, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.
5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.
6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route that passes through an area that has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.
7. It shall not be a “hazard” or “hazardous condition” for a pupil whose residence abuts a public street, road or highway to (1) wait for the bus on the private property where the pupil resides for the school bus, until the school bus’s flashing red lights are activated to stop traffic so that the student can enter onto or cross the public street, road or highway to get on a school bus; or (2) exit a school bus that is stopped on the public street, road or highway, when the bus’s flashing red lights are activated to stop traffic so that the pupil can enter onto or cross such street, road or highway to access the private property where the pupil resides.

Applicability and Exceptions

- 1. This policy is applicable to public roads approved and maintained by the municipality or state of Connecticut, or private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.
- 2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and provided appropriate transportation.
- 3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination of conditions render such condition(s) a hazard based upon reasonable judgment, or where under the circumstances, other conditions exist under which the safety of students necessitates a variance from the guidelines within this policy.

School Bus Safety

The safety and welfare of all students shall be the first consideration in all matters pertaining to student transportation. Students in each school shall be instructed in safe bus riding practices and emergency evacuation drills shall be conducted to thoroughly acquaint all students with the procedures in emergency situations, in accordance with state law and regulations.

Complaint Procedure

1. All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof.
2. Annually, within thirty (30) business days of the end of the school year, the Superintendent of Schools or designee shall provide the Commissioner of Motor Vehicles ("Commissioner") with a copy of the written record of complaints received during the previous twelve (12) month period.
3. The Superintendent of Schools or designee shall make a written report of the circumstances of any accident within the Board's jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner within ten (10) business days thereafter on a form prescribed by the Commissioner.
4. If a complaint covered by Section 10-186 of the Connecticut General Statutes, is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference:

Connecticut General Statutes

10-186 Duties of local and regional boards of education ; re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.

10-187 Appeal from finding of hearing board

10-220 Duties of boards of education.

10-220c Transportation of children over private roads. Immunity from Liability.

10-221c Development of policy for reporting complaints regarding school transportation safety

10-273a Reimbursement for transportation to and from elementary and secondary

schools.

10-280a Transportation for students in non-profit private schools outside school district.

10-281 Transportation for pupils in nonprofit private schools within school district.

14-275 Equipment and color of school buses.

14-275b Transportation of mobility impaired students.

14-275c Regulations re: school buses and motor vehicles used to transport special education students.

Regulations of Connecticut State Agencies

14-275c-16 Pupil Instruction

ADOPTED: June 9, 2009

REVISED:

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

SERIES 5000: STUDENTS
POLICY 5075

PHYSICAL ACTIVITY AND STUDENT DISCIPLINE

It is the policy of the Board to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team (“PPT”) may develop a different schedule for students requiring special education and related services.

The administration may include additional time, beyond the twenty minutes required for physical exercise, devoted to undirected play during the regular school day for elementary school students.

In an effort to promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise or additional time devoted to undirected play during the regular school day, except in instances where the student’s behavior poses a health and/or safety concern or as determined by a student’s Section 504 or planning and placement team.

Prohibition on Compulsion of Physical Activity as a Form of Discipline:

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

Definition:

For the purposes of this policy, a “school employee” is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

Disciplinary Action for Failure to Follow Policy:

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the district.

Legal References:

Public Act 19-173. An Act Concerning the Inclusion of Additional Time Devoted to Undirected Play to the Regular School Day.

Connecticut General Statutes: § 10-221o Lunch periods. Recess

§ 10-221u Boards to adopt policies addressing the use of physical activity as discipline

APPROVED BY THE BOARD OF EDUCATION: January 13, 2015

REVISED:

HIGH SCHOOL WALK ZONE RADIUS ANALYSIS

SCHOOL BUS LOGISTICS

Date: November 9, 2020

Version: 2.0

Prepared for: Darien Public School District, CT

Darien
Public School District



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1.0 COVER LETTER

November 9, 2020

Richard Rudl- Director of Finance & Operations
Darien Public School District
35 Leroy Ave
Darien, CT 06820

Dear Mr. Rudl,

School Bus Logistics is pleased to deliver this report for a Darien walk zone analysis for your upcoming school year 2021-22. This report outlines findings and recommendations formulated from findings conducted on data pulled from the Versatrans Routing & Planning software. Other data collected from the school district was also used to present findings and recommendations.

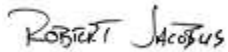
The purpose of the report is to outline ways to improve student safety, maintain service levels, review walk zone radiuses for the high school while keeping costs low. This report also points out recommendations of opportunities to improve service levels, increased efficiencies, and areas of risk.

I appreciate the assistance from you and your transportation staff. This open line of communication has brought forth a better understanding of the needs of the district and the families it serves.

If you have any further questions regarding this report, please feel to reach out anytime. I can be reached at 303-518-3148 or by emailing me at robert.jacobus@schoolbuslogistics.com

Regards,

Rob Jacobus



President\CEO



2.0 EXECUTIVE SUMMARY

Study Overview

School Bus Logistics was selected to provide a walk zone radius impact analysis for the Darien Public School District. The preliminary goals of the analysis are to research the impacts of reducing the high school walk zone from 2 miles to 1.75 miles, 1.5 miles or 1 mile from the school. Other options and considerations in this analysis were to review moving some or all elementary schools to a later school start. School Bus Logistics also completed a comparison of neighboring school districts' walk zones distances, see Appendix #1.

Project Objectives:

- Review of high school walk zone area south of I-95 freeway
- Impacts of moving the high school walk zone from 2 miles down to a 1.75-mile walk radius
- Impacts of moving the high school walk zone from 2 miles down to a 1.5-mile walk radius
- Impacts of moving the high school walk zone from 2 miles down to a 1-mile walk radius

School Bus Logistics will provide the following tasks in the review of walk radius changes and bell time changes

1. Additional buses required for 1.75-mile walk radius change
2. Additional buses required for 1.5-mile walk radius change
3. Additional buses required for 1-mile walk radius change

Summary:

- Option 1- Moving walk zone distance down to 1.75 miles increases 1 full bus route
- Option 2- Moving walk zone distance down to 1.5 miles increases to 2 full bus routes
- Option 3- Moving walk zone distances down to 1-mile increases to 7 full bus routes
- Option 4- Moving ALL elementary schools to the same tier increases to 2 full bus routes
- Option 5- Moving high school walk zone to 1.5 miles and shifting all elementary schools to the same tier increases to 2 full bus routes

Methodology

School Bus Logistics used Versatrans routing software to run a test bell schedule scenario along with impacts of additional riders to high school routes. Data used was provided from the transportation department upon request for actual load counts on all routes. Multiple Zoom meetings were held with district stakeholders to ensure district objectives were being met.

To begin the analysis School Bus Logistics compiled a baseline of current routing and how route packages are currently setup. For analysis purposes, route packages remained the same for the most part to ensure accuracy. Special needs routes were not part of the analysis. Each route package was documented for the following criteria:

- Impact of routes with adjusted bell times for elementary schools
- Impacts of each set of distance changes for high school regarding the walk zone



Through the process of evaluating current route packages and creating new ones, 5 options were identified; each is summarized in this report.



3.0 OPTIONS

To begin the analysis, load counts provided from the transportation department was provided from November 2019 to compare actual ridership to eligible ridership. All options listed have been calculated using actual ridership data. Below is a table that compares eligible vs. actual ridership for high school routes.

Route	Eligible	Actual	Percent
01	116	61	52%
02	108	69	63%
03	88	27	30%
04	100	35	35%
05	76	29	38%
06	74	58	78%
18	64	22	34%
24	84	49	58%

Table 1 – High School Load Counts by Route

3.1 Option 1 – Walk Radius from 2 miles down to 1.75 miles

Moving the high school walk zone distance from 2 miles down to 1.75 miles increases potential ridership for new bus riders to 100 students. As of the 2020-21 school year, the school district implemented new bus service for high school students south of interstate 95. This would require one more additional bus to service these added riders.

Eighteen of these high school students are north and northwest of the high school and could go onto existing routes. This is according to actual load counts that have been reviewed in this area. 82 of these students are found to be south of the freeway (I-95). Some of these 82 students may already be riding the new bus for 2020-21 school year.

3.2 Option 2 – Walk Radius from 2 miles down to 1.5 miles

Moving the high school walk zone distance from 2 miles down to 1.5 mile increases potential ridership to 180 students. Twenty-one of the students live north of the high school and could go onto existing routes. Fifty-two of the students reside southwest of the high school. This area would need one additional bus. One hundred and seven students reside south of Interstate 95. This area would require 2 buses. As of the 2020-21 school year, the district put into service one bus in this area already.

No high school student south of the freeway would have to walk along Noroton Ave to get to school. Group stops (hub stops) could be placed at parks to allow easier access for students to catch the bus.



3.3 Option 3 – Walk Radius from 2 Miles down to 1 mile

Moving the high school walk zone distance from 2 miles down to 1 mile increases potential ridership to 495 students. This would require 7 additional buses to service these students.

- 61 students are north of the high school
- 161 students are west of the high school
- 273 students are south of the high school

No high school student south of the freeway would have to walk along Noroton Ave to get to school. Group stops (hub stops) could be placed at parks to allow easier access for students to catch the bus.

3.4 Option 4 – Bell Time Changes- Elementary

Other possible solutions to offer high school students bus service without changing current policy by reducing the 2-mile walk zone distance was to review possible bell time changes at some elementary schools. Moving some or all elementary bell times to a later start could potentially add more buses for high school students without increasing cost.

3.4.1 Royle Elementary Bell Change

Adding bus service for high school students residing between 2 miles and 1.5 miles from the high school would require 3 buses. Moving Royle Elementary bell time from an 8:25am start to a 9:00am start would allow two high school bus routes to provide “express” routes. An “express” route is bus service that services one stop, such as a park to and from the high school. This allows for quick service so that the bus can return to the high school to take more students home.

The two new high school buses would need to drop first at 7:10-15 in the AM to go back out and pick up a 2nd bus run in the morning. These three buses would provide a double run in the morning. This would only work if Royle Elementary moved to a later start time of 9:00am.

In the afternoon, the two buses would run a 1st bus run to proposed new express stops and return back to the high school 25-30 minutes later to do three high school routes. Issue with this option is that students would be waiting at the school 25-30 minutes after the bell to get a ride home on the 2nd bus run.

In earlier discussions with the district it was decided that having students wait 25-30 minutes for the 2nd bus run was not going to be an option. Therefore there is no need to move Royle elementary school to a later start time.

3.4.2 Moving all Elementary Schools to the same tier

Currently, most of the elementary routes have low ridership and this is because there is not enough time to load up the buses to full capacity because of time needed between school bells. If all the elementary schools started at 9:00am this would allow more time to service more students on buses for the elementary schools.



For this report, a bus run is a segment or leg of a route. A route is a compilation of bus runs (morning & afternoon) that make up the entire route for the day for a driver and bus.

Currently the district operates a three tier bell system. First bus runs are for the high school and middle school. The 2nd bus run services Hindley, Royle and Tokeneke Elementary schools. The last segment of the routes are for Holmes and Ox Ridge Elementary schools. As of the 2020-21 school year the district operates 25 bus routes.

Below is a breakdown of actual ridership into the elementary schools.

Current Bus Runs	School	Actual Rider Counts	Bus Runs Needed	Runs Reduced
9	Hindley	397	7	2
8	Holmes	330	5	3
8	Tokeneke	317	5	3
11	Ox Ridge	321	5	6
7	Royle	224	4	3
TOTAL 43			26	17

Table 2 – Elementary Load Counts by School

The school district provided load counts for the elementary schools as far back as 2015. After careful review of the load counts it was discovered that some buses could be reduced from each of the schools as outlined in Table 1. Using a max load count of 60, table 1 also shows how many buses could be reduced at each school. The highest possible numbers have been used for load counts.

There are a couple of advantages of this option. One is to have all elementary schools on one tier allows for a shift in bell times for the elementary schools to be earlier by 10-15 minutes. Another advantage of this option allows for a better outcome to move high school and middle schools to a later start time such as 8:30am or 8:45am start. Further studies for both advantages would need to be conducted.

3.5 Option 5 – Bell Time Changes- Elementary & Moving High School Walk Zone

This option shows moving the high school walk zone down from 2 miles to 1.5 and shifting all elementary schools to the same tier would result in the same number of buses of 27. Both options could be executed separately as outlined in options 2 & 4.

Implementing this option would require 27 buses to transport both middle and high school. The same buses are available to transport elementary students on the later tier.



4.0 Appendix #1

Walk Zones

DISTRICT NAME	ZONES
DARIEN PUBLIC SCHOOLS	K-5 = 1/2 MILE; 6-8 = 1 MILE; 9-12 = 2 MILES
WILTON PUBLIC SCHOOLS	WALK DISTANCE TO BUS STOP: K-5 = 1/2 MILE; 6-12 = 1 MILE
STAMFORD PUBLIC SCHOOLS	K-5 = 1 MILE; 6-8 = 1.5 MILES; 9-12 = 2 MILES
NEW CANAAN PUBLIC SCHOOLS	K-4 = 1/2 MILE; 5-6 = 2/3 MILE (OR .67); 7-12 = 1 MILE
FAIRFIELD PUBLIC SCHOOLS	ES = 3/4 MILE; MS = 1 MILE; HS = 1.5 MILES
RIDGEFIELD PUBLIC SCHOOLS	THIS INCLUDES HOME TO STOP AND HOME TO SCHOOL: K-5 = 1 MILE; 6-8 = 1.5 MILES; 9-12 = 2 MILES
WESTON PUBLIC SCHOOLS	K-5 = .25 MILES; MS & HS(6-12) = .50 MILES
GREENWICH PUBLIC SCHOOLS	ES = 1 MILE; MS = 1.5 MILES; HS = 2 MILES



DARIEN PUBLIC SCHOOL DISTRICT

HIGH SCHOOL WALK ZONE RADIUS ANALYSIS

SCHOOL BUS LOGISTICS

Date: December 8 , 2020

Presented by Rob Jacobus

Darien
Public School District



PROJECT OBJECTIVES

- Impacts of moving the high school walk zone from 2 miles down to a 1.75-mile walk radius
- Impacts of moving the high school walk zone from 2 miles down to a 1.5-mile walk radius
- Impacts of moving the high school walk zone from 2 miles down to a 1-mile walk radius

Scenario was evaluated for the following:

- How many buses needed to add additional high school riders for all three options
- Impact of Bell Time Changes



RECENT PROJECTS



Jeffco Schools-Golden, CO
Cherry Creek Schools- Greenwood Village, CO
Boulder Valley- Boulder, CO
Tahoe Truckee Unified- Tahoe, CA
West County Transit- Santa Rosa, CA
Fremont Unified- Fremont, CA
Littleton Public- Littleton, CO
Cumberland Schools- Cumberland, RI
Holyoke Public Schools- Holyoke, MA
New Canaan Public Schools, CT



**Current bell structure allows school buses
to be used multiple times- best possible outcome**



A run is a segment or leg of a route. A route is a compilation of runs (morning & afternoon) that make up the entire route for the day for a particular driver and bus

Currently the district operates a three-tier bell system. First bus runs are for the high school and middle school. The 2nd bus run services Hindley, Royle and Tokeneke Elementary schools. The last segment of the routes are for Holmes and Ox Ridge Elementary schools. As of the 2020-21 school year the district operates 25 bus routes.



Sample Fleet Schedule



Scheduled Routes (137)												
6am	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm
	DRS	H	HL					DRS	HI	HL		
	DRS	HI	HL					DRS	HI	HL		
	DRS	TOK	OX					DRS	TOK	OX		
	DRS	TOK	OX					DRS	TOK	OX		
	DRS	RO	OX					DRS	RO	OX		
	DRS	RO	OX					DRS	RO	OX		
	MSM	TOK						MS	TOK			
	MSM	TOK	OX					MS	TOK	OX		
	MSM	H	HL					MSM	HI	HL		
	MSM	TOK	OX					MSM	TOK	OX		
	M	HN	OX					MS	HIN	OX		
	MSM	TOK						MSM	TOK			
	M	HI	HL					M	HI	HL		
	MSM	TOK	HLN					MS	TOK	HL		
	MSM	RO	OX					MSM	RO	OX		
	MSM	RO	OX					MSM	RO	OX		
	MS	TOK						MSM	TOK			
	DRS	HI	OX					DRS	HI	OX		
	MSM	ROY	HL					MSM	ROY	HL		
	MSM	RO	HLN					MSM	RO	HL		
	MSM	ROY						MSM	ROY			
	MSM	H	HL					MS	H	HL		
	MSM	H	OX					MSM	H	OX		
	DRS	HI						DRS	HI			

Darien High School Students Bus Eligible vs. Actual Riders

Route	Eligible	Actual	Percent
01	116	61	52%
02	108	69	63%
03	88	27	30%
04	100	35	35%
05	76	29	38%
06	74	58	78%
18	64	22	34%
24	84	49	58%

Table 1 – High School Load Counts by Route

**snapshot of data from November 2019*



Option 1 – Walk Radius from 2 miles down to 1.75 miles

- Option 1- Moving walk zone distance down to 1.75 miles increases 1 full bus route
- 100 new eligible high school riders

Option 2 – Walk Radius from 2 miles down to 1.5 miles

- Option 2- Moving walk zone distance down to 1.5 miles increases to 2 full bus routes
- 180 new eligible high school riders

Option 3 – Walk Radius from 2 Miles down to 1 mile

- Option 3- Moving walk zone distances down to 1-mile increases to 7 full bus routes
- 495 new eligible high school riders

**assumption that not all eligible riders take the bus- percentage is used for each area*

**opt-in transportation is best used for planning purposes*



Option 4 – Bell Time Changes- Elementary

- Option 4- Moving ALL elementary schools to the same tier increases to 2 full bus routes
- Getting Creative with Bell Times- Royle Elementary
- Express Routes for High School
buses would run a 1st bus run to proposed new express stops and return back to the high school 25-30 minutes later to take home more high school students

Option 5 – Bell Time Changes- Elementary & Moving High School Walk Zone

- Moves High School walk zone down to 1.5 miles radius
- Moves ALL elementary schools to the same bell schedule
- Increases 2 full bus routes



Evaluating Load Counts for Elementary Schools

Current Bus Runs	School	Actual Rider Counts	Bus Runs Needed	Runs Reduced
9	Hindley	397	7	2
8	Holmes	330	5	3
8	Tokeneke	317	5	3
11	Ox Ridge	321	5	6
7	Royle	224	4	3
TOTAL 43			26	17

Table 2 – Elementary Load Counts by School

- Why 43 buses needed now
- Why 26 buses needed if only one tier



Walk Zones

DISTRICT NAME	ZONES
DARIEN PUBLIC SCHOOLS	K-5 = 1/2 MILE; 6-8 = 1 MILE; 9-12 = 2 MILES
WILTON PUBLIC SCHOOLS	WALK DISTANCE TO BUS STOP: K-5 = 1/2 MILE; 6-12 = 1 MILE
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GREENWICH PUBLIC SCHOOLS	ES = 1 MILE; MS = 1.5 MILES; HS = 2 MILES



QUESTIONS?



P R O P O S E D
BOARD OF EDUCATION MASTER AGENDA
FEBRUARY 2021 THROUGH AUGUST 2021

February 9th

- Further Discussion and Approval of Proposed Board of Education 2021-2022 Budget
- Further Discussion and Possible Action on Proposed New Courses for Darien High School for the 2021-2022 School Year

February 23rd

- Update on Kindergarten Enrollment for 2021-2022
- Continued Review, Revision and Update of Board of Education Policies
- Discussion on January 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Strategic Planning

March 10th, Wednesday

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 23
- Update on Kindergarten Enrollment for 2021-2022
- Interim Progress Report on 2020-2021 Goals and Objectives

March 23rd

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 10
- Discussion and Possible Action on Elementary Parent Conference Days for 2021-22 School Year – or April 27
- Discussion on February 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Discussion and Possible Action on Establishing a date for Graduation

April 7th (Wednesday)

- Further Discussion and Action on Establishing 2021 Darien High School Graduation Date

April 7th, cont.

- Update on Kindergarten, Elementary, Middle School and High School Enrollment for 2021-2022
- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes – or April 27

April 27th

- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes – or April 7
- Discussion on March 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Elementary Enrollment for 2021-2022 School Year
- Discussion and Possible Action on Elementary Parent Conference Days for 2021-22 School Year – or March 23

May 11th

- Update and Discussion on Extended School Year Program
- Verbal Update on High School and Middle School Scheduling – or June 8

May 25th

- First Reading and Discussion on 2022-2023 Darien School Calendar
- Discussion on April 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Enrollment for the 2021-2022 School Year
- Discussion and Possible Action on Revision of the FY2021-2022 Budget to Meet the Reduction Approved by the Board of Finance and the RTM – or June 8

June 8th

- Superintendent's Citizenship Awards
- Recognition of DPS Retirees
- Report on High School College Acceptances and Awards; Profile on High School Class of 2021 and Post High School Plans
- Report on Senior Internship Project at Darien High School
- Update on District Enrollment for 2021-2022 School Year
- Report on DAEG Barbara Harrington Fund Awards
- Verbal Update on High School and Middle School Scheduling – or May 11

June 8th, cont.

- Discussion and Possible Action on Revision of the FY2021-2022 Budget to Meet the Reduction Approved by the Board of Finance and the RTM – or May 25
- Further Discussion and Possible Action on 2022-2023 District School Calendar

June 22nd

- Annual Progress Report on 2020-2021 Goals and Objectives
- Annual Report on Donations
- Update Master Agenda – February through August 2021 – or July 27
- Discussion on May 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Strategic Planning
- First Reading and Discussion on Proposed Schedule of 2021-2022 Regular Board of Education Meetings and Subcommittee Meetings

July , Special Meeting (date TBD)

- Board Self-Evaluation
- Renewal of Superintendent's Contract

July 27th

- First Reading and Discussion on Proposed District Goals for 2021-2022
- Further Discussion and Action on Proposed Schedule of 2021-2022 Regular Board of Education Meetings and Subcommittee Meetings
- Update on Enrollment for the 2021-22 School Year and Possible Action on Utilization of Budget Control
- Update Master Agenda – February through August 2021 – or June 22
- Discussion on June 2020-21 Financial Report and Possible Action on Proposed Budget Transfers - or August 24
- Update on the Fall Opening of Schools

August 24th

- Verbal Update on Regular and Special Education Staffing for 2021-2022
- Discussion and Action on 2020-2021 Final Year End Financial Report – or September 14, 2021
- Discussion on June 2020-21 Financial Report and Possible Action on Proposed Budget Transfers – or July 27
- First Reading of Board Master Agenda for August 2021-January 2022 – or September 14, 2021
- Action on District Goals and Objectives for 2021-2022
- Update on Summer Facilities Projects
- Presentation and Possible Approval of Revised Facilities Use Fee Schedule
- Appointment of an Impartial Hearing Officer for Student Disciplinary Matters for the 2021-2022 School Year, as they arise
- Action Item – to Delegate to its Appointed Hearing Officer Responsibility for Hearing Expulsion Expungement Requests and for Hearing School Accommodations Appeals, including Transportation Appeals as provided by Statute

nv
1/6/21

Working Draft