

**Board of Education
Darien, Connecticut**

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 22, 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 | |
| 7. Public Discussion on In-Person....
Instructional and Continuity of
Services Plan | Mr. David Dineen | |
| 8. Presentations/Discussions | | |
| a. Discussion on In-Person.....
Instructional and Continuity
of Services Plan including
Board of Education Policies
(COVID-19) | Dr. Alan Addley | |
| b. Report on High School College...
Acceptances and Awards;
Profile on High School Class
of 2021 and Post High School
Plans | Ms. Meghan Emanuelson | |

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 22, 2021**

8. Presentations/Discussions (cont.)

- c. Vision of a Graduate -..... Dr. Alan Addley
Further Discussion and Vote Mrs. Ellen Dunn
- d. Update on High School NEASC. Mrs. Ellen Dunn
Accreditation Process
- e. Further Discussion and Possible. Dr. Alan Addley
Action on Proposed Dates and
Times for High School Professional
Learning Communities for 2021-2022
School Year
- f. Report on DAEG Barbara..... Mr. Christopher Tranberg
Harrington Fund Awards
- g. Program Review – Gifted..... Mr. Christopher Tranberg
Education
- h. Annual Progress Report on..... Dr. Alan Addley
2020-2021 Goals and
Objectives
- i. Discussion and Possible..... Mr. Christopher Manfredonia
Action on Proposed Athletic
Field Trips
- j. Discussion and Possible..... Mr. Christopher Manfredonia
Acceptance of Contemplated
Gift from the Blue Wave
Booster Club
- k. Annual Report on Donations..... Mr. Richard Rudl
- l. Discussion on May 2020-21..... Mr. Richard Rudl
Financial Report and Possible
Action on Proposed Budget
Transfers
- m. First Reading and Discussion.... Dr. Alan Addley
on Proposed Schedule of
2021-2022 Regular Board of
Education Meetings and
Subcommittee Meetings

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 22, 2021**

- 9. Action Items
 - a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Budget Control Positions
 - iii. Resignations/Retirements
- 10. Public Comment* Mr. David Dineen
- 11. 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/92892384004>

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, MAY 25, 2021

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									

*Departed at 8:30 P.M.

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein, 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 7:34 p.m. (0:00) |
| 2. Chairperson's Report | Mr. Dineen
At 7:34 p.m. (0:00) |
| 3. Public Comment | Mr. Dineen
At 7:35 p.m. (0:01) |
| Natasha Tomei | 6 Maclaren Road South |
| 4. Superintendent's Report | Dr. Alan Addley
At 7:39 p.m. (0:05) |

5. Approval of Minutes

Mr. Dineen
At 7:42 p.m. (0:06)

Motion to Approve Minutes of the Special Meeting and Executive Session held on May 11, 2021; Minutes of the Regular Meeting held on May 11, 2021; and Minutes of the Special Meeting held on May 12, 2021:

1st Mrs. Parent

2nd Mrs. Stein

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

RESULT - MOTION PASSED (8-0-1)

6. Board Committee Reports

Mr. Dineen
At 7:42 p.m. (0:06)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

- a. Appointments: Middlesex Middle School
Principal and Elementary Assistant Principals

Dr. Addley
At 7:42 p.m. (0:06)

Motion to Appoint Karolyn Rodriguez as Middlesex Middle School Principal:

1st Mrs. Parent

2nd Mr. 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)

Motion to Appoint Victoria McVie as an Elementary Assistant Principal:**1ST MR. Maroney****2ND MR. Brown**

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

RESULT - MOTION PASSED (8-0-1)**Motion to Appoint Leslie Davis as an Elementary Assistant Principal:****1ST MR. Brown****2ND MR. Maroney**

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

RESULT - MOTION PASSED (8-0-1)**Motion to Appoint Lindsay Aronheim as an Elementary Assistant Principal:****1ST MRS. Stein****2ND MR. Brown**

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

RESULT - MOTION PASSED (8-0-1)

b. Darien Public Schools Status Update

Dr. Addley
At 7:49 p.m. (0:15)

- c. Discussion and Possible Action on 2022 Field Trip Proposal to Switzerland and Germany Ms. Christina Mauricio
At 8:30 p.m. (0:59)

Motion to Approve Global Education and International Travel to Switzerland and Germany for the 2021-2022 School Year:

1ST MR. SINI

2ND MR. MARONEY

	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)

- d. Presentation and Discussion on Proposed District Technology Plan 2021-2024 Mr. Christopher Tranberg
Dr. Joan McGettigan
Mr. Jeffrey Adams
At 8:47 p.m. (1:13)

- e. Solar Panel Proposal Presentation and Action Item Connecticut Green Bank
At 9:37 p.m. (2:03)

Motion to Approve Letter of Intent for Solar Panel Proposal as outlined by Connecticut Green Bank:

1ST MRS. PARENT

2ND MR. SINI

	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)

- f. Discussion and Possible Acceptance of Contemplated Gift from Hindley PTO Dr. Alan Addley
Mrs. Julie Droller
At 10:05 p.m. (2:31)

Motion to Approve Story Walk Gift from Hindley PTO as outlined in Contemplated Gift Form:

1ST MR. BROWN

2ND MR. SINI

	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)

- g. First Reading of Proposed 2022-2023
Academic Calendar

Dr. Addley
At 10:07 p.m. (2:33)

- h. Further Discussion and Action on Educational
Specifications for Proposed Renovation Plans
for Hindley, Holmes and Royle Schools

Dr. Addley
At 10:10 p.m. (2:36)

Motion to Amend the Agenda to Add Request to Board of Selectmen to create Building Committee or Committees for Proposed Renovations to Hindley, Holmes and Royle Schools:

1ST MRS. STEIN

2ND MR. BROWN

	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)

Motion to Approve Proposed Educational Specifications for the Renovation of Royle Elementary School:

1ST MR. MARONEY

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)

Motion to request that the Darien Board of Selectmen create a building committee to oversee the renovation of Royle Elementary School; and that such building committee, known henceforth as the 2021 Royle Elementary School Building Committee, be authorized to renovate Royle Elementary School in accordance with the Educational

Specifications for Royle Elementary School, as approved by the Darien Board of Education on May 25, 2021:

1ST MR. SINI

2ND MR. MARONEY

	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)

Motion to Approve Proposed Educational Specifications for Renovation of Hindley Elementary School:

1ST MR. BROWN

2ND MRS. RITCHIE

	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)

Motion to request that the Darien Board of Selectmen create a building committee to oversee the renovation of Hindley Elementary School; and that such building committee, known henceforth as the 2021 Hindley Elementary School Building Committee, be authorized to renovate Hindley Elementary School in accordance with the Educational Specifications for Hindley Elementary School, as approved by the Darien Board of Education on May 25, 2021:

1ST MR. MARONEY

2ND MR. BROWN

	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)

Motion to Approve Proposed Educational Specifications for Renovation of Holmes School:

1ST MR. SINI

2ND MR. BROWN

	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)

Motion to request that the Darien Board of Selectmen create a building committee to oversee the renovation of Holmes Elementary School; and that such building committee, known henceforth as the 2021 Holmes Elementary School Building Committee, be authorized to renovate Holmes Elementary School in accordance with the Educational Specifications for Holmes Elementary School, as approved by the Darien Board of Education on May 25, 2021:

1ST MR. BROWN

2ND MR. MARONEY

	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)

- i. Board of Education Communications Workgroup

Ms. Jill McCammon
At 10:17 p.m. (2:43)

- j. Discussion on April 2020-21 Financial Report and Possible Action on Proposed Budget Transfers

Mr. Richard Rudl
At 10:40 p.m. (3:06)

Motion to Approve April Budget Transfers:

1ST MR. SINI

2ND MRS. 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)

8. Action Items

a. Personnel Items

i. Appointments

ii. Resignations/Retirements

Ms. Marjorie Cion

At 10:46 p.m.

(3:12)

Motion to Approve the Personnel Items as Detailed in the Personnel Action Report

Dated May 25, 2021:

1st Mrs. Ritchie

2ND Mrs. 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)

9. Public Comment

Mr. Dineen

At 10:47 p.m. (3:13)

Theresa Vogt
Carolina McGoey

22 Circle Road
28 Kensett Lane

10. Adjournment

Mr. Dineen

At 10:50 p.m. (3:16)

MOTION TO ADJOURN:

1st Mr. Sini

2ND Mr. Brown

	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 10:50 p.m. (3:16)

Respectfully Submitted,

D. Jill McCammon, Secretary

Safe Return to In-Person Instruction and Continuity of Services Plan

**CSDE ARP ESSER
DARIEN PUBLIC SCHOOLS**



Introduction

Our Connecticut school communities — with students at the center — continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USDE) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. While earlier sources of federal relief funding during the pandemic supported our ability to first survive, and then thrive, ARP ESSER is Connecticut’s opportunity to transform our schools.

The federal government requires that each Local Education Agency (LEA) create a Safe Return to In-Person Instruction and Continuity of Services Plan (the Plan). This plan must be publicly available online by June 23, 2021 and submitted to the Connecticut State Department of Education (CSDE) as a part of the ARP ESSER application due mid-August 2021. This plan is greatly condensed when compared to last year’s reopening plan and aligns to the CSDE provided reopening template.

There are five areas that District’s must consider when developing the Safe Return to In-Person Instruction and Continuity of Services Plan:

- I. Health and Safety Strategies
- II. Continuity of Services
- III. Stakeholder Feedback
- IV. Periodic Review Process
- V. Understandable and Uniform Format

DRAFT - UPDATED 6/16/21

- I. Health and Safety Strategies:** Describes how the District plans to include health and safety mitigation strategies for safe school operations.

The Darien Public Schools *Safe Return to In-Person Instruction & Continuity of Services Plan*, abbreviated as the *Safe Return Plan* or *SRP* hereafter, includes operating procedures for the 2021-2022 school year that address areas required by the Connecticut State Department of Education and the Connecticut Department of Health. In many areas, the District plan extends beyond what is required to offer mitigation strategies and approaches to learning that address health and safety as well as many aspects of student learning. While the District plan supports a reopening that is as close to pre-Covid conditions as possible, the District recognizes that additional steps must be taken to maximize full, in-person learning for all students. To support a smooth transition into the next school year the District will maintain a Covid-Compliance Liaison and utilization of the Covid Hotline.

Please complete the table below with the LEA's mitigation strategy for each category. In developing the LEA's response, please review and consider the [CDC guidance](#) and the [Connecticut DPH and CSDE guidance](#) for each category.

Mitigation Strategy	LEA Response
Universal and correct wearing of masks.	The District, with input from the medical advisory team, will implement all health and safety protocols as recommended by local and state health authorities. Currently, all individuals entering DPS buildings will be required (unless medically contraindicated as documented by a medical provider) to wear a face covering. Face coverings are an essential component of the infection control measures being taken to reduce the risk of COVID-19 in our schools. Acceptable face coverings have multiple layers of material, cover the nose and mouth, fit snugly and comfortably against the side of the face, and allow for breathing without restriction. Face coverings made from fabric or manufactured paper surgical masks are acceptable. Masks with valves are not permitted. Masks are not required for outdoor activities regardless of vaccination status.
Physical distancing (e.g., including use of cohorts/podding)	District Cohorting Efforts Elementary: Each school-based grade level is considered a cohort. Within the cohort there are individual classes. At times, some students in different classes within the same grade level will come together in order to provide students with appropriate academic support and enrichment as needed. Middle: Students are assigned to a grade-level team, with multiple teams at each grade level. For the 2021-2022 school year, a cohort will be defined as a singular grade level team.

DRAFT - UPDATED 6/16/21

	<p>High School: In order to minimize the number of individuals each student and teacher comes into contact with each day, Darien High School will operate on a block schedule with four classes meeting each school day. The schedule will include science lab classes, which were eliminated to promote distancing and reduce shared equipment in the 2020-2021 school year; however, groupings will allow students to safely engage in experiential learning. Darien High School will also return to four lunch waves with all students eating in the cafeteria. The Open Ends policy will continue to include grades 9-11, and an Open Campus policy for seniors will reduce the number of students with free periods in the building.</p> <p>District Physical Distance: To support physical distancing within classrooms, students' desks, tables and seats will be situated three feet apart wherever possible. Throughout all schools, space has been creatively and strategically utilized in order to maximize physical distancing. The physical distancing of three feet is aligned to recommendations by the American Academy of Pediatrics and the Centers for Disease Control and Prevention.</p>
Hand washing and respiratory etiquette.	<p>Hand Washing:</p> <ul style="list-style-type: none">● Wash hands with soap and water for at least 20 seconds upon school entry, after bathroom use, before eating, after outdoor activities, and any time hands are soiled.● Sanitize hands with alcohol based sanitizer when unable to wash hands with soap and water. Hand sanitizer will be strategically placed and marked throughout all district buildings.● Portable handwashing stations will be maintained in designated areas district-wide. <p>Respiratory Etiquette:</p> <ul style="list-style-type: none">● Cover coughs and sneezes with tissue (or elbow, if no tissue)● Dispose of tissue immediately in trash receptacle● Wash hands with soap and water immediately after using tissue (hand sanitizer may be used as alternative if no soap/water available) <p>Reinforce importance of avoiding touching face, mouth, nose with hands</p>

DRAFT - UPDATED 6/16/21

<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Clean facilities are a priority of the District. The custodial staff operates with three primary shifts 6am to 2:30pm, 11am to 7:30pm and 2pm to 10:30pm. Typical cleaning includes trash removal, vacuuming, mopping floors, bathroom cleaning and sanitizing, cleaning of windows, stairwells, and hallways (sweeping, mopping), cleaning and sanitizing of the cafeteria during lunch waves, and cleaning accessible classrooms. The District uses Enviro Solutions disinfectant, a no rinse sanitizing disinfectant used in schools, hospitals, medical and dental offices. This solution will be used with increased frequency to provide cleaner and safer facilities.</p> <p>All HVAC systems will be serviced and new filters installed. These filters will have the highest MERV rating that the manufacturer recommends. MERV, or the Minimum Efficiency Reporting Value, measures and evaluates system efficiency. All classroom unit ventilators will be serviced with new filters installed with plans and capacity to run continuously. Additionally, restroom exhaust fans will run continuously, when school is in or out of session. This additional work will be done through funds earmarked in American Rescue Grant.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State local, territorial, or Tribal health departments</p>	<p>COVID-19 is a mandated reportable disease, as such, all students or staff infected with COVID-19 will be subject to a 10-day isolation period from the time of symptom onset or a positive test. All infected individuals will be contact-traced. Contact tracing, both in and outside of school, will be initiated by the DPS School Nursing staff in collaboration with the Darien Department of Health. Individuals who are identified as a close contact, and not considered fully vaccinated, will be notified by email message about quarantine expectations. Based on current guidance, close contacts must quarantine for a minimum of seven (7) days, with testing on, or after, post-exposure day five (5). All individuals excluded from school due to infection with or exposure to COVID will continue their schoolwork via remote learning as illness permits. Students who miss school due to illness will be allowed to make up work once symptoms of illness are resolved. Any student with COVID symptoms who are present during the school day will be treated using building-based nursing facilities.</p>

DRAFT - UPDATED 6/16/21

Diagnostic screening and testing	The District will continue to collaborate with the local health department and health care providers to provide access to testing on an as needed basis. At this time, diagnostic screening and testing is widely available in a variety of settings. The District will continue to monitor infection rates and to evaluate the need to perform mass screening for COVID. In the event the medical advisory team determines screening is necessary, the District will seek the assistance of local health agencies to coordinate these efforts.
Efforts to provide vaccinations to educators, other staff, and students, if eligible.	COVID vaccine is readily available through a variety of local agencies and pharmacies and the District will continue to disseminate information about local COVID vaccination clinics. Should the need arise to provide additional opportunities for vaccination, clinics will be coordinated in conjunction with the local health department and other health agencies. The District has successfully provided COVID vaccines to all interested staff. Clinics for students 12 years of age and older were scheduled in collaboration with local health agencies.
Appropriate accommodations for children with disabilities with respect to the health and safety policies.	The District will review and evaluate the needs of children with disabilities on an individual basis. Reasonable accommodations will be made in consultation with an individual's health care provider and the district medical advisory team in order to adhere as close as possible to the recommended local and State health and safety protocols.

- II. Continuity of Services** Describe how the District plan ensures continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

Academic Needs:

Several shared instructional philosophies guide the *Safe Return Plan*: (1) maintaining the District's current robust and rigorous Pre-K-12 curriculum; (2) providing students with differentiated learning experiences to meet learning needs; (3) addressing students' social and emotional learning needs; (4) meeting and exceeding State grade-level standards; and (5) developing measurable assessment strategies that set appropriate instructional goals.

Elementary

Relationship building is the foundation to a successful start of the school year. Through participation in a variety of activities, students and teachers will discuss their experiences and feelings, engage in community-building activities, and learn health and safety routines that may be embedded throughout their day. While engaging in the beginning of the year curriculum, students will learn to use new and

familiar technology as a tool for collaboration, learning, and the collection of feedback. Students in grades K-2 will have access to new Chromebook tablets to start the year. Instruction will be provided to ensure students can successfully navigate devices and platforms. Students in grades 3-5 will continue to use Chromebooks.

At the start of the school day (8:25 for early schools, 8:55 for late schools), all students will proceed to their classrooms for their Morning Meeting. Morning Meeting is held to strengthen the class community and orient students to the day. This time also provides space for social and emotional learning and wellness lessons.

The pre-Covid instructional schedule will resume. Daily schedules account for regular occurring breaks throughout the day for students to get outside, enjoy a snack or simply remove their masks and socialize when appropriately spaced from their classmates. These scheduled break segments will also ensure that teachers and staff have the necessary time to practice important hygiene routines and continually check in on student well-being.

At the start of the year, teachers will begin to collect information about the students' current levels of performance through formal and informal assessment measures. The schedule and type of assessments will vary by grade level. We will use a combination of standardized assessments, formative assessments and curriculum-based measures to assess students at all grade levels. This data, along with informal and longitudinal data, will assist teachers in understanding the current needs of their individual students and the class as a whole, so that they can adjust their curriculum and small group lessons to provide targeted instruction for each individual.

Secondary

Building healthy working relationships between educators and students, as individuals and within groups will serve as important areas of focus. Developing strong classroom communities and healthy learning environments where students feel safe to think creatively, make mistakes, encounter new ideas logically and tolerantly while developing strong critical thinking skills will serve as a continuous goal.

To ensure success over the course of the year, teachers must get to know their students, as they will need to have an accurate understanding of all students' academic strengths, areas for improvement, as well as any other challenges they face. In order for teachers to meet all students where they are and to be able to effectively differentiate instruction, teachers will need to (1) devote instructional time to administer benchmark and formative assessments to identify any learning strengths and challenges; (b) work with content area leaders to adjust the pacing and prioritization of standards; and (c) provide students with actionable feedback and academic goals to support their success.

Special Education

The District's Special Education and Student Services (SESS) Department is committed to the provision of meaningful educational programming to students with learning differences in grades Pre-K through grade 12 and transitional services. The SESS Administration continues to work closely with various stakeholders from the community and school district to ensure that students with learning differences are planned for thoughtfully as we transition into the 2021-2022 school year.

The SESS Department worked closely with building administrators to identify District practices regarding the identification or screening of social and emotional concerns related to the school closure or the reentry to school. Mental health providers from the departments collaborated with building administrators to translate guidance from national organizations (e.g., National Association of School Psychologists (NASP)) in an effort to align best practices and recommendations with District practices. In response to the increased need for clinical support, an additional 1.0 FTE school psychologist will support students at Darien High School.

District practices with respect to unique student needs continue to be a priority. SESS Administrators continue to collaborate with families and community members to outline unique concerns related to student needs. The SESS Administration is prepared for adaptations that may be required and/or additional recovery support for students during the 2021-2022 school year. The District is committed to the integrity and fidelity of special education programs consistent with the IEP recommendations. In response to the increased rate of referrals, an additional 1.0 FTE special education teacher will support students at Darien High School.

Structures and recommendations for assessing baselines of students' IEP goals and objectives have been implemented during the 2020-2021 school year and will continue to be assessed during the current ESY Program. Planning and Placement Teams (PPTs) will continue to consider any noted regression or recoupment needs for all students prior to PPT recommendations.

PPT meetings will be conducted in-person or remotely based on the families' preference and consistent with the State and local health official recommendations.

Collaboration between general education and special education results in the successful implementation of technology to support all learners in both general and special education. The District will continue to utilize lessons learned from the use of technology to support all learners as we approach the 2021-2022 school year.

The District will adhere to health and safety practices consistent with Connecticut State and Local Health officials. The District recognizes that possible recommendations for PPE usage and possible mitigating strategies during the 2021-2022 school year may need to be examined on an individual basis to support the needs of all students.

Early Learning Program

The ELP program is shared across three elementary schools with class enrollment ranging from 8 to 15 students throughout the school year. This class size allows for appropriately divided spaces in each room in order to accommodate small groupings of students distanced at three feet where possible.

The wearing of face coverings by preschool-aged children presents both a learning opportunity and a challenge. Responsibly, the District works with young learners to develop skills related to tolerance and endurance of masking for extended periods of time. The District requires all staff and students to wear a mask while in the school buildings, and riding on a bus, including children who are 3 years of age. Exceptions to indoor mask wearing are provided for children with documented medical conditions, disabilities or special education needs; who are eating, sleeping or resting; newly enrolled and working toward mask wearing; and those who have just turned 3 years old and provided up to 2 months to acclimate to mask wearing. In cases where face coverings cannot be worn for service delivery reasons, physical distancing and other PPE practices will be observed.

English Learners

Classroom teachers of English Learners (ELs) provide required language accommodations so students may access the curriculum. Where technology itself poses a barrier to access or where educational materials simply are not available in an accessible format, teachers will provide equally effective alternate access to the curriculum or services provided to other students. EL teachers will collaborate with the special education and/or content teachers to ensure that the appropriate supports and accommodations are provided. During periods of remote instruction, teachers will provide appropriate supports and accommodations to EL students to the greatest extent possible.

The District will engage in meaningful communication with parents of ELs in a language they can understand and notify limited English proficient (LEP) parents of information about any program, service, or activity that is called to the attention of non-LEP parents.

Section 504

The Darien Public Schools provide reasonable accommodations for students under Section 504 of the Rehabilitation Act. In grades K-5, the Assistant Principals oversee 504 plans. At the secondary level, the school counselors serve as the case managers. Students with 504 plans will continue to have their accommodations implemented in a classroom environment. If we are in a remote learning environment, these accommodations will be implemented to the greatest extent possible. During extended periods of remote learning, it may be appropriate for the 504 team to convene to discuss whether changes to the plan should be made to account for the shift in the learning environment. Annual review and initial referral meetings will continue to be held remotely.

Student Intervention and Support

Robust and rigorous core curricula are provided to all students, grades PreK-12. The instructional model reflects an understanding of students' academic, social and emotional diversity, as well as their needs across various stages of development.

The District is committed to identifying and intervening on behalf of students who require additional support in academics or social emotional issues, beyond what is provided by the core curriculum, regardless of where teaching and learning is taking place. District efforts for student intervention and support, referenced across the state as SRBI, provide an infrastructure for Darien's three tiered approach to instruction and intervention. SRBI promotes early identification of students who may require additional support in the academic, social or emotional areas. Support is provided to students through evidence and research-based instruction, assessment and intervention. Through a specific process additional targeted support is first provided by the classroom teacher and then, if needed, is also provided by a specialist, content area teacher or school psychologist.

The current process and protocols that are in place for SRBI will continue across learning platforms. The protocols include: universal screenings and digital collection of student benchmark and curriculum-based assessments, regular data team meetings to determine if students meet criteria for support, a tiered process of support that increases with intensity as determined by student data, and regular parent communication on student progress. Additional supports in this area have been requested through grant funding to support direct instruction in classrooms as well as specialized instruction through tiered intervention and support.

Schedules

School schedules adhere to the instructional hours required by the CSDE. Next year's schedules, across grade levels, reflect pre-COVID start and end times to the school day. Changes to the schedules include efforts to establish daily common planning time for elementary classroom teachers, a rotating bell schedule at the middle school so students experience classes at different times throughout their day, and a continuation of the block schedules at the high school. These changes do not negatively impact instructional minutes and provide conditions for improved teaching and learning across the District.

Elementary Schedule (elementary schedules vary based on grade level)

[Middlesex Middle School](#)

[Darien High School](#)

Social and Emotional Needs

The District embeds social and emotional learning across content areas and grade levels using CASEL's Five Core Competencies as a framework. In addition to an integrated approach of addressing SEL, specific times are designated for focused conversations with trusted adults. During designated times, students and teachers develop learning environments that foster positive relationships and open communication.

Furthermore, specific lessons designed to teach healthy hygiene practices and how to manage physical social distancing protocols will be embedded during these designated times. Plans for specific professional development in the areas of social and emotional learning remain a District priority. Therefore, grant funding has been allocated to support RULER, a social and emotional learning approach through the Yale Center of Emotional Intelligence, for next school year.

Supporting Staff

The health and safety of our staff is of primary importance. As such, the District will provide staff with appropriate personal protective equipment (PPE) as deemed necessary by current health and safety practices. Staff training will include updated and comprehensive COVID information regarding current public health practices. COVID testing and vaccination for staff will be addressed on an individual basis unless mass screening or vaccination efforts are needed based on local, state and regional infection rates. Cleaning protocols will be implemented according to state health recommendations. Hand washing stations, disinfecting wipes, and hand sanitizers will be available throughout the buildings.

The District offers an Educators' Assistance Program (EAP) to all employees. The EAP is entirely confidential and offers employees counseling, assessment and referral services in both work and life challenges. Services range from help in finding elder and child care resources in the community, dealing with legal and consumer issues or counseling for life issues such as grief, depression, anxiety and substance abuse. Employees can access the EAP directly by calling 800-252-4555 or by logging in at www.theEAP.com/Educators-EAP and clicking the "Employee and Family" button.

Anthem, the District's health insurance provider, provides significant resources and support for employees, including care tools and resources ranging from testing centers and physicians in the network to mental health and emergency service support. Employees can access this information at www.anthem.com. Employees who create an account with Anthem gain access to additional resources such as access to "Sydney Care," a mobile app that features a tool to help users understand potential risk for COVID-19 and provides access to telehealth visits.

Internally, staff members continue to support each other in impressive ways. With heightened awareness of the importance of an individual's social and emotional needs, the District relies on our talented counselors and cognitive and behavioral consultants to support District efforts. The District will encourage these practices to continue so staff remain connected to each other as well as their students.

Professional Learning and Meetings:

Professional meeting and professional development will resume in person in accordance with health and safety protocols.

Remote learning

If circumstances preclude normal school operations, student learning will take place remotely. Remote Learning provides meaningful and regular interactions between teachers and students from Pre-K to Grade 12. In doing so, lessons, activities, projects, and explorations that continue to make teaching and learning engaging and relevant for all students are embedded in program design.

The District is committed to implementing units of study, content, and assessments that comprise its current K-12 curriculum; however, if circumstances require us to operate remotely, this will require making smart, tactical adjustments to curriculum in order to ensure that high standards and expectations for learning are not compromised. To achieve this, students will have both off- and on-screen learning opportunities derived from the current curriculum, opportunities that will require some technology and minimal specialized materials.

While the District believes its remote learning plan to be robust and effective, remote learning has limitations and is not an equal substitute for a daily in-person instructional program. However, the District is committed to delivering remote learning that features both synchronous and asynchronous learning environments. An *Asynchronous Learning Environment* is one that does not require participants, teachers, and students to be online at the same time while a *Synchronous Learning Environment* involves learning at the same time online. The environment students experience will depend on grade level, subject matter, lesson plan materials, and other factors. If circumstances require implementation of remote learning, teachers will continue to guide, support, and challenge students to remain engaged at a high level.

While families had an option to “opt out” of in-person learning during the 2020-2021 school year, optional remote learning **will not** be possible during the 2021-2022 school year as the District plans to open all schools for a full return to five day in-person learning. However, there may be specific circumstances when a day or period of remote learning is deemed essential:

1. Required quarantine of a student, group of students, or class
2. A school cancellation due to inclement weather
3. Widespread virus spread in the community

The type of instructional delivery is not a choice for families of students required to quarantine and will be assigned by the students’ teacher(s). Should the need arise, the District may also opt for a period of hybrid learning to reduce the overall population in buildings until an appropriate level of virus containment presents itself.

Technology

Learning during a pandemic requires thoughtful calibration of software, hardware and instructional approaches to accommodate various learning environments. These new integrated strategies to general instruction elevated the knowledge and experiences of both students and faculty. With this progress in mind, the District continues 1:1 programming, K-12, with minor changes for the next academic year. The

District will transition from Chromebooks for K-2 to Chrome tablets as these devices are better suited for primary-aged learners in their utilization of the Seesaw learning platform. Seesaw provides an optimal digital environment for K-2 students, teachers and parents for learning and communication. The District will continue to employ Zoom as the video conferencing platform where needed.

Infrastructure upgrades across the District will improve conditions for a robust computing environment. All elementary school and middle school switches will be upgraded to provide better speed and efficiency to all schools. All elementary school wireless systems will be upgraded to provide faster wireless speed to all students. These upgrades will provide more speed to allow for a record number of devices accessing our network to function well.

Food Services

The Darien Public Schools in partnership with Chartwells, our Food Service Management company, intends to provide school lunch to all students in the cafeteria. All food service staff will be required to have the appropriate PPE such as masks and gloves.

Transportation

The safe arrival and departure of students is critical to COVID-19 containment and daily school operations. The District conducted a survey asking parents if they plan to opt-out of bus transportation to reduce ridership and support social distancing. Those parents who opt their student(s) out would find an alternate means of transportation for their children, but would have the ability to opt back into bus transportation upon request to the transportation department.

For families who are eligible and opt for bus transportation, buses will operate at near full capacity to start the school year with all students and drivers required to wear face masks while riding the bus. Each bus will be equipped with face masks should students not have one upon arrival. Face masks are to remain in place for the duration of the bus ride.

School Visitors

School visitors will be permitted given appropriate adherence to health and safety protocols. These include but are not limited to mask wearing and appropriate distancing.

School Field Trips:

School field trips may resume if adherence to health and safety protocols can be followed.

- III. Stakeholder Feedback:** Describes opportunities for stakeholder feedback to inform plan development and monitoring.

Stakeholders have been engaged in a variety of forums as the District plans for the 2021-2022 opening

of schools. Opportunities to hear from constituents include the following:

Board of Education

- Standing Agenda Item for the 2020-2021 School Year
- Special Agenda Item on 6/22

Parents and Community

- Board of Education Public Comment
- Public Hearing on 6/22
- Feedback Form Posted to Website

School & District Administrators

- Administrative Instructional Leadership Team (AILT) Meeting Item and Open Feedback
- Curriculum Leadership Team Meeting Item and Open Feedback
- Building-Based Leaders Meeting Item and Open Feedback
- Elementary Leadership Team Meeting Item and Open Feedback
- Secondary Leadership Team Meeting Item and Open Feedback

Teachers & Staff

- Annual Teacher Feedback Elementary (April-May)
- Annual Teacher Feedback Secondary (June)
- Electronic Feedback Form for Teachers and Staff (June)

Medical Advisors

- Weekly Meetings

IV. Periodic Review of Process: Describes required periodic review and timeline for required updates.

Below are the dates that LEAs must submit a refreshed or updated plan to the CSDE. This plan will be updated over the summer.

- June 23, 2021
- December 23, 2021
- June 23, 2022
- December 23, 2022
- June 23, 2023

V. Understandable and Uniform Format: Describes Federal regulations requiring that this plan be in an understandable and uniform format, to the extent practicable; is written in a language that parents can understand or, if not applicable, orally translated; and upon request by a parent who is an individual with a disability, provided an alternative format accessible to that parent.

This document will be made available on the District website in a readable Google or PDF format. These formats allow for translation utilizing the Google Translate feature, and will be readable by third party readers such as ReadAloud.

To: Members of the Board of Education
From: Dr. Alan Addley, Superintendent of Schools
Subject: COVID Related Policies
Date: June 15, 2021

The following are the COVID Related policies revised during the pandemic and that will sunset on June 30. The Administration will speak to the status of each policy for consideration for next steps by the Policy Committee and/or full Board.

[Darien BOE Policy C19 5130 Attendance Truancy](#)

[Darien BOE Policy 9310 C19 Conduct of Meeting](#)

[Darien BOE Policy C19 Use of Face Coverings in School](#)

[Darien BOE Policy 1075 C-19 Green Cleaning Programs](#)

[Darien BOE Policy C19 Health and Safety Protocols](#)

[Darien BOE Policy 4000 C19-03 Personnel FFCRA](#)

[Darien BOE Policy 5220 C19 Student Discipline \(Shipman\)](#)

[Darien BOE Policy 1250 C19 School Volunteers Student Interns and Other Non-Employees](#)

[Darien BOE Policy C19 Temporary Policies and Regulations](#)

[Darien BOE Policy 1200 C19 Use of School Facilities 10.23.20](#)

[Darien BOE Policy 1225 C19 Visitors](#)

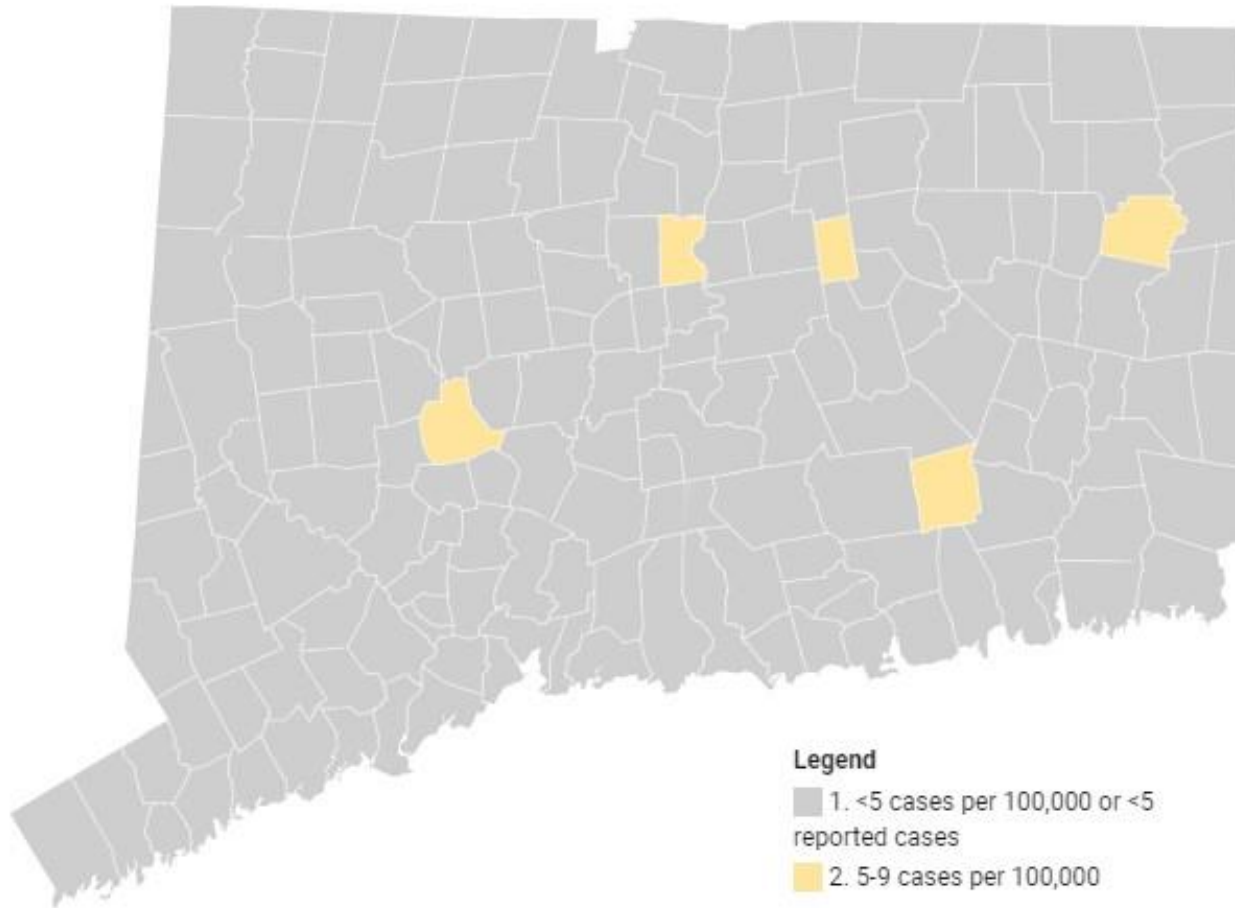
In-Person Instructional and Continuity of Services Plan



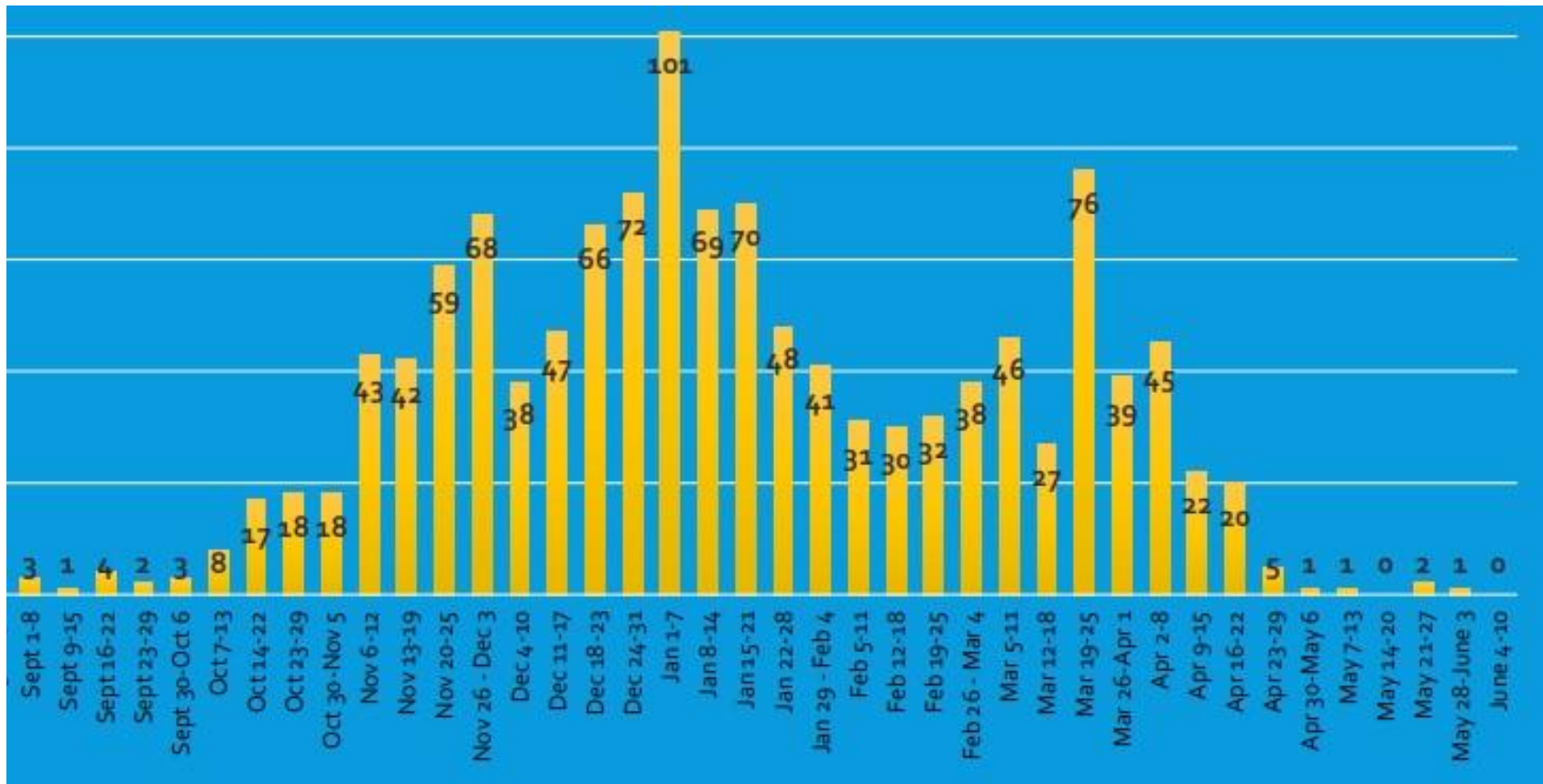
June 22, 2021



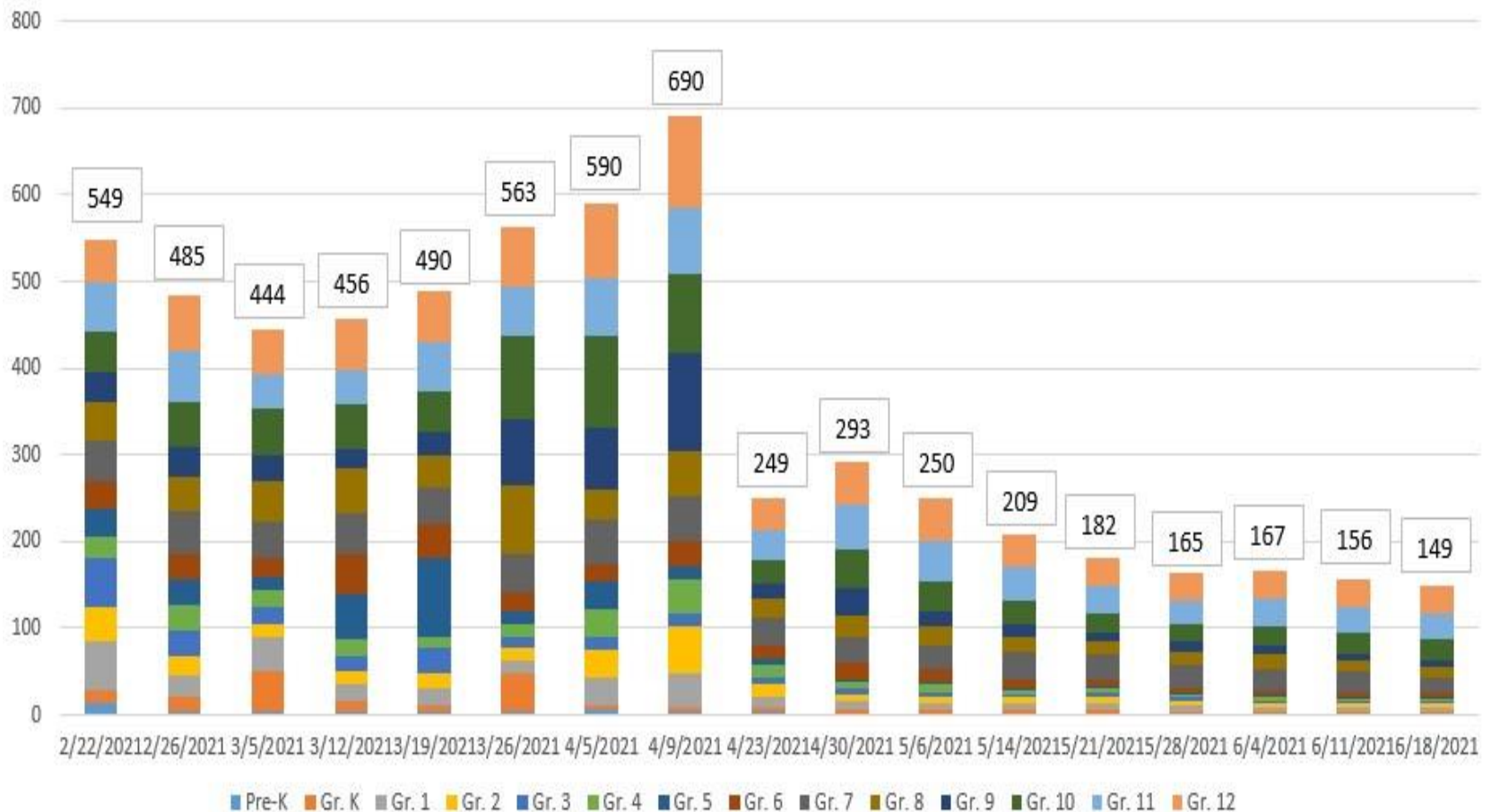
COVID Average Daily Rate Cases Per 100,000 Population (05/23/2021 – 06/05/2021)



Town of Darien: COVID Cases Since School Started 2020-21



Number of Remote Learners Feb 22, 2021 – June 17, 2021



UPDATES

1. In-Person Instructional and Continuity of Services Plan
& American Rescue Act Grant
2. Health & Safety (ESY)
 - a) ESY
 - b) Board of Education Meetings
3. Policies

Current Expenditures for ARAG

	Acceleration, Academic Renewal & Student Enrichment	Family & Community Connections	Social, Emotional & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Literacy interventionists	X				
Special Education Teacher	X				
ESY	X				
Recovery services	X				
School Psychologist			X		
RULER			X		
Technology access				X	
Furniture storage					X
Ventilation Maintenance					X
Contact tracing & COVID Compliance Officer					X
Campus monitor					X

Questions & Comments



June 22, 2021



Darien Public Schools

MEMO

To: Dr. Alan Addley, Superintendent

From: Meghan Emanuelson, Director of Guidance

Date: June 17, 2021

RE: Status Report of the Graduating Class of 2021

Attached please find the summary report on the post-secondary plans for the graduating class of 2021. When reviewing the information in the packet, please keep in mind that the majority of the data is garnered from student self-reporting or information directly from colleges and universities. As in previous years, the class of 2021 has performed very well and is planning on pursuing their post-secondary education in a variety of settings. Further details and analysis of the report will be discussed during the presentation.

SECTION	REPORT
I	SUMMARY INFORMATION FOR THE CLASS OF 2021
II	COLLEGE APPLICATION ANALYSIS
III	EARLY DECISION ANALYSIS
IV	REGIONAL COLLEGE ANALYSIS
V	MOST APPLICATIONS
VI	MOST OFTEN ATTENDED
VII	HIGHEST/LOWEST ACCEPTANCE RATE
VIII	STATE SCHOOL APPLICATIONS
IX	IVY LEAGUE ANALYSIS
X	STANDARDIZED TEST RESULTS
XI	COLLEGE APPLICATION RESULTS

I - SUMMARY INFORMATION CLASS OF 2021

Future Plans for Graduates	2021		2020		2019		2018	
	Students	%	Students	%	Students	%	Students	%
4 Year College	284	89.6%	338	93.6%	306	90.0%	317	93.0%
2 Year College	4	1.3%	8	2.2%	7	2.0%	2	0.6%
College Prep School	5	1.6%	2	0.6%	1	0.3%	4	1.2%
Subtotal	293	92.4%	348	96.4%	314	92.3%	323	94.8%
Military	1	0.3%	0	0.0%	0	0.0%	1	0.3%
Employed	2	0.6%	1	0.3%	1	0.3%	1	0.3%
Other/Undecided/Gap	19	6.0%	10	2.8%	24	7.1%	16	4.6%
Unknown	1	0.3%	0	0.0%	1	0.3%	0	0.0%
Career Education/Trade School	1	0.3%	2	0.6%				
Total	317	100.0%	361	100.0%	340	100.0%	341	100.0%

II - COLLEGE APPLICATION ANALYSIS 2018-2021

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Number of applications submitted	3127	3506	3250	2982
Early Decision applications	150	203	154	139
Percent of total	4.8%	5.8%	4.7%	4.7%
Early Action applications	1030	1099	1100	1000
Percent of total	32.9%	31.3%	33.8%	33.5%
Priority applications	175	181	22	22
Percent of total	5.6%	5.2%	0.7%	0.7%
Rolling applications	219	141	268	238
Percent of total	7.0%	4.0%	8.2%	8.0%
Regular applications	1553	1882	1706	1583
Percent of total	49.7%	53.7%	52.5%	53.1%
Number of students per class	317	361	340	341
Average no. of applications per student	9.9	9.7	9.6	8.7
Average no. of acceptances per student	4.1	3.8	3.9	3.8
Number of different colleges applied to	407	396	405	368
Number of Students applying ED	135	176	141	139
Percentage of students applying ED	42.6%	48.8%	41.5%	40.8%

III - EARLY DECISION APPLICATIONS 2018-2021

[illegible]

IV - REGIONAL COLLEGE ANALYSIS
NUMBER OF STUDENTS ATTENDING BY REGION
2021-2018

2021 2020 2019 2018

Great Lakes
Illinois, Indiana
Michigan, Minnesota
Ohio, Wisconsin

TOTAL	29	40	35	30
%	10%	12%	11%	9%

Mid-Atlantic

New Jersey,
New York,
Pennsylvania

TOTAL	62	84	77	76
%	22%	24%	25%	24%

New England

Connecticut,
Massachusetts,
Maine, New Hampshire
Rhode Island
Vermont

TOTAL	77	107	86	90
%	27%	31%	28%	28%

North Central

Iowa, Kansas,
North Dakota, Nebraska
South Dakota

TOTAL	0	0	0	2
%	0%	0%	0%	1%

Pacific & Mountain

Alaska, California,
Colorado, Hawaii,
Idaho, Montana,
Nevada, Oregon.
Utah, Washington,
Wyoming

TOTAL	30	25	23	35
%	10%	7%	7%	11%

South Atlantic

DC, Delaware,
Florida, Georgia,
Maryland, North Carolina
South Carolina,
Virginia, West Virginia

TOTAL	68	70	67	59
%	24%	20%	21%	18%

South Central

Alabama, Arkansas,
Kentucky, Louisiana,
Missouri, Mississippi,
Tennessee

TOTAL	4	8	11	16
%	1%	2%	4%	5%

Southwest

Arizona, New Mexico,
Oklahoma, Texas

TOTAL	10	5	10	8
%	3%	2%	3%	3%

Non-US

Canada	3	3	1	2
England	1	1	1	1
France	1	0	0	0
Netherlands	0	0	0	0
Scotland/Ireland	0	3	2	0
Spain	1			
Switzerland	0	0	0	0
TOTAL	6	7	4	3
%	2%	2%	1%	1%

GRAND TOTAL

	286	346	313	319
--	------------	------------	------------	------------

IV - REGIONAL COLLEGE ANALYSIS
NUMBER OF STUDENTS ATTENDING BY REGION
2018-2021

	2021	2020	2019	2018	
Great Lakes	IL	5	5	4	3
	IN	11	5	7	6
	MI	4	12	3	6
	MN	0	0	0	0
	OH	7	17	20	13
	WI	2	1	1	2
	TOTAL	29	40	35	30
	%	10%	12%	11%	9%

Mid-Atlantic	NJ	0	4	3	0
	NY	31	38	51	45
	PA	31	42	23	31
	TOTAL	62	84	77	76
	%	22%	24%	25%	24%

New England	CT	28	39	30	31
	MA	28	43	31	25
	ME	7	3	6	6
	NH	2	4	6	6
	RI	9	10	7	10
	VT	3	8	6	12
	TOTAL	77	107	86	90
	%	27%	31%	27%	28%

North Central	IA	0	0	0	2
	KS	0	0	0	0
	ND	0	0	0	0
	NE	0	0	0	0
	SD	0	0	0	0
	TOTAL	0	0	0	2
	%	0%	0%	0%	0%

Pacific & Mountain	AK	0	0	0	0
	CA	17	19	10	24
	CO	10	5	10	5
	HI	0	0	0	0
	ID	0	0	0	1
	MT	0	0	1	2
	NV	1	0	0	0
	OR	2	0	0	1
	UT	0	1	1	1
	WA	0	0	1	1
	WY	0	0	0	0

IV - REGIONAL COLLEGE ANALYSIS
NUMBER OF STUDENTS ATTENDING BY REGION
2018-2021

TOTAL	30	25	23	35
%	10%	7%	7%	11%

South Atlantic

DC	13	5	12	2
DE	0	2	0	1
FL	8	10	8	11
GA	2	1	4	2
MD	6	9	2	8
NC	13	15	19	13
SC	11	13	14	9
VA	15	14	8	12
WV	0	1	0	1
TOTAL	68	70	67	59
%	24%	20%	21%	18%

South Central

AL	0	3	1	5
AR	0	0	0	0
KY	0	0	0	0
LA	1	1	5	4
MO	1	1	0	1
MS	1	0	0	1
TN	1	3	5	5
TOTAL	4	8	11	16
%	1%	2%	4%	5%

Southwest

AZ	1	0	5	0
NM	0	0	0	0
OK	0	0	0	0
TX	9	5	5	8
TOTAL	10	5	10	8
%	3%	1%	3%	3%

Non-US

Canada	3	3	1	2
England	1	1	1	1
France	1	0	0	0
Netherlands	0	0	0	0
Scotland/Ireland	0	3	2	0
Spain	1	0	0	0
Switzerland	0	0	0	0
TOTAL	6	7	4	3
%	2%	2%	1%	1%

GRAND TOTAL

	286	346	313	319
--	------------	------------	------------	------------

V - MOST APPLICATIONS 2018 - 2021

CURRENT YEAR ONLY: 2021		FOUR YEARS DATA: 2018 - 2021	
College	Applications	College	Applications
University of Connecticut	71	University of Connecticut	359
University of Vermont	44	Miami University-Oxford	201
Boston College	40	Boston College	200
Fordham University	39	Pennsylvania State University	168
University of Michigan-Ann Arbor	39	University of Vermont	168
Pennsylvania State University	38	Villanova University	165
University of Virginia	38	Fordham University	164
Miami University-Oxford	35	University of Michigan-Ann Arbor	153
Villanova University	35	University of Virginia	145
College of Charleston	34	Boston University	144
University of Richmond	34	University of Richmond	142
Northeastern University	33	Northeastern University	135
Providence College	33	College of Charleston	132
University of Pennsylvania	29	Elon University	127
Clemson University	28	Providence College	124
Georgetown University	28	Santa Clara University	124
University of Colorado Boulder	28	Syracuse University	123
Boston University	27	Clemson University	123
Cornell University	26	Loyola University Maryland	120
Elon University	26	University of Pennsylvania	118
Tulane University of Louisiana	25	Cornell University	117
Colgate University	24	Tulane University of Louisiana	117
Wake Forest University	24	University of Miami	112
Yale University	24	Colgate University	111
Loyola University Maryland	23	University of Colorado Boulder	107
University of Denver	23	University of Rhode Island	106
University of Rhode Island	23	Bucknell University	104
Bucknell University	22	New York University	102
Indiana University-Bloomington	22	Wake Forest University	102
Santa Clara University	22	Indiana University-Bloomington	98
University of Miami	22	University of Wisconsin-Madison	93
Dartmouth College	20	University of New Hampshire	88
University of Wisconsin-Madison	20	Dartmouth College	87
Harvard University	19	University of Southern California	87
New York University	19	University of South Carolina-Columbia	85
University of New Hampshire-Main C	19	Gettysburg College	84
University of Southern California	19	Georgetown University	83
Vanderbilt University	19	College of the Holy Cross	81
College of the Holy Cross	18	Tufts University	80
University of California-Los Angeles	18	University of Denver	80
Marist College	17	Fairfield University	77
Syracuse University	17	University of Massachusetts-Amherst	77
University of Notre Dame	17	Yale University	77
Gettysburg College	16	Texas Christian University	75
Tufts University	16	Vanderbilt University	74
University of California-Berkeley	16	Sacred Heart University	74

VI - MOST OFTEN ATTENDED 2018-2021

College 2021 ONLY	
College	Attend
University of Connecticut	10
Bucknell University	7
College of Charleston	7
Georgetown University	7
Boston College	6
Sacred Heart University	6
University of Denver	6
University of Richmond	6
Wake Forest University	6
Colgate University	5
Colby College	5
Clemson University	4
Elon University	4
Fordham University	4
Indiana University-Bloomington	4
Lehigh University	4
Loyola University Maryland	4
Northeastern University	4
Southern Methodist University	4
University of California-Los Angeles	4
University of Miami	4
University of Notre Dame	4
Villanova University	4
American University	3
George Washington University	3
Gettysburg College	3
Harvard University	3
Miami University-Oxford	3
Pennsylvania State University	3
Purdue University-Main Campus	3
Santa Clara University	3
St. Lawrence University	3
Texas Christian University	3
University of Chicago	3
University of Colorado Boulder	3
University of Michigan-Ann Arbor	3
University of Pennsylvania	3
University of Rhode Island	3
University of Vermont	3
University of Virginia	3

College 2018-2021	
College	Attend
University of Connecticut	48
College of Charleston	30
Miami University-Oxford	28
Boston College	26
Elon University	22
Colgate University	21
Syracuse University	21
University of Vermont	21
University of Richmond	20
Trinity College	20
Fordham University	19
Sacred Heart University	19
Villanova University	19
Bucknell University	18
Santa Clara University	18
University of Michigan	18
Loyola University Maryland	16
Norwalk Community College	16
Pennsylvania State University	16
University of Miami	16
University of Pennsylvania	16
Wake Forest University	16
Georgetown University	15
Colby College	14
Gettysburg College	14
University of Colorado Boulder	14
St. Lawrence University	13
Clemson University	12
Dartmouth College	12
Cornell University	11
University of Denver	11
Providence College	11
Southern Methodist University	11
College of the Holy Cross	10
Franklin and Marshall College	10
Indiana University-Bloomington	10
New York University	10
Northeastern University	10
Texas Christian University	10
Tufts University	10
University of Virginia	10

VII - HIGHEST AND LOWEST ACCEPTANCE RATES 2018 - 2021
(min of 20 applications)

	College	Acceptance %
HIGHEST % ACCEPTED	Xavier University	89%
	Bryant University	89%
	University of California-Santa Cruz	86%
	James Madison University	86%
	University of Maine	86%
	Loyola University Maryland	86%
	University of Denver	85%
	The University of Arizona	85%
	Drexel University	85%
	Miami University-Oxford	84%
	Iona College	84%
	The University of Alabama	83%
	The University of Tennessee-Knoxville	80%
	University of Mississippi	80%
	Manhattanville College	80%
	College of Charleston	79%
	Quinnipiac University	79%
	Roger Williams University	78%
	University of Connecticut	78%
	Elon University	76%
	Sacred Heart University	74%
	Norwalk Community College	75%
	Hofstra University	72%
	Purdue University-Main Campus	72%
LOWEST % ACCEPTED	Amherst College	17%
	Middlebury College	16%
	Johns Hopkins University	16%
	University of Chicago	15%
	University of Pennsylvania	15%
	Emory University	15%
	The University of Texas at Austin	15%
	University of North Carolina at Chapel Hill	13%
	Harvard University	13%
	University of California-Berkeley	13%
	Northwestern University	13%
	Stanford University	11%
	Duke University	10%
	Princeton University	7%
	Yale University	6%
	Massachusetts Institute of Technology	6%
	Columbia University in the City of New York	6%
	Brown University	5%

VIII - STATE SCHOOL APPLICATIONS 2018-2021

	<u>Total State</u>	<u>% of Total</u>							
	<u>School Apps</u>	<u>Applications</u>	<u>Storrs</u>	<u>Eastern</u>	<u>Western</u>	<u>Southern</u>	<u>Central</u>	<u>NCC</u>	<u>Stamford</u>
2021	99	4.1%	71	7	2	8	2	8	1
2020	121	3.5%	97	2	4	8	3	7	0
2019	129	5.5%	77	12	8	18	4	9	1
2018	102	4.4%	84	2	1	8	5	1	1
Attending	2021	2020	2019	2018					
UConn (Storrs)	6	12	11	9					
Stamford	4	0	0	0					
ECSU	0	0	0	0					
WCSU	1	0	0	0					
SCSU	0	2	0	0					
CCSU	0	0	0	1					
NCC	4	1	7	1					

IX - IVY LEAGUE SCHOOLS APPLICATION ANALYSIS 2018-2021

COMBINED	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	4 yr Average % of Class attending IVY school
2018-2021										
APPLY	52	54	96	72	65	93	40	66	538	
ADMIT	3	4	21	16	9	18	3	5	79	
% ADMIT	6%	7%	22%	22%	14%	19%	8%	8%	15%	
ENROLL	3	2	11	12	9	16	1	4	58	4.2%

2021*	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	13	13	26	20	19	29	12	24	156	
ADMIT	1	0	5	2	3	3	0	1	15	
% ADMIT	8%	0%	19%	10%	16%	10%	0%	4%	10%	
ENROLL	1	0	0	1	3	3	0	1	9	2.8%

* 22 WL/Unknown as of 6/16/21

2020	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	12	16	30	22	20	28	13	13	154	
ADMIT	1	1	2	6	3	4	0	0	17	
% ADMIT	8%	6%	7%	27%	15%	14%	0%	0%	11%	
ENROLL	1	1	2	4	3	3	0	0	14	3.9%

2019	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	12	13	19	17	15	17	8	15	116	
ADMIT	0	2	8	5	2	4	2	2	25	
% ADMIT	0%	2%	42%	29%	13%	24%	25%	13%	22%	
ENROLL	0	1	6	4	2	4	1	1	19	5.6%

2018	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
APPLY	15	12	21	13	11	19	7	14	112	
ADMIT	1	1	6	3	1	7	1	2	22	
% ADMIT	7%	8%	29%	23%	9%	37%	14%	14%	20%	
ENROLL	1	0	3	3	1	6	0	2	16	4.7%

X - STANDARDIZED TESTING RESULTS 2018-2021

		Average	Average	Average
<u>Class</u>	<u>Students</u>	<u>GPA</u>	<u>SAT 1600</u>	<u>ACT</u>
2021	317	3.528	1237	29
2020	361	3.51	1279	29
2019	340	3.397	1260	29
2018	341	3.417	1281	28

XI - College Application Results 2021

College	Apply	Withdraw	INC	Net Apply	Accept	Deny	Waitlist	Attend
Adelphi University	3	0	1	2	1	0	0	0
Alfred University	1	0	0	1	0	0	0	0
Alvernia University	1	0	0	1	1	0	0	0
American University	11	1	2	8	7	1	0	3
Amherst College	10	2	1	7	2	3	0	1
Appalachian State University	3	1	0	2	0	1	2	0
Arizona State University-Tempe	5	1	1	3	3	0	0	1
Assumption College	1	0	0	1	1	0	0	0
Auburn University	12	1	1	10	2	6	1	0
Babson College	6	1	0	5	2	0	2	1
Baldwin Wallace University	1	0	0	1	0	1	0	0
Bard College	2	0	0	2	2	0	0	0
Barnard College	2	0	0	2	0	1	0	0
Bates College	10	1	2	7	2	1	4	1
Baylor University	5	1	0	4	3	1	0	0
Becker College	1	0	0	1	0	0	0	0
Belmont University	3	0	2	1	1	0	0	0
Bentley University	7	2	1	4	2	1	0	0
Berklee College of Music	1	0	0	1	1	0	0	1
Bethune-Cookman University	1	1	0	0	0	0	0	0
Binghamton University	2	0	0	2	2	0	0	0
Boston College	53	8	5	40	12	13	16	6
Boston University	36	3	6	27	13	12	2	1
Bowdoin College	12	2	1	9	1	8	0	1
Brandeis University	2	0	0	2	2	0	0	0
Brigham Young University-Idaho	1	0	0	1	1	0	0	0
Brigham Young University-Provo	2	0	0	2	1	1	0	0
Brown University	19	3	3	13	1	10	2	1
Bryant University	10	4	0	6	5	0	0	1
Bryn Mawr College	1	0	0	1	1	0	0	0
Bucknell University	40	12	6	22	10	3	12	7
Butler University	1	0	0	1	1	0	0	0
California College of the Arts	1	0	0	1	1	0	0	1
California Institute of Technology	1	0	1	0	0	0	0	0
California Institute of the Arts	1	0	0	1	0	0	0	0
California Polytechnic State University-San Lu	2	0	0	2	2	0	0	1
California State University-Chico	1	0	0	1	1	0	0	0
California State University-Long Beach	2	0	0	2	0	1	1	0
California State University-Los Angeles	1	0	0	1	1	0	0	0
Canisius College	1	0	0	1	1	0	0	0
Carleton College	2	0	0	2	0	1	1	0
Carnegie Mellon University	15	3	1	11	1	8	4	0
Case Western Reserve University	11	2	1	8	5	0	3	1
Catholic University of America	1	0	0	1	1	0	0	0
Central Connecticut State University	2	0	0	2	2	0	0	0
Champlain College	2	0	0	2	1	0	0	0
Chapman University	7	2	3	2	2	0	0	1
Chatham University	2	0	0	2	2	0	0	1
Chestnut Hill College	1	1	0	0	0	0	0	0
Christopher Newport University	1	0	0	1	1	0	0	0
Clafin University	1	1	0	0	0	0	0	0
Claremont McKenna College	3	2	0	1	0	1	0	0
Clark Atlanta University	1	0	0	1	1	0	0	0

XI - College Application Results 2021

Clark University	1	0	1	0	0	0	1	0
Clarkson University	1	0	3	-2	0	0	0	0
Clemson University	41	10	0	31	13	2	15	4
Coastal Carolina University	9	1	1	7	7	0	0	0
Colby College	18	3	0	15	7	4	4	5
Colby-Sawyer College	2	0	0	2	2	0	0	1
Colgate University	38	12	2	24	9	5	13	5
College for Creative Studies	1	0	0	1	1	0	0	0
College of Charleston	44	7	0	37	30	2	3	7
College of the Holy Cross	30	8	0	22	9	4	8	2
College of William and Mary	19	3	0	16	7	4	0	0
Colorado College	8	0	0	8	0	7	2	0
Colorado School of Mines	1	0	0	1	1	0	0	0
Colorado State University-Fort Collins	3	0	0	3	3	0	0	0
Columbia College Chicago	1	0	0	1	0	0	0	0
Columbia University in the City of New York	21	2	0	19	0	11	2	0
Connecticut College	3	1	0	2	1	0	0	0
Cooper Union for the Advancement of Scienc	1	0	0	1	0	1	0	0
Coppin State University	1	1	0	0	0	0	0	0
Cornell University	34	4	0	30	5	16	5	0
Coventry University	1	0	0	1	1	0	0	1
Culinary Institute of America	1	0	0	1	1	0	0	0
CUNY Bernard M Baruch College	2	0	0	2	1	1	0	0
CUNY City College	3	0	0	3	1	0	0	0
CUNY Hunter College	3	0	0	3	1	0	0	0
CUNY John Jay College of Criminal Justice	1	0	0	1	0	0	0	0
CUNY Macaulay Honors College	2	0	0	2	0	0	0	0
Curry College	2	0	0	2	1	1	0	0
Dartmouth College	28	6	0	22	2	15	4	1
Davidson College	2	0	0	2	0	0	2	0
Dean College	1	0	0	1	0	0	0	0
Delaware Valley University	1	0	0	1	1	0	0	0
Denison University	13	5	0	8	5	1	0	1
DePaul University	4	1	0	3	3	0	0	0
DePauw University	1	1	0	0	0	0	0	0
Dickinson College	7	2	0	5	2	0	2	1
Dillard University	1	1	0	0	0	0	0	0
Drexel University	8	1	0	7	7	0	0	1
Duke University	20	3	0	17	0	12	3	0
Duquesne University	1	0	0	1	1	0	0	0
East Carolina University	7	0	0	7	5	0	0	1
Eastern Connecticut State University	7	0	0	7	5	1	0	0
Eckerd College	4	1	0	3	2	0	0	1
Elon University	37	11	0	26	22	1	2	4
Embry-Riddle Aeronautical University	1	1	0	0	0	0	0	0
Emerson College	1	0	0	1	1	0	0	0
Emmanuel College	4	0	0	4	4	0	0	0
Emory University	14	5	0	9	1	6	2	0
Endicott College	4	0	0	4	2	1	0	0
ESADE Business School	1	0	0	1	0	0	0	0
Fairfield University	16	3	0	13	11	1	2	2
Fairleigh Dickinson University	1	0	0	1	1	0	0	0
Fashion Institute of Technology	2	0	0	2	0	1	0	1
Flagler College-St Augustine	2	1	0	1	1	0	0	0

XI - College Application Results 2021

Florida Agricultural and Mechanical University	1	1	0	0	0	0	0	0
Florida Atlantic University	5	0	0	5	0	3	0	0
Florida Gulf Coast University	3	1	0	2	0	1	0	0
Florida Institute of Technology	1	0	0	1	1	0	0	0
Florida Memorial University	1	1	0	0	0	0	0	0
Florida State University	5	1	0	4	2	1	0	1
Fordham University	47	7	0	40	26	9	7	4
Franklin and Marshall College	10	4	0	6	6	0	0	1
Franklin W Olin College of Engineering	2	0	0	2	0	2	0	0
Furman University	3	1	0	2	2	0	0	0
George Washington University	15	2	0	13	6	3	4	3
Georgetown University	34	5	0	29	15	12	4	7
Georgia Institute of Technology-Main Campus	6	2	0	4	1	2	1	0
Georgia State University	1	0	0	1	1	0	0	1
Gettysburg College	26	7	0	19	15	0	1	3
Gonzaga University	2	0	0	2	2	0	0	0
Gordon College	1	0	1	0	0	0	0	0
Grambling State University	1	1	0	0	0	0	0	0
Grinnell College	1	0	0	1	0	0	1	0
Hamilton College	10	1	0	9	2	1	4	0
Hartwick College	2	0	0	2	2	0	0	0
Harvard University	22	2	1	19	3	10	8	3
Harvey Mudd College	2	0	0	2	0	2	0	0
Haverford College	1	1	0	0	0	0	0	0
Hawaii Pacific University	2	0	0	2	2	0	0	0
High Point University	11	1	1	9	8	0	0	0
Hillsdale College	1	0	0	1	0	0	0	0
Hobart William Smith Colleges	11	1	0	10	6	0	2	1
Hofstra University	4	0	0	4	4	0	0	1
Howard University	1	0	1	0	0	0	1	0
IE University - Madrid	1	0	0	1	1	0	0	1
Indiana University-Bloomington	27	1	4	22	19	0	1	4
Iona College	8	0	0	8	7	1	0	1
Iowa State University	1	0	0	1	0	1	0	0
Ithaca College	12	0	1	11	10	1	1	2
Jackson State University	1	1	0	0	0	0	0	0
Jacksonville University	1	0	0	1	0	1	0	0
James Madison University	3	0	0	3	3	0	0	1
Johns Hopkins University	7	4	0	3	0	2	2	0
Johnson & Wales University-Providence	4	0	0	4	3	0	0	1
Juniata College	1	0	0	1	1	0	0	0
Kean University	1	0	0	1	1	0	0	0
Keene State College	1	0	0	1	1	0	0	0
Kent State University at Kent	1	0	0	1	1	0	0	0
Kenyon College	1	0	0	1	1	0	0	0
Keystone College	1	0	0	1	1	0	0	0
Kutztown University of Pennsylvania	1	0	0	1	1	0	0	0
La Salle University	1	0	0	1	1	0	0	0
Lafayette College	18	2	6	10	7	0	1	1
Laguna College of Art and Design	1	0	0	1	0	1	0	0
Lancaster University	1	0	0	1	1	0	0	0
Lehigh University	15	2	3	10	8	1	1	4
LIM College	1	0	0	1	1	0	0	0
Louisiana State University	4	0	0	4	4	0	0	0

XI - College Application Results 2021

Loyola Marymount University	9	2	1	6	1	2	3	0
Loyola University Chicago	3	0	0	3	2	0	0	0
Loyola University Maryland	27	4	0	23	23	0	2	4
Loyola University New Orleans	1	0	0	1	1	0	0	0
Lynn University	1	0	0	1	0	1	0	0
Manhattan College	2	0	0	2	2	0	0	1
Manhattanville College	1	0	0	1	1	0	0	0
Marist College	21	1	3	17	15	0	2	1
Marquette University	4	1	0	3	3	0	0	0
Marshall University	1	0	0	1	1	0	0	0
Massachusetts Institute of Technology	14	3	1	10	0	10	0	0
Massachusetts Maritime Academy	1	0	0	1	1	0	0	0
McDaniel College	2	0	0	2	2	0	0	0
McGill University	3	1	0	2	1	0	1	1
McMaster University	1	0	0	1	0	1	0	0
McPherson College	1	0	0	1	1	0	0	0
Mercer University	1	1	0	0	0	0	0	0
Merrimack College	3	0	0	3	3	0	0	1
Miami University-Oxford	47	8	4	35	31	0	1	4
Michigan State University	13	1	1	11	9	1	0	0
Middlebury College	17	5	0	12	0	9	2	0
Millersville University of Pennsylvania	1	0	0	1	1	0	0	0
Montana State University	1	0	0	1	1	0	0	0
Morgan State University	1	1	0	0	0	0	0	0
Mount Holyoke College	1	0	0	1	1	0	0	0
Mount St. Mary's University	1	0	0	1	1	0	0	0
Muhlenberg College	2	0	0	2	1	0	1	0
New England College	1	0	0	1	1	0	0	0
New Jersey Institute of Technology	1	0	0	1	1	0	0	0
New York University	28	7	2	19	2	9	9	1
Nichols College	1	0	0	1	1	0	0	0
North Carolina State University at Raleigh	7	0	1	6	0	1	2	0
Northeastern University	42	8	1	33	11	17	4	4
Northwestern University	24	5	5	14	1	11	3	1
Norwalk Community College	6	0	0	6	3	1	0	2
Nova Southeastern University	2	0	1	1	1	0	0	0
Oakland University	1	0	0	1	1	0	0	1
Oberlin College	1	1	0	0	0	0	0	0
Occidental College	5	0	1	4	2	0	1	0
Ohio State University-Main Campus	7	0	0	7	2	5	0	0
Ohio Wesleyan University	5	1	0	4	4	0	0	1
Oklahoma State University-Main Campus	1	0	0	1	1	0	0	0
Otis College of Art and Design	1	0	0	1	1	0	0	0
Otterbein University	1	0	0	1	1	0	0	0
Oxford Brookes University	1	0	0	1	1	0	0	0
Pace University	8	0	1	7	7	0	0	1
Pace University, Westchester Campus	1	0	1	0	0	0	0	0
Palm Beach Atlantic University	1	0	0	1	1	0	0	0
Pennsylvania State University-Main Campus	43	1	4	38	30	6	1	3
Pennsylvania State University-Penn State Harrisburg	1	0	0	1	1	0	0	0
Pepperdine University	6	0	0	6	1	4	0	0
Pitzer College	2	0	0	2	1	1	0	0
Plymouth State University	2	0	1	1	1	0	0	0
Point Park University	1	0	0	1	0	1	0	0

XI - College Application Results 2021

Pomona College	7	1	0	6	0	6	0	0
Prairie View A & M University	1	1	0	0	0	0	0	0
Pratt Institute-Main	3	0	2	1	0	0	1	0
Princeton University	14	2	0	12	0	11	1	0
Providence College	45	9	3	33	23	5	7	2
Purdue University Fort Wayne	1	0	0	1	1	0	0	0
Purdue University-Main Campus	8	1	0	7	7	0	0	3
Queen Mary University of London	1	0	0	1	1	0	0	0
Queen's University	1	0	1	0	0	0	0	0
Quinnipiac University	6	1	1	4	3	0	0	0
Reed College	1	0	0	1	1	0	0	0
Rensselaer Polytechnic Institute	9	4	0	5	4	0	0	0
Rhode Island School of Design	1	0	0	1	0	1	0	0
Rhodes College	1	0	0	1	1	0	0	0
Rice University	6	3	0	3	0	2	1	0
Rider University	1	0	0	1	1	0	0	0
Ringling College of Art and Design	2	0	0	2	2	0	0	0
Roanoke College	7	0	1	6	5	1	0	1
Rochester Institute of Technology	4	0	0	4	2	0	1	0
Roger Williams University	11	0	0	11	9	0	0	1
Rollins College	9	2	0	7	6	1	0	1
Rutgers University-New Brunswick	3	0	0	3	2	1	0	0
Ryerson University	1	0	0	1	1	0	0	1
Sacred Heart University	16	0	5	11	12	0	0	6
Saint Anselm College	1	1	0	0	0	0	0	0
Saint Joseph's University	2	0	0	2	2	0	0	0
Salisbury University	1	0	0	1	1	0	0	0
Salve Regina University	4	1	0	3	3	0	0	0
San Diego State University	4	0	0	4	4	0	0	0
San Jose State University	1	0	0	1	1	0	0	0
Santa Clara University	26	4	0	22	10	3	5	3
Savannah College of Art and Design	4	0	1	3	2	0	0	1
Savannah College of Art and Design - Atlanta	1	0	0	1	1	0	0	0
School of the Art Institute of Chicago	1	0	1	0	0	0	0	0
School of Visual Arts	2	0	0	2	1	1	1	1
Seattle University	2	1	0	1	1	0	0	0
Seton Hall University	1	0	0	1	1	0	0	0
Shenandoah University	1	0	0	1	0	1	0	0
Siena College	4	1	0	3	3	0	0	0
Skidmore College	8	2	0	6	4	2	0	1
Smith College	1	0	0	1	0	1	0	0
Southern Connecticut State University	8	0	0	8	8	0	0	0
Southern Methodist University	13	3	1	9	7	0	0	4
Springfield College	1	0	0	1	1	0	0	1
St Bonaventure University	2	0	0	2	2	0	0	0
St Olaf College	1	0	0	1	1	0	0	0
St. Lawrence University	14	3	2	9	9	0	0	3
Stanford University	14	1	0	13	1	8	0	1
Stevens Institute of Technology	1	0	1	0	0	0	0	0
Stonehill College	3	0	0	3	1	1	0	0
Stony Brook University	1	0	0	1	1	0	0	0
Suffolk University	3	0	1	2	2	0	0	0
SUNY at Albany	2	0	0	2	1	0	0	0
SUNY College at Oswego	1	0	0	1	0	0	0	0

XI - College Application Results 2021

Susquehanna University	1	0	0	1	1	0	0	0
Swarthmore College	7	1	0	6	1	5	0	1
Syracuse University	29	4	8	17	12	1	3	2
Temple University	4	0	0	4	3	0	0	1
Tennessee State University	1	1	0	0	0	0	0	0
Texas Christian University	18	2	1	15	11	1	2	3
Texas State University	1	0	0	1	1	0	0	1
The American University of Paris	3	0	0	3	3	0	0	1
The College of New Jersey	1	0	0	1	1	0	0	0
The New School	5	0	0	5	4	0	0	1
The University of Alabama	11	0	0	11	9	0	0	0
The University of Arizona	7	0	0	7	6	1	0	0
The University of Edinburgh	1	0	0	1	0	1	0	0
The University of Tampa	14	2	0	12	8	3	0	1
The University of Tennessee-Knoxville	9	0	2	7	6	0	1	0
The University of Texas at Austin	11	0	0	11	2	8	0	1
The University of Texas at Dallas	2	1	1	0	0	0	0	0
The University of the South	2	0	1	1	1	0	0	0
Thomas Aquinas College - Northfield	1	0	0	1	1	0	0	1
Trinity College	13	5	4	4	3	1	0	0
Trinity College Dublin	3	0	1	2	0	0	0	0
Tufts University	26	7	3	16	2	12	2	2
Tulane University of Louisiana	31	5	1	25	3	12	3	1
Union College	8	1	0	7	6	0	0	1
United States Air Force Academy	1	0	0	1	1	0	0	1
United States Coast Guard Academy	3	0	0	3	1	1	0	1
United States Military Academy	3	0	1	2	1	0	0	0
United States Naval Academy	2	0	0	2	1	1	1	1
Universiteit Leiden	1	0	0	1	0	1	0	0
Universiteit van Amsterdam	1	0	0	1	0	1	0	0
University at Buffalo	1	0	0	1	1	0	0	0
University of Aberdeen	1	0	0	1	1	0	0	0
University of Bridgeport	1	0	0	1	1	0	0	0
University of British Columbia	2	0	0	2	1	0	0	1
University of California-Berkeley	17	0	1	16	3	11	1	1
University of California-Davis	6	0	0	6	5	1	0	0
University of California-Irvine	7	1	0	6	5	0	2	2
University of California-Los Angeles	19	0	1	18	4	11	2	4
University of California-Merced	1	0	0	1	1	0	0	0
University of California-Riverside	1	0	0	1	1	0	0	0
University of California-San Diego	10	1	0	9	4	3	2	2
University of California-Santa Barbara	18	2	2	14	4	10	1	0
University of California-Santa Cruz	6	0	0	6	5	1	0	0
University of Charleston	1	0	1	0	0	0	0	0
University of Chicago	12	3	0	9	3	4	3	3
University of Cincinnati-Main Campus	2	0	0	2	1	1	0	0
University of Colorado Boulder	37	6	3	28	19	0	6	3
University of Colorado Denver (UC Denver)	2	0	0	2	2	0	0	0
University of Connecticut	87	12	4	71	64	4	0	10
University of Connecticut-Stamford	1	0	0	1	1	0	0	0
University of Dallas	1	0	1	0	0	0	0	0
University of Dayton	1	0	0	1	1	0	0	0
University of Delaware	9	0	0	9	8	1	0	0
University of Denver	27	4	0	23	19	2	1	6

XI - College Application Results 2021

University of Florida	9	2	0	7	1	4	0	0
University of Georgia	7	0	1	6	2	4	0	0
University of Glasgow	1	1	0	0	0	0	0	0
University of Hartford	3	0	0	3	2	0	0	0
University of Hawaii at Hilo	1	0	0	1	1	0	0	0
University of Hawaii at Manoa	1	0	0	1	1	0	0	0
University of Hawaii Maui College	1	0	0	1	0	0	0	0
University of Illinois at Urbana-Champaign	2	0	0	2	2	0	0	1
University of Illinois at Urbana-Champaign: College of A	1	0	0	1	0	1	0	0
University of Iowa	1	0	0	1	1	0	0	0
University of Kansas	1	0	0	1	1	0	0	0
University of Kentucky	1	0	1	0	0	0	0	0
University of Law	1	0	0	1	1	0	0	0
University of Louisville	1	0	0	1	1	0	0	0
University of Maine	5	1	0	4	4	0	0	0
University of Maine at Augusta	1	0	1	0	0	0	0	0
University of Maryland-College Park	12	0	0	12	7	4	0	1
University of Massachusetts-Amherst	15	1	1	13	7	4	1	2
University of Massachusetts-Boston	1	0	0	1	1	0	0	0
University of Massachusetts-Dartmouth	1	0	1	0	0	0	0	0
University of Miami	33	6	5	22	9	5	7	4
University of Michigan-Ann Arbor	54	11	4	39	14	14	9	3
University of Mississippi	6	0	1	5	5	0	0	1
University of Nevada-Las Vegas	1	0	0	1	1	0	0	1
University of New England	2	0	0	2	2	0	0	0
University of New Hampshire-Main Campus	23	3	1	19	16	1	0	0
University of New Haven	3	0	0	3	3	0	0	1
University of North Carolina at Asheville	1	0	1	0	0	0	0	0
University of North Carolina at Chapel Hill	16	3	4	9	2	4	3	2
University of North Carolina at Charlotte	2	1	0	1	0	0	0	0
University of North Carolina at Greensboro	1	1	0	0	0	0	0	0
University of North Carolina Wilmington	5	0	1	4	2	2	0	0
University of North Florida	1	0	0	1	0	0	0	0
University of Notre Dame	21	2	2	17	5	12	3	4
University of Oklahoma-Norman Campus	1	0	0	1	0	1	0	0
University of Oregon	4	0	0	4	4	0	0	2
University of Ottawa	1	0	0	1	1	0	0	0
University of Pennsylvania	33	2	2	29	3	24	2	3
University of Pittsburgh-Pittsburgh Campus	5	0	0	5	4	0	0	0
University of Redlands	1	0	1	0	0	0	0	0
University of Rhode Island	27	2	2	23	16	4	0	3
University of Richmond	57	20	3	34	14	6	18	6
University of Rochester	8	3	1	4	4	0	0	2
University of San Diego	5	0	1	4	3	0	3	1
University of San Francisco	2	1	0	1	0	0	0	0
University of Scranton	2	0	0	2	2	0	0	0
University of South Carolina-Beaufort	1	0	0	1	1	0	0	0
University of South Carolina-Columbia	24	8	2	14	5	5	2	0
University of South Florida-Main Campus	3	2	0	1	0	1	0	0
University of Southern California	23	0	4	19	3	13	0	0
University of St Andrews	7	1	2	4	0	1	0	0
University of the Virgin Islands	1	0	0	1	1	0	0	0
University of Toronto	3	1	2	0	0	0	0	0
University of Utah	3	1	0	2	2	0	0	0

XI - College Application Results 2021

University of Vermont	52	6	2	44	28	1	8	3
University of Virginia-Main Campus	47	7	2	38	9	26	4	3
University of Washington-Seattle Campus	5	1	0	4	1	1	2	0
University of Waterloo	1	1	0	0	0	0	0	0
University of Wisconsin-Madison	30	8	2	20	13	3	2	2
University of Wyoming	1	0	0	1	1	0	0	0
Utah State University	3	1	0	2	2	0	0	0
Utica College	1	0	0	1	1	0	0	0
Vanderbilt University	26	4	3	19	2	16	3	1
Vassar College	3	0	0	3	1	2	0	1
Villanova University	59	16	8	35	9	14	13	4
Virginia Polytechnic Institute and State University	10	1	1	8	6	2	2	2
Wake Forest University	37	9	4	24	12	6	12	6
Washington & Jefferson College	1	1	0	0	0	0	0	0
Washington and Lee University	9	2	1	6	2	1	5	1
Washington University in St Louis	13	4	2	7	3	1	3	1
Wellesley College	2	0	2	0	0	0	0	0
Wentworth Institute of Technology	2	0	0	2	2	0	0	0
Wesleyan University	6	2	0	4	3	1	0	1
West Virginia University	5	0	0	5	5	0	0	0
Western Connecticut State University	2	0	0	2	1	0	0	1
Western New England University	2	0	0	2	2	0	0	0
Western University	1	0	1	0	0	0	0	0
Wheaton College	2	1	0	1	1	0	0	0
Wilfrid Laurier University	1	0	1	0	0	0	0	0
Williams College	11	3	0	8	2	5	2	1
Winthrop University	2	0	0	2	1	0	0	0
Wofford College	1	0	0	1	0	1	0	0
Worcester Polytechnic Institute	3	0	1	2	2	0	0	1
Xavier University	8	0	1	7	7	0	0	1
Yale University	28	2	2	24	1	22	1	1
York University	1	0	1	0	0	0	0	0

Class of 2021 Summary

SUMMARY INFORMATION

CLASS OF 2021

	2021		2020		2019		2018	
<u>Future Plans for Graduates</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>
4 Year College	284	89.6%	338	93.6%	306	90.0%	317	93.0%
2 Year College	4	1.3%	8	2.2%	7	2.0%	2	0.6%
College Prep School	5	1.6%	2	.6%	1	0.3%	4	1.2%
Subtotal	293	92.4%	348	96.4%	314	92.3%	323	94.8%

*317 students in the Class of 2021

COLLEGE APPLICATION ANALYSIS

2018-2021

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Number of applications submitted	3127	3506	3250	2982
Number of different colleges receiving applications from DHS students	407	397	405	368

EARLY DECISION APPLICATIONS

2018-2021

	<u>Class of 2021</u>		<u>Class of 2020</u>		<u>Class of 2019</u>		<u>Class of 2018</u>	
# of ED students	135	43%	175	48%	141	41%	136	40%
Accepted	84	56%	122	61%	100	65%	81	59%

MOST APPLICATIONS

CURRENT YEAR ONLY: 2021		FOUR YEARS DATA: 2018 - 2021	
College	Applications	College	Applications
University of Connecticut	71	University of Connecticut	359
University of Vermont	44	Miami University, Oxford	201
Boston College	40	Boston College	202
Fordham University	39	Pennsylvania State University	168
University of Michigan - Ann Arbor	39	University of Vermont	168
Penn State University	38	Villanova University	165
University of Virginia	38	Fordham University	164
Miami University, Oxford	35	University of Michigan - Ann Arbor	153
Villanova University	35	University of Virginia	145
College of Charleston	34	Boston University	144
University of Richmond	34	University of Richmond	142
Northeastern University	33	Northeastern University	135

MOST ATTENDED

CURRENT YEAR ONLY: 2021		FOUR YEARS DATA: 2018 - 2021	
College	Attend	College	Attend
University of Connecticut	10	University of Connecticut	48
Bucknell University	7	College of Charleston	30
College of Charleston	7	Miami University - Oxford	28
Georgetown University	7	Boston College	26
Boston College	6	Elon University	22
Sacred Heart University	6	Colgate University	21
University of Denver	6	Syracuse University	21
University of Richmond	6	University of Vermont	21
Wake Forest University	6	University of Richmond	20
Colgate University	5	Trinity College	20
Colby College	5	Fordham University	19
Clemson University	4	Sacred Heart University	19
Elon University	4	Villanova University	19

STATE SCHOOL APPLICATIONS 2018-2021

	<u>Total State</u>	<u>% of Total</u>							
<u>Class of</u>	<u>School Apps</u>	<u>Applications</u>	<u>Storrs</u>	<u>Eastern</u>	<u>Western</u>	<u>Southern</u>	<u>Central</u>	<u>NCC</u>	<u>Stamford</u>
2021	99	4.1%	71	7	2	8	2	8	1
2020	121	3.5%	97	2	4	8	3	7	0
2019	129	5.5%	77	12	8	18	4	9	1
2018	101	4.4%	84	2	1	8	5	1	1

Class Averages

		Average	Average	Average
Class	Students	GPA	SAT 1600	ACT
2021	317	3.539	1237	29
2020	361	3.5	1279	29
2019	340	3.397	1260	29
2018	341	3.417	1281	28

Supplemental Information

Class of 2021

Special Programs

35 students reported that they will be participating in/were admitted to a special program.

These programs include the following:

- Honors programs
- Dual degree programs
- First year study abroad programs
 - NCC Steps
- Health professions scholars
- Prestigious academic programs by application only

Test Score Submission

- 47.6 % submitted scores to ALL schools they applied to.
- 36.4% submitted to NONE of the schools they applied to.
 - 16% submitted to some schools but not others.

*Based on 275 responses

Will waitlists change outcomes?

- 16 students WILL change their college of attendance if admitted off of the waitlist.
- 128 will NOT change their decision
- 30 students are unsure if they would change their decision.

COVID impact on process

We asked students: "Did the Covid-19 pandemic impact your college process and/or decision?"

30.9% - YES

49.1% - NO

20% - SOMEWHAT

Impact of the pandemic

- Not being able to visit schools in person
- Harder to schedule SAT/ACT
- Shift in geographic preference to be closer to family
- New cost considerations
- Test optional worked in some students' favor
- Increased number of apps since fewer visits
- Impact on extracurriculars/resume
- Changes to athletic recruitment process

Class of 2021 Intended Majors

Undecided - 34	Early Childhood- 6
Business - 26	Nursing - 6
Psychology - 17	Marketing - 5
Economics - 15	Architecture - 4
Finance - 13	English - 4
Biology - 12	Environ Studies - 4
Engineering - 12	Exercise Sci - 4
Int'l Bus/Affairs - 10	Music - 4
Computer Eng/Sci - 8	Neuroscience - 4
	Accounting - 3
	Chemistry - 3

(# = number of students)

Majors continued

Graphic Design

Journalism

Marine Sci

Communications

Criminal Justice

Interior Design

Physics

Sociology

Art

Math

Anthropology

Science Tech

Gaming

Global Studies

Government

Liberal Arts

Naval Architecture

Philosophy

Pre-Med

Production Management

Religious Studies

Zoology

Construction Mgmt

Culinary Arts

Cyber Security

Fashion Marketing

The background is a solid teal color with several thin, wavy, light blue lines flowing across the top portion of the image.

QUESTIONS?



Darien Public Schools

The Vision of the Graduate

In March of 2020, the Darien Public Schools assembled a coalition of stakeholders—students, parents, teachers, administrators, community leaders, and Board of Education members—with the purpose of defining a Vision of the Graduate, a statement of what it means to our community to prepare students from prekindergarten through high school graduation for a successful future. Two aspirations emerged from community input: That all students would have the confidence and capacity to be self-directed, independent adults who live purposeful, happy, fulfilling lives, and that they would become citizens who contribute collaboratively and innovatively to their local and global communities.

In an era of rapid change to education and to the workforce, the Darien Public Schools recognized the need to identify through this Vision the skills and dispositions required to raise compassionate, resilient problem-solvers and leaders: **Communication, Creativity, Curiosity, Empathy, Independence, and Integrity.**

The Darien Public Schools is committed to giving all of our students multiple opportunities to master these competencies and to acquire these dispositions, throughout their experiences in our schools and their engagement with our curriculum, from kindergarten through to graduation. As a result, we believe we will graduate individuals who have a strong academic foundation and are prepared to use the knowledge and skills they have acquired to cast and fulfill a purposeful vision for themselves, their community, and the world.

Darien Public Schools
The Vision of the Graduate

We believe our graduates will be forever shaped by the learning environments we provide within our school district. From these environments, our graduates will take with them an understanding that the successful pursuit of meaningful ideas requires:

Communication	Creativity	Curiosity	Empathy	Independence	Integrity
Effective collaboration will depend on your ability to listen with a discerning ear and express your ideas with clarity and passion. Communication is a two-way exchange. Listen before you speak. Hear what is behind the words. Craft your communication with purpose and choose your words carefully - they hold great power. Know that your actions also tell your story. Find your own voice and dare to use it to build your community and change your world.	Pursuing new ideas will inspire you and others. Connect all that you have learned in order to generate novel thinking, design solutions, and innovate. Embrace the trial and error process. See mistakes as opportunities. Problems are solved by thinking about what can be rather than what has been. Seek and appreciate the beauty within each discipline. Believe in your vision and give form to your ideas.	Approaching the world with childlike amazement will lead you to new questions and inspire learning for life. Pursue knowledge as it provides the bedrock for thinking. Turn your mind to inquiry while pursuing your passions. Engage with others' thinking and question with persistence to deepen your understanding. Commit to fearless exploration of the unknown because it will open doors to new possibilities.	Understanding other people's experiences will enable you to form meaningful relationships and empower you. Open your heart and mind to the ideas and feelings of others and, as a result, learn more about yourself. Radiate kindness. Act with compassion. Embrace diversity and stand up for others and for inclusion. Honor the humanity of each person and contribute to a community that provides all with a sense of belonging.	The life you build for yourself will be founded on how much you trust and rely on your unique talents and thinking. Self-reliance frees you to become who you are meant to be. Persist when you encounter obstacles and know that you can seek guidance to help you grow. Set goals and work hard to reach them. Diligence has its own rewards. Confidently choose what's best for you, balancing life's demands.	Those who earn the respect of others conduct themselves honestly and adhere to principles in the face of adversity and social pressures. Tell the truth no matter how difficult. Accepting responsibility earns trust and reveals strength of character. Advocate for justice. Lead by example. Know who you are and let your actions speak for you. Develop your moral compass and demonstrate the courage to honor it.
<i>Seek to understand and be understood</i>	<i>Dream, imagine, and invent</i>	<i>Wonder and ask why</i>	<i>Grow in the light of human connection</i>	<i>Forge your own path</i>	<i>Do what is right, even when no one is watching</i>

Darien Public Schools

The Vision of the Graduate

Learner Outcomes

The Darien Public Schools Vision of the Graduate Learner Outcomes reflect a scaffolding between acquiring a skill or competency through utilizing that attribute to make a positive impact. We recognize and value that this growth requires students to overcome obstacles, ask questions, collaborate with others, think critically, reflect on the development of their identities, and extend fundamental academic skills.

	Communication	Creativity	Curiosity	Empathy	Independence	Integrity
<i>Demonstrating Attribute Acquisition</i>	I communicate effectively by actively listening to and speaking with teachers and peers.	I find opportunities to formulate ideas across all disciplines and in diverse forms.	I demonstrate my scholarship through active questioning and research across disciplines.	I seek to understand the experiences of others, and treat others with dignity and respect.	I rely on my own skills, knowledge, and talents to set and achieve goals.	I demonstrate my character through my words, actions, and decisions.
<i>Overcoming Obstacles</i>	I engage in reflection and revision to achieve clarity of expression.	I take academic risks, without fear of making “mistakes” in front of peers.	I fearlessly reveal my passions and wonderings and persist towards my goals when I face failure.	I courageously seek to move beyond personal bias and social constructs and see individuals for who they are.	I respond resiliently to obstacles and setbacks, drawing inspiration from within.	I adhere confidently to my principles, even in the face of social pressures.
<i>Asking Questions</i>	I formulate questions to effectively gather and evaluate information for accuracy.	I identify opportunities and develop questions that require innovative solutions.	I respond to newly presented facts, developments, and ideas with follow up questions and by asking, “Why?”	I respond to new people, places, and situations with the question, “What more do I need to learn for a better understanding?”	I accurately self-assess by asking, “What am I doing well?” and “Where can I grow?”	I respectfully question and stand up to those who speak or act in ways that are unjust, unfair or unkind.
<i>Collaborating with Others</i>	I collaborate with peers to interpret meaning and present our shared learning.	I collaborate with peers in order to solve problems, improve outcomes and give form to my ideas.	I engage respectfully with individuals and groups whose thinking is different from my own.	I seek out alternative perspectives in order to challenge and improve my thinking, and to develop as an ally.	I identify and appropriately advocate for resources that support my academic, social, and emotional goals.	I lead by example and celebrate the contributions of others when working in groups.
<i>Thinking Critically</i>	I present my ideas clearly and confidently to audiences to inform and persuade.	I approach tasks with flexibility and adaptability.	I investigate the connections across disciplines to uncover what weaves them together for a deeper understanding.	I use perspective-taking, inquiry, and synthesis skills to better understand others.	I analyze my experiences and synthesize my learning to formulate my own ideas and questions.	I evaluate information, situations, and ideas to determine what is truthful.
<i>Developing Your Identity</i>	I reflect on my communication with others in order to develop a deeper understanding of myself.	I see the formation of my identity as a creative process.	I explore interests outside of my comfort zone to develop a more well-rounded self.	I reflect on what I learn about others to develop a deeper understanding of myself.	I am confident in my talents, skills, and thinking and understand that hard work brings reward.	I act in ways that demonstrate my character and reflect the strength of my convictions.
<i>Extending Fundamental Academic Skills</i>	I craft pieces of academic writing and presentations for varied audiences and purposes.	I apply knowledge to novel academic situations and contexts to generate new thinking and perspectives.	I approach new tasks and subjects with an enthusiastic spirit, resulting in better motivation and outcomes for academic learning.	I develop healthy, kind, and meaningful relationships within and outside my school community.	I create and manage my own schedule of tasks, activities, and events while prioritizing self-care.	I earn respect for my academic ideas by citing and showing respect for others’ work.
<i>Positively Influencing Our Community and World</i>	I use my speaking and listening skills to engage in meaningful dialogue about real-world topics.	I boldly imagine creative and innovative solutions to real-world problems.	My curiosity inspires thinking in others and engages them in solving problems in our community and world.	I compassionately advocate for an inclusive, equitable community and a just world.	I recognize my ability to bring about positive changes in our community and in our world.	I serve as a leader and role model in my community and advocate for social justice.

NEASC Accreditation

An Overview
June 22, 2021

2020 Standards for Accreditation



New England Association of Schools and Colleges Accreditation Process

- Steering Committee (Ellen Dunn, Principal; Kate Dimoulas, Assistant Principal; Jenn Record, Accreditation Coordinator)
- Self-Reflection Committee
 - 5 Standards with 32 principles
 - Community Survey
 - Evidence Collection
 - NEASC Rubrics drive self-assessment
- Write Self-Report: Look Back, Current Conditions, Capacity for Continuous Growth as a Learning Organization, Goals and Vision for the Future, Priority Areas for NEASC School Growth Plan
- Collaborative Conference Visit leads to School Growth Plan
- Decennial Visit assesses progress toward goals as reflected in Summary report

Timeline

<i>Task</i>	<i>Timeline 1</i>	<i>Timeline 2</i>
Self-Study (2-6 months)	Fall - Winter 2021	Winter 2021 - Spring 2022
Collaborative Conference	Spring 2022	Fall 2022
Implement Growth Plan (12-18 months)	2022-2023	Fall 2022 - Fall 2023
Self-Reflection; Write Summary Report	2023-2024	Spring 2023 - Spring 2024
Decennial Visit	Spring 2024	Fall 2024

Tasks for Next Year

- Community Survey
- Evidence Gathering for 32 principles
- Self-Assessment on 5 standards
- Write Self-Reflection
- Prepare to/Host Collaborative Conference



Darien Public Schools

35 Leroy Avenue • Darien, CT 06820 • (203) 656-7400

Memorandum

DATE: June 4, 2021

TO: Darien Board of Education

FROM: Alan Addley, Ed.D., Superintendent of Schools

SUBJECT: 2021-2022 Proposed Calendar Revision for High School Professional Learning Community Days

A revised version of the 2021-2022 calendar is being brought forward for the Board's consideration. The primary reason for the proposed change is the pending 2024 decennial accreditation by the New England Association of Schools and Colleges (NEASC). While the visit does not occur until the spring or fall of 2024, time is needed next school year to complete the required school-wide self-reflection process. DHS Principal Ellen Dunn will join us for a NEASC overview at the June 22 meeting of the BOE to offer further detail.

You will notice two items of substantive change on this calendar when comparing to the previously approved 2021-2022 calendar.

1. The number of days previously dedicated to Professional Learning Communities (PLCs) has increased from 7 to 10. This time will be utilized for NEASC self-reflection committee work in addition to PLCs.
2. The time of student arrival is delayed by an additional 30 minutes making the delay a two-hour instead of 90 minute delay to begin the day. This change allows for needed work time to accommodate the self-reflection process and also allows for a bus run that follows the elementary runs.

Participation in NEASC is a process that requires dedicated time for staff reflection. This request is in response to recent administrator training on the new NEASC processes as well as advice received from the Associate Director for Accreditation and School Improvement at NEASC. By all accounts, this time will adequately support the staff and administration in preparation for accreditation. This is a discussion item and will be on the June 22 meeting agenda for possible action.

2021-2022 Darien School District Calendar
(Approved by Board of Education on June 23, 2020)
(Amended by the Board of Education on April 27, 2021)

July					
		1	2		
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

August (2)					
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25*	26*	27	
30	31				

23-24 New Staff Orientation
 25-26 Professional Development
 27 Teacher Work Day
 30 Students Return

September (19)					
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24^	
27	28	29	30		

6 Labor Day
 7 Rosh Hashanah
 16 Yom Kippur
 24 Professional Learning Communities – High School

October (21)					
				1	
4	5	6	7	8^	
11	12	13	14	15	
18	19	20	21	22^	
25	26	27	28	29	

8 Professional Learning Communities – High School
 22 Professional Learning Communities – High School

November (19)					
1	2*	3	4	5	
8	9	10	11	12	
15	16	17	18	19^	
22	23	24	25	26	
29	30^				

2 Professional Development
 19 Professional Learning Communities – High School
 24 Early Dismissal
 25-26 Thanksgiving Recess
 30 Elementary Parent Conferences

December (17)					
	1^	2^	3^		
6	7	8	9	10^	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

1-3 Elementary Parent Conferences (Dec. 7th Snow Date)
 10 Professional Learning Communities – High School
 23 Early Dismissal
 24-31 Holiday Recess

January (19)					
3	4	5	6	7^	
10	11	12	13	14*	
17	18	19	20	21	
24	25	26	27	28	
31					

7 Professional Learning Communities – High School
 14 Professional Development
 17 Martin Luther King Jr. Day

February (14)					
	1	2	3	4	
7	8	9	10	11^	
14	15	16	17	18*	
21	22	23	24	25	
28					

11 Professional Learning Communities – High School
 18 Professional Development
 21 Presidents' Day
 22-25 February Recess

March (23)					
1	2	3	4		
7	8	9	10	11^	
14	15	16^	17^	18^	
21	22	23	24	25	
28	29	30	31		

11 Professional Learning Communities – High School
 16-18 Elementary Parent Conferences (March 17, evening also; March 23rd Snow Date)

April (16)					
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22^	
25	26	27	28	29	

11-14 Spring Recess
 15 Good Friday
 22 Professional Learning Communities – High School

May (21)					
2	3	4	5	6	
9	10	11	12	13^	
16	17	18	19	20	
23	24	25	26	27	
30	31				

13 Professional Learning Communities – High School
 30 Memorial Day

June (9)					
	1	2	3		
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

13 School ends for students
 14 Teacher Work Day

Note #1: If schools are closed due to weather, additional days will be added to the end of the school year. Regarding High School graduation, by State law, after April 1st, Boards of Education are permitted to establish a graduation date. Therefore, the Board of Education will make that determination at its first regular April, 2021 meeting.

Code: _ | Early Dismissal (11/24, 12/23, 6/13); * | Staff Development Days; No School for Students; _ Teacher Work Day;

^Professional Learning Communities for High School Only – (9/24, 10/8, 10/22, 11/19, 12/10, 1/7, 2/11, 3/11, 4/22, 5/13)

(Elementary Parent Conferences (11/30, 12/1, 12/2, 12/3) (Snow Date 12/7); (3/16, 3/17 (also evening), 3/18)

(Snow Date 3/23)



Memorandum

To: Alan Addley, Ed.D., Superintendent of Schools
From: Christopher Tranberg, Assistant Superintendent for Curriculum & Instruction
RE: Barbara Harrington Grant Recipients
Date: June 18, 2021

Darien Advocates for the Education of the Gifted (DAEG) announced the award of seven grants to Darien teachers totaling \$3,245 for participation in advanced studies, workshops, conferences and curriculum development. Thanks to the generosity of DAEG, we are pleased to offer this support to enthusiastic teachers whose applications fit the criteria of further developing teaching skills in order to benefit Darien students.

The Barbara Harrington Fund was established in 1984 by DAEG in honor of Barbara Harrington, founder of Darien's IDEA Program for gifted students. Open to all teachers in the Darien Public Schools, the Barbara Harrington Fund offers teachers the opportunity to take courses that enrich their ability to deliver curriculum. The grants are funded by contributions of members of the Darien Advocates for the Education of the Gifted and other donors. Grant applications are processed by a committee of DAEG members along with District and school administrators.

BARBARA HARRINGTON FUND GRANT RECIPIENTS

Christine Leventhal - 9-12 Science (DHS) will attend the Forensic Science Education Conference through the Florida International University Global Forensic and Justice Center. The two-day conference will focus on an array of forensic investigative science topics including basic crime scene procedures, lab exercises, fingerprint discovery, bloodstain pattern analysis, forensic anthropology and forensic toxicology and biology.
Grant Award: \$350

Lee-Stuart Evans - Grade 9 Biology (DHS) will attend the UCONN Renzulli Center annual conference and the SENG annual conference. Two virtual events specifically designed to address the needs of gifted learners.
Grant Award: \$550

John Gearty - 9-12 World Language (DHS) will attend a week-long Classics conference “Power and the Individual in the Ancient Mediterranean World” through CANE (Classical Association of New England) focusing on Latin and Greek literature.
Grant Award: \$50

Bruce Clark - 11-12 History (DHS) will attend the Seng Conference recommended by DAEG. Outcomes from this conference will be beneficial in providing strategies for working with students in AP US History.
Grant Award: \$350

Austin Scelzo - 6-8 Music (MMS) will attend the Multi-Style Symposium for String Educators through New Jersey State University. The 4-day symposium explores multi-style string repertoire, nontraditional techniques, different approaches to improvisation and incorporating technology with highly regarded multi-string educators.
Grant Award: \$400

Susan Shannon - Grade 6 Math (MMS) will attend the Art of Problem-Solving conference through the Massachusetts College of Liberal Arts. The conference focuses on strategies and techniques of problem solving and critical thinking.
Grant Award: \$945

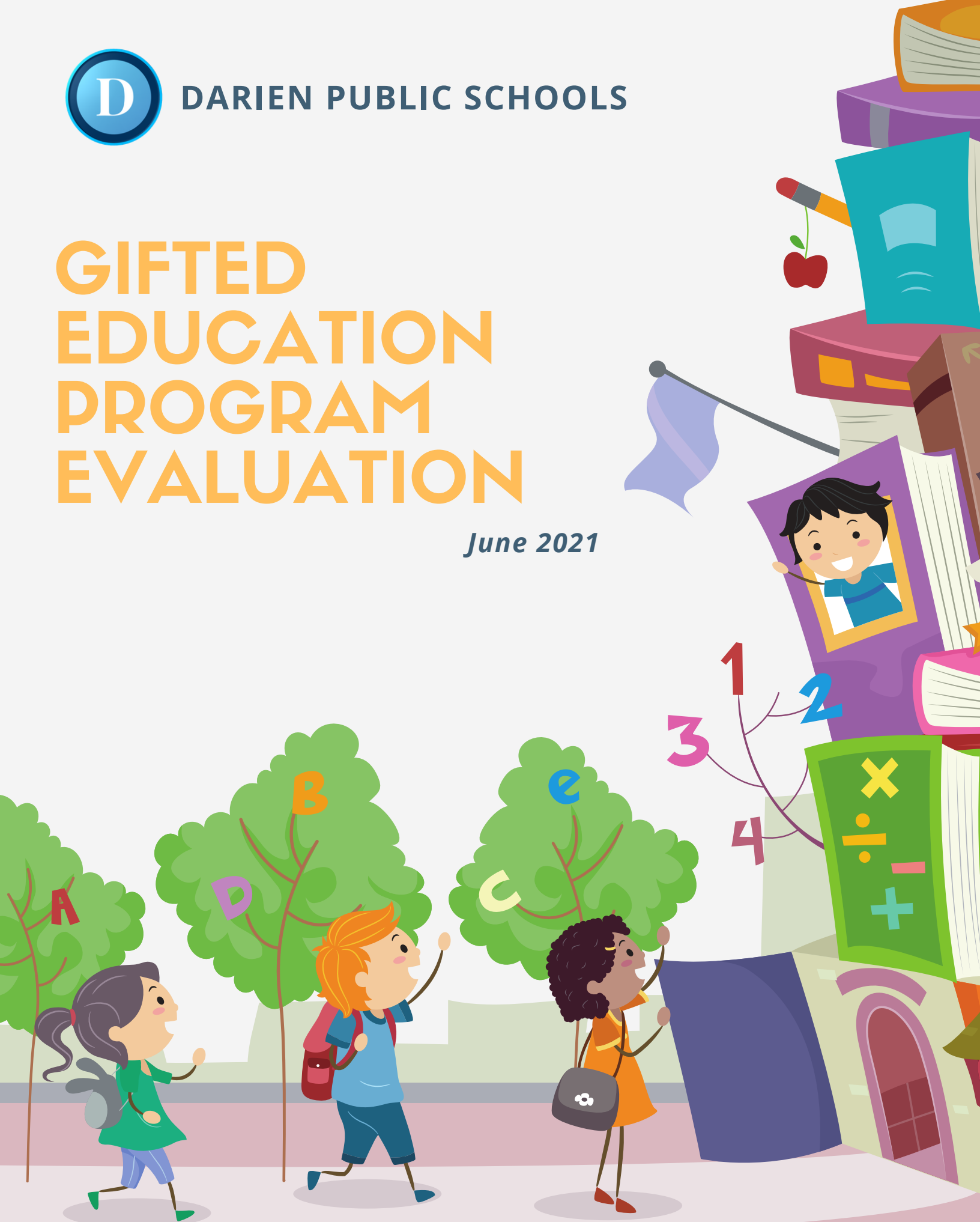
Andrea Aaron, Cara Martin, Michele Mattera, Angela Rizzo – Idea (Elementary and MMS) request funds to purchase recordings of keynote speeches and breakout sessions from the National Curriculum Networking Conference sponsored by the Center for Gifted Education at the College of William and Mary. Sessions focus on curriculum, instruction, assessment, and advocacy geared to high ability and gifted students.
Grant Award: \$600



DARIEN PUBLIC SCHOOLS

GIFTED EDUCATION PROGRAM EVALUATION

June 2021



Presented by Theresa Rangel

Darien Public Schools
Central Services
35 Leroy Avenue
Darien, Connecticut 06820

Print Date: June 18, 2021

DARIEN PUBLIC SCHOOLS

GIFTED EDUCATION PROGRAM EVALUATION

June 2021

TABLE OF CONTENTS

EXECUTIVE SUMMARY	<i>page 2</i>
DARIEN COMMUNITY AND SCHOOLS	<i>page 4</i>
EVALUATION DESIGN	<i>page 5</i>
DATA ANALYSIS	<i>page 8</i>
TWO FRAMEWORKS FOR GIFTED PROGRAMS	<i>page 10</i>
IDENTIFICATION FRAMEWORKS	<i>page 12</i>

TABLE OF CONTENTS

IDENTIFICATION PROCESS	<i>page 13</i>
PROGRAM DESIGN	<i>page 16</i>
CURRICULUM AND INSTRUCTION	<i>page 27</i>
CONCLUSION	<i>page 33</i>
RESOURCES	<i>page 34</i>
APPENDIX	<i>page I</i>

EXECUTIVE SUMMARY

The District's 2021 gifted education program evaluation provides a comprehensive update to the Board of Education on the current status of gifted programming. The evaluation also offers highlights and considerations for the District to support planning efforts when looking toward the future.

The evaluator conducted a process evaluation utilizing an inquiry model that began with the broad focus area of best practices in gifted education. The evaluation was designed with consideration of a variety of data sources to comprehensively address the focus area. Data were collected from targeted focus groups, one-on-one interviews, virtual classroom observations, surveys from various stakeholders, and a resource and document review.

After collecting data from all sources, the data were analyzed by sorting information into negative, neutral, or positive responses to the prompts. The evaluation team reviewed data for evidence and efficacious delivery of best practices in gifted education aligned with the National Association of Gifted Children (NAGC). Themes emerged leading to key focus areas of Identification, Program Design, Curriculum & Instruction, and Parent Engagement. Each area is described in this report with parent engagement woven throughout all sections.

Two frameworks for identification were suggested by research and used as exemplars of best practices. The *traditional framework* identifies students with intense focus on standardized assessment while the *inclusive framework* allows for more flexibility in nomination and identification criteria. The District primarily uses a traditional framework and identifies students based on a combination of cut scores being met.

A review of the best practices in program design identified many strengths in the District's program. Several areas, however, are not fully addressed in District practices. The program goals were found to be in alignment with NAGC standards with both curriculum and social-emotional goals. Each grade band was evaluated for program design and alignment with best practices in gifted education and given commendations and considerations for improvement or better alignment to best practices.

Through a systematic review of relevant documents and resources, observations, and utilization of stakeholder feedback from surveys, interviews, and focus groups, the evaluation team developed commendations and considerations for improvements.

Highlighted commendations and considerations have been prioritized in this executive summary. Additional commendations and considerations are embedded throughout the program evaluation.

Highlighted Commendations

- The Board of Education allocates budget resources to meet program needs.
- Over 90 % of parents surveyed feel that the gifted program provides their child(ren) with a learning environment where they feel safe.
- The district has a strong and active parent support group in DAEG.
- 85 % of parents feel that the gifted education program contributes to their child's/children's development of positive self-esteem.
- There is a clear understanding by all stakeholders that students benefit from being grouped with students of similar academic interests and abilities.
- Both students surveyed and students in focus groups feel that the Idea/Achievers Program challenges them as thinkers.
- 80.2% of students surveyed expressed that they get to try new things in the Idea/Achievers Program.
- 92.6 % of all students surveyed said they feel comfortable participating in the Idea/Achievers classes.
- Dedicated administrator who provides program oversight.

Highlighted Considerations

- Provide professional development for all staff in the following areas: the process for identifying gifted learners, attributes of gifted learners, and differentiation to support gifted learners in the general education setting.
- Identify students by their areas of strength and consider a process for identifying talents in addition to academic giftedness.
- Revise the middle school schedule to accommodate full periods of gifted education learning opportunities.
- Ensure secondary learning experiences are rigorous and relevant to students by connecting to their interests and preparing them for a global society.
- Increase time elementary students receive services from teachers of the gifted.
- Establish a District stakeholder group that meets regularly to systematically review services for gifted learners.
- Provide opportunities to accelerate instruction in elementary schools in the area of mathematics.
- Create conditions for schoolwide enrichment at the elementary level for all students.

DARIEN COMMUNITY AND SCHOOLS

Located along the shore of the Long Island Sound in Fairfield County, Darien is the jewel of Connecticut's "Gold Coast." With its quaint small-town charm and easy access to two train stations, Darien's location is ideal for a quick commute into the city. In addition, Darien's population, just over 20,000 residents, has increased in diversity in the last decade. Darien Public Schools consists of seven schools, including one high school, one middle school, and five elementary schools.

The Darien Public School System is lauded as one of Connecticut's highest-performing school districts. A town with a rich history, Darien prides itself on its academic excellence, competitive sportsmanship, and recognition as having the best high school in Connecticut, according to U.S. News. With a robust curriculum including 24 AP programs, 21 art courses, and recognition by the National Association of Music Merchants award for Best Community in Music Education, many families move to Darien for the opportunity for their children to attend the high quality, award-winning schools system.

Darien has a distinguished history of providing educational programming for gifted students. The long-standing program includes tenured staff, most of whom have worked together for well over a decade. Darien has committed to meeting the needs of gifted learners, as demonstrated through the funding of full-time staff members dedicated to instruction and servicing gifted learners throughout the school day. Although State and Federal law does not mandate the servicing of gifted students once identified, Darien opts to provide gifted learners programming to meet their diverse learning needs. Currently, 350 students in grades 1-12 are identified as gifted learners across the District. Participation in school-provided programming is optional.

Darien's gifted program is supported by the Darien Advocates for the Education of the Gifted (DAEG). The goal of the DAEG, as stated on their website, is to advocate for high-quality educational programs for the gifted students in Darien. In addition, research suggests that the formation of strong parental connections leads to better academic and social outcomes for gifted students (Henderson, A.T. and K.L. Mapp 2002).

Whether at the elementary or secondary level, students identified as gifted have opportunities to work with certified staff and like-minded peers to explore unique interests and develop skills.

EVALUATION PURPOSE

The Darien Board of Education provides oversight of teaching and learning across the District. Program updates and reviews are regularly included in Board of Education presentations and budget discussions. For example, a 2019 program update to the Board of Education reflects a shift from language-based programming to more math inclusion. While the Board is apprised of program updates, a comprehensive update, evaluative in nature, has not been provided for some time.

In the winter of 2021, the Darien Board of Education requested an evaluation of the District's gifted education programming. This request was partially in response to a 2020 sharp decline in student enrollment in the ninth-grade gifted program known as Achievers. This raised concern regarding program effectiveness and allocation of resources.

As a result, Theresa Rangel, an administrative intern and current elementary principal in Norwalk, was selected to lead the evaluation by the Superintendent of Schools. Additionally, Nicole Waicunas of the University of Connecticut's Renzulli Center for Creativity, Gifted Education, and Talent Development, provided additional consult throughout the evaluation. This external team worked collaboratively with the Darien administration to create conditions for objective data collection, analysis, and reporting conditions. The team worked with a shared purpose of examining best practices in gifted education and comparing District practices against those standards of best practice. The team was also charged with identifying program highlights and considerations for improvement.

EVALUATION DESIGN

In order to provide the Board of Education with meaningful program commendations and considerations to enhance teaching and learning, a process evaluation, often referred to as a program monitoring evaluation model was adopted. This type of evaluation model was selected because the program being evaluated is already in existence. This model gathers data by engaging in a cycle of inquiry that includes the identification of a focus area, designing an evaluation with data sources to comprehensively address the focus area, collecting data, analyzing data, and sharing and informing findings with the administration and Board of Education. From there, it is upon the administration and Board to take action where they feel it is appropriate to move the program forward. Once an action is taken, it is incumbent upon the District to evaluate actions and determine if programmatic enhancements are adequate or require a closer look. The inquiry cycle representing this process is pictured in Figure 1 below.

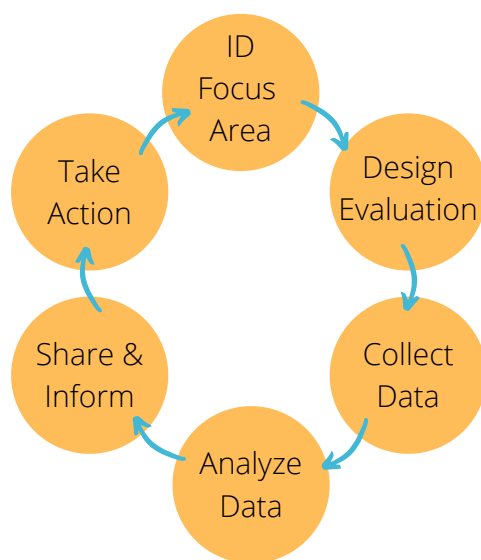


Fig. 1 - Process Evaluation Cycle of Inquiry

Systematic triangulation of a variety of data sources that identify clear themes when analyzed is the key component to process evaluations. These data can represent information gathered through a variety of methods including focus groups, interviews, surveys, observations, or document and resource reviews. Once themes emerge, they are referenced for alignment with research-based standards and best practices in accordance with those identified by NAGC. The commendations and considerations from this evaluation may guide the District's efforts to take action for further programmatic improvements.

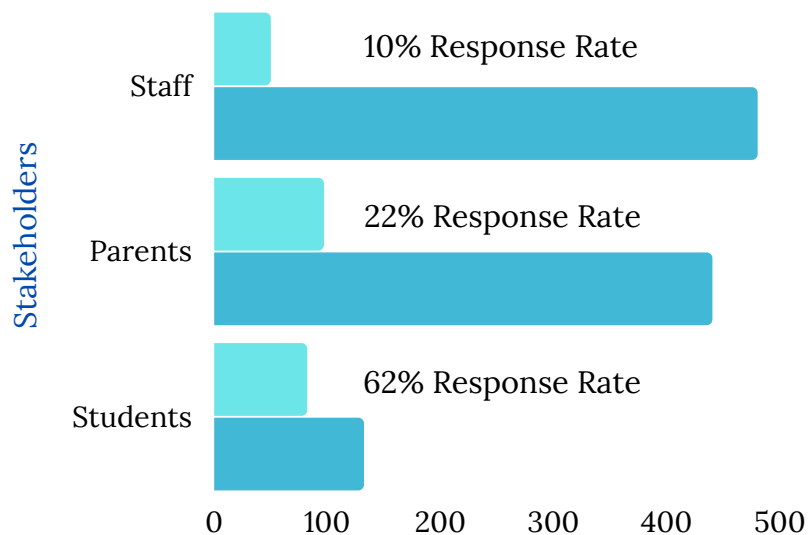
This evaluation included the collection of data and analysis from a variety sources.

1. Targeted **Focus Groups** involved small groups of individuals sharing a similarity in role or position in relation to the evaluation. Focus groups capture data through direct interaction with a researcher or evaluator. Focus groups in this evaluation included:
 - four principals
 - one program director
 - three DAEG parent co-chairs
 - twelve middle school students (grades 6 & 8)
 - ten elementary students
 - five teachers of gifted education
2. A small subset of **interviews** occurred to collect in-depth information regarding specific program elements representing individual perspectives. This method offers insight into thoughts and feelings related to specific experiences. Interviews included:
 - one program director
 - one middle school principal
 - one high school principal
3. The evaluator attended **virtual classroom observations** through Zoom as well as a live presentation. Although most observations occurred virtually, those experiences offered authentic perspective regarding curriculum and instructional delivery.
 - two elementary classes
 - two middle school classes
 - one high school class
 - attendance / observations / conversations at DHS Achievers Night
4. Various stakeholders participated in **surveys** aligned to NAGC standards. Responses provided in-depth information related to participants understandings and motivations related to specific topics. Survey participants included:
 - certified teachers across grade levels and content areas
 - parents of students identified as gifted
 - students identified as gifted in grades 6-9
5. **Resource and document reviews** offer authentic information that can be systematically reviewed and interpreted in relation to the evaluation. Resources and documents reviewed included:
 - identification process
 - curriculum documents
 - Idea Website
 - previous presentations

DATA ANALYSIS

The evaluator analyzed data collected from stakeholder surveys for negative, neutral, or positive response rates. This, combined with narrative comments on surveys, interview notes, and class observations, were used to identify themes according to best practices described by the NAGC. Surveys were distributed to identified gifted students in grades 6-9, the parents of identified gifted students in grades 2-12, and all certified staff members. There was limited survey participation from District staff with a 10% response rate. This raises questions for the evaluation team regarding the perceived level of importance this subject matter has to staff members, a concern similar to one raised by the parent focus group. The parent response rate is considered to be a moderate response at 22%. Students had the largest response rate at 62%; however, only 14.8% of those respondents were from high school. There are currently fifty 9th grade students identified as gifted, and 24% responded to the survey. There are forty eight 8th graders identified as gifted, and 27% responded to the survey. There are fifty five 7th graders identified as gifted, and 58% responded to the survey. There are thirty six 6th graders identified as gifted, and 69% responded to the survey. As participation rates are shared, it is also important to note in the data analysis that the 9th grade Achievers' group was the only invited group of students that did not participate in a focus group due to scheduling constraints.

Stakeholder Gifted Survey Response Rates



Number of Stakeholders Surveyed & Response Rate

Fig. 2 - Stakeholder Gifted Survey Response Rates

The evaluation team comprehensively reviewed Idea for evidence and efficacious delivery of best practices in gifted education aligned with the National Association of Gifted Children (NAGC). This included surveys, virtual classroom observations of instruction, observation of Achiever's Night, a program website review, one-to-one interviews, and focus groups. Identified students, parents of gifted students, teachers of the gifted, classroom teachers, and administrators were included stakeholders throughout the process.

The NAGC Program Standards were used to compare the District's gifted education practices against research-based best practices. These standards partially determined this evaluation's key focus areas of identification, program design, curriculum & instruction, and parent engagement's important role is embedded in each section of this report. There are references to various data sources throughout the evaluation that inform commendations and targeted considerations from program improvement.

Data gathered also highlighted some areas of concern that have been triangulated through multiple data points and are discussed in more detail throughout the report.

"Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential."

~NAGC



TWO FRAMEWORKS

Understanding what "gifted" means in the context of a particular school district setting, federal and state legislation, and in education beyond a the local district are essential components in designing high-quality gifted programming for students.

According to reviews of literature prepared by Hanover Research, Best Practices in Gifted and Talented Education and Best Practices for Junior High School Gifted and Talented Programs, there are two primary approaches to the identification of gifted learners. The traditional framework identifies students who are high-achieving students. These students perform at advanced levels across most content areas. The traditional framework identifies students predominantly based on academic performance and achievement.

There have been significant shifts toward a more inclusive framework that leading experts endorse in gifted education that is more inclusive and provides services in a more tiered approach. The inclusive framework identifies students based on gifted potential and seeks to increase the overall representation and widen the definition of giftedness.

FOR GIFTED PROGRAMS

In a traditional framework, students are selected by using achievement scores on standardized assessments. According to the NAGC, the best practice in identifying students in a traditional framework include a nomination, screening, and placement process. Identifying a gifted student under the traditional framework is intended to be done in a phased manner so that there is time to accumulate detailed information about each child throughout the years, allowing the data to tell a story about each child's academic and intellectual capabilities.

The inclusive framework expands the definition of what it means for a student to be high-performing. It also seeks to mine for gifted potential in students through experiential opportunities that are offered to all learners. Students identified in the inclusive framework may have talents in other areas, including creative thinking, performing arts, or artistic skills. This model posits that all students are potentially gifted and looks to create the environment or circumstance that will help reveal those gifts.

Darien engages a traditional gifted education framework. The framework guides the nomination, identification, and placement process of gifted students. The gifted program in Darien is known as Idea.



IDENTIFICATION FRAMEWORKS

Frameworks from National Association of Gifted Children

TRADITIONAL FRAMEWORK

☐

Test & Assessments

☐

Portfolios

☐

Student Cumulative Reports

☐

Teacher Observation and Ratings

☐

Nominations: Self, Peer, Teacher, Administration, Parent

☐

Student Educational Profiles

INCLUSIVE FRAMEWORK

☐

Test & Assessments: Culturally Sensitive Identification Protocols

☐

Student Cumulative Reports

☐

Use of performance & non-performance measures

☐

Effective Home, School and Community Connections

☐

Increased training for individuals involved in the assessment process

☐

Identification process is periodically evaluated to ensure it is best practice oriented

IDENTIFICATION PROCESS

This evaluation reviewed the District's identification process of gifted students compared to best practices in gifted education identification advocated by the NAGC. In 2018 the District updated and enhanced its identification process. Changes have not significantly increased the number of students identified for gifted education services but components have been added that align with recommended identification practices, including a test for creative thinking.

The first level of identification provides opportunities for all students to be considered for identification through a universal screener in grades 3 or 5. Additionally, teachers or families may complete a program referral form that may allow a student to advance to the second phase of evaluation. There are also procedures in place for students and families new to the District that follow a similar protocol.

The process for the second-level of evaluation gathers more information regarding students abilities and skills in a variety of areas. The current process considers the following data:

- Individual Intelligence Assessment (Otis Lennon Student Ability Test- OLSAT)
- Renzulli Scales for Rating Behavior Characteristics of gifted students
- Degrees of Reading Power (DRP)
- Creative Writing Assessment
- Torrance Tests of Creative Thinking
- Parent Questionnaire

Criteria for eligibility requires that students meet the pre-determined performance indicators in three of the assessments administered during the second-level evaluation. Although gifted parents are aware of the criteria for their children to be identified, as illustrated in Figure 3 below, some confusion persists as to when the testing process takes place and what the scores indicate.

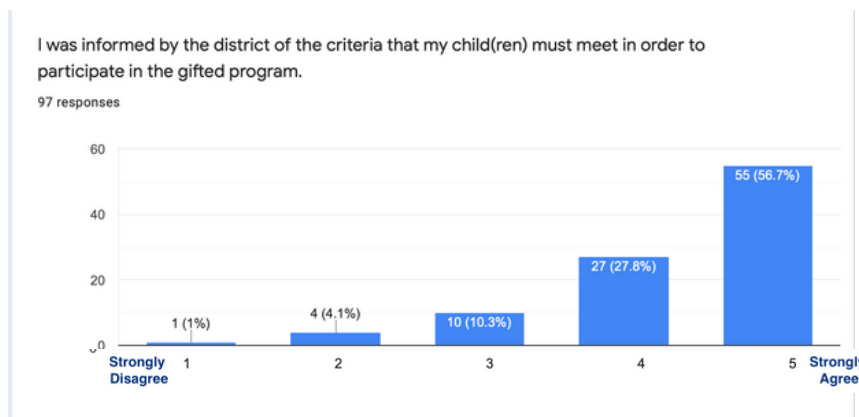


Figure 3 - Parent Survey Response - Identification Criteria

Several parents commented that the program information was available online but was not well communicated if you didn't know the program existed.

"I was unaware of the program until my child was flagged by the Otis Lennon test in 3rd grade and subsequently tested for Idea. I wish, as a first-time parent, my child's teachers would have informed me of the program." -Parent quote from survey, 2021

Even for parents who were aware that the testing was taking place, there was a lack of understanding of what the scores meant when they were received:

"It was when we received his 3rd-grade OLSAT scores that we contacted his teacher to see if his results were of note. We didn't know what the OLSAT was; we didn't even know he was taking it in school." -Parent quote from survey, 2021

The District's gifted website does an admirable job highlighting the identification process. The site includes identification flow charts for current students and students new to the District. Additionally, the site highlights timelines for assessment and the criteria for admittance into the gifted programs. Despite the information available on the website, many parents, teachers, and administrators are not clear of the identification process and/or timelines. Figure 4 below represents teacher responses indicating a need to review the process annually.

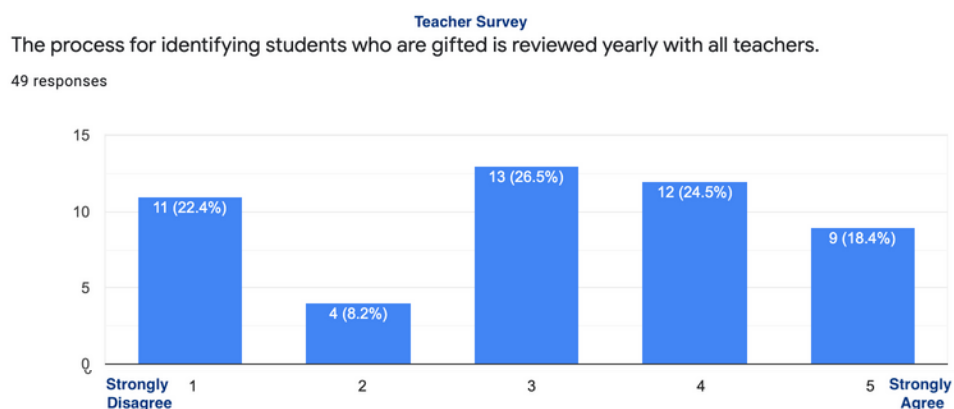


Figure 4 - Teacher Survey Response - Gifted Identification

Twice-Exceptional Students

Students with an Individualized Education Plan (IEP) may also be referred to the identification process for gifted education. During the evaluation process, testing accommodations outlined on a student's IEP are followed. The special education team, along with the teacher of the gifted, determine who will administer the assessments. Should the student qualify for gifted education, the student is identified as twice-exceptional and will be offered gifted programming in addition to special education services. Teachers of the gifted and special education collaborate to determine the best approach to supporting students during their Idea learning time.

Commendations

- The identification process has been reviewed and updated to align with best practices.
- There is a research-supported process for traditional identification.
- The District has processes and practices in place for the identification of students who are twice-exceptional.
- The website clearly describes the identification process.
- The framework used for District identification aligns with programming offered to identified students.

Considerations

- Include student portfolios in the identification process to allow both teachers and parents to have a more holistic view of each student as a whole child.
- Provide professional development for all staff in the following areas: the process for identifying gifted learners, attributes of gifted learners, and differentiation to support gifted learners in the general education setting.
- Identify students by their areas of strength and consider a process for identifying talents in addition to academic giftedness.
- Enhance distribution of information regarding the identification process for parents and community; including informing parents of when the assessments are given.

PROGRAM DESIGN

Program Design for gifted learners refers to the services, activities and support students receive when they are identified as gifted. The Idea program design was reviewed for alignment to best practices in gifted programs as endorsed by the NAGC. The best practices for program design are represented below in Figure 5. A checkmark indicates the evaluator successfully identified evidence of that practice, while areas without checkmarks represent those where there was little or no evidence of that practice within the District. For example, currently there is no District-wide stakeholder group that meets regularly to discuss gifted programming. While the responsibilities of what that group may manage and discuss are evident, there is no formal, systematic approach to accomplishing this work.

There is a written philosophy and/or mission statement related to gifted students. ✓	Gifted students are grouped together for their instruction in their areas of talent.
There is a written definition of which students the district considers to have what particular needs that require specialized services. ✓	Services are constructed so that there is a continuum of services to meet the broad range of needs of individual gifted needs.
There are written goals and objectives for these services. ✓	Policies are in place to allow for early entrance, grade skipping, subject skipping, early credit and graduation according to individual student need.
There is a written description of the services to be provided for the described students at each grade level and in each area served. ✓	The roles of the personnel at the district, the building and the classroom are clearly defined. ✓
Services provided align with how giftedness is defined. ✓	A district-wide stakeholder group exists and meets on a regular basis to review the district services for gifted students.

Figure 5 - NAGC Best Practices in Program Design

Idea Program Statement

While not explicitly labeled as a mission, vision, or philosophy statement, the District's Idea website introduces the program with the following statement:

The Darien Public Schools recognizes the diverse needs of all students through the differentiation of a robust and rigorous curriculum that is engaging, meaningful, creative, and cognitively complex. Differentiation and choice exist within the general education program to serve all students within the social, emotional, and learning spectrums. The Darien Public Schools also recognizes that gifted students require specialized instruction due to their high intellectual ability and exceptional demonstration of the following traits: original or divergent thinking, curiosity, abstract reasoning ability, passion for learning, and creativity. The Idea Program offers distinct opportunities for students in grades two through nine based on their unique learning pathways through rigorous, enriching, interdisciplinary programming through the domains of English Language Arts and Mathematics.

Data collected indicates that additional work is needed to ensure current practice moves closer to this vision-adjacent statement. Importantly, the statement reflects inclusivity and the value of robust curriculum. It also acknowledges the need for specialized instruction for gifted learners. Although there is an emphasis on differentiation, survey data indicated that most teachers felt they had not received enough training on differentiation to support gifted students. The overview statement also indicates that opportunities for students in grades two through nine are based on unique learning pathways. A general review of the District's Idea curriculum suggests no variation to the curriculum based on students' individual learning pathways. Each Idea student receives the same curriculum.

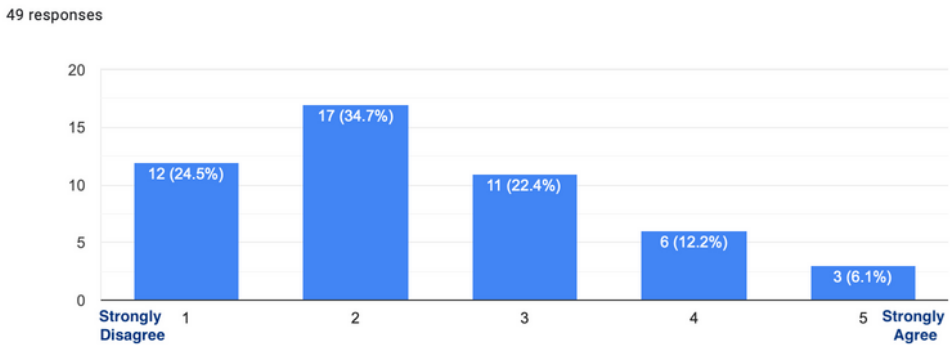


Figure 6 - Teacher Survey Results for Training to Support Ability to Differentiate for Gifted Students throughout the Day

Program Goals

The Idea program goals align with the NAGC standards and are divided into two sections outlining both the curricular and social-emotional needs of gifted learners.

Idea Curriculum Goals

- 1.Critical Thinking
- 2.Communication
- 3.Creative Thinking
- 4.Global Thinking
- 5.Reflection
- 6.Collaboration

Idea Social-Emotional Goals

- 1.Executive Functioning
- 2.Self-Identification
- 3.Social Awareness and Interpersonal Skills
- 4.Self-Management
- 5.Risk-Taking

The Elementary Program

The elementary program is a pullout model with identified students meeting by grade level with their Idea teachers for seventy-five to ninety minutes per week. According to meta-analysis research done by the Davidson Institute, the pullout model has an effect size of .65. This effect size suggests that pullout instruction falls in the medium range, indicating that approach is beneficial for gifted learners. For the elementary Idea program, the maximum potential of time with gifted educators is 45 minutes twice per week. Due to the amount of testing done by the Idea teachers, there is limited time to provide additional services to students. All stakeholders raised concerns as to whether this was enough time to support these learners. Interview, focus groups, and survey data indicated limited time spent with gifted teachers as an area of concern:

"IDEA (approx. 30-40 min pull out 2x/week) is a good start but alone is insufficient to fully meet the needs of gifted students. Regular general education classroom curricula in Darien are not always sufficiently rigorous for gifted students."
-Parent Quote from Survey, 2021

"My 2nd grader would benefit from being pulled out more often or for a longer period of time, such that his overall curriculum was geared toward gifted kids. Although the District talks about differentiation, this happens less in practice, and some gifted students (like my 2nd grader) are really bored with the pace and content of the material in the general classroom."
-Parent Quote from Survey, 2021

The number of service hours in the elementary program combined with the need for regular classroom teachers to have additional professional development in differentiation for gifted learners make it difficult for gifted students to receive an adequate level of challenge in the typical education setting. Student focus groups emphasized this in the italicized comments below:

"In Idea, we get to do more interesting stuff, like the riddles, we don't do that in other classes. It's stuff that challenges our minds more when other classes don't really do that." - Student Quote from Survey, 2021

"We dive deeper in certain topics, like in our normal classes we are doing a bunch of things at once, but in Idea, we focus on one thing for a couple of classes."
- Student Quote from Survey, 2021

In addition to the concerns raised about the amount of time students were being serviced, parents also indicated concern over the level of challenge students experience when they are not in Idea.

"They both have experienced at times school refusal due to boredom when not challenged(in the regular classroom). And it has been VERY challenging some years to keep them motivated if teachers in the regular classroom were not willing or able to slightly alter the work for them ." - Parent Quote from Survey, 2021

In speaking with students in the elementary focus group, it was clear that the Idea class was the place where students felt the greatest challenge. In response to the question, "What is the hardest part about school for you?" Students at the elementary level agreed that it was the work they do in the Idea Program. This narrative changed for students who were asked in the middle school Idea program. When asked the same question, students in the middle school identified other areas as more of a challenge and indicated that Idea is where they felt most relaxed.

While widespread program satisfaction was expressed at the elementary level, concerns regarding the allocation of adequate space for learning arose from parents, students, and teachers alike. Teachers reported regular shifting of spaces and all groups shared that at times the space prohibits the types of activities available to students in the program.

Commendations

Program Design

- Program goals align with the NAGC standards.
- There is a written program statement related to gifted students.
- There are written goals and objectives for the program.
- 92.6 % of all students surveyed said they feel comfortable participating in the Idea/Achievers classes.

Elementary Program

- The student focus group for elementary students reported that they feel challenged and engaged when in Idea.
- There is a clear understanding by all stakeholders that students benefit from being grouped with students of similar academic interests and abilities.
- Parent, student, and teacher survey results reflect a high value for the teachers in the Idea program.

Considerations

Program Design

- Group students together for instruction by their areas of talent for some portion of their gifted instruction.
- Develop a continuum of services to meet the broad range of individual gifted students.
- Create a policy that provides opportunities for grade level acceleration and grade level placement.
- Create a district-wide stakeholder group that meets regularly to review district services for gifted students.
- Clarify and communicate expectations for supporting gifted learners in the general instruction setting.
- Ensure alignment with program goals and curriculum to produce evidence that goals are explicitly addressed in the written curriculum, instruction, and assessment.

Elementary Program

- Increase time students receive services from teachers of the gifted.
- Provide additional professional development for classroom teachers to support differentiating learning opportunities in their classrooms. Consider providing a series of continual professional development for teachers in the area of differentiation as this area of focus is essential and transcends the needs of gifted learners.
- Allocate a dedicated and appropriate space for gifted education programming at each elementary school.

Idea at Middlesex Middle School

The middle school program services identified students during their FLEX and lunch periods for 90 minutes a week. Students are required to attend during two lunch periods or during a shared lunch and FLEX period. The middle school program design appeared in the commentary from every stakeholder group as something that the District should address.

Parents demonstrated more uncertainty regarding quality of learning, communication, and responsiveness at the middle school level. They attribute the change to the limited time and focus given to student growth due to students meeting while having lunch. Below are a couple of highlighted samples of parents' thoughts of the lunchtime middle school program.

"Middle School IDEA is too vague, and the lack of student accountability/grades/scheduling during lunch dilutes the impact. It feels more like a club than a class, and students lose momentum in their "gifted" development, leaving them ill-prepared for advanced courses in high school."

- Parent Quote from Survey, 2021

"Separately, as a parent, I don't see what they are doing in Idea class in middle school because they are not working on projects at home. It is my sense, though, that the middle school curriculum can be more robust. My son seems to have gotten more out of the 5th-grade curriculum than 6th grade, but it's possible it's just not as visible to parents once they hit middle school."

- Parent Quote from Survey, 2021

While parents unanimously disagreed with the lunchtime classes for the middle school program, students were divided depending on if they saw time with peers as a desirable event or preferred to use their class time for other purposes. Student comments on this matter can be found below.

"It can be kind of annoying because if you have friends at lunch, you can't sit with them." - Student Quote from the focus group, 2021

"We kind of have longer to eat you can keep eating through the class. Because we have study lunch and you have to go to study hall. It makes it more laid back."

- Student Quote from the focus group, 2021

"Make the classes during flex instead of during lunch."

- Student Quote from Survey 2021

According to the Hanover Research Group, gifted students serviced in by ability grouping approach have the opportunity to deliver comprehensive programs, provide flexible grouping based on several variables and focus on talent development. The current data does not support that the strengths of this model are being captured during the interrupted learning time. Interviews with staff, including teachers of the gifted, administrators, and general staff survey comments, provide another data source that supports the need to review the class schedules provided to gifted middle school learners. The statements below highlight some concerns raised.

"I have heard it described by some parents as more of a lunch bunch."

- Staff Quote from an interview, 2021

"The schedule needs to be shifted to allow for some real-time and focus so that students can stay in the learning mode and not just a different kind of social gathering." - Staff Quote from an interview, 2021

"I think the kids really enjoy their time there. It seems to be where they can be themselves. I wish it weren't during their lunchtime. Many of these students need the social interactions to be well-rounded." - Staff Quote from an interview, 2021

Commendations

- Students in the 6th grade and 8th-grade focus groups reported enjoying their time in Idea and reported that they felt it was a relaxing space.
- Both students surveyed and in focus groups reported that they feel the Idea program challenges them as thinkers.
- Parents report that there are positive relationships between the teachers at the middle school level and the students.

Considerations

- Revise the middle school schedule to accommodate full periods of gifted education learning opportunities.
- Improve program communications between teachers of the gifted, classroom teachers, parents, and students.
- Embed student work on self-efficacy by explicitly working with students to discover their own interests, learning styles, and preferred expression models.

High School Program Model

The high school model is a yearlong elective class that meets four days in an eight-day cycle. Although the course is a year-long course, it is a pass/fail class where students earn half a credit. Students are required to have a mentor for their project to support their learning. Several students and parents have advocated for full credit; however, more stakeholders would like to see the potential of the program brought closer to fruition by adding more rigorous checks and balances and increasing the explicit instruction in project management.

"The high school project (we only know 9th grade) should have taught project management and other entrepreneurial skills – frankly, it did not meet those needs. The concept is great, but it fell a bit flat on meeting those goals."
- Parent Quote from Survey, 2021

The Achievers' Program seems to be unique in the state and, as such, can be redefined in the District to create a pocket of excellence. Eighth-grade students seem to have conflicting feelings about enrolling in the Achievers program due to the increased pressures of high school and a need to see a solid return on investment as they begin their path to college readiness. During our focus group, eighth graders spoke openly about beginning to think more seriously about what they needed on their applications for college. Some students bemoaned that the Achievers classwork did not help them in this area. The addition of community service or service-learning as a component to this coursework could provide an opportunity to support others and give students application material while deepening their social-awareness and interpersonal skills. The following narrative statements and survey data from students shine a light on the information above:

"I chose not to participate in the Achievers program because I would like the extra elective to act as a study hall. I also feel like adding on another class to the already intimidating freshman year would be a little more difficult."
- Student Quote from Survey, 2021

"I want to participate because a.) my friends are also doing it b.) I wanted to because it sounds fun and c.) I enjoy the IDEA program and want to see it out until its last years." - Student Quote from Survey, 2021

"I'm not choosing to participate because there are many other electives I want to take that interest me more." - Student Quote from Survey, 2021

In looking at the collective feedback regarding the Achievers program and the direct observation of the final projects from students over the past two years, it is evident that not all students are dedicating the same amount of time and work quality to this year-long program. Although the projects are selected by students and the presentations of the final projects are student-driven, there needs to be a higher level of rigor in project development regardless of the method chosen for the presentations. The ability for students to have the opportunity to participate in a self-designed course or independent study is a positive programmatic attribute as identified in Renzulli's Continuum of Special Services for the Schoolwide Enrichment Model.

Many students seem reluctant to use their time in freshman year to enroll in the Achievers program. The pie graph below in Figure 7 shows the number of 8th graders surveyed committed to joining the 9th-grade Achievers program. Of the twenty-five respondents, only 5 were committed to taking the class.

25 responses

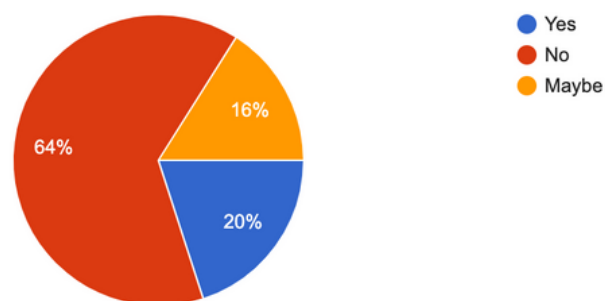


Figure 7 - Student Survey: If You Are Entering High School Next Year, Do You Plan to Participate in the Achievers Program?

The District must either realize the program's potential by investing in revisions that will make it more robust and meaningful or consider if it should continue to be supported. Continuing the status quo without the checks and balances needed to motivate high-achieving students is a missed opportunity for student achievement. This is reflected in the following parent and staff comments.

"9th-grade IDEA is a great concept, but the implementation is lacking in terms of teaching students project management skills. They focus too much on showing their work and seemingly not at all on setting goals for important milestones to be achieved over the year." - Parent Quote from Survey, 2021

*"I can't help but think that this program is something that should be available to more than just the gifted students at the high school level."
- Staff Quote from an interview, 2021*

Commendations

- The District supports having a unique high-school program for gifted learners.
- Students are required to have a mentor in their area of interest as a part of this course, which is a best practice in gifted learning for secondary students.
- Students are able to deeply explore a personal area of interest.
- Students are encouraged to be independent in their learning early in their high school careers.

Considerations

- Ensure secondary learning experiences are rigorous and relevant to students by connecting to their interests and preparing them for a global society.
- Provide all high school teachers with an orientation to the Achievers program to better capitalize on the internal resources available in the high school.
- Implement a service-learning component that requires students to seek an authentic audience for their projects.
- Offer open spaces in the Achiever's program to students who exhibit interest and are willing to engage in a course application process that includes an interview and a learning portfolio representing their interests and strengths as a learner.

CURRICULUM & INSTRUCTION

"The major goal of gifted education is not to standardize young learners. Rather, most people in the field believe such programs are intended to expand the reservoir of people who will contribute to creative innovations in the arts and sciences and to all areas of human endeavor designed to make the world a better place".

- Joseph Renzulli 2021

To anchor the understanding of research-based best practices in the area of curriculum and instruction several resources will be used including those from UConn's Center for Creativity, Gifted Education, and Talent Development as well as NAGC.

Definitions of common curriculum and instruction terms are provided in this section to better understand the essentials of teaching and learning and application of an equity lens.

Enrichment Teaching and Learning is best defined using these four principles:

1. Each learner is unique, and therefore, all learning experiences must be examined in ways that take into account the abilities, interests, and learning styles of the individual.
2. Learning is more effective when students enjoy what they are doing, and therefore, learning experiences should be constructed and assessed with as much concern for enjoyment as for other goals.
3. Learning is more meaningful and enjoyable when content (i.e. knowledge) and process (i.e. thinking skills, methods of inquiry) are learned within the context of a real and present problem; and therefore, attention should be given to opportunities to personalize student choice in problem selection, the relevance of the problem for individual students at the time the problem is being addressed, and authentic strategies for addressing the problem.
4. Some formal instruction may be used in enrichment learning and teaching, but a major goal of this approach to learning is to enhance knowledge and thinking skill acquisition that is gained through formal instruction with applications of knowledge and skills that result from students' own construction of meaning (Renzulli, 1994, p. 204).

Differentiated Instruction - Planning, instructing and assess students with understanding where they are in their learning and building upon the premise that students learn in different ways and learn best when attention is paid to their individual learning styles and interests. Tomlinson (2000)

The NAGC describes **acceleration** as the process of moving a student through the traditional curriculum at a faster rate in comparison to peers.

The NAGC defines **twice exceptional** or **2e** learners as those who possess the characteristics of gifted learners as well as demonstrate evidence of having one or more learning differences that align to federal or state criteria. Like all gifted learners, those who are twice exceptional are highly knowledgeable and their giftedness may be harder to evoke as a result of their learning differences.

The current curriculum and instructional practices have been a cornerstone of the Darien Idea program for many years. Although there have been attempts to increase mathematics, problem-based learning, and other topics in the curriculum, concerns persist for students and parents who would like to see other subject matter added, most notably in mathematics and sciences.

The evaluation of the curriculum and instruction of the Darien Idea program included a review of the following areas:

- Content taught at each grade band with a review of sample lesson units
- The information available on the Darien website
- Program goals and vision
- Student, Parent & Teacher surveys
- NAGC Program Standards
- Classroom observations and student focus groups

In looking at the curriculum and instruction of the Idea program, it was important to be guided by a basic set of questions as a frame of reference:

- To what extent are the stated goals and vision of the gifted program fulfilled in their actual operation?
- To what extent is the gifted program meeting the needs of the identified students as perceived by all stakeholders?
- What are the curriculum & instruction strengths and weaknesses in relation to best practices in gifted education?
- What are the recommendations for program improvement or revision?
- What academic areas are used to identify students and what academic areas are instructed?

Parents also weighed in on the curriculum. Their concerns ranged from wanting to ensure students who excelled in math didn't fall behind to wanting to see other subject matters included in the curriculum in general. The statements from the parent survey below are a sample of the many comments on this matter.

"I do appreciate the enrichment that IDEA provides, particularly to support the "think outside the box" learners who are strong in ELA. It would be great if there could also be an accelerated program, especially in math. The jump from fifth-grade math to middle school advanced or very advanced math, especially for students whose families can't or choose not to arrange for extra schooling/tutoring to get ahead of the curriculum, seems absurd. Adding that level of pressure to a child who is dealing with the significant SEL associated with starting middle school doesn't make sense; nor does it make sense to force parents to choose between a better transition from the SEL perspective (going with easier math) and access to future higher-level classes in high school (requiring harder math)." - Parent Quote from Survey, 2021

"There's too much emphasis on enrichment/cultural learnings (Greek mythology) and not enough focus on technical/advanced skills (e.g., math, advanced writing, science, etc.). Most of the activities seem exclusive (i.e., small elite groups) but not challenging, commensurate to their gifted status. I know many parents feel this way. It's the old debate of enrichment vs. technical in terms of what such programs should focus on." - Parent Quote from Survey, 2021

"It would be nice if students clearly cut out for the double accelerated math track had the opportunity to learn the necessary concepts at an advanced pace in elementary school. This would likely need to be an add-on to the existing Idea curriculum, as I wouldn't want to remove anything currently offered." - Parent Quote from Survey, 2021

Still, other parents referenced the desire to see students connect with their overall future goals. The development of future career goals aligned with talents and interests is in the first standard from the NAGC and is an important part of gifted development.

"I was interested in the question about helping the students identify (their) future school or career goals. This is something that would be great to see more of for Idea middle schoolers. Giving them ideas for how to channel their talents in the future would be great. They are in the program because they have the aptitude, but how they apply that aptitude in the future is a totally different story."

- Parent Quote from Survey, 2021

The commentary from administrators and teachers highlights many of the same topics as the parent and student responses. One notable difference is that staff has openly discussed the topic of equitable learning experiences. Administrators also commented on the desire to see students outside of the Idea program have access to more hands-on enrichment opportunities during focus group discussions and interviews across the grade bands. They cited that regular education teachers could teach some of the integrated learning experiences in regular classrooms with adequate training for teachers. Below are several comments that highlight this point.

"The Idea classes have become a focus for parents because they feel it is the only place their kids can get enriching opportunities. We could do this in regular classrooms if teachers had the training. " - Staff Quote from Interview, 2021

"It feels like what is happening in the Idea program is good instruction for all students. Why wouldn't we want all of our students to be able to explore their interests? I think we need to look for ways to make this more accessible."

- Staff Quote from Interview, 2021

"I would love to learn more about ways to engage my IDEA students even more. At times, the curriculum does not allow students to explore personal topics of interest. I feel this would not only greatly benefit the IDEA students, but general ed. students as well." - Teacher Quote from Survey, 2021

The concern for advanced students in math also surfaced in this stakeholder group, as evidenced by the comment below. The need to explore an acceleration in the area of math is clear in all data sources.

"There is no option for students who excel at math to participate in gifted programs. It only identifies and services those who excel at reading and writing. This is a disservice to so many mathematically strong students who are in heterogeneous classrooms, with little opportunity to explore that content further.
- Teacher Quote from Survey, 2021

"The use of enrichment, differentiation, acceleration, and curriculum enhancement has resulted in higher achievement for gifted and talented learners as well as other students when it is applied to a broader population of high and average achievers "(Colangelo, Assouline, & Gros, 2004; Field, 2009; Gavin et al, 207; Gentry & Owen, 1999; Gubbins, Housand, Oliver, Schader& DeWet, 2007; Kulik, 1992; Reis et al, 2007; Rogers, 1991; Tieso, 2002).

Overall it is evident that students, parents, teachers, and administrators can see the benefits of having a robust gifted program. There is an excessive number of comments made by both students and parents about the level of challenge in areas other than language arts. In focus groups, students were asked at both the middle school and elementary level what they would change, if anything, about their Idea learning experience. The student responses were similar, with all students expressing a desire to have more science and hands-on opportunities to create. Student perception of where they are working harder varied based on the grade level. Elementary students all agreed that they are most challenged in their Idea classes, while middle school students named other subject areas, including math and social studies and geography.

Students in the middle school expressed that they felt they were unprepared for the level of math difficulty once they got to middle school, while elementary students felt classwork did not challenge them in math.

In speaking with both gifted teachers and parent representatives, there is a general concern that the identification process or teacher disposition for recommending students to the gifted program can negatively impact students who are not placed into the program immediately. They must sometimes wait several years to qualify. This was also evident in the narrative section of the survey as highlighted by this parent comment:

"My experience was that whether your child qualifies or not, if their teacher did not like IDEA, they were not going to recommend, and the child ultimately suffers until you try again with a more IDEA-friendly teacher." - Parent Quote Survey, 2021

Commendations

- Nearly all parents surveyed feel that the gifted program curriculum offers their children unique and relevant challenges.
- 85% of parents feel that the gifted education program contributes to their child's development of positive self-esteem.
- Most students and parents feel that WordMasters is a valuable addition to the Idea curriculum
- Classroom observations showed students were engaged in active participation, guided discussions, and exceptional presentation skills.

Considerations

- Provide opportunities to accelerate instruction in elementary schools in the area of mathematics.
- Create conditions for schoolwide enrichment at the elementary level for all students.
- Support staff development and understanding of differentiation and acceleration in the core content areas.
- Review current curriculum at all levels to make sure the curriculum is culturally relevant, meets the stated goals indicated for the Idea program, and incorporates more content areas including science, math, and the arts.
- Embed NAGC Standard 1 explicitly into the curriculum by identifying and developing students' intellectual, academic, creative, and leadership abilities.

CONCLUSION

Overall, Darien's Idea Program for gifted students has many strengths. It is clear that the families who are being serviced value the program and find it to be a rewarding experience. Parents are extremely fond of the Idea teachers and support the work they do. A strength of the program is the predominantly veteran gifted teaching staff that dedicates a considerable amount of their personal time to make sure that students and families feel supported. This level of commitment to excellence was evident in all points of data collected, most notably at the elementary level. The students feel loved and supported by their Idea teachers and feel that they can go to them for support even after they are no longer in the program.

Another strength for the District is the written curriculum that documents the pace and sequence of learning for gifted learners. The newly created program goals align with best practices and will help support additional revisions to the curriculum.

Perhaps one of the District's greatest strengths is the clear commitment to continuous improvement, supported by the Board of Education, with a budget for program needs.

There were several areas where the District can make improvements to the program. As noted throughout this evaluation, there is a need to systematize the communication of program information to parents in the program and prospective parents. Additionally, there are NAGC best practices in program design that have not yet been implemented as part of District practice. An example of this is creating a policy that governs students' ability to gain early entrance, grade skipping, early credit, and early graduation according to individual student needs. An additional consideration that may yield many benefits is exploring the SEM model piloted at the elementary level. This could address the need for differentiation outside of the Idea program and support the District's ability to develop talent in young students. Although students are identified through a series of set criteria, it is important to individualize students' areas of high ability to better allow for differentiation of curriculum both in and out of the Idea program.

Attention to the commendations and considerations, especially those highlighted in the executive summary, will enable the district to strengthen the program and address gaps that do not align with best practices.

RESOURCES

Best Practices in Gifted and Talented Education - Hanover Research (2017).

Henderson, A.T. and K.L.Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement"

"Grouping the Gifted and Talented: Questions and Answers." Davidson Institute.

The National Association for Gifted Children

Reis, S.M., & Renzulli, J.S. (2010). Is there still a need for gifted education? An examination of current research. *Learning and Individual Differences*, 20. 308-317.

Renzulli Center for Creativity, Gifted Education, and Talent Development

Tomlinson, C.A. (2000). *The Differentiated Classroom*. ASCD. Alexandria, VA

APPENDIX

Appendix A: [Parent Survey 2021](#) question template

Appendix B: [Student Survey 2021](#) question template

Appendix C: [Teacher Survey 2021](#) question template

Appendix D: [2019 Board Update](#) Memo



DARIEN PUBLIC SCHOOLS

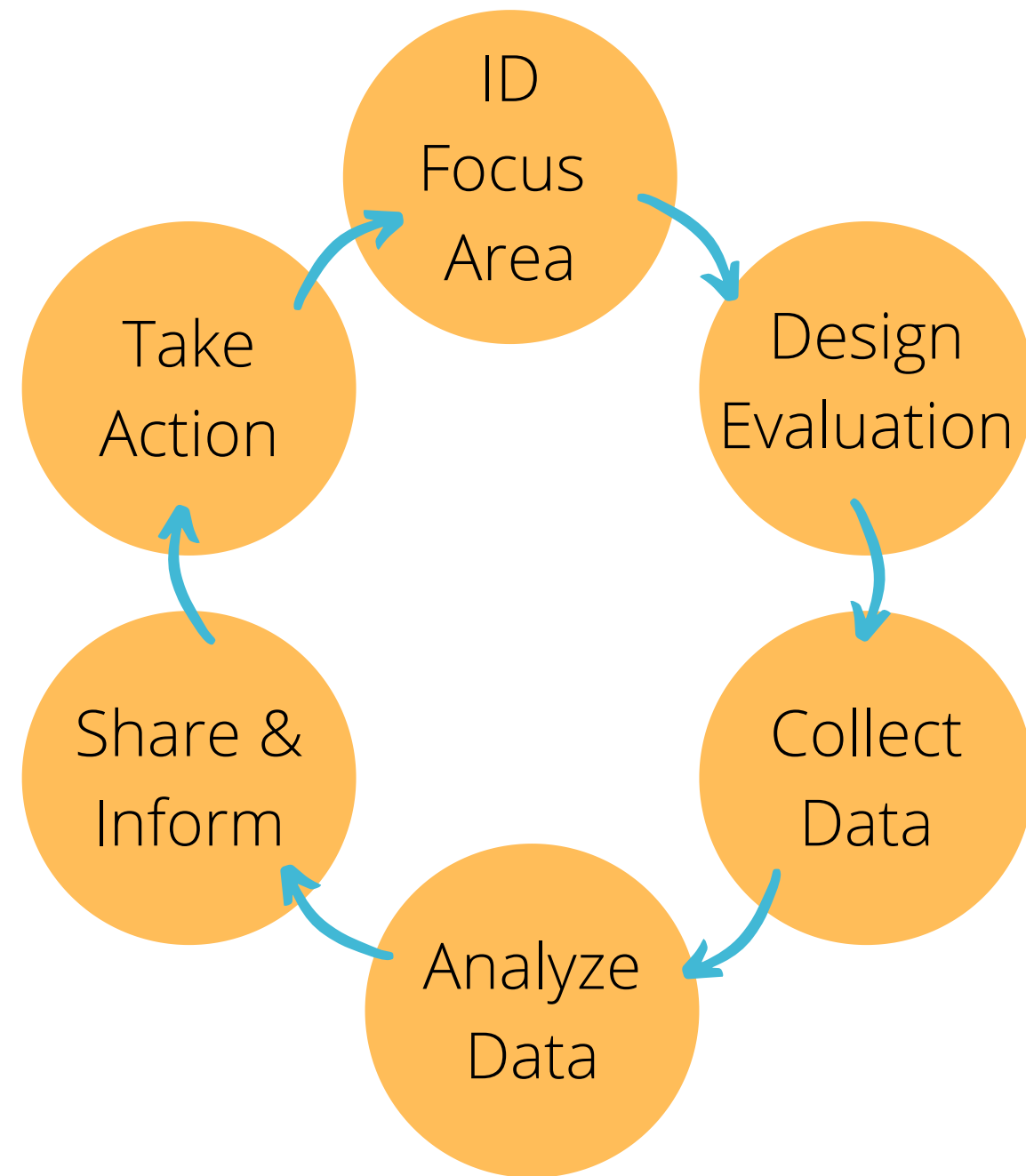
GIFTED EDUCATION PROGRAM EVALUATION

June 2021

Presented by Theresa Rangel



EVALUATION PROCESS OVERVIEW



Inquiry Process

- Collecting data
- Reviewing Best Practices
- Identifying Themes
- Creation of an evaluation to support opportunities for improvement in Idea

DATA SOURCES

Focus Groups

Interviews

Observations

Surveys

Resource &
Document
Review

PROGRAM INCLUSIVITY



PROGRAM DESCRIPTION

Elementary

75- 90
Minutes a
Week

Middle School

90 Minutes a
Week

High School

Pass/Fail
Class
4/8 Days

HIGHLIGHTED COMMENDATIONS

- The Board of Education allocates budget resources to meet program needs.
- Over 90 % of parents surveyed feel that the gifted program provides their child(ren) with a learning environment where they feel safe.
- The district has a strong and active parent support group in DAEG.
- 85 % of parents feel that the gifted education program contributes to their child's development of positive self-esteem.
- There is a clear understanding by all stakeholders that students benefit from being grouped with students of similar academic interests and abilities.
- Both students surveyed and students in focus groups feel that the Idea/Achievers Program challenges them as thinkers.
- 80.2% of students surveyed expressed that they get to try new things in the Idea/Achievers Program.
- 92.6 % of all students surveyed said they feel comfortable participating in the Idea/Achievers classes.
- Dedicated program oversight from a District administrator.

HIGHLIGHTED CONSIDERATIONS

- Provide professional development for all staff in the following areas: the process for identifying gifted learners, attributes of gifted learners, and differentiation to support gifted learners in the general education setting.
- Identify students by their areas of strength and consider a process for identifying talents in addition to academic giftedness.
- Revise the middle school schedule to accommodate full periods of gifted education learning opportunities.
- Ensure secondary learning experiences are rigorous and relevant to students by connecting to their interests and preparing them for a global society.
- Increase time elementary students receive services from teachers of the gifted.
- Establish a District stakeholder group that meets regularly to systematically review services for gifted learners.
- Provide opportunities to accelerate instruction in elementary schools in the area of mathematics
- Create conditions for schoolwide enrichment at the elementary level for all students.

QUESTIONS / DISCUSSION





Thank
You!



To: Members of the Board of Education

From: Dr. Alan Addley, Superintendent of Schools

Subject: Board of Education Goals 2020 – 2021

Date: June 15 , 2021

Please find below the approved BOE 2020–2021 goals along with the fall, winter and spring progress reports. The topic for discussion at the June 22 Board meeting is the spring (June) updates.

Goal	Strategic Work	Measures
1. Support student learning during the pandemic health crisis.	<p>The Board will provide governance during the COVID-19 pandemic through:</p> <ul style="list-style-type: none">• Assisting the Superintendent in planning and setting direction for the District.• Providing continuity of meetings and engagement with the community.• Oversight of management practices and communications.• Setting policies and providing financial resources to support the effective implementation of the district's Reopening Plan.• Monitoring curriculum & academic standards.	<ul style="list-style-type: none">• The development of a comprehensive and Reopening Plan for the school community• Adoption of new/revised policies as necessary• Frequency and variety of communications• Community participation in Board meetings in the remote settings• Regular agenda items that address the implementation of the reopening plan, curriculum and academic standards
2. Complete the Strategic Planning Process	<p>The Superintendent of Schools will work with Dr. Richard Lemons to complete the work of the Strategic Planning Committee and work with the Board of Education to develop District Mission, Vision, Values and Goals.</p>	<ul style="list-style-type: none">• Formal adoption of the District's Strategic Plan that includes the District's Mission, Vision, Values and Goals.• Publication and dissemination of the Strategic Plan to students, staff and parents.

<p>3. Advance the District's facility projects</p>	<p>The administration will support the Board's facilities and capital planning by:</p> <ul style="list-style-type: none"> • Working with Northeast Collaborative Architects to evaluate the three elementary schools with portables (Hindley, Holmes and Royle) and the school libraries in coordination with the Library Media Specialists; Facilities; Principals; and, the Director of Instructional Technology to provide a redesign for libraries across the District. • Supporting the Ox Ridge Construction Project to ensure adherence to the educational specifications and successful planning for a smooth transition to the new school. • Reviewing the five-year Capital Plan 	<ul style="list-style-type: none"> • Facilities Committee meetings to discuss the progress of the portable removal / libraries study by Northeast Collaborative. • Presentation of report and recommendations to the Board of Education from the Northeast Collaborative study. • Regular Board of Education updates on the Construction and transition plans for the Ox Ridge Elementary Schools • Potential inclusion of construction/renovation plans into future capital budgets
<p>4. Complete the review of bus transportation</p>	<p>The administration will oversee the completion of the bus transportation study with School Bus Logistics to include:</p> <ul style="list-style-type: none"> • Policy comparisons to surrounding districts have been completed. • Review of our current routes and bus utilization underway. • Review of impact on reducing the walk radius and its impact on ridership underway. • Review of shifting elementary early school to late school to free up a tier to provide capacity underway. • Consideration of courtesy busing options. 	<ul style="list-style-type: none"> • Report and presentation on the completed bus study with possible options and to adjust walk radius including cost implications.
<p>5. Advance Teaching & Learning</p>	<p>The Board and Administration will support District strategic efforts to:</p> <ul style="list-style-type: none"> • Revise and create curricula that represent diverse perspectives and are designed to challenge all learners. • Provide job-embedded professional learning that supports new challenges educators face related to social and emotional learning needs, technology, and equitable instructional practices. • Improve feedback strategies to support teachers as they provide instruction across a variety of new teaching and learning models. 	<ul style="list-style-type: none"> • Updated curriculum units with design expectations for diverse cultural perspectives and differentiation. • Documentation of professional learning focus, outcomes, and teacher feedback from additional professional learning time allocated by the BOE. • Updated approach for strategic feedback aligned with state guidelines for teacher evaluation.

Board of Education Goals: 2020 - 2021
Spring Review

GOAL	December Update	March Update	June Update
Support student learning during the pandemic health crisis.	<ul style="list-style-type: none"> Developed a comprehensive Reopening Plan for the school community Provided financial resources to support health, safety and operational elements of the Reopening Plan Adopted new/revised COVID policies Provided regular communications and forums/meetings to the community Continuation of Board meetings in the remote settings Maintained oversight of the implementation of Reopening Plan through regular BOE agenda items Revised the Reopening Plan Ability of the District to keep students in school 	<ul style="list-style-type: none"> Conducted weekly meetings with health professional Maintained detailed records of COVID expenditures for additional appropriation Provided a State approved solution to the statutory school day requirement for the number of days and hours for instruction Provided weekly COVID communications to parents from schools and Central Services Developed and implemented a phased in plan to return all students to in person learning Collaborated with town and medical professionals to expeditiously provide dedicated teacher vaccination clinics 	<ul style="list-style-type: none"> Maintained in-person learning for all students for the majority of the pandemic The Board secured an additional appropriation for COVID-related expenditures Collaborated with town and medical professionals to provide access to student vaccination clinics Completed In-Person Instructional & Continuity of Services Plan Proposed expenditures for the American Rescue Act Grant Maintained weekly meetings with health professionals and weekly communications with parents District updates on learning status provided at each BOE meeting
Complete the Strategic Planning Process.	<ul style="list-style-type: none"> Facilitation of the Strategic Planning Committee meetings by Dr. Richard Lemons to develop draft of guiding documents Presented, discussed and received feedback at several BOE meetings Staff completed draft indicators for the strategic work, time frame and measurements associated with each goal BOE meeting being scheduled for December to review the draft Mission, Vision, Values and Goals. 	<ul style="list-style-type: none"> Completed Board of Education discussions with Dr. Richard Lemons to refine guiding documents Revised the Strategic Plan based on BOE feedback BOE meeting scheduled for March 10 for a final review and adoption of the Mission, Vision, Values and Goals. 	<ul style="list-style-type: none"> Strategic Plan approved at the March 10 BOE Meeting. Vision of the Graduate scheduled for approval at the June 22 BOE Meeting Strategic Plan posted on District website. Publication and dissemination of the Strategic Plan to students, staff and parents scheduled for the summer/fall.

Advance the District's facility projects.	<ul style="list-style-type: none"> • Discussed and reviewed the progress on the portable removal and libraries study by Northeast Collaborative at the Facilities Committee meetings • Presentation of report and recommendations by Northeast Collaborative to the Board of Education • Board of Education presentations on the Construction and transition plans for the Ox Ridge Elementary School • Consideration of construction/renovation plans into future capital budgets • Scheduled Hindley & Holmes roof projects for June 2021 • Budgeted for revision of building condition survey • Closed out Central Office roof project 	<ul style="list-style-type: none"> • Provide a revised facilities' proposal to remove the portables, redesign the libraries and make classroom size adjustments with priority ranking of Hindley, Holmes and Royle. • Included in the Tour of Schools a review of these three school projects before voting on moving these projects to the Town of Darien. • Hindley and Holmes roof projects were bid out with a low bid of \$359,000 for Holmes and \$170,000 for Hindley. Work is anticipated to start in June with a completion date of August 24th. • Updated five-year Capital Plan • Building Conditions Survey deferred by the Board of Education. 	<ul style="list-style-type: none"> • Developed architectural plans and Ed Specs that were approved by the BOE to move forward to request the BOS appoint a Town Building Committee. • Hindley and Holmes Roof projects starting June 2021. • Construction of the new Ox Ridge School underway. • Implementation of a new Lockdown/Mass Notification system. Scheduled for the summer 2021
Complete the review of bus transportation.	<ul style="list-style-type: none"> • Conducted policy comparisons of surrounding districts • Conducted administrative meetings and review of draft bus study with Bus Logistics • Presentation on the completed bus study at December 8 BOE Meeting with possible options to adjust walk radius including cost implications 	<ul style="list-style-type: none"> • Completed bus study • Vote by the BOE not to add additional buses • Recommendation of Policy Committee not to amend the transportation policy 	<ul style="list-style-type: none"> • Completed a transportation study at the December 8th meeting with possible options to adjust the walk radius including cost implications for future decisions.
Advance teaching & learning.	<ul style="list-style-type: none"> • Continued process of curriculum revision coupled with departmental staff development related equity and diversification of resource materials. • Established Professional Development and Evaluation Committee (PDEC) • Use of Friday PD for teacher collaboration, preparing for instruction across different learning 	<ul style="list-style-type: none"> • Ongoing administrative participation in professional development related to standards prioritization and teaching to grade level standards following the pandemic. • Reviewed curriculum frameworks to inform curriculum revision process with infusion of cultural responsiveness and diversification of resource materials. 	<ul style="list-style-type: none"> • Summer curriculum updates and revision will embed more opportunities for inclusivity through culturally responsive representation and portrayal, student ownership of learning, and opportunities to include current events in teaching and learning when appropriate. Multiple culturally responsive frameworks were reviewed to inform our

	<p>models, and advancing skills with technology.</p> <ul style="list-style-type: none"> • Revised teacher and administrator evaluation plans in accordance with State-approved flexibilities. • Scheduled plan to calibrate evaluation feedback with department chairs and curriculum leaders. 	<ul style="list-style-type: none"> • Responsive use of Friday professional development time to address specific teacher needs and feedback including technology, SRBI, equity, collaborative team time, and engaging students through various modes of learning. • Implemented and continued monitoring of 2020–2021 teacher evaluation plan in accordance with state waiver. • Utilized Professional Development and Evaluation Committee (PDEC) to inform professional development and teacher/administrator evaluation practices moving forward. 	<p>incremental approach to represent diverse perspectives and needs.</p> <ul style="list-style-type: none"> • Professional development needs were reviewed with grade level leaders and department chairs to inform planning for next year. All teachers expressed great appreciation and value in the Friday afternoon time that the BOE generously supported. Teachers indicated the need for a continued focus on SEL as we consider a return to school as close to normal as possible. The PDEC committee will continue to shape and provide feedback regarding our District approach to professional learning. • We anticipate continued flexibilities with teacher and administrator evaluation feedback practices as we look toward next year. Those flexibilities will be presented to the Board when options are formalized.
--	--	--	---

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip
Steve Norris, Darien High School head girls cross country coach

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: Sept 25, 2021 Time: 10:00AM Destination: Goddard State Park, Warwick, RI
Affected school time: 1:30PM dismissal, Friday, Sept 4
The early dismissal allows us to view the course before dark

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.
This is the Ocean State High School Cross Country Invitational. We have attended every year for the past eight years. This is an opportunity for our girls to compete in a very large and high quality cross country race against teams from four or five states. This is also a team bonding experience.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

There will be no pre trip or post trip activities. Participants will be chosen based upon their performances in competitions held prior to the trip. We will pick captains and the next 16 best runners.

e. The exact modes and times of travel, as well as the exact housing arrangements.

Coach Steve Norris will drive ten girls in a DHS rented van. Coach Norris holds the state of Conn drivers license activity endorsement which allows him to drive students to and from school sponsored activities. The rest of the girls will be driven in privately owned parent vehicles.. **We will leave DHS at 1:30PM Friday, Sept 24. We will arrive at Goddard Park just before dark in time to view the course. We will stay at Spring Hill Suites, 14 James Murphy Hwy, W Warwick, Rhode Island, 02893. We will return to DHS on Saturday, Sept 25 at 7:30PM.**

f. Detailed daily time schedules of the agenda of activities.

Sat, Sept 25 10:00AM girls JV 5,000 meter race. 13 girls
Sat, Sept 25 11:00AM girls varsity 5,000 meter race, 7 girls

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
 (Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

- g.** Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Spring Hill Suites Hotel cost is \$80.00 per student and will be paid for by the student.

Meals and transportation will be paid for by the student.

Spring Hill Suites will provide night security for \$120, paid for by the student.

Meet entry fee is \$90 and will be paid for by DHS

- h.** Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

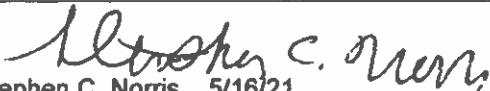
Students pay \$80 for lodging, \$6.00 for security approx \$40.00 for meals, \$30 for transportation

DHS pays \$90 for meet entry fee.

- i.** Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer must notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.


 Stephen C. Norris 5/16/21
 Signature of Trip Organizer Date

 6.15.21
 Signature of Principal Date

<input checked="" type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	 Signature of Superintendent/Designee	6.18.21 Date
-------------------------------------	----------	--------------------------	--------------	--	-----------------

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

- ☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following

- a. Names of the Darien Public School staff initiating the proposal and responsible for the trip
Steve Norris, Darien High School head girls cross country coach

- b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: 11/13/2021 Time: 11:00AM Destination: Thetford Academy, Thetford, Vermont
Affected school time: _____ Requesting dismissal at 10:12AM, Friday, Nov 12 in order to view the course
before dark

- c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

This is the New England High School cross country championships. We must qualify from the Conn state open championships on Nov 5, 2021. At most eight girls will be going to Vermont.

- d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

No pre meet activities. The best seven runners and one alternate are eligible to attend.

- e. The exact modes and times of travel, as well as the exact housing arrangements.

Depart Friday 10:12AM, Eight girls leave DHS in a DHS school hired van driven by coach Norris. Coach Norris has the State of Conn drivers license activity endorsement which allows him to drive students to and from school activities. Arrive at Thetford Academy, Vermont at 3:00PM to view the course for the next day. At 8:00PM check in to a hotel. Race is Saturday, Nov 13 at 11:00AM. Return to DHS at 7:00PM, Nov 13.

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM**

Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

f. Detailed daily time schedules of the agenda of activities.

Sat, Nov 13 11:00AM girls championship 5,000 meter race at Thetford Academy

g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.


Estimated hotel cost is \$90.00 per student and will be paid for by the student. This includes hotel security.
Meals and travel will be paid for by the student.
Meet entry fee is \$30 and will be paid for by DHS

h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students pay \$90 for lodging and hotel security and approx \$40.00 for meals
Students pay for \$20.00 transportation.
DHS pays \$30 for meet entry fee.

i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.


Stephen C. Norris 5/16/21
Signature of Trip Organizer Date

 6-15-21
Signature of Principal Date

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<i>Allen Adeley</i>	6.18.21
Approved	Not approved	Signature of Superintendent/Designee	Date

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM**
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Steve Norris, Darien High School head girls indoor track coach

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: 3/5/2022

Time: 10:00AM

Destination: Boston, MA

Affected school time:

no school time affected, depart DHS Friday, Mar 4 at 2:30PM

Arrive in Needham, Mass and check in to the Sheraton Needham Hotel at

7:00PM

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

This is the New England High School indoor track championship. We must qualify from the Conn state open championships on Feb 26, 2022. At most eight girls would be going to Boston. The meet is held at Reggie Lewis Center, Boston on Saturday, Mar 5,, 2022 10:00AM.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

No pre meet activities. Runners qualify from the Conn state open meet on Feb 26, 2022.

e. The exact modes and times of travel, as well as the exact housing arrangements.

2:30PM, Friday, Mar 4: leave DHS in a DHS rented van.. Coach Norris has the state of Conn activities endorsement which allows him to drive students to and from school activities. Arrive at Sheraton Needham Hotel at 7:00PM. Meet is at 10:00AM, Saturday, Mar 5. Return to DHS at 8:00PM, Mar 5.

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

f. Detailed daily time schedules of the agenda of activities.

Sat, Mar 5, 2022, 10:00AM meet begins at Reggie Lewis Center, Boston

g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Estimated hotel cost is \$90.00 per student and will be paid for by the student. This includes hotel security. Meals will be paid for by the student.

Meet entry fee is \$30 and will be paid for by DHS

Transportation for one vehicle covering 360 miles at \$0.55 per miles = \$198.00 shared by the student.

h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students pay \$90 for lodging and hotel security and approx \$40.00 for meals.

DHS pays \$30 for meet entry fee.

Students pay \$25.00 for transportation

i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	<i>The field trip organizer must notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.</i>

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Stephen C. Norris 5/16/21 [Signature] 6-15-21
Signature of Trip Organizer Date Signature of Principal Date

<input checked="checked" type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	<u>Allen Addy</u> <u>6-18-21</u> Signature of Superintendent/Designee Date
--	----------	--------------------------	--------------	---

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. This form **MUST** be submitted to Central Office for approval before final plans or commitments are begun. All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Steve Norris, Darien High School head girls outdoor track coach

b. Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.

Date: 6/11/2022

Time: 10:00AM

Destination: Burlington High School, Burlington, Vermont

Affected school time:

Depart DHS Friday, June 10 at noon

Arrive in Burlington, Vermont at 8:00PM and check in to a hotel

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

This is the New England High School outdoor track championship. We must qualify from the Conn state open championships on June 6, 2022.. At most eight girls would be going to Burlington. The meet is held at Burlington High School, Burlington, Vermont Sat, June 11, 2022

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

No pre meet activities. Runners qualify from the Conn state open meet on June 6, 2022

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

e. The exact modes and times of travel, as well as the exact housing arrangements.

Noon, Friday, June 10 leave DHS in a DHS rented van. Coach Norris has the state of Conn activities endorsement which allows him the drive school students to and from school activities. Arrive at a hotel in Burlington, Vermont at 8:00PM. Meet is at 10:00AM, Saturday, June 11. Return to DHS at 9:00PM, June 11.

f. Detailed daily time schedules of the agenda of activities.

Sat, June 11 10:00AM meet begins

g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Estimated hotel cost is \$90.00 per student, includes hotel security and will be paid for by the student

Meals will be paid for by the student.

Meet entry fee is \$30 and will be paid for by DHS.

Transportation for one vehicle covering 690 miles at \$0.55 per miles = \$330.00 shared by the student.

h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students pay \$65 for lodging and security and approx \$40.00 for meals

DHS pays \$30 for meet entry fee.

Students pay \$42.00 for transportation

i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none


<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	<i>The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.</i>

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

 Stephen C. Noms 5/17/2021	 6-18-21
Signature of Trip Organizer	Date
	Signature of Principal
	Date

<input checked="" type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	 6-18-21
			Signature of Superintendent/Designee	Date

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM**

Trips Beyond 500 Miles, or Outside the U.S.

(Board of Education Policy HJ3.1)

F2

Note: This is a Type On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip
David Ott

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: April 27-28, 2022 Time: 4/27 4pm to 4/28 8pm Destination: Philadelphia PA
Affected school time: Students will miss school day on April 28, 2022

c. **A description of the rationale for the trip, with special emphasis on the educational value of the experience.**

Girls Track - To attend the Penn Relays, the largest high school track meet in the country. Will also tour the University of Pennsylvania campus. We took this trip in 2019 and the girls are still talking about it. It is a chance to compete against the best high school runners in the US and Jamaica. In addition to the competition, Jane and I arranged a meeting with the Penn track coach and Athletic Director.

d. **An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.**

We will enter a 4x400m relay and a 4x800m relay. Athletes will be selected based up performances in these events. Up to 8 athletes.

e. **The exact modes and times of travel, as well as the exact housing arrangements.**

Parent drivers, similar to 2019. Depart after practice on Apr 27. Return after competition on Apr 28. We will stay at The Inn at Penn, on the University of Pennsylvania campus.

f. **Detailed daily time schedules of the agenda of activities.**

The specific meet schedule will not be available until next spring. We will depart after practice on Apr 27. We will eat dinner and breakfast on the Penn campus, compete in the meet, tour the campus, and head home.

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
 (Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

- g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

4 hotel rooms at approximately \$300 each. \$150 per girl. \$40 for meals.


- h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

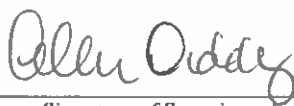
All to be paid by athletes.

- i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

None

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.

David Ott	May 11, 2021		6-18-21
Signature of Trip Organizer	Date	Signature of Principal	Date

<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Approved	Not approved		6-18-21
		Signature of Superintendent/Designee	Date

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Hugh Underhill
Wick Clothier

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: Feb 25-27 2022 Time: 6:00am Destination: Philadelphia pa
Affected school time: Friday feb 25 departure- return Sunday feb 27- no missed school due to February break

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

Us Squash High School team nationals- opportunity to compete with school teams throughout the country.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

players 1-9 on the ladder will be invited as players. senior captains not in the top 9 will also be invited by the coaches. The top 9 players are determined by weekly ladder matches. Coaches will have discretion to invite other players as they see fit.

e. The exact modes and times of travel, as well as the exact housing arrangements.

Bus will be mode of travel. Hotels will be arranged, (hotel TBD)

f. Detailed daily time schedules of the agenda of activities.

Leave sports loop either Thursday evening or Friday morning of that week, depending on match schedule. Match schedule will be determined 1 week before the event. Matches will be all day Friday- Sunday. Team dinner Friday and Saturday evenings with coaches. Team dinner locations TBD

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM**
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

- g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.
Cost of tournament about \$1800 combined for girls Varsity and boys varsity- Hotel and dinner costs will be separate
Staffing – coaches will be present as part of their seasonal stipend
Bus and driver- to and from location, no overnight stay- all facilities will be with in walking distance in downtown Philadelphia(COST TBD)
- h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.
Tournament fees are covered by BOE budget,
Bus is partial BOE/parent Co-pay
Hotel and dinners are parent co-pay
- i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.

Hugh Underhill/Wick Clothier
Signature of Trip Organizer

6/3/21
Date


Signature of Principal

6-18-21
Date

<input checked="" type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	 Signature of Superintendent/Designee	6-18-21 Date
-------------------------------------	----------	--------------------------	--------------	--	-----------------

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Tyson Kaczmarek, Darien High School head boys indoor track coach

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: 3/5/2022

Time: 10:00AM

Destination: Boston, MA

Affected school time:

no school time affected, depart DHS Friday, Mar 4 at 2:30PM

Arrive in Needham, Mass and check in to the Sheraton Needham Hotel at

7:00PM

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

This is the New England High School indoor track championship. We must qualify from the Conn state open championships on Feb 19, 2022. At most a few boys would be going to Boston. The meet is held at Reggie Lewis Center, Boston on Saturday, Mar 5, 2022, 10:00AM.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

No pre meet activities. Runners qualify from the Conn state open meet on Feb 19, 2022.

e. The exact modes and times of travel, as well as the exact housing arrangements.

2:30PM, Friday, Mar 4: leave DHS by car. Arrive at Sheraton Needham Hotel at 7:00PM

Meet is at 10:00AM, Saturday, Mar 5. Return to DHS at 8:00PM, Mar 5

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM**
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

f. Detailed daily time schedules of the agenda of activities.

Sat, Mar 5, 2022, 10:00AM meet begins at Reggie Lewis Center, Boston

g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Estimated hotel cost is \$90.00 per student and will be paid for by the student. This includes hotel security.

Meals will be paid for by the student.

Meet entry fee is \$30 and will be paid for by DHS

Transportation for one vehicle covering 360 miles at \$0.55 per miles = \$198.00 paid for by parents

h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students pay \$90 for lodging and hotel security and approx \$40.00 for meals.

Parents pay \$30 for meet entry fee and \$198.00 for transportation

i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	<i>The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.</i>

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Tyson Kaczmarek 5/23/2021

Signature of Trip Organizer

Date


Signature of Principal

6-15-21

Date

<input checked="checked" type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	 Signature of Superintendent/Designee	6-18-21 Date
--	----------	--------------------------	--------------	--	-----------------

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Tyson Kaczmarek, Darien High School head boys outdoor track coach

b. Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.

Date: 6/11/2022

Time: 10:00AM

Destination: Burlington High School, Burlington, Vermont

Affected school time:

Depart DHS Friday, June 10 at noon

Arrive in Burlington, Vermont at 8:00PM and check in to a hotel

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

This is the New England High School outdoor track championship. We must qualify from the Conn state open championships on June 6, 2022. At most a few boys would be going to Burlington. The meet is held at Burlington High School, Burlington, Vermont Sat, June 11, 2022

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

No pre meet activities. Runners qualify from the Conn state open meet on June 6, 2022

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM**
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

- e. The exact modes and times of travel, as well as the exact housing arrangements.

Noon, Friday, June 10 leave DHS by car. Arrive at a hotel in Burlington, Vermont at 8:00PM
Meet is at 10:00AM, Saturday, June 11. Return to DHS at 9:00PM, June 11

- f. Detailed daily time schedules of the agenda of activities.

Sat, June 11 10:00AM meet begins

- g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Estimated hotel cost is \$90.00 per student, includes hotel security and will be paid for by the student

Meals will be paid for by the student.

Meet entry fee is \$30 and will be paid for by DHS

Transportation for one vehicle covering 690 miles at \$0.55 per miles = \$330.00 paid for by parents

- h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students pay \$65 for lodging and security and approx \$40.00 for meals

DHS pays \$30 for meet entry fee and parents pay \$300.00 for transportation

- i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	<i>The field trip organizer must notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.</i>

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Tyson Kaczmarek 5/23/2022

Signature of Trip Organizer

Date


Signature of Principal

6-15-22
Date

<input checked="checked" type="checkbox"/>	Approved
<input type="checkbox"/>	Not approved

Not approved



Signature of Superintendent/Designee

6-18-22
Date

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Tyson Kaczmarek, Darien High School head boys cross country coach

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: 11/13/2021 Time: 11:00AM Destination: Thetford Academy, Thetford, Vermont
Affected school time: _____ Requesting dismissal at 10:12AM, Friday, Nov 12, in order to view the course
before dark

c. **A description of the rationale for the trip, with special emphasis on the educational value of the experience.**

This is the New England High School cross country championships. We must qualify from the Conn state open championships on Nov 5, 2021. At most eight boys will be going to Vermont.

d. **An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.**

No pre meet activities. The best seven runners and one alternate are eligible to attend.

e. **The exact modes and times of travel, as well as the exact housing arrangements.**

Depart Friday 10:12AM, Eight boys leave DHS by car. Coaches have the State of Conn drivers license activity endorsement which allows him to drive students to and from school activities. Arrive at Thetford Academy, Vermont at 3:00PM to view the course for the next day. At 8:00PM check in to a hotel. Race is Saturday, Nov 13 at 11:00AM. Return to DHS at 7:00PM, Nov 13

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

f. Detailed daily time schedules of the agenda of activities.

Sat, Nov 13 11:00AM boyss championship 5,000 meter race at Thetford Academy

g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Estimated hotel cost is \$90.00 per student and will be paid for by the student. This includes hotel security.

Meals will be paid for by the student.

Meet entry fee is \$30 and will be paid for by DHS

Transportation for one vehicle covering 500 miles at \$0.55 per miles = \$275.00 paid for by parents.

h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students pay \$90 for lodging and hotel security and approx \$40.00 for meals

DHS pays \$30 for meet entry fee and parents pay \$275.00 for transportation

i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
none

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer must notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.

Tyson Kaczmarek 5/23/21

Signature of Trip Organizer

Date


Signature of Principal

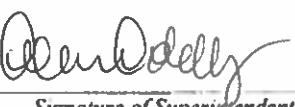
6.15.21

Date

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy HJ3.1)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

<input checked="checked" type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved		6-18-21
				Signature of Superintendent/Designee	Date

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form (May 15, 2021)

Gift intended for:
(Check appropriate responses)

☐ Hindley
☐ Ox Ridge

☐ Royle

☐ Tokeneke

☐ Middlesex Middle School

☒ Darien High School

☐ District

Person(s) or Group Offering Gift(s)

Blue Wave Booster Club

Contact person-This may be a
gift giver or a building administrator

Name: Brian Stobbie

Address: 1 Saltbox Lane
Darien

Tele.: 203.918.6075

Fax. _____

e-mail BStobbie@yahoo.com

Description of proposed gift(s), including the form in which it (they) will be given (e.g. money, materials, services, etc.) and for what purpose(s). The description has to be sufficiently specific to allow administration to determine whether items 2, 3, or 4 of the guidelines specified in "Administration Regulation 3100-Public Gifts to the Schools" apply.

Fall 2021

- | | |
|---------------------------------------|------------|
| 1. DHS Varsity Girls Basketball: Sign | \$400.00 |
| 2. DHS Varsity Football: Flip sled | \$3,500.00 |

Total: \$3,900.00

Please answer the following questions.

Is the value of the gift(s) \$ 500.00 or more? ☒ Yes ☐ No

Note: If the proposed gift involves donated materials or services, please place an estimated dollar value on them.

If your answer to the previous question is Yes, please check one of the following categories of value for the proposed gift(s):

<input type="checkbox"/> 500-1,000	<input type="checkbox"/> 5,000-10,000
<input type="checkbox"/> 1,000-2,000	<input type="checkbox"/> 10,000-15,000
<input type="checkbox"/> 2,000-3,000	<input type="checkbox"/> 15,000-20,000
<input checked="" type="checkbox"/> 3,000-4,000	<input type="checkbox"/> 20,000+
<input type="checkbox"/> 4,000-5,000	

Do not write below this line

Status: Date received by Superintendent 6/15/21

Notes on actions by Superintendent of Schools-

Discussed with Athletic Director

Actions, if any, by the Board of Education-

Final disposition of the gift offer-

DARIEN PUBLIC SCHOOLS

Memorandum

DATE: June 22, 2021
TO: Board of Education
FROM: Dr. Alan Addley, Superintendent of Schools
Richard Rudl, Director of Finance & Operations

SUBJECT: 2020-2021 Donation and Gifts

The district received over \$350,000 in donations/gifts this school year from various community stakeholders. Below you will find a summary of the gifts and donations made to the Darien Public Schools.

Athletics			
Date	Donor	Item	Total
8/25/2020	Blue Wave Booster Club	High School Wrestling Mat	\$8,675
11/24/2020	Blue Wave Booster Club	DHS Tennis-Two Additional Benches (\$1,200) DHS Tennis-Lockable Storage Bins (\$600) DHS Boys Baseball-Portable Pitching Mound (\$866)	\$2,666
3/10/2021	Girls and Boys Soccer	Two 21' covered benches for the High School Oval Field	\$4,000
Total			\$15,341

Music			
Date	Donor	Item	Total
11/10/2020	Bill Perrone	Double Bass and Bow for rehearsals	\$4,500
Total			\$4,500

DARIEN PUBLIC SCHOOLS

High School			
Date	Donor	Item	Total
8/25/20	DHS Parents Association	Outdoor Seating and Table	\$10,000
Total			\$10,000

Middle School			
Date	Donor	Item	Total
7/28/2020	Middlesex Parents Association	Four outdoor expanded metal picnic tables for MMS courtyard	\$2,904
Total			\$2,904

Elementary				
Date	School	Donor	Item	Total
8/25/2020	Holmes	Holmes PTO	Four fans for the gym, eight picnic tables, wood bench	\$7,028
10/27/2020	Ox Ridge	Ox Ridge PTO	Three picnic tables	\$2,007
5/25/2021	Hindley	Hindley PTO	Storywalk	\$6,011
Total				\$15,046

District			
Date	Donor	Item	Total
10/27/2020	Corbin Cares	Complimentary Meals for DPS staff	Approximately: \$80,000
3/10/2021	Darien Foundation	Robotics Initiative	\$213,000
Total			\$293,000

Total Donations in excess of \$2,000: \$340,791

DARIEN PUBLIC SCHOOLS

Donations Accepted by the Superintendent or Principals:

School/Area	Donor	Item	Total
Music	Susan Johnson	Yamaha Flute	\$600
Music	John Doelp	King 623 Diplomat Student Model Baritone Horn	\$1,300
DHS	DHS Parents Association	Visiting Author, Madeline Miller (Virtual)	\$1,999
MMS	MMS PTO	Trumpet	\$50
MMS	MMS PTO	Adirondack chairs	\$400
Hindley	Hindley PTO	Indoor Recess Games	\$389
Hindley	Hindley PTO	Recess Equipment (Paddles, Noodles, Hoops, Balls)	\$1,147
Hindley	Hindley PTO	Tents	\$550
Hindley	Hindley PTO	Wireless sound system	\$350
Hindley	Hindley PTO	Bike Racks	\$1,000
Holmes	Holmes PTO	Outdoor Recess Equipment	\$1,824
Holmes	Holmes PTO	Visor for all parents	\$280
Holmes	Holmes PTO	Indoor Recess Games	\$947
Holmes	Holmes PTO	Indoor Recess Materials	\$1,074
Holmes	Holmes PTO	Kindergarten Storage Box	\$282
Royle	Royle PTO	Adirondack Chairs	\$400
Royle	Royle PTO	Paint for playground	\$50
Ox Ridge	Ox Ridge PTO	Gym Equipment	\$1,966
Ox Ridge	Ox Ridge PTO	ELP Gym Materials	\$120
Ox Ridge	Ox Ridge PTO	Containers	415
Tokeneke	Tokeneke PTO	Stencils	\$250
Tokeneke	Tokeneke PTO	Vinyl Letters for parent pickup	\$40
Tokeneke	Tokeneke PTO	Welcome back supplies	\$60
Tokeneke	Tokeneke PTO	Postcard Package for teachers	\$550
Tokeneke	Tokeneke PTO	Hand sanitizer with Tokeneke Logo	\$1,010

DARIEN PUBLIC SCHOOLS

Tokeneke	Tokeneke PTO	Playground Balls	\$1,898
Tokeneke	Tokeneke PTO	Helium Balloons	\$115
Tokeneke	Tokeneke PTO	Windsocks	\$90
Tokeneke	Tokeneke PTO	Vinyl Banners	\$257
Tokeneke	Tokeneke PTO	Year End Teacher Celebrations	\$770
Tokeneke	Tokeneke PTO	Ball bags for playground	\$180
Tokeneke	Tokeneke PTO	Hand warmers	\$115
Tokeneke	Tokeneke PTO	Teacher Books, Candy, Bows	\$829

Total Donations Accepted by Superintendent or Principals: \$21,307

Darien Public Schools
Forecast by Month
FY 21

	Budget	Supplemental Appropriation	Adjusted Budget	August	September	October	December	January	February	March	April	May
Salaries	\$ 66,862,133	\$ 1,116,837	\$ 67,978,970	\$ 67,408,543	\$ 67,750,457	\$ 67,677,758	\$ 67,937,338	\$ 67,333,919	\$ 67,422,472	\$ 67,364,486	\$ 67,358,373	\$ 67,321,026
Operating	\$ 17,879,364	\$ 658,331	\$ 18,537,695	\$ 18,315,426	\$ 18,941,585	\$ 18,851,032	\$ 18,708,450	\$ 18,522,247	\$ 18,465,551	\$ 18,472,517	\$ 18,536,824	\$ 18,477,208
Fixed	\$ 20,634,860	\$ -	\$ 20,634,860	\$ 20,588,071	\$ 20,624,631	\$ 20,611,683	\$ 20,578,873	\$ 20,608,559	\$ 20,612,079	\$ 20,565,775	\$ 20,513,702	\$ 20,475,230
Equipment	\$ 482,464	\$ 12,962	\$ 495,426	\$ 627,340	\$ 637,340	\$ 637,642	\$ 612,876	\$ 569,490	\$ 469,910	\$ 469,855	\$ 473,075	\$ 473,092
Revenue	\$ (3,362,443)	\$ -	\$ (3,362,443)	\$ (3,343,628)	\$ (3,337,448)	\$ (3,272,082)	\$ (3,248,992)	\$ (3,517,543)	\$ (3,555,854)	\$ (3,734,962)	\$ (3,723,170)	\$ (3,721,707)
Total	\$ 102,496,378	\$ 1,788,130	\$ 104,284,508	\$ 103,595,752	\$ 104,616,565	\$ 104,506,033	\$ 104,588,544	\$ 103,516,672	\$ 103,414,158	\$ 103,137,671	\$ 103,158,804	\$ 103,024,849
Forecasted Balance			\$	\$ (1,099,374)	\$ (2,120,187)	\$ (2,009,655)	\$ (2,092,166)	\$ (1,020,294)	\$ 870,350	\$ 1,146,837	\$ 1,125,704	\$ 1,259,659
				-1.07%	-2.07%	-1.96%	-2.04%	-1.00%	0.83%	1.10%	1.08%	1.21%
General Education RCS			\$	\$ 564,444	\$ 426,393	\$ 252,448	\$ 363,544	\$ 152,979	\$ 246,932	\$ 402,286	\$ 468,171	\$ 422,917
Special Education RCS			\$	\$ (56,850)	\$ 128,462	\$ 235,213	\$ 214,785	\$ 600,105	\$ 608,465	\$ 768,318	\$ 759,906	\$ 750,850
COVID Reopening			\$	\$ (1,606,968)	\$ (2,675,042)	\$ (2,497,315)	\$ (2,670,495)	\$ (1,773,377)	\$ 14,953	\$ (23,768)	\$ (102,374)	\$ 85,892

Memorandum

DATE: June 10, 2021
TO: Dr. Alan Addley, Superintendent of Schools
FROM: Richard Rudl, Director of Finance & Operations
SUBJECT: FY 21 Financial Report through May

Enclosed please find the attached:

1. FY 21 Financial Report through May 2021.
2. List of accounting adjustments for May 2021 within Broad Categories
3. PowerPoint
4. Reopening Expenditures
5. Grant Financial Report
6. Food Service Financial Report

Highlights of the Financial Report for FY 21:

The May Financial Report reflects the Special Appropriation approved by both the Board of Finance and RTM in the amount of \$1,788,130, which is reflected in RC28 along with the transfers previously approved by the Board of Education in the amount of \$810,125.

Fiscal Year 2021 currently projects a year-end surplus of \$1,259,659. The high-level changes from the April report to the May report, which projected a surplus of \$1,125,704, include:

- Special Education Legal Fees: \$47,232
- Health Insurance: \$40,000
- District Legal Fees: \$19,505
- Supplies, Materials, Travel, Dues, Fees: \$17,208
- Salary Savings from Copy Center: \$1,685
- Workers Compensation: \$175
- Clubs and Councils: \$(306)
- Electricity: \$(1,704)
- Special Education Tuition: \$(58,613)
- Campus Monitors (COVID): \$407
- Contracted Cleaning (COVID): \$32,800
- LPNs (COVID): \$35,566

ESSER II grant has been received and applied to the following expenditures:

- \$218,695 for 3.0 FTE Elementary Teachers
- \$45,402 for 1.0 FTE Technology Technician
- \$80,765 for Facility improvements
- \$83,357 for PPE's.
- \$168,586 for Technology related items.

These are all reflected in the financial forecast.

RC's	Forecast
General Education RC's	\$422,917
Special Education RC's	\$750,850
Re-opening Expenditures	\$85,892
Total	\$1,259,659

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 at 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 Savings).
- Clubs and Councils shows a favorable balance of \$2,200 as the Outdoor Club is not running this year (COVID Savings).
- Textbooks, Materials, Periodicals, Library Purchase total forecasted savings: \$451 (Non COVID)
- Science Equipment is \$15 under budget as the purchase of temperature probes came in under budget. (Non COVID)

RC2 (Fitch):

- Local travel is \$500 under budget (Non COVID Savings)

RC3 (MMS):

- Student Interns is showing a favorable balance of \$8,825 due to 1 intern position being unfilled due to lack of availability. (COVID Savings).

- Classroom reference, periodicals, media consumables, and professional development are \$216 under budget (Non COVID Savings).

RC5 (Hindley):

- Student Interns shows a savings of \$3,825 due to an intern position being unfilled due to lack of availability. (COVID Savings).
- Textbooks, Classroom reference, Periodicals, Professional Development accumulated savings of \$132. (Non COVID Savings).

RC7 (Holmes):

- Student Interns shows a savings of \$9,700 due to intern positions being unfilled due to lack of availability. (COVID Savings).
- Clubs and Councils shows a favorable balance of \$1,023 due to literary magazine not being filled this year as well as level changes for those running current clubs. (COVID and Non COVID Savings).
- Textbooks, Classroom reference, Periodicals, Professional Development accumulated savings of \$1,182. (Non COVID Savings).

RC8 (Ox Ridge):

- Teacher Aides shows a favorable balance of \$3,003. 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 \$14,175 due to the lack of available student interns. (COVID Savings)
- No clubs and councils are currently being run at Ox Ridge this year due to COVID19 leaving a projected balance of \$6,451. (COVID Savings).
- Textbooks, Classroom reference, Periodicals, Professional Development accumulated savings of \$671. (Non COVID Savings).

RC9 (Royle):

- Clubs and Councils shows a favorable balance of \$324 due to level changes. (Non COVID Savings).
- Student Interns shows a favorable balance of \$1,025 due to the lack of available student interns. (COVID Savings)
- Textbooks, Classroom reference, Periodicals, Professional Development accumulated savings of \$1,012. (Non COVID Savings).

RC10 (Tokeneke):

- Student Interns shows a favorable balance of \$525 (Non COVID Savings)
- Principal/Director Secretary salary shows salary savings of \$203. (Non COVID Savings).
- Teacher Aides shows salary savings of \$1,753. (Non COVID Savings).

- Textbooks, Classroom reference, Periodicals, Professional Development accumulated savings of \$78. (Non COVID Savings).

RC11 (Athletics):

- Interscholastic Stipends shows a favorable balance of \$4,147 due to level movement savings. (Non COVID)
- Consultants, teaching supplies, professional library purchase and improvement of sites show a cumulative savings of \$368. (Non COVID)

RC12 (Maintenance):

- Maintenance Salaries shows a favorable balance of \$20,242, which reflects the salary savings from the time period in which the Custodial and Maintenance Supervisor position has been vacant due to a retirement. (Non COVID Savings).
- Use of Fields revenue has surpassed expectations, as our fields could be rented during the summer due to the virtual DSS. This is resulting in the forecast-surpassing budget by \$69,207. (COVID Savings)
- Given our buildings are not being rented out for the rest of the school year, 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 \$7,722 due to unfilled All Town Elementary Orchestra and Band. (COVID Savings).
- Local travel expense is showing a favorable balance of \$1,308 due to less itinerant travel. (COVID Savings).
- Classroom reference, professional development, dues and fees, lease payment show a cumulative savings of \$366 (Non COVID Savings).

RC14 (Art):

- Software, periodicals, and professional development show a cumulative savings of \$438 (Non COVID Savings).

RC 15 (Technology):

- Salary savings in the copy center of \$587 due to turnover (Non COVID Savings).
- Salary savings in the copy center of \$1,685 due to a resignation. (Non COVID Savings).

RC16 (Administration):

- Professional Development is forecasted to be \$214 under budget due to the cancellation of the DMG Conference (COVID Savings).
- Professional meetings is forecasted to be \$609 under budget due to cancellation of conferences. (COVID Savings)
- Legal Fees is forecasted to be \$79,241 under budget as last four months of legal fees has trended significantly lower than budget. (Non COVID)

RC 17 (Health):

- Professional Development, Health Supplies and Travel show an accumulated savings of \$717 (Non COVID Savings).

RC 18 (Personnel):

- Contract support is \$48,046 as the secretaries, paraprofessionals and nurses' contracts came in under budget. (Non COVID Savings).
- Local travel is \$500 under budget as there have not been any recruitment fairs to travel to due to COVID. (COVID Savings).
- Tuition Reimbursement is forecasted under budget by \$8,715.

RC19 (Curriculum):

- Program Coordinators is forecasted to be under budget by \$93,690 as we have two vacant program director positions. The curriculum office is going under a reorganization and the new position is not expected to be filled until July 1st. (Non COVID Savings).
- Local Travel shows a savings of \$3,289 due to less itinerant travel (COVID Savings).

RC20 (Finance):

- Auditing Fees shows a favorable balance of \$98 as the annual audit came in under budget. (Non-COVID Savings).
- Travel fees show a favorable balance of \$250 as we do not anticipate travel (COVID Savings).
- Dues, Memberships shows a favorable a balance of \$100. (Non COVID Savings).

RC21 (Library):

- Accessions, Periodicals, Resource Materials, Online Subscriptions, Software, and Dues shows an accumulated savings of \$8,707 (NON COVID Savings).

RC22 (Tech Ed):

- Periodicals show an accumulated savings of \$150 (Non COVID Savings).

RC 23 (Continuing Education/Summer School)

- Consultant services shows a favorable balance of \$1,510. Provider payments for DSS will be reflected in FY22 for the current summer school program. (Non COVID).
- 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)

RC 24 (Special Education):

- Special Education Teachers is showing a favorable balance of \$93,485 as we have a teacher who resigned who is being covered by a long-term substitute.
- Teacher Aides shows a favorable balance of \$41,881 as a 1:1 para is no longer needed as that student has gone remote and we have had additional turnover in other para positions. (COVID and Non Savings).

- Principal/Director secretary shows a favorable balance of \$4,303 as we have had turnover in the central services secretary position in Special Education. This position has been filled and the favorable amount reflects the savings from the time in which the position was vacant. (Non COVID).
- Transportation/Driver shows a favorable balance of \$2,374. (Non COVID savings).
- Legal Fees have trended lower than budget resulting in a forecasted savings of \$47,232. (Non COVID Savings).
- Professional Development, Local Travel and Dues and Fees forecast an accumulated savings of \$1,917 (Non COVID Savings).
- In district, transportation shows a favorable balance of \$32,823, as there have not been 180 school days and we have remote days as well.
- Out of district, transportation shows a favorable balance of \$145,735 as we have some students who remain remote or have returned to district.
- Tuition Public Schools is forecasted to be a positive \$42,691 due to student placement changes.
- Tuition Private Schools is forecasted to be a positive \$20,637 due to student placement changes.
- We have received 100% of our excess cost reimbursement. In total, we have received \$2,695,922 or \$374,687 above budget, which reflects a reimbursement rate of 80.31%.

RC 25 (Fixed):

- Regular transportation is forecasted with a favorable balance of \$32,936. (COVID & Non COVID Savings).
- Water shows a favorable balance of \$5,650 due to less consumption. (COVID savings).
- Electricity shows a favorable balance of \$22,297 due to less consumption. (COVID Savings).
- Sewer costs are now forecasted to be under budget by \$12,136. Usage was significantly down due to the closure of schools. (COVID Savings)
- Property Insurance is forecasted with a positive balance of \$1,180. (Non COVID Savings)
- Workers Compensation is forecasted with a positive balance of \$5,867. (Non COVID Savings).
- Health Insurance is forecasted with a negative variance of \$25,000. We are projecting savings in vision insurance and longevity payments from the prior month. Dental claims have improved over the last month.

RC 26 (Early Learning Program)

- Teacher Aides are forecasted to be \$34,343 under budget as lower enrollment has resulted in some positions not being filled. (COVID Savings).
- ELP Tuition is forecasted at a negative variance of \$91,708. We currently only have 37 ELP students paying tuition against a budget of 48. Since last month, we have had three students withdraw from ELP resulting in a pro-rated refund, reducing the forecast. 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)

- We are currently forecasting a slight balance of \$16,732 due to less hours worked for part time custodians and lunch monitors.
- LPN's show a favorable balance of \$35,566 as we have had a resignation of an LPN, which will not be filled.
- Campus Monitors shows a favorable balance of \$407 due to two days unpaid.
- Contracted cleaning is forecasted with a favorable balance of \$32,800 as we have cancelled weekend cleaning as of the 22nd.

RC	Fiscal Year Adjusted Budget	Fiscal Year 2021 Forecast	Forecasted Balance
RC 1 Darien High School	\$13,327,756	\$13,303,513	\$24,243
RC 2 Fitch Academy	\$508,524	\$508,024	\$500
RC 3 Middlesex	\$10,313,124	\$10,304,081	\$9,043
RC 5 Hindley	\$3,607,122	\$3,603,162	\$3,960
RC 7 Holmes	\$3,444,343	\$3,432,434	\$11,909
RC 8 Ox Ridge	\$3,676,998	\$3,652,697	\$24,301
RC 9 Royle	\$3,256,336	\$3,253,971	\$2,365
RC 10 Tokeneke	\$3,339,227	\$3,336,665	\$2,562
RC 11 Athletics	\$1,612,790	\$1,608,227	\$4,563
RC 12 Maintenance	\$3,244,851	\$3,224,922	\$19,929
RC 13 Music	\$281,461	\$272,056	\$9,404
RC 14 Art	\$109,137	\$108,699	\$438
RC 15 Technology	\$2,763,285	\$2,761,005	\$2,280
RC 16 Administration	\$878,124	\$798,060	\$80,064
RC 17 Health	\$833,805	\$833,088	\$717
RC 18 Personnel	\$1,472,663	\$1,415,400	\$57,262
RC 19 Curriculum	\$2,263,910	\$2,166,866	\$97,044
RC 20 Finance	\$717,899	\$717,451	\$448
RC 21 Library/Media	\$178,709	\$170,002	\$8,707
RC 22 Technology Education	\$107,505	\$107,344	\$161
RC 23 Summer School	\$40,514	\$34,503	\$6,011
RC 24 Special Education	\$24,139,042	\$23,331,277	\$807,765
RC 25 Fixed Expenditures	\$20,327,653	\$20,270,647	\$57,006
RC 26 ELP	\$1,241,476	\$1,298,392	\$(56,915)
RC 28-COVID Reopening	\$2,598,255	\$2,512,363	\$85,892
Total	\$104,284,508	\$103,024,849	\$1,259,659

There are no transfers for BOE consideration and approval:

Grant Financial Report:

IDEA (2 Year Grant): The IDEA is a grant statute that provides federal funding for the education of children with disabilities and requires, as a condition for the receipt of such funds, that states agree to provide a free appropriate public education

- We anticipate carrying over \$109,022 into FY 22. This grant covers instructional paraprofessionals, special education teachers, speech teachers and psychologists.

TITLE 1 (2 Year Grant): Title 1 is to ensure a high-quality education for every child, by providing extra help to students who need it most.

- We anticipate carrying over \$32,814 into FY 22. This grant covers an interventionist, professional development, and literacy resources. We did end up spending approximately \$12k more than the previous forecast in consultant services, which was used to Smarteset Education.

TITLE II (2 Year Grant): Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

- We anticipate carrying over \$40,688 into FY 22. This grant covers reading and writing support.

TITLE III (2 Year Grant): Title III funding is designed to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic content and student academic achievement standards.

- We anticipate carrying over \$7,707 into FY 22. This grant supports ESL services.

TITLE IV (2 Year Grant): Title IV is funding to increase access to comprehensive school psychological services, improve school safety and school climate, and strengthen parent and community engagement.

- We anticipate carrying over \$11,702 into FY 22. This grant has supported curriculum writing.

TEAM MENTOR (1 Year Grant): The TEAM grant is a grant provided by the CSDE to promote excellence, equity and high achievement for Connecticut students by engaging teachers in professional practice through guided support. This grant has declined over the years and no longer supports the full cost of the TEAM program. You will see the TEAM expense shown in RC18 under TEAM Mentor Stipend, which is newly broken out.

ESSER: Elementary and Secondary School Emergency Relief (ESSER) Grant Program. The ESSER Grant Program, part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, provides funds to help LEAs respond to changes in student needs due to COVID-19.

- ESSER grant was the first round of grants eligible to school districts to support COVID19 protocols and re-opening of schools. This grant is netted against expenditures in the operating account.

ESSER II: ESSER: Elementary and Secondary School Emergency Relief (ESSER) Grant Program. The ESSER Grant Program, part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, provides funds to help LEAs respond to changes in student needs due to COVID-19.

- ESSER II was the second round of funding from the Federal Stimulus to support school reopening and COVID19 protocols. This grant has been received and is netted against expenditures in the operating account.

CORONAVIRUS RELIEF: The CARES Act provided funds for costs that were not budgeted but occurred due to COVID-19 Public Health Emergency.

- This grant was provided by the Federal Government for making schools safe to re-open and supported purchases of Plexiglas dividers.

TECHNOLOGY EDUCATION: Funded through Area 9 Cable Council.

- This grant was received to support videography and has been used to purchase technology equipment such as a padcaster.

Food Service Financial Report:

The month of May was the strongest month in terms of sales generating in excess of \$148,000 or almost \$7,500 per day. As a result, the current P&L shows a loss of \$15,382 after shifts of expenditures into the operating budget due to COVID. As June continues to trend positive we are forecasting a slight positive P&L of \$12,300 after shifts to the operating budget due to COVID, leaving a forecasted year end fund balance of \$202,421. This would leave the total loss for the year at \$607,816.

Monthly Financial Report
Through May 2021
Darien Board of Education



Highlights of Monthly Financial Report Through May 2021

The financial report currently shows a year-end surplus of 1,259,659 or 1.21%.

RC's	Forecast
General Education RC's	\$422,917
Special Education RC's	\$750,850
Re-opening expenditures	\$85,892
Total	\$1,259,659

COVID 19 Re-opening Expenses

Category	Operating Fund	Grants	Total Spending	Less Grants	Less Transfers & Proposed Transfers	Supplemental Appropriation	Balance
Staffing	\$1,597,453	\$264,098	\$1,861,551	\$(264,098)	\$(451,580)	\$(1,198,731)	\$52,859
Facilities	\$622,010	\$553,618	\$1,175,628	\$(553,618)	\$(83,847)	\$(570,971)	\$32,808
Technology	\$12,756	\$261,197	\$273,953	\$(261,197)	\$0	\$(12,962)	\$206
Athletics	\$127,560	\$0	\$127,560	\$0	\$(127,560)	\$0	\$0
School Lunch	\$98,747	\$0	\$98,747	\$0	\$(98,747)	\$0	\$0
Transportation	\$14,306	\$0	\$14,306	\$0	\$(8,840)	\$(5,466)	\$0
Materials	\$69,531	\$0	\$69,531	\$0	\$(69,551)	\$0	\$20
Total	\$2,542,362	\$1,078,913	\$3,621,275	\$(1,078,913)	\$(840,125)	\$(1,788,130)	\$85,893

Change in Re-opening Expenses

	Forecast
April (Operating) Re-opening Expenses	\$17,119
Campus Monitor	\$407
Cancellation of weekend contract cleaning	\$32,800
Resignation of LPN's	\$35,566
Adjusted Re-opening Expenses Deficit/Surplus	\$85,893



Change from Forecast Prior Month

	Forecast	Description
April Forecast	\$1,125,704	
Reduction in Special Education Legal Fees	\$47,232	Trend for legal fees has declined
Health Insurance	\$40,000	Savings in vision insurance, longevity payments
Reduction in District Legal Fees	\$19,505	Trend for legal fees has declined
Accumulated savings in Supplies, Materials, Travel, Dues	\$17,208	Savings from various accounts
Salary savings in copy center due to resignation	\$1,685	Resignation of employee, salary savings
Workers Compensation	\$175	Reimbursement from CIRMA
Music Clubs and Councils step change	\$(306)	Step change
Electricity	\$(1,704)	Slight increase in consumption
Special Education Tuition	\$(58,613)	Change in Placements
Campus Monitors (COVID)	\$407	Salary savings
Contracted Cleaning (COVID)	\$32,800	Weekend cleaning cancelled
LPNs (COVID)	\$35,566	Resignation of LPN, will not be filled
May Forecast	\$1,259,659	

Monthly Financial Report – May 2021

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

Interns: \$46,950

Clubs and Councils: \$17,741

Salary Savings/Turnover: \$314,397

Contract Support: \$48,046

Re-opening Costs: 52,858

Total Salary Forecast: \$479,992

Monthly Financial Report – May 2021

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

Legal Fees: \$126,473

Tuition Reimbursement: \$8,715

Supplies, Materials, Travel, Dues: \$25,361

Adult Education Contracted Service: \$4,500

Special Education Transportation: \$178,558

Special Education Tuition: \$63,328

COVID Re-opening Expense: \$32,828

Total Operating Expenses: \$439,763

Monthly Financial Report – May 2021

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

Regular Transportation: \$32,936

Property Insurance: \$1,179

Workers Compensation: \$5,867

Health Insurance: \$(25,000)

Utilities: \$40,083

Total Fixed Forecast: \$55,065

Monthly Financial Report – May 2021

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

Tech Ed, Music, and Science Equipment: \$92

COVID Equipment: \$206

Total Equipment Forecast: \$298

Monthly Financial Report – May 2021

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

Building Rentals: \$(69,587)

Field Rentals: \$69,207

Excess Cost: \$374,687

Medicaid Reimbursement: \$1,942

ELP Tuition: \$(91,708)

Total Revenue Forecast: \$284,541

Transfers for BOE Consideration and Approval

There are no transfers for the month of May



Darien Public Schools
FY 21
May 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>
Professional Svcs	Police and Fire	5	0520506	035000	\$ 620.00		End of Year celebration
Professional Svcs	Police and Fire	8	00820806	035000	\$ 620.00		End of Year celebration
Professional Svcs	Police and Fire	9	00920906	035000	\$ 620.00		End of Year celebration
Professional Svcs	Police and Fire	10	01021006	035000	\$ 620.00		End of Year celebration
Professional Svcs	Police and Fire	7	00720706	035000		\$ 1,107.00	End of Year celebration
Professional Svcs	Police and Fire	1	00120108	035000		\$ 1,373.00	End of Year celebration
Property Services	Improvement of Buildings	12	01223009	122000	\$ 400.00		roof patch
Property Services	Improvement of sites	12	01223009	121000		\$ 165.00	roof patch
Property Services	Reserve for Emergency	12	01223009	074030		\$ 150.00	roof patch
Property Services	Operation of Vehicles	12	01223009	065002		\$ 85.00	roof patch
Property Services	Care of Grounds	12	01223009	065003	\$ 1,580.00		Geese Relief
Property Services	Glass	12	01223009	074011		\$ 1,500.00	Geese Relief
Property Services	Care of Trees	12	01223009	062004		\$ 80.00	Geese Relief
Property Services	Care of Grounds	12	01223009	065003	\$ 3,100.00		Mulch and Flower Beds
Property Services	Care of Trees	12	01223009	062004		\$ 420.00	Mulch and Flower Beds
Property Services	Fire Alarm	12	01223009	072022		\$ 1,500.00	Mulch and Flower Beds
Property Services	Operation of Vehicles	12	01223009	065002		\$ 1,000.00	Mulch and Flower Beds
Property Services	Care of Grounds	12	01223009	065003	\$ 5,350.00		Seed and Aeration of fields
Property Services	Classroom Corridor	12	01223009	072016		\$ 2,850.00	Seed and Aeration of fields
Property Services	HVAC	12	01223009	072048		\$ 500.00	Seed and Aeration of fields
Property Services	Repairs and Service	15	01522009	072044		\$ 2,000.00	Seed and Aeration of fields
Property Services	Classroom Corridor	12	01223009	072016		\$ 180.00	Mulch and Flower Beds
Property Services	Security	12	01223009	072021	\$ 5,668.00		Camera Repair
Property Services	Repairs and Service	15	01522009	072044		\$ 4,250.00	Camera repair
Property Services	Repairs and Service	11	01122009	072044		\$ 860.00	Camera repair
Property Services	Repairs and Service	1	00120138	072044		\$ 525.00	Camera repair
Property Services	Repairs and Service	14	01420109	072044		\$ 33.00	Camera repair
Property Services	Security	12	01223009	072021	\$ 2,000.00		Security ID Badges
Property Services	Repairs and Service	12	01223009	072044		\$ 1,000.00	Security ID Badges
Property Services	Inspection of Non Mechanical	12	01223009	072023		\$ 700.00	Security ID Badges
Property Services	Improvement of Buildings	12	01223009	122000		\$ 300.00	Security ID Badges
Property Services	Fire Alarm	12	01223009	072022	\$ 600.00		Fire alarm calls
Property Services	HVAC	12	01223009	072048		\$ 600.00	Fire alarm calls
Property Services	HVAC	12	01223009	072048	\$ 3,000.00		HVAC repairs
Property Services	Repairs and Service	15	01522009	072044		\$ 420.00	HVAC repairs
Property Services	Repairs and Service	12	01522009	072044		\$ 1,580.00	HVAC repairs
Property Services	Repairs and Service	1	00120108	072044		\$ 1,000.00	HVAC repairs
Property Services	HVAC	12	01223009	072048	\$ 32.00		HVAC Materials
Property Services	Inspection of Non Mechanical	12	01223009	072023		\$ 32.00	HVAC Materials
Property Services	Reserve for Emergency	12	01223009	074030	\$ 3,600.00		Termites
Property Services	Plumbing	12	01223009	072014		\$ 500.00	Termites
Property Services	Refuse Collection	12	01223009	072022		\$ 900.00	Termites
Property Services	Repairs and Service	15	01522009	072044		\$ 1,750.00	Termites
Property Services	Repairs and Service	12	01223009	072044		\$ 400.00	Termites
Property Services	Operation of Vehicles	12	01223009	065002		\$ 50.00	Termites
Equipment	New Computer Equipment	15	01542009	123021	\$ 6,430.00		Replacement Access Point
Equipment	Classroom Furniture	7	00740706	073020		\$ 1,136.00	Replacement Access Point
Equipment	Classroom Furniture	8	00840806	073020		\$ 1,273.00	Replacement Access Point
Equipment	Classroom Furniture	10	01041006	073020		\$ 2,000.00	Replacement Access Point
Equipment	Classroom Furniture	9	00940906	073020		\$ 358.00	Replacement Access Point
Equipment	New Physical Equipment	11	01142009	123013		\$ 1,000.00	Replacement Access Point
Equipment	Replacement Furniture	12	01243009	073020		\$ 663.00	Replacement Access Point
Supplies	Custodial Supplies	12	01223009	065001	\$ 3,550.00		Boxes
Supplies	General Office Supplies	1	00120108	025001		\$ 1,250.00	Boxes
Supplies	Textbook Replacements	1	00120108	022003		\$ 400.00	Boxes
Supplies	Textbooks-Cons	26	02622009	022003		\$ 1,000.00	Boxes
Supplies	General Office Supplies	2	00220110	025001		\$ 400.00	Boxes
Supplies	Instructional Expense	2	00220110	025007		\$ 500.00	Boxes
Supplies	Health Supplies	17	01720109	042001	\$ 7,490.00		epi Pens
Supplies	General Office Supplies	3	00320307	025001		\$ 1,700.00	epi Pens
Supplies	Classroom Reference	3	00320307	023002		\$ 1,000.00	epi Pens
Supplies	Periodicals	17	01720109	023003		\$ 400.00	epi Pens
Supplies	Professional Lib Purchase	17	01720109	025002		\$ 500.00	epi Pens
Supplies	Textbook Replacements	3	00320307	022002		\$ 1,300.00	epi Pens

Supplies	ESL	19	01922009	023006		\$	1,312.00	epi Pens
Supplies	Dues, Fees	3	00320307	025026		\$	1,278.00	epi Pens
Supplies	Custodial Supplies	12	01223009	065001	\$	7,901.00		Disinfectant
Supplies	General Office Supplies	1	00120108	025001		\$	3,615.00	Disinfectant
Supplies	General Office Supplies	2	00220110	025001		\$	830.00	Disinfectant
Supplies	Dues, Fees	18	01822009	025026		\$	475.00	Disinfectant
Supplies	Science Teaching Supplies	1	00120108	024009		\$	2,300.00	Disinfectant
Supplies	Uniforms	12	01223009	065005		\$	181.00	Disinfectant
Supplies	Teaching Supplies	26	02622009	024011		\$	500.00	Disinfectant
Supplies	Custodial Supplies	12	01223009	065001	\$	7,250.00		Custodial Supplies
Supplies	General Teaching Supplies	1	00120108	024011		\$	2,000.00	Custodial Supplies
Supplies	Mailing Expenses	16	01622009	013011		\$	1,400.00	Custodial Supplies
Supplies	Paint	12	01223009	074014		\$	1,850.00	Custodial Supplies
Supplies	Textbook Replacements	3	00320307	022002		\$	2,000.00	Custodial Supplies
Supplies	Plumbing	12	01223009	072014	\$	4,309.00		Plumbing Supplies
Supplies	Catalog/Printing	16	01622009	025014		\$	800.00	Plumbing supplies
Supplies	Classroom Reference	3	00320307	023002		\$	1,000.00	Plumbing supplies
Supplies	Audio Visual	3	00320307	023010		\$	400.00	Plumbing supplies
Supplies	Audio Visual	10	01021006	023010		\$	115.00	Plumbing supplies
Supplies	Classroom Reference	3	00320307	023002		\$	450.00	Plumbing supplies
Supplies	Classroom Reference	10	01021006	023002		\$	185.00	Plumbing supplies
Supplies	Dues, Fees	10	01021006	025026		\$	162.00	Plumbing supplies
Supplies	Teaching Supplies	3	00320307	024011		\$	1,000.00	Plumbing supplies
Supplies	Textbook Consumables	10	01021006	022003		\$	175.00	Plumbing supplies
Supplies	Uniforms	12	01223009	065005		\$	22.00	Plumbing supplies
Supplies	Hardware	12	01223009	074013	\$	1,339.00		Hardware
Supplies	Professional Development	10	01021006	025003		\$	430.00	Hardware
Supplies	Science Teaching Supplies	1	00120108	024009		\$	300.00	Hardware
Supplies	Textbook Replacements	3	00320307	022002		\$	560.00	Hardware
Supplies	Other building materials	12	01223009	074015		\$	49.00	Hardware
Supplies	Professional Development	3	00320307	025003	\$	1,150.00		Staff Development
Supplies	Professional Development	1	00120108	025003		\$	1,150.00	Staff Development
Supplies	Curriculum Research	19	01922009	025005	\$	3,071.16		Admin Retreat Materials
Supplies	ESL Resources	19	01922009	023006		\$	2,846.60	Admin Retreat Materials
Supplies	Standardized Testing	19	01922009	024012		\$	44.77	Admin Retreat Materials
Supplies	Textbooks	19	01922009	022001		\$	179.79	Admin Retreat Materials
Supplies	Computer Instruction Sup	15	01522009	025019	\$	350.00		Computer tags
Supplies	Periodicals	5	00520506	023003		\$	90.00	Computer tags
Supplies	Audio Visual	5	00520506	023010		\$	20.00	Computer tags
Supplies	Prof Library Purchase	5	00520506	025002		\$	240.00	Computer tags
Salaries	Principal Director Sectary	1	00110108	021501	\$	155.00		Extra time
Salaries	Bursar	1	00110108	011013		\$	155.00	Extra time
Salaries	Custodian	1	00110108	061001	\$	106.00		Encumbrance Adj
Salaries	Custodian	3	00310307	061001	\$	107.00		Encumbrance Adj
Salaries	Custodian	5	00510506	061001	\$	20.00		Encumbrance Adj
Salaries	Custodian	7	00710706	061001	\$	21.00		Encumbrance Adj
Salaries	Custodian	8	00810806	061001	\$	40.00		Encumbrance Adj
Salaries	Custodian	10	01011006	061001	\$	60.00		Encumbrance Adj
Salaries	Building Substitutes	8	00810806	021318		\$	354.00	Encumbrance Adj
Salaries	Clubs and Councils	3	00310307	101003	\$	345.00		Academic Center
Salaries	Classroom Teacher	3	00310324	021301		\$	128.00	Academic Center
Salaries	Substitutes	18	01812009	021302		\$	217.00	Academic Center
Salaries	Curriculum Supervision	5	00510506	021220	\$	145.00		Encumbrance adj
Salaries	Curriculum Supervision	1	00110108	021220		\$	145.00	Encumbrance adj
Salaries	Substitutes	8	00810806	021302	\$	800.00		Daily Subs
Salaries	Building Substitutes	8	00810806	021318		\$	800.00	Daily Subs
Salaries	Building Substitutes	10	01011006	021318	\$	3,177.27		Building Sub
Salaries	Building Substitutes	8	00810806	021318		\$	3,177.27	Building Sub
Salaries	Intramurals	11	01112009	101005	\$	1,250.00		MMS Intramurals
Salaries	Athletic Training	11	01112009	041006		\$	1,250.00	MMS Intramurals
Salaries	Custodial Overtime	12	01212009	061005	\$	5,690.00		Overtime
Salaries	Grounds Overtime	12	01212009	071002		\$	1,200.00	Overtime
Salaries	Maintenance Overtime	12	01212009	071004		\$	4,490.00	Overtime
Salaries	Department Chair	1	00110118	021215	\$	113,197.51		Breakout of account
Salaries	Department Chair	1	00110124	021215	\$	113,197.51		Breakout of account
Salaries	Department Chair	1	00110130	021215	\$	113,997.51		Breakout of account
Salaries	Department Chair	1	00110138	021215	\$	113,197.51		Breakout of account
Salaries	Department Chair	1	00110142	021215	\$	113,197.51		Breakout of account
Salaries	Curriculum Supervision	1	00110108	021220		\$	566,787.55	Breakout of account
Salaries	Department Chair	3	00310320	021215	\$	28,299.43		Breakout of account

Salaries	Department Chair	3	00310324	021215	\$	28,299.43	Breakout of account
Salaries	Department Chair	3	00310330	021215	\$	28,499.45	Breakout of account
Salaries	Department Chair	3	00310338	021215	\$	28,299.43	Breakout of account
Salaries	Department Chair	3	00310342	021215	\$	28,299.43	Breakout of account
Salaries	Curriculum Supervision	3	00310307	021220		\$ 141,697.17	Breakout of account
Salaries	Director of Tech	15	01512009	011031	\$	171,596.67	Breakout of account
Salaries	Technology Support	15	01512009	011044		\$ 171,596.67	Breakout of account
Salaries	HR Coordinator	18	01812009	011022	\$	97,483.68	Breakout of account
Salaries	Principal Director Sectary	18	01812009	021501	\$	49,099.95	Breakout of account
Salaries	Bursar	18	01812009	011013		\$ 146,583.63	Breakout of account
Salaries	Maintenance and Custodi	12	01212009	011022	\$	119,330.00	Breakout of account
Salaries	Maintenance	12	01212009	071003		\$ 119,330.00	Breakout of account
Salaries	Team Mentor	18	01812009	101050	\$	15,789.00	Team Mentor Stipends break out of account
Salaries	Substitutes	18	01812009	021302		\$ 15,789.00	Team Mentor Stipends break out of account
Salaries	Unified Sports	11	01112054	101012	\$	10,000.00	Unified Sports Breakout
Salaries	Homebound Tutor	24	02412009	021304		\$ 2,350.00	Unified Sports Breakout
Salaries	Interscholastic Stipends	11	01112009	101002		\$ 7,650.00	Unified Sports Breakout
Salaries	Custodians	1	00110108	061001	\$	105.00	Coverage
Salaries	Custodians	3	00310307	061001	\$	106.00	Coverage
Salaries	Custodians	7	00710706	061001	\$	20.00	Coverage
Salaries	Custodians	8	00810806	061001	\$	20.00	Coverage
Salaries	Custodians	10	01011006	061001	\$	60.00	Coverage
Salaries	Substitute-Nurses	17	01710109	041004		\$ 311.00	Coverage
Salaries	Custodial Overtime	12	01212009	061005	\$	5,000.00	Additional Cleaning
Salaries	Grounds Overtime	12	01212009	071002		\$ 1,000.00	Additional Cleaning
Salaries	Maintenance Overtime	12	01212009	071004		\$ 2,000.00	Additional Cleaning
Salaries	Substitute-Nurses	17	01710109	041004		\$ 2,000.00	Additional Cleaning
Salaries	Intramurals-MMS	11	01112009	101005	\$	3,125.00	Intramurals
Salaries	Weight Room	11	01112009	101001		\$ 861.00	Intramurals
Salaries	Athletic Training	11	01112009	041006		\$ 1,700.00	Intramurals
Salaries	Substitute-Nurses	17	01710109	041004		\$ 564.00	Intramurals
Salaries	Clubs and Councils	3	00310307	101003	\$	2,034.00	Academic Center
Salaries	Substitute-Nurses	17	01710109	041004		\$ 2,034.00	Academic Center
Salaries	Principal Director Sectary	1	00110108	021501	\$	1,000.00	Extra time
Salaries	Substitutes	18	01812009	021302		\$ 1,000.00	Extra time
Salaries	Long-Term Sub	18	01812009	021300	\$	34,136.00	LTS
Salaries	Substitutes	24	02412009	021302		\$ 15,000.00	LTS
Salaries	Classroom Teachers	5	00510597	021301		\$ 19,136.00	LTS
Salaries	Curriculum Supervision	19	01912024	021220	\$	4,572.00	Breakout of account
Salaries	Instructional Specialist	19	01912009	021301		\$ 4,572.00	Breakout of account
Other Prof Services	Tuition-Non Public	24	02422009	143001	\$	58,613.00	Change in forecasted placement
Other Prof Services	Tuition-Public	24	02422009	141001		\$ 58,613.00	Change in forecasted placement

Darien Public Schools Monthly Financial Report 2020-21

ACCT #		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.
RC - 1 DARLEN HIGH SCHOOL													
1	11013	BURSAR/ADMINISTRATIVE ASSIST	108,370	111,252	110,384	110,269	4,690	114,959	105,830	8,939	190	114,959	1.50
2	21101	PRINCIPAL	199,028	203,506	208,085	213,287	-	213,287	196,880	16,407	(0)	213,287	1.00
3	21102	ASSISTANT PRINCIPAL	453,681	482,582	519,480	556,200	-	556,200	513,415	42,785	(0)	556,200	3.00
4	21201	DIRECTOR OF GUIDANCE	142,636	140,402	157,205	161,135	-	161,135	148,740	12,395	-	161,135	1.00
5	21215	DEPARTMENT CHAIRS	-	-	-	566,787	-	566,787	451,934	114,853	(0)	566,787	4.00
6	21220	CURRICULUM SUPERVISION	452,535	482,285	608,206	51,576	3,400	54,976	35,187	7,087	12,702	42,273	0.40
7	110112	ART TEACHERS	415,024	403,199	430,658	433,477	6,005	439,482	346,559	92,924	(1)	439,483	5.67
8	110114	BUSINESS TEACHERS	75,526	78,346	81,999	85,790	-	85,790	65,992	19,798	(0)	85,790	1.00
9	110116	COMPUTER TEACHERS	42,386	42,924	43,517	44,170	-	44,170	40,154	4,015	0	44,170	0.40
10	110118	ENGLISH TEACHERS	1,607,149	1,655,301	1,647,266	1,654,863	(105,226)	1,549,637	1,560,708	288,929	0	1,549,637	17.00
11	110124	FOR LANG. TEACHERS	1,153,671	1,084,511	1,175,783	1,216,343	(29,696)	1,186,647	939,866	246,781	-	1,186,647	13.20
12	110130	MATH TEACHERS	1,187,831	1,256,495	1,290,195	1,336,354	(52,633)	1,283,721	1,071,446	212,275	-	1,283,721	15.80
13	110132	MUSIC TEACHERS	227,764	236,655	245,807	259,219	-	259,219	199,399	59,820	1	259,218	2.50
14	110134	PHYSICAL ED. TEACHERS	564,869	584,906	606,061	623,833	746	624,579	495,889	128,690	0	624,579	6.00
15	110136	READING TEACHERS	116,719	115,088	116,676	118,426	-	118,426	91,097	27,329	(0)	118,426	1.00
16	110138	SCIENCE TEACHERS	1,663,869	1,599,946	1,656,605	1,733,014	(111,067)	1,621,947	1,351,640	270,307	0	1,621,947	18.20
17	110142	SOCIAL STUDIES TEACHERS	1,431,547	1,513,299	1,529,976	1,540,853	11,683	1,552,536	1,243,844	308,692	-	1,552,536	18.00
18	110144	TECH ED. TEACHERS	246,833	258,989	270,037	285,365	1,037	286,402	221,035	65,368	(1)	286,403	2.80
19	21306	TEACHERS OF THE GIFTED	28,411	21,843	14,141	15,859	(1,604)	14,255	10,965	3,290	(0)	14,255	0.20
20	21302	SUBSTITUTE TEACHERS	85,289	97,532	49,664	88,563	(11,063)	77,500	68,419	-	9,081	77,500	-
21	21318	BUILDING SUBSTITUTES	-	-	-	-	35,375	35,375	33,125	-	2,250	35,375	-
22	21317	STUDENT INTERNS	30,000	30,600	30,600	31,825	-	31,825	22,950	-	8,875	22,950	8.875
23	21401	LIBRARIANS	165,842	173,268	180,225	189,059	(36,819)	152,240	122,575	29,665	-	152,240	1.80
24	21402	GUIDANCE	597,325	625,464	656,389	665,517	14,373	679,890	546,845	126,497	6,548	679,890	8.00
25	21501	PRINCIPAL/DIRECTOR SECRETARY	215,492	219,873	194,815	176,091	7,854	183,945	166,440	15,073	432	183,945	3.00
26	21502	GUIDANCE SECRETARIES	117,254	119,996	122,267	122,288	2,455	124,743	114,419	10,324	0	124,742	2.00
27	21602	CAMPUS MONITOR	-	-	-	196,076	3,307	199,382	181,424	17,957	1	199,381	5.00
28	21603	TEACHER AIDES	339,868	343,109	355,291	116,724	1,103	117,826	108,524	9,302	0	117,826	3.00
29	61001	CUSTODIANS	519,955	501,114	546,336	552,178	(3,564)	548,614	507,550	41,064	(0)	548,614	7.00
30	101003	CLUBS AND COUNCILS	197,533	226,343	250,605	233,719	13,459	246,178	208,703	35,775	2,200	243,978	2.200
TOTAL PERSONNEL		12,378,407	12,608,428	13,098,293	13,377,857	(246,185)	13,131,672	10,873,553	2,215,640	42,279	13,107,895	142,47	23,777

		ACTUAL	ACTUAL	ACTUAL	ORIG	TRFRS	REV.	YTD	ENCUM.	AVAIL	FOR-	CURR	YR. END
	OPERATING	2017 - 2018	2018 - 2019	2019 - 2020	APPRO	ADJ.	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.
32													
33													
34	TEXTBOOKS-REPLACEMENTS	32,007	27,277	27,076	22,250	-	22,250	22,214	-	16	22,214		16
35	TEXTBOOKS-CONSUMABLES	4,106	8,653	2,492	4,100	(480)	3,700	3,686	-	14	3,686		14
36	CLASSROOM REFERENCE	-	-	-	-	-	-	-	-	-	-	-	-
37	PERIODICALS	1,422	1,049	246	685	-	685	444	-	241	444	-	241
38	RESOURCE MATERIALS	2,095	1,897	423	2,800	(2,500)	300	293	-	7	293	-	7
39	AUDIO VISUAL CONSUMABLES	3,352	3,250	2,474	3,250	-	3,250	3,350	-	-	3,250	-	-
40	GENERAL TEACHING SUPPLIES	40,250	48,079	50,098	53,250	(24,050)	29,200	20,475	8,600	125	29,200	-	-
41	MISC. OFFICE SUPPLIES	21,823	21,955	14,151	22,000	(7,165)	14,835	7,427	7,242	166	14,835	-	-
42	PROFESSIONAL LIBRARY PURCHASE	-	294	350	350	-	350	177	-	173	177	-	173
43	PROFESSIONAL DEVELOPMENT	6,700	6,700	3,467	8,331	(1,150)	7,181	2,580	50	4,551	7,181	-	-
44	GRADUATION EXPENSES	23,603	22,661	17,694	26,500	-	26,500	10,217	15,421	861	26,500	-	-
45	GUIDANCE MATERIALS	2,327	2,104	2,600	2,600	-	2,600	2,537	-	63	2,600	-	-
46	TEMPORARY HOURS SERVICES	19,846	26,625	16,031	27,720	(30)	27,690	27,010	-	680	27,690	-	-
47	HANDBOOK PRINTING	6,805	8,938	7,331	12,000	-	12,000	4,121	6,318	1,562	12,000	-	-
48	COMPUTER INSTRUCTION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
49	DOES AND MEMBERSHIPS	12,989	14,049	14,568	15,785	-	15,785	11,535	-	4,250	15,785	-	-
50	COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
51	POLICE AND FIRE SERVICES	49,568	29,366	15,921	25,880	(9,085)	16,795	1,612	-	15,183	16,795	-	-
52	CLASSROOMSCORRORS/AUDITORIUM	8,440	8,500	4,542	8,500	(200)	8,300	8,204	-	96	8,300	-	-
53	BDP EQUIPMENT REPAIRS	-	-	-	-	-	-	-	-	-	-	-	-
54	MICROSCOPE REPAIRS	-	-	-	-	-	-	-	-	-	-	-	-
55	REPAIRS AND SERVICE CONTRACT	2,731	2,928	1,283	3,450	(2,775)	675	-	675	1	675	-	-
56	RENTAL/LEASE OF EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
57	OTHER STUDENT ACTIVITIES	11,420	16,980	16,966	17,000	(7,000)	10,000	6,537	3,363	-	10,000	-	-
58	TOTAL OPERATING	249,484	251,307	217,712	256,451	(54,355)	202,096	132,439	41,669	27,988	201,645	-	451
59													
60	EQUIPMENT												
61	EQUIPMENT AND FURNITURE	-	21,994	-	4,988	-	4,988	4,973	-	15	4,973	-	15
62	TOTAL EQUIPMENT	-	21,994	-	4,988	-	4,988	4,973	-	15	4,973	-	15
63													
64	TOTAL DARIEN HIGH SCHOOL	12,627,891	12,881,729	13,316,006	13,639,296	(300,540)	13,338,756	11,010,966	2,257,509	70,282	13,314,513	142,47	24,243
65													
66	REVENUE												
67													
68	REV.-STUDENT PARKING FEES	(11,000)	(11,000)	(11,000)	(11,000)	-	(11,000)	(11,000)	-	(11,000)	(11,000)	-	-
69													
70	NET DARIEN HIGH SCHOOL BUDGET	12,616,891	12,870,729	13,305,006	13,628,296	(300,540)	13,327,756	10,999,966	2,257,509	59,282	13,303,513	142,47	24,243

71			ACTUAL	ACTUAL	ACTUAL	ORIG	TRFRS	REV.	YTD	ENCUM.	AVAIL.	FORE-	CURR	YR. END
72	RC - 2 FITCH ACADEMY	2017 - 2018	2018 - 2019	2019 - 2020	APPRO	ADJ.	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.	
73														
74														
75	21.M01 ALTERNATIVE SCHOOL	240,668	360,675	382,833	385,720	25,030	410,750	346,868	63,882	0	410,749	4,60	0	
76	21.M03 TEACHER AIDS	-	-	-	-	-	-	-	-	-	-	-	-	
77	TOTAL PERSONNEL	240,668	360,675	382,833	385,720	25,030	410,750	346,868	63,882	0.08	410,749	4,60	0	
78														
79	25.M07 INSTRUCTIONAL SUPPLIES	-	-	-	5,000	(4,659)	341	15	-	326	341	-	-	
80	25.M19 COMPUTER INSTRUCTION SUPPLIES	-	-	436	-	-	-	-	-	-	-	-	-	
81	25.M01 GENERAL TEACHING SUPPLIES	-	4,998	3,182	5,000	(3,730)	1,270	1,169	-	101	1,270	-	-	
82	13.M15 LOCAL TRAVEL EXPENSE	-	20	-	500	-	500	-	-	500	-	-	500	
83	102.M12 LEASES PROPERTY	24,000	80,392	84,867	95,663	-	95,663	95,663	-	-	95,663	-	-	
84	TOTAL OPERATING	24,000	85,410	88,485	106,163	(8,389)	97,774	96,847	-	927	97,274	-	500	
85														
86	TOTAL FITCH ACADEMY	264,668	446,085	471,318	491,883	16,641	508,524	443,715	63,882	927	508,024	4,60	500	

87	RC - 3 MIDDLESEX MIDDLE SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TREAS ADJ.	REV. BUD.	YTD EXP	ENCLIN. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STE	YR. END EST.
90	21101 PRINCIPAL	186,045	190,231	194,511	199,374	-	199,374	184,038	15,336	0	199,374	1.00	0
91	21102 ASSISTANT PRINCIPAL	292,017	317,942	309,867	323,817	-	323,817	298,908	24,909	-	323,817	2.00	-
92	21215 DEPARTMENT CHAIRS	-	-	-	141,697	-	141,697	112,984	28,713	0	141,697	1.00	0
93	21220 CURRICULUM SUPERVISION	200,301	207,803	238,706	104,709	(8,247)	96,462	83,733	12,729	(0)	96,462	0.33	(0)
94	310312 ART TEACHERS	175,101	173,982	164,032	172,250	(11,358)	160,892	128,387	32,504	0	160,891	3.00	0
95	310316 COMPUTER TEACHERS	158,679	162,064	166,136	170,418	-	170,418	146,430	23,988	0	170,418	2.00	0
96	310320 ENGLISH TEACHERS	1,503,899	1,401,887	1,411,475	1,422,104	536	1,422,640	1,111,929	310,712	(1)	1,422,641	16.00	(1)
97	310322 HEALTHY LIVING	115,602	120,876	63,081	132,338	(12,907)	119,431	100,966	18,465	0	119,431	2.00	0
98	310324 FOR. LANG. TEACHERS	927,682	998,164	951,560	978,192	(85,020)	893,172	721,451	171,721	0	893,172	11.00	0
99	310330 MATH TEACHERS	1,228,907	1,287,842	1,333,460	1,340,905	(9,713)	1,331,192	1,089,476	241,715	1	1,331,191	13.50	1
100	310332 MUSIC TEACHERS	626,865	580,853	596,358	579,303	(61,425)	517,878	413,423	99,662	4,793	517,878	6.60	-
101	310334 PHYSICAL EDUCATION TEACHERS	516,224	534,998	557,097	576,280	-	576,280	457,360	118,921	(0)	576,280	6.00	(0)
102	310338 SCIENCE TEACHERS	1,024,880	1,086,453	1,077,755	1,077,755	-	1,077,755	865,903	211,852	(0)	1,077,755	12.00	(0)
103	310342 SOCIAL STUDIES TEACHERS	1,059,569	1,073,228	1,128,663	1,144,339	(73,040)	1,071,299	826,937	244,363	-	1,071,299	12.00	-
104	310344 TECH ED. TEACHERS	213,712	216,425	216,114	219,356	-	219,356	184,075	35,281	0	219,356	2.00	0
105	21302 SUBSTITUTE TEACHERS	89,530	69,600	56,630	72,829	36,811	109,640	93,474	-	16,166	109,640	0.99	0
106	21306 TEACHERS OF THE GIFTED	137,567	106,586	108,057	109,678	(15,575)	94,103	80,057	14,046	0	94,103	0.99	0
107	21317 STUDENT INTERNS	30,600	30,300	30,600	31,825	(8,000)	23,825	15,000	-	8,825	15,000	-	8,825
108	21318 BUILDING SUBSTITUTES	-	-	-	-	16,975	16,975	12,975	-	4,000	16,975	-	(0)
109	21401 LIBRARIANS	197,168	202,185	207,490	213,605	-	213,605	180,119	33,486	0	213,605	2.00	0
110	21402 GUIDANCE	415,440	361,885	454,741	474,547	(4,000)	470,547	371,109	98,496	943	470,547	6.00	-
111	21501 PRINCIPAL/DIRECTOR SECRETARY	220,144	230,161	231,289	231,290	7,771	239,061	219,470	19,589	1	239,060	4.00	1
112	21502 GUIDANCE SECRETARIES	70,062	67,251	71,273	71,273	1,429	72,702	67,109	5,593	0	72,701	1.00	0
113	21602 CAMPUS MONITOR	-	-	-	36,527	732	37,259	33,871	3,387	1	37,258	1.00	1
114	21603 TEACHER AIDES	85,435	83,770	74,543	39,016	(36,016)	-	-	-	-	-	-	-
115	61001 CUSTODIANS	502,572	513,252	527,490	529,547	6,203	535,750	494,854	40,896	(0)	535,750	7.00	(0)
116	101003 CLUBS AND COUNCILS	115,324	114,290	118,186	118,971	(16,291)	102,680	94,484	8,196	(0)	102,680	-	-
117	TOTAL PERSONNEL	10,093,325	10,132,028	10,286,024	10,511,944	(274,135)	10,237,809	8,386,521	1,814,660	34,729	10,228,962	112.42	8,827
118													

86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117

		ACTUAL	ACTUAL	ACTUAL	ORIG	TRFRS	REV.	YTD	ENCLM.	AVAIL	FOR-	CURR	YR. END
		2017 - 2018	2018 - 2019	2019 - 2020	APPRO	ADJ.	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.
147	RC - 5 HINDLEY ELEMENTARY SCHOOL												
148													
149	21101 PRINCIPAL	180,042	180,404	188,235	192,941		192,941	178,099	14,842	(0)	192,941	1,00	(0)
150	21102 ASSISTANT PRINCIPAL	129,919	135,539	135,831	139,227	-	139,227	107,008	32,129	-	139,227	1,00	-
151	21220 CURRICULUM SUPERVISION	17,572	18,432	17,738	18,728	151	18,949	15,885	3,064	0	18,949	4,00	0
152	510597 KINDERGARTEN	243,274	339,035	248,378	343,835	(25,880)	317,955	272,056	45,899	0	317,955	4,00	0
153	510501 GRADE 1 TEACHERS	358,678	337,611	348,656	278,379	(26,382)	251,997	193,444	58,153	0	251,997	3,00	0
154	510502 GRADE 2 TEACHERS	351,685	364,273	308,098	384,795	40,614	425,409	342,577	82,832	0	425,409	4,00	0
155	510503 GRADE 3 TEACHERS	304,784	336,884	356,340	311,832	(7,689)	304,143	233,956	70,187	(0)	304,143	3,00	(0)
156	510504 GRADE 4 TEACHERS	284,329	303,301	336,211	331,033	(55,089)	275,986	221,955	54,030	1	275,986	4,00	1
157	510505 GRADE 5 TEACHERS	313,132	337,411	336,361	331,033	(35,844)	295,189	240,581	54,608	(0)	295,189	3,00	(0)
158	510524 FOREIGN LANGUAGE TEACHER	62,968	65,840	68,720	72,085		72,085	55,450	16,635	-	72,085	1,00	-
159	510534 PHYSICAL ED TEACHERS	91,787	102,149	106,618	102,120	9,718	111,838	86,029	25,809	(0)	111,838	1,50	(0)
160	21306 SUBSTITUTE TEACHERS	19,975	17,950	27,669	17,000	(11,800)	5,200	37,493	11,248	0	48,741	0,44	0
161	21306 TEACHERS OF THE GIFTED	40,331	47,367	48,022	49,355	(614)	48,741	37,493	11,248	(0)	48,741	2,10	(0)
162	21313 MUSIC TEACHERS	167,006	173,085	181,944	186,815	-	186,815	165,230	21,585	0	186,815	1,00	0
163	21314 ART TEACHERS	105,230	106,586	108,057	109,678	-	109,678	84,368	25,310	0	109,678	1,00	0
164	21317 STUDENT INTERNS	31,200	30,300	30,600	31,825	(12,000)	19,825	16,000	-	3,825	16,000	-	3,825
165	21318 BUILDING SUBSTITUTES	-	-	-	-	24,000	24,000	18,563	-	5,438	24,000	-	-
166	21401 LIBRARIANS	105,250	106,586	108,057	109,678	-	109,678	84,368	25,310	0	109,678	1,00	0
167	21403 PSYCHOLOGISTS	-	-	82,367	82,932	(18,083)	64,847	54,865	9,981	(0)	64,847	1,00	(0)
168	21501 PRINCIPAL/DIRECTOR SECRETARY	102,282	108,646	111,091	111,092	2,230	113,322	103,877	9,445	-	113,322	2,00	-
169	21602 CAMPUS MONITOR	-	-	-	36,527	732	37,259	33,871	3,387	1	37,258	1,00	1
170	21603 TEACHER AIDES	214,443	220,265	227,501	192,235	2,641	194,876	177,213	17,663	0	194,876	5,00	0
171	61001 CUSTODIANS	215,900	223,112	225,112	226,138	3,962	230,100	212,472	17,627	0	230,099	3,00	0
172	101003 CLUBS AND COUNCILS	5,885	4,314	6,600	6,600	(4,400)	2,200	1,968	232	0	2,200	-	0
173	TOTAL PERSONNEL	3,345,693	3,546,513	3,588,225	3,665,994	(113,735)	3,552,259	2,941,787	599,976	10,495	3,548,431	42,04	3,828
174													
175	OPERATING												
176	22002 TEXTBOOKS/REPLACEMENTS	3,387	1,495	669	2,995	(51)	2,944	1,850	1,090	44	2,900	-	44
177	22003 TEXTBOOKS/CONSUMABLES	28,183	27,596	26,537	24,185	-	24,185	23,664	485	36	24,189	-	36
178	23002 CLASSROOM REFERENCE	988	1,071	956	898	-	898	878	-	20	878	-	20
179	23003 PERIODICALS	67	295	-	299	(90)	209	201	-	8	201	-	8
180	23010 AUDIO VISUAL CONSUMABLES	308	216	101	299	(210)	279	278	-	1	278	-	1
181	24011 GENERAL TEACHING SUPPLIES	21,965	22,245	16,951	19,465	51	19,516	18,717	389	409	19,516	-	-
182	25001 MISC. OFFICE SUPPLIES	929	843	201	1,000	-	1,000	462	26	512	1,000	-	-
183	25002 PROFESSIONAL LIBRARY PURCHASE	274	494	-	500	(240)	260	252	-	8	252	-	8
184	25003 PROFESSIONAL DEVELOPMENT	1,188	1,064	714	1,430	23	1,453	799	640	14	1,439	-	14
185	25026 DUES AND MEMBERSHIPS	-	59	59	400	(23)	377	-	-	377	377	-	-
186	35000 POLICE AND FIRE SERVICES	1,444	2,552	737	1,930	1,812	3,742	3,121	-	621	3,742	-	-
187	72035 DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
188	TOTAL OPERATING	58,733	57,930	46,925	53,401	1,462	54,863	50,222	2,590	2,051	54,731	-	132
189													
190	EQUIPMENT												
191	7301 EQUIPMENT & FURNITURE	1,020	-	-	2,000	(2,000)	-	-	-	-	-	-	-
192													
193	TOTAL HINDLEY ELEMENTARY SCH.	3,405,446	3,604,443	3,635,149	3,721,395	(114,273)	3,607,122	2,992,009	602,566	12,546	3,603,162	42,04	3,960
194													

		ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCL. REQUES.	AVAIL BUD.	FOR- CAST	CURR STP	YR. END EST.
243	RC - 8 OX RIDGE ELEMENTARY SCHOOL												
244													
245	PRINCIPAL	181,042	185,093	189,235	193,941	-	193,941	179,008	14,933	0	193,941	1,00	0
246	ASSISTANT PRINCIPAL	129,919	132,842	135,831	139,227	-	139,227	107,098	32,129	0	139,227	1,00	0
247	CURRICULUM SUPERVISION	17,922	17,922	18,018	18,798	1,738	20,536	18,870	1,867	(1)	20,537	1,00	(1)
248	KINDERGARTEN TEACHERS	246,771	257,371	323,821	338,399	-	338,399	260,307	78,092	-	338,399	4,00	-
249	GRADE 1 TEACHERS	344,140	281,336	392,500	414,582	-	414,582	334,249	80,333	0	414,582	4,00	0
250	GRADE 2 TEACHERS	333,907	355,576	267,001	276,290	54,396	330,686	261,982	68,704	(0)	330,686	4,00	(0)
251	GRADE 3 TEACHERS	231,534	336,456	324,632	367,321	(113,023)	254,296	195,612	58,684	0	254,296	3,00	0
252	GRADE 4 TEACHERS	257,372	170,971	236,113	245,159	-	245,159	197,450	47,709	0	245,159	3,00	0
253	GRADE 5 TEACHERS	359,483	371,963	255,369	264,625	4,197	268,822	228,164	40,657	0	268,822	3,00	0
254	FOREIGN LANGUAGE TEACHER	62,537	72,680	75,662	79,161	-	79,161	60,893	18,268	0	79,161	1,00	0
255	PHYSICAL EDUCATION TEACHERS	109,290	114,756	122,103	116,529	(14,578)	101,951	78,424	23,527	1,125	101,951	1,00	-
256	SUBSTITUTE TEACHERS	19,400	22,400	23,800	20,000	(14,700)	5,300	4,175	-	-	5,300	0,58	(0)
257	TEACHERS OF THE GIFTED	50,417	62,172	63,030	64,334	(359)	63,975	53,047	10,929	(0)	63,975	0,58	0
258	MUSIC TEACHERS	225,961	220,191	226,603	234,144	(9,390)	224,754	178,907	45,847	0	224,754	2,40	0
259	ART TEACHERS	96,613	100,839	108,057	109,678	-	109,678	99,207	9,971	0	109,678	1,00	0
260	STUDENT INTERNS	31,200	31,200	30,600	31,825	(10,000)	21,825	7,650	-	2,094	26,169	-	14,175
261	BUILDING SUBSTITUTES	-	-	-	110,424	-	26,169	24,075	-	(0)	110,424	1,00	(0)
262	LIBRARIANS	95,766	107,311	108,792	71,604	-	110,424	84,942	25,482	0	71,604	1,00	0
263	PSYCHOLOGISTS	-	-	68,439	71,604	-	71,604	60,188	11,416	0	71,604	1,00	0
264	PRINCIPAL/DIRECTOR SECRETARY	107,966	110,131	112,609	112,610	2,264	114,873	105,308	9,565	-	114,873	2,00	-
265	CAMPUS MONITOR	-	-	-	36,527	732	37,259	33,971	3,387	1	37,258	1,00	1
266	TEACHER AIDIS	214,506	206,482	209,897	173,584	37,113	210,697	187,997	19,696	3,003	207,697	5,50	3,003
267	CUSTODIANS	216,107	220,753	227,240	226,325	4,422	230,747	213,106	17,642	(0)	230,747	3,00	(0)
268	CLUBS AND COUNCILS	6,079	6,078	6,253	7,628	(1,177)	6,451	-	-	6,451	-	-	6,451
269	TOTAL PERSONNEL	3,337,821	3,384,572	3,525,604	3,652,714	(32,199)	3,620,515	2,974,829	618,838	26,848	3,596,885	42,48	23,630
270													
271	OPERATING												
272	TEXTBOOKS, REPLACEMENTS	2,179	1,261	210	2,873	650	3,523	3,502	-	21	3,502	-	21
273	TEXTBOOKS, CONSUMABLES	25,301	24,599	23,201	23,445	-	23,445	23,426	-	19	23,426	-	19
274	CLASSROOM REFERENCE	988	972	859	862	(50)	812	811	-	1	811	-	1
275	PERIODICALS	329	227	267	287	(287)	-	-	-	-	-	-	-
276	CONSUMABLES	241	278	240	287	(157)	130	130	-	0	130	-	0
277	GENERAL TEACHING SUPPLIES	17,757	19,925	17,212	18,672	366	19,038	18,970	48	19	19,019	-	19
278	MISC. OFFICE SUPPLIES	977	905	838	1,000	-	1,000	1,000	-	-	1,000	-	-
279	PROFESSIONAL LIBRARY PURCHASE	435	499	367	500	(22)	478	357	-	121	357	-	121
280	PROFESSIONAL DEVELOPMENT	1,459	1,308	876	1,365	(500)	865	657	-	208	657	-	208
281	DUES AND MEMBERSHIPS	59	400	168	400	-	400	118	-	282	118	-	282
282	POLICE AND FIRE SERVICES	1,346	713	842	1,330	4,735	6,065	5,445	-	620	6,065	-	-
283	DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
284	REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-	-	-
285	TOTAL OPERATING	51,071	51,087	45,081	51,021	4,735	55,756	54,416	48	1,292	55,085	-	671
286													
287	EQUIPMENT												
288	EQUIPMENT & FURNITURE	889	898	1,983	2,000	(1,273)	727	727	-	0	727	-	0
289			898										
290	TOTAL OX RIDGE SCHOOL	3,389,782	3,436,506	3,572,688	3,705,735	(28,737)	3,676,998	3,029,971	618,886	28,140	3,652,697	42,48	24,301

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.
387	DIRECTOR	172,171	221,045	180,006	184,506	-	184,506	170,313	14,193	0	184,506	1.00	0
388	ASSISTANT DIRECTOR	-	-	46,350	46,350	(1,380)	44,970	38,966	6,004	(0)	44,970	1.00	(0)
389	PRINCIPAL/DIRECTOR SECRETARY	69,624	71,086	72,819	72,819	1,449	74,268	68,556	5,712	0	74,268	1.00	0
390	CURRICULUM SUPERVISION	-	-	-	-	-	-	-	-	-	-	-	-
391	ATHLETIC TRAINING SERVICES	103,551	114,087	112,022	108,122	(588)	107,534	97,576	9,758	200	107,534	2.00	-
392	FACILITIES-CUSTODIAL	31,247	32,400	29,146	33,500	(33,500)	-	-	-	-	-	-	-
393	WEIGHT ROOM DARIEN HS	7,652	8,066	4,950	12,550	(12,550)	-	-	-	-	-	-	-
394	INTER-SCHOOLASTICS DARIEN HS	585,240	580,435	574,444	606,464	(7,528)	598,936	533,498	61,291	4,147	594,789	-	4,147
395	SPORTS PROGRAMS-MIDDLESEX	42,631	42,843	27,208	42,050	(23,425)	18,625	16,574	-	2,051	18,625	-	-
396	INTRAMURAL-S-ELEMENTARY	1,551	2,255	-	10,329	(10,329)	-	-	-	-	-	-	-
397	INTRAMURAL-S DARIEN HS	1,000	-	-	4,000	(4,000)	-	-	-	-	-	-	-
398	UNITED SPORTS	-	-	-	-	10,000	10,000	7,079	729	2,192	10,000	-	-
399	TOTAL PERSONNEL	1,014,667	1,072,217	1,046,944	1,120,690	(81,851)	1,038,839	932,563	97,685	8,591	1,034,691	5.00	4,148
400	OPERATING	1,600	1,383	984	1,000	-	1,000	880	-	120	880	-	120
401	CONSULTANT SERVICES	1,000	1,021	-	-	-	-	-	-	-	-	-	-
402	TEXTBOOKS-NEW	1,645	1,614	1,597	1,500	-	1,500	1,500	1,915	99	13,992	-	99
403	RESOURCE MATERIALS	6,157	5,999	10,376	6,000	-	6,000	5,962	38	-	6,000	-	65
404	GENERAL TEACHING SUPPLIES	500	428	500	500	-	500	435	-	65	435	-	65
405	ATHLETIC TRAINING SUPPLIES	2,205	4,105	2,046	2,000	-	2,000	490	-	1,510	2,000	-	-
406	PROFESSIONAL DEVELOPMENT	3,131	3,070	3,070	3,000	-	3,000	1,843	50	1,107	3,000	-	-
407	DUES AND MEMBERSHIPS	314,395	256,959	186,844	291,384	(116,830)	174,554	127,010	41,201	6,343	174,554	-	-
408	INTER-SCHOOLASTICS TRANS. DHS	5,000	4,621	4,400	5,000	(860)	4,140	3,991	141	9	4,131	9	9
409	REPAIRS AND SERVICE	249,321	247,983	305,500	237,340	-	237,340	197,133	38,459	1,749	237,340	-	-
410	INTER-SCHOOLASTICS-MIDDLESEX	2,470	-	2,338	2,500	-	2,500	2,067	61	371	2,500	-	-
411	INTRAMURAL-S-MIDDLESEX	182,531	158,388	112,519	158,388	(37,970)	120,336	109,593	2,256	8,487	120,336	-	-
412	STUDENT ACTIVITY FUND	-	-	-	-	-	-	4,774	9,191	(13,965)	-	-	-
413	IMPROVEMENT OF SITES	2,065	924	1,962	2,000	-	2,000	1,925	-	75	1,925	-	75
414	TOTAL OPERATING	786,756	700,465	638,533	724,611	(155,660)	568,951	469,669	93,312	5,970	568,583	-	368
415	EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
416	REPL. PHYS. ED EQUIPMENT	6,168	1,642	4,995	6,000	(1,000)	5,000	4,953	-	47	4,953	-	47
417	EQUIPMENT AND FURNITURE	6,168	1,642	4,995	6,000	(1,000)	5,000	4,953	-	47	4,953	-	47
418	TOTAL EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
419	TOTAL PHYSICAL EDUCATION	1,807,590	1,774,324	1,690,472	1,851,301	(238,511)	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
420	REVENUE	-	-	-	-	-	-	-	-	-	-	-	-
421	REV. - SUMMER SCHOOL FIELD USE	(35,000)	(35,000)	(35,000)	-	-	-	-	-	-	-	-	-
422	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
423	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
424	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
425	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
426	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
427	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
428	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
429	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
430	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
431	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
432	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
433	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563
434	NET COST PHYSICAL EDUCATION	1,772,590	1,739,324	1,655,472	1,851,301	-	1,612,790	1,407,185	190,997	14,608	1,608,227	5.00	4,563

		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.
435	RC - 12 MAINTENANCE												
436													
437	11031 FACILITIES DIRECTOR	148,198	151,533	155,321	155,321	3,883	159,204	146,958	12,246	0	159,204	1.00	0
438	11022 CUSTODIAL & MAINT SUPERVISOR	123,235	122,421	114,821	119,330	-	119,330	89,858	9,231	20,241	99,089	1.00	20,241
439	11032 SECRETARY	57,665	69,707	71,273	35,636	3,371	39,007	35,930	3,077	0	39,007	0.50	0
440	61003 CUSTODIAL SUPERVISOR	90,030	91,903	79,477	83,183	(18,521)	64,662	59,112	5,550	(0)	64,662	1.00	(0)
441	61005 CUSTODIAL OUT SCH EMERGENCY	107,423	88,229	94,170	52,000	65,001	117,001	112,720	-	4,281	117,001	-	-
442	71001 GROUNDSKEEPERS	375,981	383,160	393,623	398,986	(9,912)	389,074	358,493	30,581	0	389,074	5.00	0
443	71002 GROUNDS OVERTIME	7,820	5,840	9,174	12,000	(2,200)	9,800	7,826	-	1,974	9,800	-	-
444	71003 MAINTENANCE	630,413	647,572	675,148	678,313	(11,103)	667,210	614,799	52,411	1	667,210	7.00	1
445	71004 MAINTENANCE OVERTIME	34,666	27,072	20,487	27,500	(6,490)	21,010	18,534	-	2,476	21,010	-	-
446	71005 SPRING/SUMMER HELP PART-TIME	98,381	100,650	98,052	99,880	(2,985)	96,895	37,799	-	59,096	96,895	-	-
447	TOTAL PERSONNEL	1,673,810	1,688,087	1,711,546	1,662,149	21,044	1,683,193	1,482,028	113,097	88,069	1,662,951	15.50	20,242
448													
449	OPERATING												
450	12001 CONSULTANT SERVICES	11,411	28,855	38,061	16,000	1,035	17,035	16,989	-	46	16,989	-	46
451	13017 PROF. MEETINGS & TRAINING	6,581	6,852	1,334	7,910	(7,910)	-	-	-	-	-	-	-
452	62001 REFUSE COLLECTION	89,598	104,493	70,822	80,758	(1,810)	78,948	78,948	-	0	78,948	-	0
453	62003 SNOW REMOVAL	59,554	55,330	15,448	59,000	(21,720)	37,280	34,870	2,410	0	37,280	-	0
454	62004 CARE OF TREES	21,675	23,600	26,061	26,000	(1,866)	24,134	19,934	4,200	-	24,134	-	-
455	65001 CUSTODIAL SUPPLIES	205,933	162,849	161,051	160,000	(4,854)	155,146	145,486	9,655	5	155,141	-	5
456	65002 OPERATION OF VEHICLES	58,734	44,022	35,405	60,000	(15,998)	44,102	40,772	3,329	0	44,102	-	0
457	65003 CARE OF GROUNDS	250,010	230,136	278,775	210,000	37,917	247,917	239,928	7,989	0	247,917	-	0
458	65005 UNIFORMS	22,520	28,229	18,447	26,860	1,154	28,014	28,012	-	2	28,012	-	2

		ACTUAL	ACTUAL	ACTUAL	ORIG	TRRS	REV.	YTD	ENCUM.	AVAIL	FOR-	CURR	YR END
		2017 - 2018	2018 - 2019	2019 - 2020	APPRO	ADJ.	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.
459	RC - 12 MAINTENANCE												
460													
461	72001 CONTRACTED JANITORIAL SERVICE	268,976	260,288	208,593	290,000	(11,500)	278,500	213,518	64,975	7	278,493		7
462	72012 ELECTRICAL	-	96,414	-	-	(7,560)	440	440	-	-	440		-
463	72013 INTERCOMMS AND CLOCKS	12,840	8,574	-	8,000	8,309	44,309	41,825	2,219	265	44,309		-
464	72014 PLUMBING	25,687	22,665	35,654	36,000	-	-	-	-	-	-		-
465	72015 ROOFS	-	-	-	-	-	-	-	-	-	-		-
466	72016 CLASSROOMS/CORRIDORS/AUD.	99,502	100,401	87,942	104,000	(25,110)	78,890	69,897	8,993	0	78,890		0
467	72019 MISCELLANEOUS REPAIRS	56,305	52,094	42,245	59,970	3,922	63,892	56,401	7,491	0	63,892		0
468	72021 SECURITY	481,328	154,302	85,584	95,000	(3,107)	91,893	69,102	22,789	2	91,891		2
469	72022 FIRE ALARMS/EXTINGUISHERS	59,933	65,126	50,901	58,000	(24,300)	33,700	31,088	2,612	-	33,700		-
470	72023 NON MECHANICAL INSPECTIONS	32,733	51,467	33,716	65,000	(21,743)	43,257	35,197	8,060	0	43,257		0
471	72048 HVAC/AIR CONDITIONER REPAIRS	109,673	124,579	128,881	114,000	79,866	193,866	179,706	13,756	404	193,866		-
472	74011 GLASS	9,775	7,015	11,427	10,500	(315)	9,985	8,318	1,485	182	9,985		-
473	74012 LUMBER	25,154	32,076	33,726	27,000	11,915	38,915	38,870	45	0	38,915		0
474	74013 HARDWARE	13,105	19,092	18,679	16,500	10,550	27,050	26,942	108	-	27,050		-
475	74014 PAINT	8,707	6,572	8,633	14,000	(7,360)	6,640	6,611	-	29	6,640		-
476	74015 OTHER BUILDING MATERIALS	1,140	3,455	2,172	6,000	(49)	5,951	5,951	-	0	5,951		0
477	74016 ELECTRICAL MATERIALS	79,409	66,142	58,747	70,000	(32,722)	37,278	35,150	2,128	0	37,278		0
478	74030 RESERVE FOR EMERGENCY REPAIR	32,225	70,582	105,871	40,000	13,450	53,450	59,061	(5,620)	10	53,450		-
479	83006 RENTAL OF TOOLS & EQUIPMENT	7,641	6,435	1,996	7,000	(3,350)	1,650	979	671	-	1,650		-
480	111001 SUPPLIES/FREES COMM. ACTIVITIES	-	-	-	-	-	-	-	-	-	-		-
481	121000 IMPROVEMENT OF SITES	43,926	106,542	38,727	40,000	32,035	72,035	47,735	24,300	0	72,035		0
482	122000 IMPROVEMENT OF BUILDINGS	95,575	150,478	54,497	55,000	(996)	54,002	51,204	2,797	1	54,001		1
483	TOTAL OPERATING	2,189,650	2,088,684	1,653,395	1,762,498	5,781	1,768,279	1,582,932	184,391	956	1,768,213		66
484													
485	EQUIPMENT												
486	73001 REPLACEMENT OFFICE FURNITURE	-	-	-	-	-	-	-	-	-	-		-
487	73001 EQUIPMENT AND FURNITURE	157,474	119,759	54,796	45,000	(19,821)	25,179	19,904	5,274	1	25,178		1
488	123010 NEW EQUIPMENT	-	44,829	-	-	-	-	-	-	-	-		-
489	123001 NEW OFFICE FURNITURE	-	-	-	-	-	-	-	-	-	-		-
490	TOTAL EQUIPMENT	157,474	164,588	54,796	45,000	(19,821)	25,179	19,904	5,274	1	25,178		1
491													
492	TOTAL MAINTENANCE	4,020,934	3,941,359	3,419,737	3,469,647	7,004	3,476,651	3,084,863	302,762	89,025	3,456,342	15,50	20,309
493													
494													
495	REVENUE												
496	102008 REVENUE - BUILDING RENTAL	(95,423)	(89,267)	(54,013)	(91,800)	-	(91,800)	(22,213)	-	(22,213)	(22,213)		(69,587)
497	102009 REVENUE - USE OF FIELDS	(144,154)	(143,197)	(71,109)	(140,000)	-	(140,000)	(209,207)	1,379	(209,207)	(209,207)		69,207
498	TOTAL REVENUE	(239,578)	(232,464)	(125,122)	(231,800)	-	(231,800)	(231,420)	1,379	(231,420)	(231,420)		(386)
499													
500	NET MAINTENANCE BUDGET	3,781,357	3,708,896	3,294,615	3,237,847	7,004	3,244,851	2,853,443	304,141	(142,395)	3,224,922	15,50	19,929
501													
502													

503	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.
504														
505	21201	DIRECTOR	120,520	123,232	126,004	153,760	-	153,760	118,277	35,483	0	153,760	1.00	0
506	21313	ELEMENTARY MUSIC SYSTEMWIDE				-	-	-	-	-	-	-	-	-
507	21501	PRINCIPAL/DIRECTOR SECRETARY	25,142	24,897	26,434	-	-	-	-	-	-	-	-	-
508	101003	CLUBS AND COUNCILS	36,677	45,084	38,888	56,218	-	56,218	44,011	4,485	7,722	48,496	-	7,722
509		TOTAL PERSONNEL	182,339	193,213	191,326	209,978	-	209,978	162,288	39,968	7,722	202,256	1.00	7,722

511	OPERATING																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
-----	-----------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

532	EQUIPMENT															
533	123011	EQUIPMENT AND FURNITURE	11,549	14,038	9,940	9,024	(317)	8,707	8,699	-	8	8,699			8	
534	TOTAL EQUIPMENT		11,549	14,038	9,940	9,024	(317)	8,707	8,699	-	8	8,699			8	
535																
536	TOTAL MUSIC		261,710	269,095	262,180	295,117	(13,656)	281,461	227,800	44,256	9,415	272,056	1.00		9,404	
537																

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.
538	21314	ELEMENTARY ART SYSTEMWIDE	-	-	-	-	-	-	-	-	-	-	-
539		TOTAL PERSONNEL	-	-	-	-	-	-	-	-	-	-	-
540		OPERATING											
541		13035	1980	1776	2102	2,000	2,000	1,944	-	56	1,944		56
542		23002	5,584	5,293	3,529	5,600	5,600	5,314	-	286	5,600		544
543		23003	376	268	50	270	270	190	-	80	190		545
544		24011	90,840	90,266	83,535	94,400	94,400	87,185	4,998	2,217	94,400		546
545		25003	800	1,735	685	1,000	1,000	699	-	301	699		547
546		72044	3,310	3,768	1,350	3,850	2,000	-	2,000	-	2,000		548
547		TOTAL OPERATING	102,890	103,106	91,251	107,120	105,270	95,532	6,998	2,940	104,833	-	549
548		EQUIPMENT											550
549		73001	9,932	6,122	6,059	4,050	3,867	3,866	-	1	3,866		551
550		TOTAL EQUIPMENT	9,932	6,122	6,059	4,050	3,867	3,866	-	1	3,866		552
551		TOTAL ART	112,822	109,228	97,310	111,170	109,137	99,198	6,998	2,941	108,699	-	553
552													554
553													555
554													556
555													557
556													
557													

558	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.
559														
560	11031	DIRECTOR OF TECHNOLOGY	159,735	163,329	167,004	167,004	4,593	171,597	158,397	13,200	0	171,597	1,00	0
561	11044	TECHNOLOGY SUPPORT	613,877	649,590	666,923	666,923	19,733	686,656	633,786	52,870	-	686,656	8,00	-
562	21201	DIRECTOR OF INST. TECH	172,171	66,168	180,006	184,506	-	184,506	170,313	14,193	0	184,506	1,00	0
563	21501	PRINCIPAL/DIRECTOR SECRETARY	22,554	23,003	23,520	-	-	-	-	-	-	-	-	-
564	21603	TEACHER AIDE / COPY CENTER	72,391	86,106	82,544	81,484	(5,231)	76,253	68,657	7,009	587	73,982	2,00	2,272
565		TOTAL OPERATING	1,040,728	988,196	1,119,996	1,099,917	19,095	1,119,013	1,031,154	87,272	587	1,116,740	12,00	2,272

566	OPERATING													
567	12001	CONSULTANT SERVICES	152,735	141,897	189,189	100,000	(8,750)	91,250	87,971	3,183	97	91,250	-	-
568	13015	LOCAL TRAVEL	2,511	2,546	2,284	3,500	-	3,500	2,469	-	1,031	3,500	-	-
569	13035	SOFTWARE MAINTENANCE	661,694	723,014	786,280	781,740	4,469	786,209	786,205	-	4	786,209	-	-
570	24011	GENERAL TEACHING SUPPLIES	38,263	43,392	34,990	28,929	580	29,509	29,345	164	0	29,509	0	0
571	25013	TEMPORARY HOURLY SERVICES	9,884	14,119	15,115	15,000	30	15,030	15,030	-	-	15,030	-	-
572	25019	COMPUTER SOFTWARE & SUPPLIES	83,841	38,399	55,292	42,000	28,725	70,725	68,263	2,458	4	70,725	-	-
573	25029	STAFF DEVELOPMENT PROGRAM	19,621	15,918	16,109	23,000	(3,820)	19,180	17,837	150	1,193	19,180	-	-
574	64005	CELL PHONE	14,109	28,980	30,227	28,000	3,920	31,920	29,498	2,422	-	31,920	-	-
575	64006	WIDE AREA NETWORK	130,827	49,351	36,319	48,000	2,265	50,265	50,264	-	1	50,265	-	-
576	72035	RENTAL/DUPLICATORS AND COPIER	287,769	270,816	291,318	271,248	(24,038)	247,210	226,147	21,062	1	247,210	-	-
577	72044	REPAIRS AND SERVICE CONTRACT	70,953	64,029	105,121	60,000	81,376	141,376	139,190	2,186	1	141,376	-	-
578		TOTAL OPERATING	1,472,206	1,392,462	1,562,242	1,401,817	84,757	1,486,174	1,452,218	31,624	2,332	1,486,173	-	0

580	EQUIPMENT													
581	73400	NEW COMPUTER EQUIPMENT	755,318	731,494	762,246	366,400	8,628	375,028	374,690	-	338	375,020	-	8
582														
583		SUBTOTAL COMPUTER TECHNOLOGY	3,268,252	3,112,152	3,444,485	2,867,734	112,480	2,980,214	2,858,061	118,896	3,257	2,977,933	-	2,280
584														
585		REVENUE				Orig. Bud	Adjust.	Rev. Bud.	Rev. Received		Rev. Expected	Rev. Forecast		(Shortfall)
586	102010	REV. FROM TOWN-FOR IT SERVIC	(201,323)	(203,071)	(212,644)	(216,929)	-	(216,929)	(216,929)	-	(216,929)	(216,929)	-	-
587														
588		TOTAL COMPUTER TECHNOLOGY	3,066,929	2,909,081	3,231,841	2,650,805	112,480	2,763,285	2,641,133	118,896	(213,672)	2,761,005	-	2,280
589														
590														
591														

592	RC - 16	ADMINISTRATION	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.	591
593															592
594	11011	SUPERINTENDENT	278,000	135,045	315,049	300,000	7,125	307,125	284,654	22,471	-	307,125	1,00	-	593
595	11032	EXECUTIVE ASSISTANT	92,518	94,368	96,491	96,491	2,171	98,662	91,073	7,589	-	98,662	1,00	0	594
596	21501	PRINCIPAL/DIRECTOR SECRETARY	41,894	43,979	43,844	43,844	881	44,725	41,284	3,441	0	44,725	0,60	0	595
597		TOTAL PERSONNEL	412,412	273,393	455,384	440,335	10,177	450,512	417,010	33,502	0	450,512	2,60	0	596
598															597
599		OPERATING													598
600	12001	CONSULTANT SERVICES	32,154	24,759	178,248	18,500	9,176	27,676	27,676	-	0	27,676	-	0	599
601	12004	LEGAL SERVICES	285,860	248,477	175,465	257,000	-	257,000	137,759	40,000	79,241	177,759	-	79,241	600
602	13001	BOARD OF EDUCATION DUES	-	-	-	-	-	-	-	-	-	-	-	-	601
603	13003	OTHER BOARD EXPENSES	24,951	23,464	31,229	25,000	-	25,000	17,835	-	7,165	25,000	-	-	602
604	13011	MAILING EXPENSES	29,864	29,189	27,387	30,001	(1,960)	28,041	24,787	3,151	102	28,041	-	-	603
605	25001	GENERAL OFFICE SUPPLIES	27,011	26,952	28,192	30,000	(3,000)	27,000	22,842	4,037	122	27,000	-	-	604
606	25026	DUES AND MEMBERSHIPS	41,288	41,756	27,688	44,850	(162)	44,688	44,679	-	10	44,688	-	-	605
607	13017	PROFESSIONAL MEETINGS	3,290	2,259	2,595	3,000	(2,029)	971	362	-	609	362,43	-	609	606
608	13025	ADA/504 SUPPORT	-	-	4,031	2,000	(2,000)	-	-	-	-	-	-	-	607
609	25002	PROF. LIBRARY PURCHASE	43	-	-	-	-	-	-	-	-	-	-	-	608
610	25003	PROFESSIONAL DEVELOPMENT	3,054	3,000	3,914	3,000	(2,000)	1,000	786	-	214	786	-	214	609
611	25014	CATALOG/HANDBOOK PRINTING	16,937	21,700	10,757	20,000	(3,764)	16,236	15,669	500	67	16,236	-	-	610
612	83003	RENTAL/LEASE OF EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-	611
613		TOTAL OPERATING	464,451	421,557	489,506	433,351	(5,739)	427,612	292,394	47,688	87,529	347,548	-	80,064	612
614															613
615	73001	EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-	614
616															615
617		TOTAL ADMINISTRATION	876,863	694,950	944,890	873,686	4,438	878,124	709,405	81,190	87,529	798,060	2,60	80,064	616
618															617
619															618

		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.	
620	RC - 17 HEALTH													619
621														620
622	11031 DIRECTOR - NURSES	97,138	101,023	103,296	103,296	3,099	106,395	98,211	8,184	0	106,395	1,00	0	621
623	41002 NURSES	592,105	611,224	626,948	626,205	13,055	639,260	581,136	58,124	0	639,260	9,00	0	622
624	41004 SUBSTITUTE NURSES	27,371	70,423	32,546	45,000	(12,500)	32,500	19,049	-	13,451	32,500	-	-	623
625	41005 SECRETARY	25,142	24,897	26,384	-	-	-	-	-	-	-	-	-	624
626	TOTAL HEALTH	741,756	807,567	789,174	774,501	3,654	778,155	698,395	66,308	13,451	778,155	10,00	0	625
627														626
628	OPERATING													627
629	23003 PERIODICALS	427	452	187	500	(400)	100	97	-	3	97	-	3	628
630	25001 GENERAL OFFICE SUPPLIES	1,513	1,458	1,741	1,500	(500)	1,500	561	492	447	1,500	-	-	629
631	25002 PROF. LIBRARY PURCHASE	610	-	565	500	-	-	-	-	-	-	-	-	630
632	25003 PROFESSIONAL DEVELOPMENT	3,968	1,419	3,257	4,000	-	4,000	1,225	2,633	142	3,858	-	142	631
633	42001 HEALTH SUPPLIES	31,199	30,954	35,911	31,000	7,490	38,490	29,333	9,085	72	38,418	-	72	632
634	13015 LOCAL TRAVEL	338	320	-	500	-	500	-	-	500	-	-	500	633
635	42003 SCHOOL PHYSICIANS SERVICES	10,000	10,431	10,000	10,000	(600)	10,000	10,000	-	-	10,000	-	-	634
636	72031 AUDIOMETER REPAIRS	625	490	480	600	-	-	-	-	-	-	-	-	635
637	72044 REPAIRS AND SERVICE CONTRACT	2,086	1,636	1,006	1,000	60	1,060	560	500	-	1,060	-	-	636
638	TOTAL OPERATING	50,766	47,160	53,147	49,600	6,850	55,650	41,776	12,710	1,164	54,933	-	717	637
639														638
640	EQUIPMENT													639
641	73007 REPLACEMENT HEALTH EQ.	-	-	-	-	-	-	-	-	-	-	-	-	640
642	123007 NEW HEALTH EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-	641
643	TOTAL EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-	642
644														643
645	TOTAL HEALTH	792,522	854,727	842,321	824,101	9,704	833,805	740,171	79,018	14,616	833,088	10,00	717	644
646														645

		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.
647	RC 18 PERSONNEL												
648													
649	11013 BURSAR/ADMINISTRATIVE ASSIST	303,993	310,183	319,218	-	-	-	-	-	-	-	-	-
650	11015 DIRECTOR OF HUMAN RESOURCES	-	-	-	199,647	5,490	205,137	189,358	15,780	(0)	205,137	1.00	(0)
651	11022 HR COORDINATOR	-	-	-	95,338	2,145	97,483	89,984	7,499	0	97,483	1.00	0
652	11020 BENEFITS COORDINATOR	34,678	35,459	36,256	36,257	1,813	38,070	35,141	2,928	0	38,069	0.50	0
653	11024 TURNOVER-REGULAR	-	-	-	(550,083)	550,084	1	-	-	1	-	-	1
654	11027 CONTRACT SUPPORT	-	-	-	343,234	(295,188)	48,046	-	-	48,046	-	-	48,046
655	11028 CERT. STAFF COLUMN CHANGE	-	-	-	76,527	(76,527)	-	-	-	-	-	-	-
656	101050 TEAM MENTOR STIPENDS	-	-	-	-	15,789	15,789	15,789	-	-	15,789	-	-
657	21300 LONG TERM SUBSTITUTES	419,702	739,867	478,385	475,000	431,159	906,159	859,018	47,141	(0)	906,159	-	-
658	21302 SUBSTITUTES, PROFESSIONAL DEV.	54,772	45,205	30,476	50,000	(32,847)	17,153	12,086	-	5,067	17,153	-	-
659	21501 PRINCIPAL/DIRECTOR SECRETARY	-	-	-	47,753	1,347	49,100	45,353	3,747	-	49,100	0.77	(0)
660	31000 BUDGET CONTROL	-	-	-	137,559	(137,559)	-	-	-	-	-	-	-
661	TOTAL PERSONNEL	813,145	1,130,714	864,336	911,231	465,706	1,376,938	1,246,728	77,095	53,114	1,328,890	3.27	48,047

662

OPERATING

663	25026 DUES AND MEMBERSHIPS	6,850	250	250	700	(475)	225	225	-	-	225	-	-
664	13014 RECRUITMENT	19,154	17,406	1,650	20,000	-	20,000	18,948	-	1,052	20,000	-	-
665	13015 LOCAL TRAVEL	139	340	947	500	-	500	-	-	500	-	500	500
666	25028 TUITION REIMBURSEMENT	-	-	-	50,000	(6,000)	44,000	30,540	-	13,460	35,285	-	8,715
667	25029 STAFF DEVELOPING PROGRAM	101,276	78,785	74,903	26,500	4,500	31,000	23,240	6,357	1,403	31,000	-	-
668	TOTAL OPERATING	127,419	96,780	77,750	97,700	(1,975)	95,725	72,053	6,357	16,415	86,510	-	9,215

669

TOTAL PERSONNEL

670		940,564	1,227,494	942,086	1,008,931	463,731	1,472,663	1,319,681	83,452	69,529	1,415,400	3.27	57,262
-----	--	---------	-----------	---------	-----------	---------	-----------	-----------	--------	--------	-----------	------	--------

671

672

673

672

		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.
674	RC - 19 CURRICULUM												673
675													674
676	21202 ASSISTANT SUPERINTENDENT	202,966	207,533	214,797	214,797	-	214,797	198,274	16,523	0	214,797	1.00	0
677	21201 DIRECTOR OF ELEMENTARY ED	-	-	-	-	-	-	-	-	-	-	-	676
678	1912006 CURRICULUM COORDINATOR	-	-	-	-	-	-	-	-	-	-	-	677
679	21220 CURRICULUM & SUPERVISION	-	-	-	4,572	-	4,572	4,156	416	(0)	4,572	-	(0)
680	1912058 PROGRAM COORDINATORS	264,074	285,353	297,774	299,068	-	299,068	201,671	229,315	97,397	205,378	2.00	93,690
681	1912009 INSTRUCTION SUPP SPECIALISTS	1,149,668	1,217,293	1,194,638	1,237,178	(1)	1,237,177	1,007,148	229,315	714	1,237,177	13.50	-
682	21312 CURRICULUM DEVELOPMENT	76,594	119,745	114,157	121,080	-	121,080	78,371	-	42,709	121,080	-	-
683	21405 ESL INSTRUCTION	7,238	4,482	4,572	4,572	-	4,572	4,156	416	(0)	4,572	-	(0)
684	11032 EXECUTIVE ASSISTANT	70,385	71,792	72,415	73,407	2,118	75,525	69,569	5,506	450	75,525	1.00	-
685	TOTAL PERSONNEL	1,770,926	1,906,198	1,898,353	1,954,674	2,117	1,956,791	1,563,346	252,175	141,270	1,863,101	17.50	93,690
686													684
687	OPERATING												685
688	12001 CONSULTANT SERVICES	37,679	30,000	47,650	45,000	-	45,000	44,935	-	65	44,935	-	65
689	25026 DUES AND MEMBERSHIPS	1,626	1,640	2,535	4,127	-	4,127	2,155	-	1,972	4,127	-	-
690	13015 LOCAL TRAVEL	2,057	5,868	133	7,500	(3,225)	4,275	236	-	4,039	986	-	3,289
691	22001 TEXTBOOKS NEW	280,081	244,252	292,912	53,532	(180)	53,552	53,352	-	-	53,352	-	-
692	23004 RESOURCE MATERIALS	4,346	7,054	7,697	8,000	13,950	21,950	21,826	124	-	21,950	-	-
693	23006 ESL RESOURCES	-	-	13,151	24,000	(17,359)	6,641	6,445	197	-	6,641	-	0
694	24012 STANDARDIZED TESTING	32,086	24,301	28,905	29,477	(45)	29,432	29,432	-	-	29,432	-	-
695	25003 PROFESSIONAL DEVELOPMENT	123,899	119,166	91,876	113,850	-	113,850	93,360	10,665	7,825	113,850	-	-
696	52004 FIELD TRIPS	8,973	5,509	5,403	3,750	(3,750)	-	-	-	-	-	-	-
697	25005 CURRICULUM RESEARCH & DEV.	156,649	25,952	22,677	26,420	2,071	28,491	18,964	8,702	825	28,491	-	-
698	TOTAL OPERATING	647,397	463,741	512,938	315,656	(8,537)	307,119	272,705	19,688	14,726	303,765	-	3,354
699													698
700	TOTAL CURRICULUM	2,418,323	2,369,939	2,411,291	2,270,330	(6,420)	2,263,910	1,836,051	271,863	155,996	2,166,866	17.50	97,044
701													700

	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	YR. END EST.	
702															701
703															702
704	11014	DIRECTOR OF FINANCE	188,651	192,896	174,057	202,000	7,070	209,070	192,988	16,082	0	209,070	1,000	0	703
705	11021	PAYROLL / BENEFITS COORDINATOR	34,678	35,753	36,256	142,631	(104,561)	38,069	35,141	2,928	(0)	38,069	0.50	(0)	704
706	11022	ASSISTANT DIRECTOR FINANCE	100,032	104,033	115,574	106,374	75,775	182,149	164,743	17,405	1	182,149	2,000	1	705
707	11025	ACCOUNTANT	89,069	76,688	78,413	-	80,176	80,176	74,010	6,167	(1)	80,177	-	(1)	706
708	11042	ACCOUNTS PAYABLE	69,961	71,468	73,336	73,073	(1,191)	71,882	66,273	5,609	-	71,882	1,000	(0)	707
709	11043	TRANSPORTATION COORDINATOR	-	-	-	73,179	1,647	74,826	69,070	5,756	0	74,826	1,000	0	708
710	11032	EXECUTIVE ASSISTANT	70,165	71,569	73,179	35,637	3,414	39,051	35,930	3,077	44	39,051	0.50	-	709
711		TOTAL PERSONNEL	552,557	552,407	550,815	632,894	62,330	695,224	638,155	57,026	44	695,224	6,800	(0)	710
712															711
713		OPERATING													712
714	12005	AUDITING SERVICES	21,125	21,493	22,045	22,550	(1,200)	21,350	21,252	-	98	21,252	-	98	713
715	13015	LOCAL TRAVEL	-	93	-	250	-	250	-	-	250	-	-	250	714
716	25026	SCHOOL DISTRICT MEMBERSHIPS	425	-	1,079	1,075	-	1,075	975	-	100	975	-	100	715
717	25003	PROFESSIONAL DEVELOPMENT	2,400	8,453	-	-	-	-	-	-	-	-	-	-	716
718	25013	TEMPORARY HOURLY SERVICES	9,515	7,101	14,572	-	-	-	-	-	-	-	-	-	717
719		TOTAL OPERATING	33,465	37,140	37,696	23,875	(1,200)	22,675	22,227	-	448	22,227	-	448	718
720															719
721															720
722		NET FINANCE BUDGET	586,022	589,547	588,511	656,769	61,130	717,899	660,382	57,026	492	717,451	6,800	448	721

		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.
723	RC - 21 LIBRARY												
724													
725	21220 CURRICULUM SUPERVISION	2,512	-	2,613	2,665	(52)	2,613	2,376	238	(0)	2,613	-	(0)
726	TOTAL PERSONNEL	2,512	-	2,613	2,665	(52)	2,613	2,376	238	(0)	2,613	-	(0)
727													
728	OPERATING												
729	23001 ACCESSIONS	93,990	97,576	93,193	93,800	574	94,374	81,618	8,671	4,085	90,289		4,085
730	23003 PERIODICALS	7,452	7,590	7,697	8,619	(183)	8,436	7,972	373	91	8,345		91
731	23004 RESOURCE MATERIALS	20,763	19,490	9,580	17,750	625	18,375	16,931	617	827	17,548		827
732	23005 ONLINE SUBSCRIPTIONS	32,340	34,629	34,979	39,640	(1,430)	38,210	36,537	-	1,673	36,537		1,673
733	23007 OTHER LIBRARY EXPENSES	6,755	7,755	6,474	8,390	1,059	9,449	8,371	821	258	9,191		258
734	25002 PROF. LIBRARY PURCHASE	1,356	1,155	889	1,920	(402)	1,518	1,038	-	480	1,038		480
735	25026 DUES AND MEMBERSHIPS	2,267	2,594	2,576	3,575	(243)	3,332	2,518	210	604	2,728		604
736	13035 SOFTWARE	1,289	4,554	239	1,400	-	1,400	710	-	690	710		690
737	72042 EQUIPMENT REPAIR	-	-	-	-	-	-	-	-	-	-		-
738	72044 REPAIRS AND SERVICE CONTRACT	1,029	1,080	1,189	1,250	(1,250)	-	-	-	-	-		-
739	83003 RENTAL/LEASE OF EQUIPMENT	-	-	-	-	-	-	-	-	-	-		-
740	TOTAL OPERATING	167,241	176,423	156,815	176,344	(1,250)	175,094	155,695	10,692	8,707	166,387		8,707
741													
742	EQUIPMENT												
743	73001 EQUIPMENT & FURNITURE	3,513	6,193	410	1,000	2	1,002	1,002	-	-	1,002		-
744	TOTAL EQUIPMENT	3,513	6,193	410	1,000	2	1,002	1,002	-	-	1,002		-
745													
746	TOTAL LIBRARY	173,267	182,616	159,838	180,009	(1,300)	178,709	159,073	10,929	8,707	170,002		8,707
747													

			ACTUAL	ACTUAL	ACTUAL	ORIG	TRFRS	REV.	YTD	ENCUM.	AVAIL.	FORE.	CURR	YR. END
			2017 - 2018	2018 - 2019	2019 - 2020	APPRO	ADJ.	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.
748	RC - 22	TECHNOLOGY EDUCATION												
749														
750	22001	TEXTBOOKS -NEW	-	-	-	-	-	-	-	-	-	-	-	-
751	23002	CLASSROOM REFERENCE	447	89	-	400	(280)	120	120	-	0	120	-	0
752	23003	PERIODICALS	-	12	120	150	-	150	-	-	150	-	-	150
753	24011	GENERAL TEACHING SUPPLIES	39,699	33,333	30,682	97,391	-	97,391	95,230	2,054	107	97,391	-	-
754	25001	MISC. OFFICE SUPPLIES	266	706	-	850	-	850	716	-	74	850	-	-
755	25003	PROFESSIONAL DEVELOPMENT	140	1,200	1,190	1,600	-	1,600	785	-	815	1,600	-	-
756	72044	REPAIRS AND SERVICE	-	582	1,822	2,850	-	2,850	2,850	-	(0)	2,850	-	(0)
757		TOTAL OPERATING	40,552	35,921	33,814	103,241	(280)	102,961	99,760	2,054	1,147	102,811	-	150
758														
759		EQUIPMENT												
760	73400	EQUIPMENT-TECHNOLOGY	7,247	4,436	8,688	5,002	(458)	4,544	4,533	-	11	4,533	-	11
761		TOTAL EQUIPMENT	7,247	4,436	8,688	5,002	(458)	4,544	4,533	-	11	4,533	-	11
762														
763		TOTAL TECH. EDUCATION	47,799	40,357	42,502	108,243	(738)	107,505	104,293	2,054	1,158	107,344	-	161
764														

RC - 23	CONTINUING EDUC/SUMMER SCHOL	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.
765	DIRECTOR	21,483	26,738	24,646	21,432	5,451	26,883	25,320	1,563	1	26,882		1
766	PRINCIPAL/DIRECTOR SECRETARY	27,929	28,801	29,229	29,229	587	29,817	27,523	2,294	0	29,817	0.40	0
767	PERSONNEL	49,412	55,539	53,876	50,661	6,038	56,700	52,843	3,857	1	56,699	0.40	1
768													
769													
770													
771	OPERATING												
772	CONSULTANT SERVICES	415,092	381,499	431,834	29,600	53,249	82,849	81,339	-	1,510	81,339		1,510
773	MAINTENANCE EXPENSES	355	250	400	500	-	500	400	-	100	500		-
774	GENERAL OFFICE SUPPLIES	4,516	2,556	4,120	-	-	-	-	-	-	-		-
775	GENERAL TEACHING SUPPLIES	73,843	36,953	10,122	2,300	-	2,300	887	1,047	366	2,300		-
776	ADULT ED. CONTRACTED SERVICES	12,000	18,700	7,000	14,500	-	14,500	10,000	-	4,500	10,000		4,500
777	CATALOG/HANDBOOK PRINTING	1,453	5,701	1,198	5,000	-	5,000	1,805	2,239	956	5,000		-
778	TOTAL OPERATING	507,259	445,659	454,674	51,900	53,249	105,149	94,431	3,286	7,432	99,139		6,010
779													
780	TOTAL CONT. ED/SUM. SCHOOL	556,671	501,198	508,550	102,561	59,287	161,849	147,274	7,143	7,432	155,838	0.40	6,010
781													
782													
783	REVENUE	2017 - 2018	2018 - 2019	2019 - 2020	Orig. Bud	Adjust.	Rev. Bud.	Rev. Received	Rev. Expected	Rev. Forecast			Surplus/ (Shortfall)
784	REVENUE - CONTINUING EDUC/ATC	-	-	-	-	-	-	-	-	-	-	-	-
785	REVENUE - SUMMER SCHOOL	(596,321)	(621,433)	(197,435)	(46,612)	(74,723)	(121,335)	(121,335)	-	(121,335)	(121,335)		0
786	TOTAL REVENUE	(596,321)	(621,433)	(197,435)	(46,612)	(74,723)	(121,335)	(121,335)	-	(121,335)	(121,335)		0
787													
788	NET EXPENSE SUM/CONT. ED	(39,649)	(120,235)	311,115	55,949	(15,436)	40,514	25,938	7,143	(113,903)	34,503		6,011

789	RC - 24	SPECIAL EDUCATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRPRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.	788
790	21202	ASSISTANT SUPERINTENDENT SESS	202,966	207,533	214,797	214,797	5,907	220,704	203,727	16,977	0	220,704	1,00	0	790
791	21211	PROGRAM DIR. OF SESS K-12	319,072	326,228	328,215	341,860	-	341,860	315,549	26,311	0	341,860	2,00	0	791
792	21215	DEPARTMENT CHAIRS	241,290	192,142	212,557	282,994	-	282,994	217,688	65,306	-	282,994	2,00	-	792
793	21302	SUBSTITUTE TEACHERS	105,332	164,872	82,898	165,000	(34,672)	130,328	74,211	-	56,117	130,328	-	-	793
794	21318	BUILDING SUBSTITUTES	-	-	-	-	-	-	-	-	-	-	-	-	794
795	21303	SPECIAL CLASS TEACHERS	5,330,334	5,158,898	4,948,436	4,996,525	(50,846)	4,945,679	3,898,127	954,068	93,484	4,852,195	58,00	93,484	795
796	21304	HOMEROUND/TUTORIAL	264,300	240,916	181,190	218,000	(2,350)	215,651	153,318	20,090	42,243	215,651	-	-	796
797	21306	TEACHERS OF THE GIFTED	-	-	-	-	-	-	-	-	-	-	-	-	797
798	21307	SPEECH THERAPISTS	1,571,386	1,536,771	1,702,788	1,752,175	(102,230)	1,649,945	1,342,839	306,472	634	1,649,945	17,50	-	798
799	21308	SUMMER SCHOOL & PPTs	870,128	866,160	837,531	887,812	10,000	897,812	760,900	-	136,912	897,812	-	-	799
800	21403	PSYCHOLOGISTS	1,014,025	958,412	909,970	1,016,870	(73,213)	943,657	764,734	178,921	2	943,657	11,60	-	800
801	21404	SOCIAL CASE WORKER	250,976	253,698	228,031	231,451	-	231,451	178,039	53,412	(0)	231,451	2,00	(0)	801
802	21407	SCHOOL-BASED SESS FACILITATORS	424,945	473,260	453,088	483,986	30,973	514,959	426,325	88,635	(0)	514,959	5,00	(0)	802
803	21408	SESS ADDITIONAL DAYS	-	-	-	20,017	2,844	22,860	20,782	2,078	(0)	22,860	-	(0)	803
804	21409	BEHAVIORAL ANALYST	-	-	138,678	158,648	3,570	162,218	135,910	26,308	0	162,218	2,00	0	804
805	21410	PHYSICAL THERAPIST	-	-	103,090	116,537	2,622	119,159	91,661	27,498	(0)	119,159	1,00	(0)	805
806	21501	PRINCIPAL/DIRECTOR SECRETARY	402,476	411,527	392,836	349,224	13,359	362,583	330,288	27,991	4,303	358,280	5,33	4,303	806
807	21603	TEACHER AIDES	2,744,999	2,712,531	2,912,501	3,001,564	82,272	3,083,836	2,757,823	284,131	41,881	3,001,954	84,50	41,881	807
808	21605	TRANSPORTATION DRIVER	86,941	87,839	77,600	78,461	(32)	78,430	69,350	6,706	2,374	76,055	2,00	2,374	808
809	41002	NURSES	313,265	270,753	249,653	265,279	5,141	268,421	244,019	24,402	0	268,421	3,80	0	809
810	41004	SUBSTITUTE NURSES	-	-	30,984	15,000	-	15,000	13,704	-	1,296	15,000	-	-	810
811															811
812															812
813		TOTAL PERSONNEL	14,142,435	13,861,540	14,004,842	14,594,198	(106,654)	14,487,545	11,998,993	2,109,307	379,245	14,345,502	197,73	142,043	813

		ACTUAL	ACTUAL	ACTUAL	ORIG	TRFRS	REV.	YTD	ENCUM.	AVAIL	FOR-	CURR	YR. END
	OPERATING	2017 - 2018	2018 - 2019	2019 - 2020	APPRO	ADJ.	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.
814													
815													
816	CONSULTANT SERVICES	1,275,095	1,378,446	1,205,547	1,330,446	(11,621)	1,318,826	977,031	340,237	1,558	1,318,826		-
817	CONTRACTED SPEECH	664,106	786,386	659,359	634,064	138,244	772,308	567,990	204,194	324	772,308		-
818	CONTRACT OCCUPATIONAL THERAPY	813,773	803,411	772,093	752,011	108,500	860,511	661,912	183,788	14,811	860,511		-
819	CONTRACTED PHYSICAL THERAPY	230,649	265,125	255,375	262,125	58,500	320,625	258,902	53,587	8,136	320,625		-
820	LIFELINE SERVICES	289,431	299,040	207,065	290,000	-	290,000	142,768	100,000	47,232	242,768		47,232
821	TEXTBOOKS NEW	70,161	23,971	5,494	5,500	-	5,500	1,155	200	4,145	5,500		-
822	TEXTBOOKS-CONSUMABLES	5,130	6,016	4,199	5,120	-	5,120	3,367	408	1,345	5,120		-
823	PERIODICALS	136	-	-	-	-	-	-	-	-	-		-
824	GENERAL TEACHING SUPPLIES	75,645	67,441	50,926	52,000	-	52,000	28,223	21,257	2,519	52,000		-
825	SPECIAL EDUCATION TESTING	43,842	62,756	53,128	53,350	-	53,350	47,063	5,603	684	53,350		-
826	PROFESSIONAL DEVELOPMENT	154,767	144,357	120,081	150,000	-	150,000	91,952	57,843	205	149,795		205
827	LOCAL TRAVEL EXPENSE	1,523	2,058	2,218	2,000	-	2,000	78	-	1,922	328		1,672
828	PURCH. EVALUATION	330,245	325,986	216,051	310,000	(167,000)	143,000	115,113	22,200	5,687	143,000		-
829	TEMPORARY HOURLY SERVICES	-	-	-	-	-	-	-	-	-	-		-
830	DUES AND MEMBERSHIPS	860	1,460	800	1,000	-	1,000	960	-	40	960		40
831	NOTESWARE	62,516	39,258	39,111	27,500	3,689	31,189	26,382	2,184	2,623	31,189		-
832	IN-DISTRICT SPECIAL ED TRANS	683,096	868,881	775,621	729,455	-	729,455	493,879	198,704	36,872	696,632		33,823
833	0-0-0 SPECIAL ED TRANSPORTATION	459,047	466,889	482,518	470,000	-	470,000	190,197	121,990	157,813	324,265		145,735
834	REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-		-
835	TUITION-PUBLIC SCHOOLS	19,841	135,765	262,219	235,000	(58,613)	176,387	125,922	7,774	42,691	133,696		42,691
836	TUITION NON PUBLIC SCHOOLS	6,649,461	7,073,659	6,686,475	6,503,314	58,613	6,561,927	4,475,818	2,008,106	78,003	6,541,290		20,637
837	TOTAL OPERATING	11,829,313	12,750,905	11,798,282	11,812,885	136,313	11,943,198	8,208,512	3,328,075	406,611	11,652,162		291,035
838													
839	EQUIPMENT												
840	EQUIPMENT-TECHNOLOGY	39,934	30,318	20,537	30,000	(465)	29,535	25,219	4,316	0	29,535		0
841	TOTAL EQUIPMENT	39,934	30,318	20,537	30,000	(465)	29,535	25,219	4,316	0	29,535		0
842													
843	GRAND TOTAL SPECIAL EDUCATION	26,011,681	26,642,763	25,823,661	26,437,083	23,194	26,460,277	20,232,723	5,441,698	785,856	26,027,199	197.73	433,078
844													
845													
846	REVENUE	2017 - 2018	2018 - 2019	2019 - 2020	Orig. Bud.	Adjust.	Rev. Bud.	Rev. Received	Rev. Expected	Rev. Forecast			Surplus/ (Shortfall)
847	EARLY LEARNING PROGRAM TUITION	-	-	-	(2,321,235)	-	(2,321,235)	(2,695,922)	-	-	-		-
848	EXCESS COST REIMBURSEMENT	(3,412,941)	(3,427,518)	(2,566,258)	(2,321,235)	-	(2,321,235)	(2,695,922)	(2,695,922)	(2,695,922)	(2,695,922)		374,687
849	REVENUE	(3,412,941)	(3,427,518)	(2,566,258)	(2,321,235)	-	(2,321,235)	(2,695,922)	(2,695,922)	(2,695,922)	(2,695,922)		374,687
850													
851	NET SPECIAL EDUCATION EXPENSE	22,598,740	23,215,245	23,257,403	24,115,848	23,194	24,139,042	17,536,801	5,441,698	(1,910,066)	23,331,277		807,765

852	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.	851
853			1,830,185	2,067,272	2,232,400	2,342,829	(163,523)	2,179,307	1,722,058	424,312	32,936	2,146,370		32,936	852
854															853
855															854
856															855
857															856
		TOTAL TRANSPORTATION	1,830,185	2,067,272	2,232,400	2,342,829	(163,523)	2,179,307	1,722,058	424,312	32,936	2,146,370		32,936	

934																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
-----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

963	RC - 28	COVID EXPENSES	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
964														
965														
966														
967		HINDLEY 3rd GRADE: TEACHER	-	-	-	-	66,169	66,169	50,999	15,270	0	66,169	1.00	0
968		HOLMES 2nd GRADE: TEACHER	-	-	-	-	113,025	113,025	86,942	26,083	(0)	113,025	1.00	(0)
969		HOLMES 4th GRADE: TEACHER	-	-	-	-	-	-	-	-	-	-	1.00	-
970		OX RIDGE 3rd GRADE: TEACHER	-	-	-	-	-	-	-	-	-	-	1.00	-
971		ROYLE 1st GRADE: TEACHER	-	-	-	-	-	-	-	-	-	-	1.00	-
972		ROYLE 4th GRADE: TEACHER	-	-	-	-	54,396	54,396	41,843	12,553	0	54,396	1.00	0
973		TOKENBKE 5th GRADE: TEACHER	-	-	-	-	63,396	63,396	48,766	14,630	(0)	63,396	1.00	(0)
974		SUBSTITUTE: TEACHERS	-	-	-	-	49,000	49,000	45,756	-	3,244	49,000	4.00	407
975		CAMPUS MONITORS	-	-	-	-	82,865	82,865	72,703	9,155	407	82,458	6.00	8,002
976		LUNCH MONITORS	-	-	-	-	168,000	168,000	152,292	-	15,708	159,998	6.00	153
977		LUNCH STAFF	-	-	-	-	388,964	388,964	353,525	35,286	153	388,811	1.00	-
978		TECHNICIAN	-	-	-	-	-	-	-	-	-	-	1.00	-
979		DIRECTOR OF NURSING	-	-	-	-	35,000	35,000	23,667	11,333	-	35,000	0.20	(0)
980		NURSE	-	-	-	-	14,243	14,243	12,948	1,295	(0)	14,243	0.20	-
981		LPRS	-	-	-	-	221,872	221,872	167,194	19,112	35,566	186,306	3.566	-
982		NURSE CONTACT TRACING	-	-	-	-	61,005	61,005	40,202	10,000	10,803	61,005	1.00	-
983		PART TIME CUSTODIANS	-	-	-	-	121,208	121,208	99,460	-	21,748	112,478	8.730	-
984		CUSTODIAL OVERTIME	-	-	-	-	90,787	90,787	85,275	-	5,512	90,787	-	-
985		STAFF DEVELOPMENT	-	-	-	-	20,421	20,421	20,421	-	-	20,421	-	-
986		TOTAL PERSONNEL	-	-	-	-	1,550,351	1,550,351	1,301,893	155,316	93,141	1,497,493	18.20	52,858
987														
988		CONSULTANT SERVICES	-	-	-	-	98,747	98,747	68,747	30,000	-	98,747	-	-
989		RESOURCE MATERIALS	-	-	-	-	69,531	69,531	69,531	-	20	69,531	-	20
990		COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
991		POLICE AND FIRE SERVICES	-	-	-	-	33,884	33,884	33,884	-	-	33,884	-	-
992		HEALTH SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-
993		REGULAR PUPL. TRANSPORTATION	-	-	-	-	14,306	14,306	9,423	4,883	-	14,306	-	-
994		CUSTODIAL SUPPLIES	-	-	-	-	120,000	120,000	120,000	-	0	120,000	-	0
995		CONTRACTED JANITORIAL SERVICE	-	-	-	-	335,000	335,000	231,870	70,330	32,800	335,927	-	7
996		EMERGENCY REPAIRS	-	-	-	-	135,934	135,934	129,901	6,026	7	135,934	-	0
997		HEALTH INSURANCE	-	-	-	-	58,378	58,378	58,378	-	0	58,378	-	-
998		RETIREMENT	-	-	-	-	41,582	41,582	41,582	-	-	41,582	-	-
999		YMCA	-	-	-	-	127,560	127,560	127,560	-	-	127,560	-	-
1000		TOTAL OPERATING	-	-	-	-	1,034,942	1,034,942	890,875	111,239	32,828	1,002,114	-	32,828
1001														
1002		NEW COMPUTER EQUIPMENT	-	-	-	-	12,962	12,962	12,756	-	206	12,756	-	206
1003		TOTAL EQUIPMENT	-	-	-	-	12,962	12,962	12,756	-	206	12,756	-	206
1004														
1005		TOTAL COVID REOPENING	-	-	-	-	2,598,255	2,598,255	2,206,524	266,555	126,175	2,512,363	18.20	85,892

962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003

Darien Public Schools Budget Projection for 2020-21

Category	EXPENSES				Orig. Bud	Adjust.	Rev. Bud.	Exp	Encumber	Avail. Bud	Exp. Forecast	CURR STF	Surplus/ (Shortfall)
	2017 - 2018	2018 - 2019	2019 - 2020										
Personnel	62,309,999	63,563,744	64,824,884		66,862,134	938,883	67,801,017	56,548,048	10,288,310	964,658	67,321,025	781.71	479,992
Operating	19,147,820	19,532,888	18,215,320		17,879,364	1,037,608	18,916,972	14,369,451	3,916,612	630,919	18,477,208	-	439,763
Fixed	17,810,948	18,888,708	19,399,667		20,634,859	(104,564)	20,530,295	18,555,956	1,706,365	267,975	20,475,230	-	55,065
Equipment	998,838	1,002,157	877,119		482,464	(9,074)	473,390	463,172	9,390	628	473,092	-	298
GRAND TOTAL EXPENSES	100,267,605	102,987,498	103,116,991		105,858,821	1,862,853	107,721,674	89,936,626	15,920,878	1,864,180	106,746,555	781.71	975,118

	REVENUE				Orig. Bud	Adjust.	Rev. Bud.	Rev. Received	Rev. Expected		Rev. Surplus (Shortfall)	
	2017 - 2018	2018 - 2019	2019 - 2020	Rev. Forecast								
RC-1 Student Parking Fees	(11,000)	(11,000)	(11,000)	(11,000)	-	(11,000)	(11,000)	-	(11,000)	-		
RC-11 Summer School Field Use	(35,000)	(35,000)	(35,000)	-	(91,800)	(22,213)	(22,213)	-	(22,213)	(69,587)		
RC-12 Building Rental	(95,433)	(89,267)	(54,013)	(91,800)	-	(140,000)	(209,207)	1,379	(209,207)	69,207		
RC-12 Use of Fields	(144,154)	(143,197)	(71,109)	(140,000)	-	(216,929)	(216,929)	-	(216,929)	-		
RC-15 Revenue for IT Services	(201,323)	(203,071)	(212,644)	(216,929)	(216,929)	(216,929)	(216,929)	-	(216,929)	-		
RC-23 Continuing Education	-	-	(197,435)	(446,612)	(74,723)	(121,335)	(121,335)	-	(121,335)	0		
RC-23 Summer School	(596,321)	(621,433)	(1,197,435)	(2,321,235)	(2,321,235)	(2,695,922)	(2,695,922)	-	(2,695,922)	374,687		
RC-24 Excess Cost Grant*	(3,412,941)	(3,427,518)	(2,566,258)	(2,321,235)	-	(2,321,235)	(2,321,235)	178	(2,321,235)	1,942		
RC-24 ELP Tuition	-	-	-	(202,642)	-	(202,642)	(204,761)	-	(204,584)	-		
RC-25 OPEB/Medicare Reimbursement	(319,300)	(334,500)	(344,809)	(332,225)	(332,225)	(332,225)	(332,225)	-	(332,225)	(91,708)		
RC-26 Early Learning Program	(306,594)	(336,621)	(275,921)	(332,225)	(332,225)	(332,225)	(332,225)	-	(332,225)	-		
GRAND TOTAL REVENUE	(5,122,056)	(5,201,607)	(3,768,189)	(3,862,443)	(74,723)	(3,437,166)	(3,714,984)	1,557	(3,721,707)	284,541		
NET BUDGET (Appropriation)	95,145,549	97,785,891	99,548,802	102,696,378	1,788,130	104,284,508	86,221,642	15,922,435	(1,857,527)	103,024,849	781.71	1,259,659

RC #	RESPONSIBILITY CENTER SUMMARY	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FOR- CAST	CURR STF	YR. END EST.
1045	RC-1 DHS	12,627,891	12,881,729	13,310,606	13,639,296	(300,540)	13,338,756	11,010,966	2,257,509	70,282	13,134,513		23,241
1046	RC-2 PITCH ACADEMY	764,668	446,085	427,318	491,883	16,641	508,524	443,715	63,882	927	508,024		500
1049	RC-3 MMS	10,183,813	10,231,978	10,343,800	10,612,748	(299,624)	10,313,124	8,452,681	1,833,625	36,819	10,304,084		9,143
1050	RC-5 Hildreth	3,405,446	3,604,443	3,634,149	3,721,395	(114,273)	3,607,122	2,992,009	602,566	12,546	3,602,162		3,960
1051	RC-7 Hillman	3,102,369	3,228,891	3,420,056	3,571,470	(127,127)	3,444,343	2,876,010	558,588	16,804	3,432,434		11,909
1052	RC-8 Ox Ridge	3,389,782	3,436,506	3,572,668	3,705,757	(236,777)	3,676,998	3,029,971	618,886	28,140	3,652,697		24,301
1053	RC-9 Royce	2,951,676	3,041,201	3,153,269	3,252,537	(3,780)	3,256,336	2,714,641	533,354	8,141	3,253,971		2,665
1054	RC-10 Tinkende	3,255,211	3,415,221	3,560,381	3,542,778	(203,551)	3,339,227	2,764,003	567,818	7,406	3,336,665		2,562
1055	RC-11 Aft Health & P.F.	4,020,596	1,774,324	1,690,472	1,851,301	(238,311)	1,612,790	1,407,185	190,997	14,608	1,608,227		4,563
1056	RC-12 Maintenance	4,420,934	3,941,359	3,419,737	3,469,657	7,104	3,476,651	3,084,663	302,762	89,025	3,456,342		20,399
1057	RC-13 Music	261,710	269,095	265,180	295,117	(11,656)	281,461	227,800	44,256	9,415	272,056		438
1058	RC-14 Art	112,822	109,228	97,310	111,170	(2,033)	109,137	99,198	6,998	2,941	108,699		2,380
1059	RC-15 Tech Plan	1,268,232	3,112,152	3,444,485	2,861,734	112,480	2,990,214	2,858,061	118,896	3,257	2,977,933		2,380
1060	RC-16 Admin	876,863	694,930	944,890	871,686	4,438	878,124	709,405	81,190	87,529	798,060		80,064
1061	RC-17 Health	792,522	854,727	842,321	824,101	9,704	833,805	740,171	79,018	14,616	833,088		717
1062	RC-18 Personnel	940,564	1,227,494	942,086	1,008,931	463,731	1,472,663	1,319,681	83,452	69,529	1,415,400		57,262
1063	RC-19 Curriculum	2,418,323	2,369,939	2,411,291	2,270,330	(6,420)	2,263,910	1,836,051	271,863	155,996	2,166,866		97,444
1064	RC-20 Finance	586,022	589,547	588,511	656,769	61,130	717,899	660,382	57,026	492	717,451		448
1065	RC-21 Library/Media	173,267	182,616	159,838	180,089	(1,300)	178,709	159,073	10,929	8,707	170,002		161
1066	RC-22 Tech Ed	47,799	40,357	42,502	102,243	(738)	107,505	104,293	2,054	1,158	107,344		161
1067	RC-23 Cont. Ed	556,671	501,198	508,550	508,243	161,849	107,505	104,293	7,432	7,432	155,838		6,010
1068	RC-24 SPPED	26,011,681	26,642,763	25,823,661	26,437,083	23,194	26,460,277	20,232,723	5,441,698	785,856	26,022,199		43,078
1069	RC-25 Fixed Expenses	17,810,948	18,888,708	19,399,667	20,634,859	(104,564)	20,430,295	18,555,956	1,706,365	267,975	20,475,230		55,065
1070	RC-26 Early Learning Program	1,400,781	1,502,985	1,466,843	1,629,418	(55,716)	1,573,701	1,304,792	230,507	38,402	1,578,909		34,709
1071	RC-28 COVID EXPENSES	100,267,605	102,987,498	103,316,991	105,858,821	1,662,653	107,721,674	89,936,626	15,920,878	1,664,180	106,746,555		975,118
1072	TOTAL ACTUAL	100,267,605	102,987,498	103,316,991	105,858,821	1,662,653	107,721,674	89,936,626	15,920,878	1,664,180	106,746,555		975,118
1073	PERSONNEL SUMMARY	102,987,498	103,316,991	105,858,821	107,721,674	1,662,653	107,721,674	89,936,626	15,920,878	1,664,180	106,746,555		975,118
1074	RC-1 Duane High School	12,378,407	13,098,428	13,098,293	13,377,857	(246,785)	13,131,672	10,873,553	2,215,840	42,279	13,107,895	142,47	23,777
1075	RC-2 Frith Academy	240,668	360,675	382,833	385,720	25,030	410,750	346,868	63,882	0	410,759	4,60	0
1076	RC-3 Middlesex Middle School	10,093,325	10,132,028	10,286,024	10,511,944	(274,135)	10,237,809	8,388,521	1,814,560	34,729	10,228,982	112,42	8,827
1077	RC-4 Hindley School	3,345,693	3,546,513	3,588,225	3,665,093	(113,735)	3,552,259	2,941,787	599,976	10,495	3,548,431	42,04	3,828
1078	RC-7 Holmes School	3,032,547	3,159,280	3,357,775	3,512,093	(124,005)	3,388,088	2,822,102	551,284	14,602	3,377,561	41,84	10,727
1079	RC-8 Ox Ridge School	3,337,821	3,384,522	3,525,604	3,652,714	(32,199)	3,620,515	2,974,829	618,838	26,848	3,596,865	42,48	23,630
1080	RC-9 Royce School	2,992,904	2,995,571	3,115,221	3,205,760	(132,199)	3,206,875	2,667,728	533,254	5,893	3,205,532	38,89	1,353
1081	RC-10 Tinkende School	3,204,562	3,363,687	3,524,759	3,489,740	(199,123)	3,290,717	2,716,275	567,818	6,624	3,288,233	40,97	2,484
1082	RC-11 Physical Education	1,014,667	1,072,217	1,046,944	1,120,690	(81,851)	1,038,839	932,563	97,685	8,591	1,034,691	5,00	4,148
1083	RC-12 Maintenance	1,673,810	1,688,087	1,711,546	1,662,149	21,044	1,683,193	1,482,028	113,097	88,069	1,662,953	15,50	20,243
1084	RC-13 Music	182,339	193,213	191,326	209,978	-	209,978	162,288	39,968	7,722	202,256	1,00	7,722
1085	RC-14 Art	-	-	-	-	-	-	-	-	-	-	-	-
1086	RC-15 Technology	1,040,728	998,196	1,119,996	1,099,917	19,095	1,119,013	1,031,154	87,272	587	1,116,740	12,00	2,272
1087	RC-16 Administration	412,412	273,393	455,384	440,335	10,177	450,512	417,010	33,302	0	450,512	2,60	0
1088	RC-17 Health	741,756	807,567	789,174	774,501	3,654	778,155	698,395	66,308	13,451	778,155	10,00	0
1089	RC-18 Personnel	813,145	1,130,714	864,316	911,231	465,706	1,376,948	1,246,228	77,095	53,114	1,328,880	3,27	48,047
1090	RC-19 Curriculum	1,896,198	1,906,198	1,896,353	1,954,674	2,117	1,956,918	1,563,446	252,175	141,270	1,863,101	17,50	93,690
1091	RC-20 Finance	552,557	552,407	550,815	632,894	63,330	695,224	638,155	57,026	44	695,224	6,00	(0)
1092	RC-21 Library/Media	2,512	-	2,613	2,665	(52)	2,613	2,776	238	(0)	-	-	(0)
1093	RC-23 Contributing Education	49,412	55,539	53,876	50,661	6,038	56,700	52,843	3,857	1	56,699	0,40	1
1094	RC-24 Special Education	14,142,435	13,861,540	14,004,842	14,594,198	(106,654)	14,487,545	11,998,931	2,109,307	379,245	14,345,502	197,73	142,043
1095	RC-26 Early Learning Program	1,377,372	1,483,969	1,456,944	1,606,418	(49,936)	1,556,482	1,288,615	229,914	37,953	1,552,138	26,80	34,343
1096	RC-28 COVID EXPENSES	-	-	-	1,550,351	1,550,351	1,550,351	1,301,893	153,216	93,141	1,497,970	18	53,838
	TOTAL PERSONNEL	63,309,999	63,563,744	64,324,884	66,862,134	938,883	67,801,017	56,548,048	10,288,310	964,658	67,321,025	781,71	479,992

OPERATING SUMMARY													
	RC NAME	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.
1097	Damen High School	249,484	251,307	217,712	256,451	(34,355)	202,096	132,439	41,669	27,988	201,645	-	451
1098	Fitch Academy	24,000	85,410	88,485	106,163	(8,389)	97,774	96,847	97,274	97	97,274	-	500
1100	Middlesex Middle School	89,498	85,576	57,776	100,804	(25,489)	75,315	64,160	9,065	2,090	73,099	-	216
1101	Midway School	58,733	57,930	46,925	53,401	1,462	54,863	50,222	2,590	2,051	54,731	-	132
1102	Moines School	68,820	68,610	60,315	57,377	(11,222)	56,255	53,908	145	1,182	55,073	-	671
1103	Ox Ridge School	51,071	51,087	45,081	51,021	4,735	55,756	54,416	48	1,292	55,085	-	671
1104	Royce School	47,827	42,292	35,739	44,797	3,022	47,819	45,471	100	2,248	46,807	-	78
1105	Toleneke School	49,983	50,605	33,663	51,038	(2,528)	48,510	47,227	-	783	48,432	-	368
1106	Physical Education	786,756	700,465	638,533	724,611	(155,660)	568,951	469,669	93,312	5,970	568,583	-	66
1107	Maintenance	2,189,650	2,088,684	1,653,395	1,762,498	5,781	1,768,279	1,582,932	184,391	956	1,768,213	-	1,674
1108	Music	67,822	61,844	60,914	76,115	(13,339)	62,776	56,813	4,288	1,685	61,101	-	437
1109	Art	102,890	103,106	91,251	107,120	(1,850)	105,270	95,332	6,998	2,940	104,833	-	437
1110	Technology Plan	1,472,206	1,392,462	1,562,242	1,401,417	84,757	1,486,174	1,452,218	31,654	2,332	1,486,173	-	0
1111	Administration	464,451	421,557	489,506	433,351	(57,339)	427,612	292,394	47,688	87,529	347,548	-	80,064
1112	Health	50,766	47,160	53,147	49,680	6,050	55,650	41,776	12,710	1,164	54,933	-	717
1113	Personnel	127,419	96,780	77,750	97,700	(1,975)	95,725	72,953	6,357	16,415	86,510	-	9,215
1114	Curriculum	647,397	463,741	512,938	315,656	(8,537)	307,119	272,705	19,688	14,726	303,765	-	3,354
1115	Finance	33,465	37,140	37,696	23,875	(1,200)	22,675	22,227	-	448	22,227	-	448
1116	Library/Media	167,241	176,423	156,815	176,444	(1,250)	175,094	155,695	10,692	8,707	166,387	-	8,707
1117	Technology Education	40,552	35,921	33,814	103,241	(280)	102,961	99,760	2,054	1,147	102,811	-	150
1118	Continuing Education	507,259	445,659	454,474	51,300	53,249	105,149	94,431	3,286	7,432	99,139	-	6,010
1119	Special Education	11,829,313	12,750,905	11,798,282	11,812,885	130,313	11,943,198	8,208,512	3,328,075	406,611	11,652,162	-	291,035
1120	Early Learning Program	21,218	18,235	8,668	22,000	(4,990)	17,011	15,968	593	449	16,562	-	449
1121	COVID EXPENSES	-	-	-	-	1,034,942	1,034,942	890,875	111,239	206	1,002,114	-	32,828
1122	TOTAL OPERATING	19,147,820	19,532,888	18,215,329	17,879,364	1,037,608	18,916,972	14,369,451	3,916,612	630,919	18,477,208	-	439,763

	EQUIPMENT SUMMARY																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				</
--	-------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

Darrien Public Schools
Anticipated Re-Opening Cost Estimates

Category	Description	Projection	Coronavirus Relief Funds	ESSER Grant	ESSER II	Total Spending	Less Transfers	Supplemental Appropriation	Less Coronavirus Relief Funds + ESSER Grant	Balance
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)	\$ -
Staffing	1st Grade Teacher at Royle	\$ -	-	-	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)	\$ -
Staffing	7 Part Time Custodians	\$ 112,478	-	-	-	\$ 112,478	\$ -	\$ (121,208)	\$ -	\$ 8,731
Staffing	4 LPN's (Contracted Service)	\$ 186,306	-	-	-	\$ 186,306	\$ -	\$ (221,872)	\$ -	\$ 35,566
Staffing	Campus Monitors (4.0 FTE)	\$ 82,458	-	-	-	\$ 82,458	\$ -	\$ (82,865)	\$ -	\$ 407
Staffing	Technology Technicians (1.0 FTE)	\$ -	-	-	45,403	\$ 45,403	\$ -	\$ -	\$ (45,403)	\$ -
Staffing	Lunch monitors part time (2 Per Elementary school, 3 MS									
Staffing	Lunch Monitors 6.0 FTE)	\$ 159,998	-	-	-	\$ 159,998	\$ -	\$ (168,000)	\$ -	\$ 8,002
Staffing	0.2 FTE Nurse	\$ 14,243	-	-	-	\$ 14,243	\$ (14,243)	\$ -	\$ -	\$ -
Staffing	Lunch Staff	\$ 388,811	-	-	-	\$ 388,811	\$ -	\$ (388,964)	\$ -	\$ 153
Staffing	Nursing Support for Contact Tracing	\$ 61,005	-	-	-	\$ 61,005	\$ (33,645)	\$ (27,360)	\$ -	\$ -
Staffing	Health Insurance for additional staff	\$ 58,378	-	-	-	\$ 58,378	\$ (18,066)	\$ (40,312)	\$ -	\$ -
Staffing	Retirement for Cafeteria Workers	\$ 41,582	-	-	-	\$ 41,582	\$ -	\$ (41,582)	\$ -	\$ -
Staffing	Staff Development	\$ 20,421	-	-	-	\$ 20,421	\$ -	\$ (20,421)	\$ -	\$ -
Staffing	Custodial Overtime for Saturday Cleaning	\$ 90,787	-	-	-	\$ 90,787	\$ (53,640)	\$ (37,147)	\$ -	\$ -
Staffing	Nursing coverage for COVID phone line	\$ 35,000	-	-	-	\$ 35,000	\$ (35,000)	\$ -	\$ -	\$ -
Staffing	Substitute Coverage due LOA due to COVID	\$ 49,000	-	-	-	\$ 49,000	\$ -	\$ (49,000)	\$ -	\$ -
Subtotal		\$ 1,597,453	-	-	264,098	\$ 1,861,551	\$ (451,580)	\$ (1,198,731)	\$ (264,098)	\$ 52,859
Facilities	Plexiglas Partitions	\$ 91,199	\$ 203,798	-	-	\$ 294,997	\$ (2,800)	\$ (88,407)	\$ (203,798)	\$ 8
Facilities	Lunch tables	\$ 6,439	-	-	-	\$ 6,439	\$ -	\$ (6,439)	\$ -	\$ -
Facilities	Contracting Cleaning Service	\$ 115,500	-	-	-	\$ 115,500	\$ -	\$ (115,500)	\$ -	\$ -
Facilities	Weekend Contracted Cleaning Service	\$ 186,700	-	-	-	\$ 186,700	\$ 15,000	\$ (234,500)	\$ (143,699)	\$ 32,800
Facilities	Handwashing Stations	\$ -	\$ 143,699	-	-	\$ 143,699	\$ -	\$ -	\$ (42,000)	\$ -
Facilities	Touchless Hand sanitizer Stations	\$ -	-	42,000	-	\$ 42,000	\$ -	\$ -	\$ (83,356)	\$ -
Facilities	PPE's	\$ -	-	-	83,356	\$ 83,356	\$ -	\$ -	\$ -	\$ -
Facilities	Bike Racks	\$ 2,625	-	-	-	\$ 2,625	\$ -	\$ (2,625)	\$ -	\$ -
Facilities	Custodial Supplies (Wipes, Mops, Sprays)	\$ 120,000	-	-	-	\$ 120,000	\$ -	\$ (120,000)	\$ -	\$ -
Facilities	HVAC Independent Evaluation & Repairs	\$ -	-	-	11,200	\$ 11,200	\$ -	\$ -	\$ (11,200)	\$ -
Facilities	Police for Ox Ridge, Holmes and MMS	\$ 33,884	-	-	-	\$ 33,884	\$ (33,884)	\$ -	\$ -	\$ 0
Facilities	Storage Boxes	\$ 32,163	-	-	-	\$ 32,163	\$ (32,163)	\$ -	\$ -	\$ -
Facilities	Tents	\$ 3,500	-	-	-	\$ 3,500	\$ -	\$ (3,500)	\$ -	\$ -
Facilities	Exhaust Fans-Survey and Repairs	\$ -	-	-	32,263	\$ 32,263	\$ -	\$ -	\$ (32,263)	\$ -
Facilities	MS Exhaust Fans-Survey and Repairs	\$ -	-	-	14,895	\$ 14,895	\$ -	\$ -	\$ (14,895)	\$ -
Facilities	Elementary Library Air Conditioning units and electric upgrad	\$ -	-	-	22,407	\$ 22,407	\$ -	\$ -	\$ (22,407)	\$ -
Subtotal		\$ 592,010	\$ 347,497	\$ 42,000	164,121	\$ 1,145,628	\$ (53,847)	\$ (570,971)	\$ (553,618)	\$ 32,808

Darien Public Schools
Anticipated Re-Opening Cost Estimates

Category	Description	Projection	Coronavirus Relief Funds	ESSER Grant	ESSER II	Total Spending	less Transfers	Supplemental Appropriation	less Coronavirus Relief Funds + ESSER Grant	Balance
Technology	Increased Internet Speed from 1gb to 3gb/Firewall	\$ -	\$ -	\$ -	\$ 33,350	\$ 33,350	\$ -	\$ -	\$ (33,350)	\$ -
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)	\$ -
Technology	K-2 Chromebook Covers	\$ 6,670	\$ -	\$ -	\$ 20,247	\$ 26,917	\$ -	\$ (6,670)	\$ (20,247)	\$ -
Technology	View Sonics to turn conference rooms to classrooms	\$ -	\$ -	\$ -	\$ 39,475	\$ 39,475	\$ -	\$ -	\$ (39,475)	\$ -
Technology	Zoom	\$ -	\$ -	\$ -	\$ 25,754	\$ 25,754	\$ -	\$ -	\$ (25,754)	\$ -
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	\$ 6,086	\$ -	\$ -	\$ 44,325	\$ 50,411	\$ -	\$ (6,292)	\$ (44,325)	\$ 206
Subtotal		\$ 12,756	\$ -	\$ 92,611	\$ 168,586	\$ 273,953	\$ -	\$ (12,962)	\$ (261,197)	\$ 206
Consulting Service	School Lunch Deficit	\$ 98,747	\$ -	\$ -	\$ -	\$ 98,747	\$ (98,747)	\$ -	\$ -	\$ -
Subtotal		\$ 98,747	\$ -	\$ -	\$ -	\$ 98,747	\$ (98,747)	\$ -	\$ -	\$ -
Materials	Art Materials	\$ 7,926	\$ -	\$ -	\$ -	\$ 7,926	\$ (7,926)	\$ -	\$ -	\$ (0)
Materials	Re-opening State Plan	\$ 978	\$ -	\$ -	\$ -	\$ 978	\$ (978)	\$ -	\$ -	\$ (0)
Materials	ELP Materials	\$ 1,990	\$ -	\$ -	\$ -	\$ 1,990	\$ (1,990)	\$ -	\$ -	\$ -
Materials	Literacy Materials	\$ 32,510	\$ -	\$ -	\$ -	\$ 32,510	\$ (32,530)	\$ -	\$ -	\$ 20
Materials	Music Supplies	\$ 6,295	\$ -	\$ -	\$ -	\$ 6,295	\$ (6,295)	\$ -	\$ -	\$ 0
Materials	Math Materials	\$ 19,832	\$ -	\$ -	\$ -	\$ 19,832	\$ (19,832)	\$ -	\$ -	\$ 0
Subtotal		\$ 69,531	\$ -	\$ -	\$ -	\$ 69,531	\$ (69,551)	\$ -	\$ -	\$ 20
Athletics	YMCA	\$ 127,560	\$ -	\$ -	\$ -	\$ 127,560	\$ (127,560)	\$ -	\$ -	\$ -
Subtotal		\$ 127,560	\$ -	\$ -	\$ -	\$ 127,560	\$ (127,560)	\$ -	\$ -	\$ -
Transportation	Bus Sanitation	\$ 14,306	\$ -	\$ -	\$ -	\$ 14,306	\$ (8,840)	\$ (5,466)	\$ -	\$ -
Subtotal		\$ 14,306	\$ -	\$ -	\$ -	\$ 14,306	\$ (8,840)	\$ (5,466)	\$ -	\$ -
Total Projected Expenditures		\$ 2,512,362	\$ 347,497	\$ 134,611	\$ 596,805	\$ 3,591,275	\$ (810,125)	\$ (1,788,130)	\$ (1,078,913)	\$ 85,893

GRANT FINANCIAL REPORT-MAY 31, 2021

ACCOUNT	IDEA 611 and 619	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.
021603	INSTRUCTIONAL PARA-619	\$ 19,363	\$ 20,287	\$ 20,946	\$ 21,152	\$ -	\$ 21,152	\$ 19,320	\$ 1,832	\$ 0	\$ 21,152	\$ 0.52	\$ 0
021603	INSTRUCTIONAL PARA	\$ 244,034	\$ 217,687	\$ 253,112	\$ 342,699	\$ -	\$ 342,699	\$ 275,347	\$ 28,006	\$ 39,345	\$ 303,354	\$ 7.83	\$ 39,345
021303	SPECIAL ED TEACHERS	\$ 122,423	\$ 174,348	\$ 219,745	\$ 165,787	\$ -	\$ 165,787	\$ 124,409	\$ 36,145	\$ 5,233	\$ 160,554	\$ 2.00	\$ 5,233
021307	SPEECH TEACHERS	\$ 178,684	\$ 202,127	\$ 223,914	\$ 244,925	\$ -	\$ 244,925	\$ 174,722	\$ 35,989	\$ 34,214	\$ 210,711	\$ 2.50	\$ 34,214
021403	PSYCHOLOGIST	\$ 81,487	\$ 91,682	\$ 94,126	\$ 90,974	\$ -	\$ 90,974	\$ 50,471	\$ 10,273	\$ 30,229	\$ 60,745	\$ 0.97	\$ 30,229
	TOTAL PERSONNEL	\$ 645,991	\$ 706,131	\$ 811,843	\$ 865,537	\$ -	\$ 865,537	\$ 644,269	\$ 112,246	\$ 109,022	\$ 756,515	\$ 13.82	\$ 109,022
ACCOUNT	IDEA 611 Carryover	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.
021603	INSTRUCTIONAL PARA-619	\$ 3,646	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
021603	INSTRUCTIONAL PARA	\$ 43,372	\$ 62,817	\$ 41,011	\$ 6,067	\$ -	\$ 6,067	\$ 6,067	\$ -	\$ -	\$ 6,067	\$ 0.17	\$ -
021303	SPECIAL ED TEACHERS	\$ 63,304	\$ 34,252	\$ 29,771	\$ 9,468	\$ -	\$ 9,468	\$ 9,468	\$ -	\$ -	\$ 9,468	\$ -	\$ -
021307	SPEECH TEACHERS	\$ 28,868	\$ 41,622	\$ 34,805	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
021403	PSYCHOLOGIST	\$ 86,456	\$ 19,129	\$ 14,255	\$ 5,367	\$ -	\$ 5,367	\$ 5,367	\$ -	\$ -	\$ 5,367	\$ 0.08	\$ -
	TOTAL PERSONNEL	\$ 225,646	\$ 157,820	\$ 119,842	\$ 20,901	\$ -	\$ 20,901	\$ 20,901	\$ -	\$ -	\$ 20,901	\$ 0.25	\$ -
	TOTAL IDEA	\$ 871,637	\$ 863,951	\$ 931,685	\$ 886,438	\$ -	\$ 886,438	\$ 665,171	\$ 112,246	\$ 109,022	\$ 777,417	\$ 14.07	\$ 109,022

ACCOUNT	TITLE I	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.
021301	CLASSROOM TEACHERS	\$ 75,629	\$ 32,906	\$ 44,632	\$ 71,723	\$ 14,906	\$ 86,629	\$ 27,732	\$ 17,362	\$ 41,535	\$ 60,000	\$ 0.60	\$ 26,629
	TOTAL PERSONNEL	\$ 75,629	\$ 32,906	\$ 44,632	\$ 71,723	\$ 14,906	\$ 86,629	\$ 27,732	\$ 17,362	\$ 41,535	\$ 60,000	\$ 0.60	\$ 26,629

	OPERATING:												
025003	PROFESSIONAL DEVELOPMENT	\$ 25,038	\$ 76,535	\$ 56,781	\$ 19,948		\$ 19,948	\$ 18,978	\$ -		970	-	\$ 970
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ 39,380	\$ (14,906)	\$ 24,474	\$ 24,474	\$ -		24,474	-	\$ -
023004	RESOURCE MATERIALS	\$ 120,713	\$ 44,203	\$ 3,236	\$ 6,000		\$ 6,000	\$ 785	\$ -	\$ 5,215	785	-	\$ 5,215
	TOTAL OPERATING	\$ 145,751	\$ 120,738	\$ 60,017	\$ 65,328	\$ (14,905.68)	\$ 50,422	\$ 44,237	\$ -	\$ 6,186	\$ 44,237	-	\$ 6,186

	FIXED												
082003	BENEFITS	\$ 20,131	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		-	-	\$ -
	TOTAL FIXED	\$ 20,131	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		-	-	\$ -

TOTAL TITLE I \$ 241,511 \$ 133,644 \$ 104,649 \$ 137,051 \$ - \$ 137,051 \$ 71,969 \$ 17,362 \$ 47,720 \$ 104,237 0.60 \$ 32,814

ACCOUNT	TITLE I Carryover	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.
021301	CLASSROOM TEACHERS	\$ -	\$ 53,982	\$ 27,094	\$ 30,143		\$ 30,143	\$ 30,143	\$ -		30,143	0.40	\$ 0
	TOTAL PERSONNEL	\$ -	\$ 53,982	\$ 27,094	\$ 30,143		\$ 30,143	\$ 30,143	\$ -		30,143	0.40	\$ 0
	OPERATING												
025003	PROFESSIONAL DEVELOPMENT	\$ 34,857	\$ 42,462	\$ 3,965	\$ 3,219		\$ 3,219	\$ 3,219	\$ -		3,219	-	\$ -
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ 500		\$ 500	\$ 500	\$ -		500	-	\$ -
023004	RESOURCE MATERIALS	\$ 93,551	\$ 20,795	\$ 7,128	\$ 23,857		\$ 23,857	\$ 22,543	\$ 1,314		23,857	-	\$ -
	TOTAL OPERATING	\$ 128,408	\$ 63,257	\$ 11,093	\$ 27,576		\$ 27,576	\$ 26,262	\$ 1,314		27,576	-	\$ -

	FIXED												
082003	BENEFITS	\$ 2,704	\$ 1,125	\$ -	\$ -		\$ -	\$ -	\$ -		-	-	\$ -
	TOTAL FIXED	\$ 2,704	\$ 1,125	\$ -	\$ -		\$ -	\$ -	\$ -		-	-	\$ -

TOTAL TITLE I Carryover \$ 131,112 \$ 118,364 \$ 38,187 \$ 57,719 \$ - \$ 57,719 \$ 56,405 \$ 1,314 \$ (0) \$ 57,719 0.40 \$ 0

TOTAL TITLE I \$ 372,623 \$ 272,008 \$ 142,836 \$ 194,770 \$ - \$ 194,770 \$ 128,374 \$ 18,676 \$ 47,720 \$ 161,956 1.00 \$ 32,814

ACCOUNT	TITLE II	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.
025003	PROFESSIONAL DEVELOPMENT	\$ 86,707	\$ 78,234	\$ 66,726	\$ 56,428	\$ -	\$ 56,428	\$ 15,740	\$ -	\$ 40,688	\$ 15,740	-	\$ 40,688
	TOTAL OPERATING	\$ 86,707	\$ 78,234	\$ 66,726	\$ 56,428	\$ -	\$ 56,428	\$ 15,740	\$ -	\$ 40,688	\$ 15,740	-	\$ 40,688
	TOTAL TITLE II	\$ 86,707	\$ 78,234	\$ 66,726	\$ 56,428	\$ -	\$ 56,428	\$ 15,740	\$ -	\$ 40,688	\$ 15,740	-	\$ 40,688

ACCOUNT	TITLE III	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.
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ 2,933		\$ 2,933	\$ -	\$ -	\$ 2,933	-	-	\$ 2,933
023004	RESOURCE MATERIALS	\$ -	\$ -	\$ 1,612	\$ 4,774	\$ -	\$ 4,774	\$ -	\$ -	\$ 4,774	-	-	\$ 4,774
	TOTAL OPERATING	\$ -	\$ -	\$ 1,612	\$ 7,707	\$ -	\$ 7,707	\$ -	\$ -	\$ 7,707	\$ -	-	\$ 7,707

ACCOUNT	TITLE III Carryover	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.
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	-	-	\$ -
023004	RESOURCE MATERIALS	\$ -	\$ -	\$ -	\$ 3,988	\$ -	\$ 3,988	\$ 3,988	\$ -	\$ -	\$ 3,988	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 3,988	\$ -	\$ 3,988	\$ 3,988	\$ -	\$ -	\$ 3,988	-	\$ -
	TOTAL TITLE III Carryover	\$ -	\$ -	\$ 1,612	\$ 11,695	\$ -	\$ 11,695	\$ 3,988	\$ -	\$ 7,707	\$ 3,988	-	\$ 7,707

ACCOUNT	TITLE IV	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.
021312	CURRICULUM DEVELOPMENT	\$ 5,000	\$ 9,000	\$ 1,935	\$ 6,500		\$ 6,500	\$ -	\$ -	\$ 6,500	-	-	\$ 6,500
025005	CURRICULUM RESEARCH & DEV	\$ 5,000	\$ 3,934	\$ -	\$ 5,202		\$ 5,202	\$ -	\$ -	\$ 5,202	-	-	\$ 5,202
	TOTAL OPERATING	\$ 10,000	\$ 12,934	\$ 1,935	\$ 11,702	\$ -	\$ 11,702	\$ -	\$ -	\$ 11,702	\$ -	-	\$ 11,702

ACCOUNT	TITLE IV Carryover	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.
021312	CURRICULUM DEVELOPMENT	\$ -	\$ -	\$ -	\$ 8,065	\$ -	\$ 8,065	\$ 8,065	\$ -	\$ -	\$ 8,065	-	\$ -
025005	CURRICULUM RESEARCH & DEV	\$ -	\$ -	\$ 11,206	\$ 3,259	\$ -	\$ 3,259	\$ 3,259	\$ -	\$ -	\$ 3,259	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ 11,206	\$ 11,324	\$ -	\$ 11,324	\$ 11,324	\$ -	\$ -	\$ 11,324	-	\$ -
	TOTAL TITLE IV	\$ 10,000	\$ 12,934	\$ 13,141	\$ 23,026	\$ -	\$ 23,026	\$ 11,324	\$ -	\$ 11,702	\$ 11,324	\$ -	\$ 11,702

ACCOUNT	TEAM MENTOR GRANT	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADL.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	VR. END EST.
101003	CLUBS AND COUNCILS	\$ -	\$ -	\$ -	\$ 6,883	\$ -	\$ 6,883	\$ -	\$ -	\$ 6,881.00	\$ 6,883	-	\$ -
	TOTAL PERSONNEL	\$ -	\$ -	\$ -	\$ 6,883	\$ -	\$ 6,883	\$ -	\$ -	\$ 6,883	\$ 6,883	-	\$ -

TOTAL TEAM MENTOR GRANT													
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,883	\$ -	\$ 6,883	\$ -	\$ -	\$ 6,883	\$ 6,883	-	\$ -
ACCOUNT	CORONAVIRUS RELIEF FUND*	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADL.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	VR. END EST.
074030	RESERVE FOR EMERGENCY REPAIR	\$ -	\$ -	\$ -	\$ 347,497	\$ -	\$ 347,497	\$ 347,497	\$ -	\$ -	\$ 347,497	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 347,497	\$ -	\$ 347,497	\$ 347,497	\$ -	\$ -	\$ 347,497	-	\$ -

TOTAL CORONAVIRUS RELIEF													
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 347,497	\$ -	\$ 347,497	\$ 347,497	\$ -	\$ -	\$ 347,497	-	\$ -
ACCOUNT	ESSER*	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADL.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	VR. END EST.
074030	RESERVE FOR EMERGENCY REPAIR	\$ -	\$ -	\$ -	\$ 42,000	\$ -	\$ 42,000	\$ 42,000	\$ -	\$ -	\$ 42,000	-	\$ -
025030	COMPUTER SOFTWARE & SUPPLIES	\$ -	\$ -	\$ -	\$ 27,977	\$ -	\$ 27,977	\$ 27,977	\$ -	\$ -	\$ 27,977	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 69,977	\$ -	\$ 69,977	\$ 69,977	\$ -	\$ -	\$ 69,977	-	\$ -
123021	NEW COMPUTER EQUIPMENT	\$ -	\$ -	\$ -	\$ 64,634	\$ -	\$ 64,634	\$ 64,634	\$ -	\$ -	\$ 64,634	-	\$ -
	TOTAL EQUIPMENT	\$ -	\$ -	\$ -	\$ 64,634	\$ -	\$ 64,634	\$ 64,634	\$ -	\$ -	\$ 64,634	-	\$ -

TOTAL ESSER													
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134,611	\$ -	\$ 134,611	\$ 134,611	\$ -	\$ -	\$ 134,611	-	\$ -
ACCOUNT	ESSER II*	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADL.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	VR. END EST.
021901	CLASSROOM TEACHERS	\$ -	\$ -	\$ -	\$ 218,695	\$ -	\$ 218,695	\$ 178,309	\$ 40,386	\$ -	\$ 218,695	3.00	\$ -
011044	TECHNICIAN				\$ 45,402		\$ 45,402	\$ 39,633	\$ 5,769		\$ 45,402	1.00	\$ -
	TOTAL PERSONNEL				\$ 264,097	\$ -	\$ 264,097	\$ 217,942	\$ 46,155		\$ 264,097	4.00	\$ -
074030	RESERVE FOR EMERGENCY REPAIR				\$ 80,765	-	\$ 80,765	\$ 80,765		-	\$ 80,765		\$ -
025030	COMPUTER SOFTWARE & SUPPLIES				\$ 25,754	-	\$ 25,754	\$ 25,754		-	\$ 25,754		\$ -
042001	HEALTH SUPPLIES				\$ 83,357	-	\$ 83,357	\$ 83,357		-	\$ 83,357		\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 189,876	\$ -	\$ 189,876	\$ 189,876	\$ -	\$ -	\$ 189,876	-	\$ -
123021	NEW COMPUTER EQUIPMENT				\$ 142,832	-	\$ 142,832	\$ 142,832	\$ -	\$ 0	\$ 142,832		\$ -
	TOTAL EQUIPMENT	\$ -	\$ -	\$ -	\$ 142,832	\$ -	\$ 142,832	\$ 142,832	\$ -	\$ 0	\$ 142,832	-	\$ -

TOTAL ESSER II \$ - \$ - \$ - \$ - \$ 596,805 \$ 550,650 \$ 46,155 \$ (0) \$ 596,805 4.00 \$ -

ACCOUNT	TECHNOLOGY EDUCATION GRANT	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.
123021	NEW COMPUTER EQUIPMENT	\$ 12,151	\$ 6,986	\$ 8,211	\$ 12,739	\$ -	\$ 12,739	\$ 12,173	\$ -	\$ 566	\$ 12,739	\$ -	\$ -
	TOTAL EQUIPMENT	\$ 12,151	\$ 6,986	\$ 8,211	\$ 12,739	\$ -	\$ 12,739	\$ 12,173	\$ -	\$ 566	\$ 12,739	\$ -	\$ -
TOTAL TECH EDUCATION GRANT		\$ 12,151	\$ 6,986	\$ 8,211	\$ 12,739	\$ -	\$ 12,739	\$ 12,173	\$ -	\$ 566	\$ 12,739	\$ -	\$ -

CATEGORY	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.
Personnel	\$ 947,266	\$ 950,839	\$ 1,003,411	\$ 1,259,284	\$ 14,906	\$ 1,274,190	\$ 940,987	\$ 175,764	\$ 157,439	\$ 1,138,540	\$ 19,07	\$ 135,650
Operating	\$ 370,866	\$ 275,163	\$ 152,590	\$ 791,402	\$ (14,906)	\$ 776,497	\$ 708,901	\$ 1,314	\$ 66,282	\$ 710,215	-	\$ 66,282
Fixed	\$ 22,835	\$ 1,125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ 12,151	\$ 6,986	\$ 8,211	\$ 220,205	\$ -	\$ 220,205	\$ 219,639	\$ -	\$ 566	\$ 220,205	-	\$ -
Total Grant Expenses	\$ 1,353,118	\$ 1,234,113	\$ 1,164,211	\$ 2,270,892	\$ -	\$ 2,270,892	\$ 1,869,527	\$ 177,078	\$ 224,287	\$ 2,068,959	\$ 19,07	\$ 201,932

*ESSER I, ESSER II, and CORONAVIRUS RELIEF FUNDS are reflected as reimbursements in the general operating budget.

Category	Description	VIDEO ENTERTAINMENT	GRANT	Net Expenditures	Grant Expenditures	Pending Grant Reimbursement	Net Expenditures After Grant Reimbursements and Future Obligations	UNREIMBURSED FORECAST	TOTAL PROVISION
Seating	3rd Grade Teacher at Holmes	50,899	5	50,899		5	50,899	15,270	66,169
Seating	4th Grade Teacher at Holmes	86,942	5	86,942		5	86,942	26,048	113,025
Seating	4th Grade Teacher at Holmes	69,532	5	(16,512)	6,553	(16,553)	0	5	0
Seating	1st Grade Teacher at Boyle	69,459	5	0	20,838	5	0	12,554	54,396
Seating	4th Grade Teacher at Boyle	41,843	5	41,843		5	41,843	14,650	61,396
Seating	5th Grade Teacher at Tolovene	48,766	5	48,766		5	48,766	14,650	61,396
Seating	3rd Grade at Du Ridge	43,318	5	(43,318)	12,995	(12,995)	0	13,018	11,274
Seating	7 Part Time Counselors	99,460	5	99,460		5	99,460	19,112	118,576
Seating	4 LPT's (Contracted Service)	167,194	5	167,194		5	167,194	37,793	205,306
Seating	Computers (3.0 FTE)	72,703	5	72,703		5	72,703	9,759	82,458
Seating	Technology Technicians (1.2 FTE)	39,633	5	0	5,769	(5,769)	0	5	5
Seating	Each member part time (2 per Elementary school, 3 MA Lunch Monitors 6.0 FTE)	152,292	5	152,292		5	152,292	1,295	159,999
Seating	Lunch Staff	12,948	5	12,948		5	12,948	14,248	27,196
Seating	Writing Support for Contract Training	353,525	5	353,525		5	353,525	35,366	388,811
Seating	Writing Insurance for additional staff	40,201	5	40,201		5	40,201	30,000	70,201
Seating	Contracted Benefits	38,433	5	38,433		5	38,433	61,005	99,438
Seating	Staffing	20,421	5	20,421		5	20,421	58,378	78,799
Seating	Contracted Cleaning	85,275	5	85,275		5	85,275	41,582	126,857
Seating	Washroom Cleaning for COVID phone line	23,667	5	23,667		5	23,667	20,421	44,088
Seating	Suburban Cleaning due to COVID due to COVID	45,756	5	45,756		5	45,756	90,787	136,543
Seating		1,618,796	5	1,618,796	46,155	(46,155)	1,603,641	155,317	1,758,958
Facilities	Playhaus Partitions	288,731	5	91,199		5	91,199	5	91,199
Facilities	Lunch table	6,439	5	6,439		5	6,439	6,439	12,878
Facilities	Contracting Cleaning Service	90,420	5	90,420		5	90,420	20,080	110,500
Facilities	Wetland Contracted Cleaning Service	141,450	5	141,450		5	141,450	50,250	191,700
Facilities	Handwashing Stations	143,699	5	(143,699)		5	0	5	0
Facilities	Touchless Hand Sanitizer Stations	42,000	5	(42,000)		5	0	5	0
Facilities	PPE's	83,556	5	(83,556)		5	0	5	0
Facilities	Blue Racks	2,625	5	2,625		5	2,625	5	5
Facilities	Contracted Supplies (Wipes, Mop, Spray)	120,000	5	120,000		5	120,000	2,815	122,815
Facilities	HYVAC Independent Evaluation & Repairs	11,200	5	33,884		5	33,884	31,884	65,768
Facilities	Poles for Du Ridge, Holmes and MMS	33,884	5	26,137		5	26,137	6,006	32,143
Facilities	Storage Boxes	26,137	5	3,506		5	3,506	3,500	7,006
Facilities	Tents	3,500	5	(32,243)		5	0	5	0
Facilities	Exhaust Fans-Survey and Repairs	32,243	5	(14,895)		5	0	5	0
Facilities	M5 Exhaust Fans-Survey and Repairs	14,895	5	0		5	0	5	0
Facilities	Emergency Library Air Conditioning units and electric upgrades	22,407	5	(22,407)		5	0	5	0
Facilities		1,006,500	5	(939,818)	515,633		515,633	79,556	595,189
Technology	Increased internet spend from 1gb to 3gb/lineall	33,350	5	(33,350)		5	0	5	0
Technology	Charge Stations for elementary devices	18,999	5	18,999		5	18,999	5	18,999
Technology	Document Camera's	45,433	5	(45,433)		5	0	5	0
Technology	Cables for Document Camera's	5,435	5	(5,435)		5	0	5	0
Technology	K-3 Chromebook Covers	26,711	5	(20,247)	6,464		(6,464)	5	5
Technology	View Benches to turn conference rooms to classroom	39,475	5	(39,475)		5	0	5	0
Technology	Zoom	25,754	5	(25,754)		5	0	5	0

Food Service Financial Statement

	FY18	FY19	FY20	Food Service YTD Fund 4	Shifted to Operating Budget		Total	Full Year Forecast		
								Forecast	Shift to Operating	Total
Revenue:										
Student Sales	\$ 2,175,388	\$ 2,173,965	\$ 1,473,979	\$ 584,211	\$ -	\$ 584,211	\$ 664,156	\$ -	\$ -	\$ 664,156
Adult Sales	\$ 73,160	\$ 65,992	\$ 41,490	\$ 39,246	\$ -	\$ 39,246	\$ 42,000	\$ -	\$ -	\$ 42,000
Interest	\$ 2,761	\$ 2,128	\$ 1,759	\$ 279	\$ -	\$ 279	\$ 299	\$ -	\$ -	\$ 299
Total Revenue	\$ 2,251,309	\$ 2,242,086	\$ 1,517,228	\$ 623,736	\$ -	\$ 623,736	\$ 706,455	\$ -	\$ -	\$ 706,455
Expenses:										
District Staff	\$ 924,475	\$ 1,031,701	\$ 767,879	\$ -	\$ 468,987	\$ 468,987	\$ -	\$ -	\$ 468,987	\$ 468,987
District Retirement	\$ 35,199	\$ 35,765	\$ 30,436	\$ -	\$ 41,582	\$ 41,582	\$ -	\$ -	\$ 41,582	\$ 41,582
Food Expense	\$ 977,954	\$ 1,055,730	\$ 779,067	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Repairs	\$ 70,412	\$ 67,361	\$ 41,961	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities	\$ 12,581	\$ 13,124	\$ -	\$ -	\$ 6,248	\$ 6,248	\$ -	\$ -	\$ 10,800	\$ 10,800
Supplies	\$ 4,337	\$ 7,090	\$ 1,657	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 20,410	\$ 7,671	\$ 5,248	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Management Expense	\$ -	\$ -	\$ -	\$ 635,920	\$ 98,747	\$ 734,667	\$ 690,920	\$ -	\$ 98,747	\$ 789,667
Uniforms/Travel	\$ 9,269	\$ 11,308	\$ 5,902	\$ 3,163	\$ -	\$ 3,163	\$ 3,200	\$ -	\$ -	\$ 3,200
Bank Fees	\$ 495	\$ -	\$ -	\$ 35	\$ -	\$ 35	\$ 35	\$ -	\$ -	\$ 35
Total	\$ 2,055,133	\$ 2,229,751	\$ 1,632,150	\$ 639,118	\$ 615,564	\$ 1,254,682	\$ 694,155	\$ 620,116	\$ 1,314,271	
P&L										
Starting Fund Balance	\$ 196,176	\$ 12,335	\$ (114,922)	\$ (15,382)	\$ (615,564)	\$ (630,946)	\$ 12,300	\$ -	\$ (620,116)	\$ (607,816)
Ending Fund Balance	\$ 96,534	\$ 292,710	\$ 305,043	\$ 190,121			\$ 190,121			
	\$ 292,710	\$ 305,044	\$ 190,121	\$ 174,740			\$ 202,421			

DARIEN BOARD OF EDUCATION
Darien, Connecticut

PROPOSED

**SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS
FOR THE 2021-2022 SCHOOL YEAR**

2021

July 27

Aug. 24

Sept. 14

28

Oct. 12

26

Nov. 9

23

Dec. 14

2022

Jan. 8 or 15 * (Sat.)
(15 - snow date)

11

25

Feb. 8

22?? (wk. of 2/21
recess)

March 9* (Wed.)

22

April 5*
(wk. of 4/11 recess)

26

May 10

24

June 14

28

All meetings listed above are regularly scheduled Board of Education meetings. All meetings will be held in the Darien Board of Education Meeting Room, 35 Leroy Avenue, Darien, Connecticut at 7:30 p.m. (with the exception of January 8 or 15). The Darien Board of Education meets on the second and fourth Tuesday of every month, unless otherwise indicated by an *.

David P. Dineen, Chairman
Darien Board of Education

D. Jill McCammon, Secretary
Darien Board of Education

For the Purpose of Community Planning

DATE: June 17, 2021

TO: Board of Education

FROM: Dr. Alan Addley, Superintendent of Schools

SUBJECT: Draft Monthly Committee Schedule 2021-2022 School Year

Below please find a draft monthly schedule of dates for our Finance, Facilities and Policy Committees. Meetings could commence at 8:30 a.m. These are recommended tentative dates for the Board's consideration.

Finance:

September	September 23 (Thurs.)
October	October 21 (Thurs.)
November	November 18 (Thurs.)
December	No Meeting
January	January 20 (Thurs.)
February	February 10 (Thurs.)
March	March 17 (Thurs.)
April	April 21 (Thurs.)
May	May 19 (Thurs.)
June	June 23 (Thurs.)

Facilities:

September	No Meeting
October	October 14 (Thurs.)
November	November 11 (Thurs.)
December	No Meeting
January	January 13 (Thurs.)
February	February 3 (Thurs.)
March	March 10 (Thurs.)

April	April 7 (Thurs.)
May	May 12 (Thurs.)
June	No Meeting

Policy:

September	September 17 (Fri.)
October	October 22 (Fri.)
November	November 19 (Fri.)
December	No Meeting
January	January 12 (Wed.)
February	February 2 or 9 (Wed.)
March	March 18 (Fri.)
April	April 22 (Fri.)
May	May 20 (Fri.)
June	No Meeting

PERSONNEL ACTION REPORT

June 22, 2021

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Monica Herrera	Appointment	D Greenman/DHS/Math Teacher	7/1/2021	6/30/2025	Teacher	Math 7 - 12 MA Step 6
2	Madelyn Aug	Appointment	R Lettera/Elementary Itinerant/ Music Teacher	7/1/2021	6/30/2025	Teacher	Music PK - 12 BA Step 4
Resignations and Retirements (Informational Only)							
3	Patricia Visi	Retirement	Ox Ridge and Royle/Instructional Aide		6/30/2021		
4	Kelly Glazer	Resignation	DHS/Math		6/30/2021		
5	Lily Zezima	Retirement	Tokeneke/Instructional Aide		6/30/2021		

DARIEN PUBLIC SCHOOLS

DATE: June 18, 2021
TO: Board of Education
FROM: Dr. Alan Addley, Superintendent of Schools

SUBJECT: Request for Budget Control

Since the last enrollment report on June 8th, Ox Ridge 4th grade has tipped the Board of Education class size guidelines with 74 students, resulting in a need for an additional section. The following sections are being requested out of budget control to meet class size guidelines based on current enrollment for next year:

1. Holmes 3rd Grade
2. Tokeneke 3rd Grade
3. Ox Ridge 4th Grade

The amount if approved would be \$217,335, which would reduce budget control from \$289,780 to \$72,445.

DARIEN PUBLIC SCHOOLS

Richard Rudl

Director of Finance and Operations

35 Leroy Avenue, P.O. Box 1167

Darien, CT 06820-1167

TEL: 203-656-7405 FX: 203-656-3502

DATE: June 18, 2021

TO: Board of Education

FROM: Dr. Alan Addley, Superintendent of Schools

Richard Rudl, Director of Finance & Operations

SUBJECT: Enrollment Update

Enclosed is a summary of the current enrollment for FY22. Enrollment exceeds projection by 34 students K-12 as of June 18th with elementary enrollment up 38 students, primarily at Ox Ridge (+29) and Tokeneke (+11). Based on current enrollment we would need to request the use of budget control for the following sections:

- Holmes 3rd Grade
- Tokeneke 3rd Grade
- Ox Ridge 4th Grade

Additionally, one section at Royle for first grade has exceeded class size guidelines however; this is offset by a Kindergarten section at Hindley below class size guidelines. It is important to note that Hindley Kindergarten is two students away from needing a fourth section and Tokeneke Kindergarten is 4 students away from needing an additional section.

The charts below identify K-12 enrollment as of June 18, 2021.

Kindergarten

	Registrations June	Projection	Budgeted Sections	Variance to Budget Sections
Hindley	66	76	4	-1
Holmes	70	75	4	0
Ox Ridge	75	73	4	0
Royle	57	62	3	0
Tokeneke	64	65	3	0
Total Kindergarten	332	351	18	-1

DARIEN PUBLIC SCHOOLS

Richard Rudl

Director of Finance and Operations

35 Leroy Avenue, P.O. Box 1167

Darien, CT 06820-1167

TEL: 203-656-7405 FX: 203-656-3502

First Grade

	Actual First Grade Enrollment (June)	Projected First Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	71	67	4	0
Holmes	61	58	3	0
Ox Ridge	83	77	4	0
Royle	67	56	3	+1
Tokeneke	55	55	3	0
Total First Grade	337	313	17	+1

Second Grade

	Actual Second Grade Enrollment (June)	Projected Second Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	63	66	3	0
Holmes	82	79	4	0
Ox Ridge	88	79	4	0
Royle	54	55	3	0
Tokeneke	84	75	4	0
Total Second Grade	371	354	18	0

DARIEN PUBLIC SCHOOLS

Richard Rudl

Director of Finance and Operations

35 Leroy Avenue, P.O. Box 1167

Darien, CT 06820-1167

TEL: 203-656-7405 FX: 203-656-3502

Third Grade

	Actual Third Grade Enrollment (June)	Projected Third Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	83	80	4	0
Holmes	70	66	3	+1
Ox Ridge	75	70	4	0
Royle	52	51	3	0
Tokeneke	70	68	3	+1
Total Third Grade	350	335	17	+2

Fourth Grade

	Actual Fourth Grade Enrollment (June)	Projected Fourth Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	64	65	3	0
Holmes	75	74	4	0
Ox Ridge	74	66	3	+1
Royle	52	56	3	0
Tokeneke	73	73	4	0
Total Fourth Grade	338	334	17	+1

DARIEN PUBLIC SCHOOLS

Richard Rudl
Director of Finance and Operations

35 Leroy Avenue, P.O. Box 1167
Darien, CT 06820-1167
TEL: 203-656-7405 FX: 203-656-3502

Fifth Grade

	Actual Fifth Grade Enrollment (June)	Projected Fifth Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	84	82	4	0
Holmes	79	87	4	0
Ox Ridge	73	74	4	0
Royle	59	56	3	0
Tokeneke	75	74	4	0
Total Fifth Grade	370	373	19	0

Middlesex

Grade	Actual Enrollment (June)	Projected Enrollment	Variance
6	350	355	-5
7	357	360	-3
8	392	386	+6
Total	1,099	1,101	-2

Darien High School

Grade	Actual Enrollment (June)	Projected Enrollment	Variance
9	387	379	+8
10	351	349	+2
11	344	343	+1
12	360	372	-12
Total	1,442	1,443	-1

DARIEN PUBLIC SCHOOLS

Richard Rudl

Director of Finance and Operations

35 Leroy Avenue, P.O. Box 1167

Darien, CT 06820-1167

TEL: 203-656-7405 FX: 203-656-3502

Total Enrollment

District	Actual Enrollment (June)	Projected Enrollment	Variance
K-5	2,098	2,060	+38
Middle School	1,099	1,101	-2
High School	1,442	1,443	-1
Total	4,639	4,604	+35