

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

7:30 p.m., Staples High School, Cafeteria B (Room 301)

ELECTION OF OFFICERS OF THE BOARD OF EDUCATION

Dr. Colleen Palmer

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: June 11 and 18, 2018; July 9 and 23, 2018; and August 6 and 7, 2018, pages 1-13

PRESENTATION

- 1. Sandy Hook Promise, pages 15-16 (Encl.) Mr. Tim Makris

UPDATES

- 1. Coleytown Middle School Facility Update Dr. Colleen Palmer
Mr. Elio Longo
- 2. Summer Maintenance Projects Completed, pages 17-19 (Encl.) Mr. Elio Longo
- 3. Coleytown Middle School Insurance Proceeds/Mold Remediation Mr. Elio Longo

DISCUSSION/ACTION

- 1. Acceptance of Gifts, page 21 (Encl.) Dr. Colleen Palmer
- 2. Teacher Evaluation Plan Approval, pages 23-66 (Encl.) Mr. John Bayers
- 3. 2017-18 End-of-Year Financial Report, pages 67-95 (Encl.) Mr. Elio Longo

DISCUSSION/ POSSIBLE ACTION

- 1. Memorandum of Understanding For School Resource Officer(s) Between the Westport Board of Education and the Westport Police Department, pages 98-101 Dr. Colleen Palmer
- 2. School Resource Officer Pilot Funding Through the Board of Education Operating Budget Dr. Colleen Palmer

DISCUSSION

- 1. Calendar of Board of Education Agenda Items: September 2018 – June 2019, pages 103-106 (Encl.) Dr. Colleen Palmer

- | | | | |
|----|--|---------|---|
| 2. | First Reading of Westport Board of Education Policy 5145.42 (5145), Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and Policy 5141.21, Administration of Medications, <i>pages 108-144</i> | (Encl.) | Ms. Karen Kleine
Dr. Colleen Palmer
Ms. Suzanne Levasseur |
| 3. | 2018-19 Board Committees | | Dr. Colleen Palmer |
| 4. | Superintendent's Report for the Start of the 2018-19 School Year | | Dr. Colleen Palmer |

COMMITTEE REPORTS

- | | | |
|----|------------------|------------------|
| 1. | Policy Committee | Ms. Karen Kleine |
|----|------------------|------------------|

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT BOARD OF EDUCATION MINUTES

Board Members Present:

Michael Gordon	Chair
Jeannie Smith	Vice Chair
Elaine Whitney	Secretary
Karen Kleine	
Mark Mathias	

Administrators Present:

Colleen Palmer	Superintendent of Schools
John Bayers	Director of Human Resources
Elio Longo	Director of School Business Operations
Julie Droller	Director of Elementary Education
Mike Rizzo	Director of Pupil Services

Absent:

Vik Muktavaram
Candice Savin

PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:02 p.m., Staples High School Cafeteria

RECOGNITION OR RETIREES:

The Board of Education recognized the following retirees for their service to the Westport Public Schools: Rita Appel, Linda Boccuzzi, Sydney Brown, Mari Carroll, Dianne Clark, Adele Cutrali-Valovich, Mary DePalma, John Desrochers, Frances Giunta, Peter Kopp, Jean Lane, Ellen Mason, Linda McClary, Flora Meilan, Penny Pattacini, Victoria Rapaport, Cecilie Schachte, Francine Sinay, Wendy Sobelman, Margaret (Jeanne) Stevens, and Marianne Yordon.

RECOGNITION OF PTA CO-PRESIDENTS

The Board of Education recognized the following PTA Co-Presidents for their service to the Westport Public Schools: Candace Banks, Carolyn Caney, Anne Spencer, Maureen Asiel, Youn Su Chao, Elena Caggiano, Lauren Jumper, Jill Dillon, Sara Snow, Lisa Hill, Sandra Krenzer, Jodi Harris, Amie Peck, Michele Carey Moody, Dorie Hordon, Netta Levy, Lee Goldstein, Eugenie ten Cate, and Tom Holleman.

RECOGNITION OF MICHAEL GORDON for seven years of service to the Westport Board of Education

BREAK FOR RECEPTION

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: June 4, 2018

Elaine Whitney moved to approve the minutes of June 4, 2018; seconded by Michael Gordon and passed unanimously.

PRESENTATION

Proposed Changes to GPA Calculation: Valuing the Work of All Students

DISCUSSION/ACTION:

Discussion and Vote on Strategies to Fund School Resource Officers

Be it resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education requests that the Town of Westport use Educational Cost Sharing (ECS) funds to fund the two additional school resource officers that have been requested for the 2018-2019 school year.

Be it further resolved, That the Board of Education will promptly convene an ad hoc committee to discuss funding options for the two additional SROs in subsequent school years, said committee to include representatives of the Board of Selectman, the Board of Finance, and the Board of Education.

MOTION: Michael Gordon
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 5-0

2018-19 School Lunch Program

Be it resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education appoints Compass Group, Inc., by and through Chartwells, to serve as the Food Service Management Company for the Westport Public Schools for the 2018-2019 school year in accordance with the option for four (4) additional one-year renewals as allowed by Agreement dated July 1, 2017.

MOTION: Mark Mathias
SECOND: Elaine Whitney
RESULT: Passed Unanimously
VOTE: 5-0

Second Reading of the Following Westport Board of Education Policies and Regulations:

- Policy 6153, Instruction: Field Trips (Revision)
- Regulation 6153, Instruction: Field Trips (Revision)
- Policy 1314, Community Relations: Fund Raising (Deletion),
- Regulation 1324, Community Relations: Fund Raising (Revision)
- Regulation 3281, Business/Non-Instructional Operations: School Fund Raisers (Revision)
- Regulation 6145.8, Instruction: Fund Raising (Revision)
- Policy 4118.3, Personnel – Certified: Responsibilities as Field Trip Chaperones (Deletion)

- Policy 5200, Students: Field Trips (Creation)
- Regulation 5145.5 Sexual Harassment (Revision)
- Policy 5131.911, Students: Bullying Prevention and Intervention (Revision)
- Policy 5131.912, Students: Safe School Climate Plan (Revision)

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves:

- *the amendment of Policy 6153, Instruction: Field Trips;*
- *the amendment of Regulation 6153, Instruction: Field Trips;*
- *the deletion of Policy 1314, Community Relations: Fund Raising;*
- *the amendment of Regulation 1324, Community Relations: Fund Raising;*
- *the amendment of Regulation 3281, Business/Non-Instructional Operations: School Fund Raisers;*
- *the amendment of Regulation 6145.8, Instruction: Fund Raising;*
- *the deletion of Policy 4118.3, Personnel – Certified: Responsibilities as Field Trip Chaperones;*
- *the creation of Policy 5200, Students: Field Trips;*
- *the amendment of Regulation 5145.5 Sexual Harassment;*
- *the amendment of Policy 5131.911, Students: Bullying Prevention and Intervention; and*
- *the amendment of Policy 5131.912.*

MOTION: Karen Kleine
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 5-0

Michael Gordon moved to continue with the remaining agenda items, as it was after 10:30 p.m.; seconded by Jeannie Smith and passed 4-1 (Michael Gordon against).

Authorization to Sign Contracts

The Board of Education authorizes Dr. Colleen Palmer, Superintendent of Schools, and Elio Longo, Director of School Business Operations, to sign contracts on behalf of the Board of Education, effective July 1, 2018 through June 30, 2019.

MOTION: Michael Gordon
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 5-0

Approval: Tuition Rates 2018-2019 School Year

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the establishment of the tuition rates for the 2018-2019 school year, as set forth in a memo dated June 11, 2018 and appended to the minutes of that meeting.

MOTION: Jeannie Smith
SECOND: Mark Mathias
RESULT: Passed Unanimously
VOTE: 5-0

Employment Contract of the Superintendent of Schools

Be it resolved, That, as discussed in executive session, the Board of Education approves a salary of \$298,698 for Dr. Colleen Palmer, Superintendent of Schools, effective July 1, 2018, representing an increase of 2.25%; affirms the previously granted \$5,000 for retirement through a 403(b) account; and moves to issue a new three-year contract, subject to execution of a satisfactory employment contract that reflects this decision.

MOTION: Michael Gordon
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 5-0

COMMITTEE REPORTS

Policy Committee

ADJOURNMENT: .Michael Gordon moved to adjourn at 10:42 p.m; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

**WESTPORT BOARD OF EDUCATION
SPECIAL MEETING**

Board Members Present:

Michael Gordon Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Mark Mathias
Vik Muktavaram*
Candice Savin

Administrators Present:

Dr. Colleen Palmer, Superintendent of Schools

*Participated by phone until 9:00 p.m.

PUBLIC CALL TO ORDER: 8:33 p.m., Staples High School, Principal's Conference Room, Room 1025C

EXECUTIVE SESSION: Performance Evaluation of the Superintendent of Schools

Jeannie Smith moved to go into executive session to discuss Performance Evaluation of the Superintendent of Schools; seconded by Elaine Whitney and passed unanimously. All Board members were present; Michael Gordon arrived at 8:46 p.m.; Vik Muktavaram participated by phone until 9:00 p.m. Dr. Colleen Palmer participated at the invitation of the Board.

ADJOURNMENT: 10:53 p.m.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

This page has been intentionally left blank.

**WESTPORT BOARD OF EDUCATION MINUTES
Special Meeting**

Board Members Present:

Jeannie Smith* Acting Chair
Elaine Whitney Secretary
Mark Mathias
Karen Kleine
Vik Muktavaram
Candice Savin

Administrators Present:

Colleen Palmer Superintendent of Schools
John Bayers Director of Human Services
Anthony Buono Asst. Superintendent for Teaching & Learning
Tina Mannarino Asst. Superintendent for Pupil Personnel Services

*Arrived at 7:41 p.m.

PUBLIC CALL TO ORDER: 7:37 p.m., Town Hall, Room 307/309

DISCUSSION/ACTION:

Discussion and Possible Vote on Strategies for Funding Three School Resource Officers for the 2018-2019 School Year and Subsequent Years

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education requests of the Board of Finance and the Representative Town Meeting that the funding currently allocated by the Town of Westport for the D.A.R.E. officer be reallocated to fund one (1) school resource officer at Staples High School for FY 2018-2019 and subsequent years.

MOTION: Elaine Whitney
SECOND: Candice Savin
RESULT: Passed Unanimously
VOTE: 6-0

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education requests that, for FY 2018-2019, the Board of Finance and the Representative Town Meeting fund the two (2) additional school resource officers (SROs) requested by the Board of Education through a special appropriation.

MOTION: Elaine Whitney
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 6-0

Be It Resolved, That upon the recommendation of the Superintendent of Schools, and if approved by the Board of Finance and the Representative Town Meeting, the Board of Education will allocate in

monies returned to the Town any unexpended funds from the operating budget for FY 2018-2019, and for each subsequent year, up to a 60% share of the costs for that fiscal year for the two (2) additional school resource officers requested by the Board of Education.

MOTION: Elaine Whitney

SECOND: Candice Savin

RESULT: Passed

VOTE: 4-2 (Jeannie Smith, Elaine Whitney, Vik Muktavaram and Candice Savin in favor; Mark Mathias and Karen Kleine opposed)

DISCUSSION:

District Update

ADJOURNMENT: Jeannie Smith moved to adjourn at 9:13 p.m; seconded by Candice Savin and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

WESTPORT BOARD OF EDUCATION SPECIAL MEETING

MINUTES

Board Members Present:

Jeannie Smith Acting Chair
Elaine Whitney* Secretary
Mark Mathias*
Karen Kleine
Vik Muktavaram*
Candice Savin

Administrators Present:

Colleen Palmer Superintendent of Schools
Elio Longo Chief Financial Officer
Tina Mannarino Asst. Supt., Pupil Personnel Services
John Bayers Director of Human Resources

*Participated by phone.

Note: Mark Mathias was present in person until 6:13 p.m. and participated by phone for the remainder of the meeting.

PUBLIC CALL TO ORDER: 5:02 p.m., Town Hall Rooms 307/309

DISCUSSION/ACTION:

Discussion and possible vote on the resolution to support the solar structures designated to be installed at Staples High School, Bedford Middle School, and Coleytown Elementary School as outlined in RFP 18-Westport-PV

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Westport Board of Education approves the solar installation project described in RFP 18-Westport-PV, subject to Board of Education approval of exact design and specification of each solar installation, with the exception of the one rooftop solar installation of Staples High School, for which authorization of the approval of exact design and specification is hereby delegated to the Superintendent of Schools and Chief Financial Officer in consultation with the Board.

MOTION: Candice Savin
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 6-0 (vote taken by roll call for members participating by phone)

Discussion and possible vote on a modified request to the Board of Finance for unexpended funds from FY 18 to be deposited in the Carryover Account

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education requests the Board of Finance to approve a deposit of \$250,000 in unexpended funds from the Board of Education’s FY 2017-2018 Operating Budget into the Board of Education’s Carryover Account, per the Memorandum of Understanding between the Board of Education and the Board of Finance dated August 31, 2015.

Be It Further Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education returns to the Town of Westport a total of \$275,541, said amount comprised of \$151,205 in unexpended funds from the Board of Education's FY 2017-2018 Operating Budget, and an additional \$124,336 in recently unencumbered unexpended funds from the Board of Education's Operating Budget from two prior fiscal years.

MOTION: Jeannie Smith
SECOND: Candice Savin
RESULT: Passed Unanimously
VOTE: 6-0 (vote taken by roll call for members participating by phone)

ADJOURNMENT: Jeannie Smith moved to adjourn at 6:43 p.m; seconded by Karen Kleine and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

WESTPORT BOARD OF EDUCATION MINUTES
Special Meeting

Board Members Present:

Jeannie Smith Acting Chair
Elaine Whitney Secretary
Mark Mathias
Karen Kleine
Vik Muktavaram
Candice Savin

PUBLIC CALL TO ORDER: 6:41 p.m., Staples High School Room 1025C, Principal's Conference Room

EXECUTIVE SESSION: Interviews of Candidates for Anticipated Appointment to the Board of Education

Jeannie Smith moved to go into executive session for Interviews of Candidates for Anticipated Appointment to the Board of Education; seconded by Elaine Whitney and passed unanimously. All Board members were present; Vik Muktavaram participated by phone until 7:05 p.m. and in person for the remainder of the meeting.

ADJOURNMENT: 8:56 p.m.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

This page has been intentionally left blank.

**WESTPORT BOARD OF EDUCATION MINUTES
Special Meeting**

Board Members Present:

Jeannie Smith Acting Chair
Elaine Whitney Secretary
Mark Mathias
Karen Kleine
Vik Muktavaram
Candice Savin

PUBLIC CALL TO ORDER: 6:33 p.m., Town Hall Room 307

DISCUSSION/ACTION : Anticipated Appointment of a New Board of Education Member

Be it resolved, that the Board of Education hereby appoints Neil P. Phillips as a member of the Board of Education, to serve the remainder of the term vacated on June 30, 2018 by the resignation of Michael Gordon, said term to expire after the next municipal election in November 2019.

MOTION: Jeannie Smith
SECOND: Elaine Whitney
RESULT: Passed Unanimously
VOTE: 6-0

Following the vote, Neil P. Phillips was sworn in of as a member of the Board of Education by James Marpe, First Selectman.

ADJOURNMENT: Jeannie Smith moved to adjourn at 6:52 p.m; seconded by Mark Mathias and passed unanimously (7-0).

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

This page has been intentionally left blank.

SAY SOMETHING

Anonymous Reporting System

<p style="text-align: center;">WHAT IS THE SOLUTION</p>	<p><u>SS-ARS Platform</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Step 1: Submit an Anonymous Tip</p> <ol style="list-style-type: none"> 1) Call; or 2) Use SS website; or 3) Use Mobile App  </div> <div style="text-align: center;">  <p>Step 2: All Calls and Tips sent to 24/7 MULTI-LINGUAL CRISIS CENTER</p> <ol style="list-style-type: none"> 1) Crisis counselor gathers caller tip information and/or receives website and app submission(s) 2) Assess and prioritize all tips into life threatening / non-life threatening submissions 3) Forward prioritized tips to school officials and law enforcement (as needed) </div> <div style="text-align: center;">  <p>Step 3: School Officials & Law Enforcement Intervene and Help Individual(s)</p> <ol style="list-style-type: none"> 1) School Officials act immediately or investigates further to intervene and protect students 2) Law Enforcement act immediately and/or provides support to school (as needed) 3) Both School and Law Enforcement report outcomes back to Say Something for accountability and ensure follow-up to each tip submitted </div> </div>
<p style="text-align: center;">HOW IS THE PROGRAM DELIVERED AND SUSTAINED</p>	<p>Contact programs@sandyhookpromise.org to bring SS-ARS to your school district. SS-ARS is delivered through:</p> <ul style="list-style-type: none"> • Direct trainers working hand and hand with school district and local law enforcement • Direct training students in classrooms or auditorium style via our 150+ national trainers • Train via our digital interactive training video – allowing minimal time taken away from class • For districts who qualify, we provide an SHP employee to your district to manage/maintain program in and across schools • We provide, if the school does not have one, Students Against Violence Everywhere Promise Club setup, seed money and training to sustain SS-ARS • Provide on-going support, refresher trainings and call-to-action weeks to remind students and the community of the program • SHP provides in-school awareness materials – posters, floor stickers, table tops, etc. <p>Program set-up takes 5 hours, administrator/lead manager overseeing SS-ARS training takes 3 hours, end users (teachers, counselors, in-school admin) receiving tips and student training takes 1 hour.</p>
<p style="text-align: center;">WHO SHOULD PARTICIPATE</p>	<p>Parents, students, educators, administrators in middle and high schools. SHP provides 100% of training and setup at <u>no cost</u>. Additionally, we will set-up student clubs to ensure that youth are empowered to carry it forward within their schools and community.</p>
<p style="text-align: center;">WHY SS-ARS WILL BE SUCCESSFUL</p>	<p>SS-ARS will be successful because it:</p> <ul style="list-style-type: none"> • Educates youth and adults to recognize the signs and signals • Provides a comprehensive 24/7 reporting platform • Provides a comprehensive program to sustain in schools • Has no cost – making it easy for districts/communities to on-board • Is proven – a very predictable, proven platform with 20+years experience <p>There is NO OTHER ORGANIZATION in the USA providing the level of training and sustaining. Our approach was developed based on input from leading researchers, school officials and law enforcement. And, given the incredible generosity of our donors, we are able to deliver this at no cost.</p>



Teaching Youth and Teens How to Recognize the Signs & Signals of At-Risk Behavior and Potential Threats - Especially in Social Media

<p align="center">WHAT IS THE PROBLEM</p>	<p>Each year in schools and communities across the USA, there are millions of youth who hurt themselves or others through verbal, physical, digital, and, at its extreme, lethal means. These behaviors and actions cause those youth, and others on the receiving end of their threats, harassment and bullying, to experience emotional and physical injury/trauma, mental health or wellness issues, stress/anxiety and feelings of being unsafe. Too often the outcome results in suicide/self-harm or homicide.</p> <p>In a majority of these acts, youth and adults are witness to these threats, warning signs or signals, especially on social media, but do nothing to intervene to help the at-risk youth. In fact,</p> <ul style="list-style-type: none"> • Approximately, 1,000,000 students report being harassed, threatened or subject to other forms of cyberbullying each year • 80% of school shooters tell someone of their violent plans. 69% tell more than one person • 70% of people who complete suicide tell someone of their plans or give some other warning sign • 37% of threats of violence, bullying, etc. are sent electronically. 28% used social media <p>There are many reasons why youth and adults do not say something when they see a sign or signal. They do not:</p> <ol style="list-style-type: none"> 1) Understand or know how to recognize signs and signals of at-risk behavior 2) Believe a threat to be true because “they would never say it publicly if they meant it” 3) Want to be labeled, stigmatized and/or possibly physically threatened as a “snitch” 4) Know who to tell or “believe that nothing will be done to help anyhow” 5) Just ignore the sign or signal thinking someone else will say something <p>The above is best portrayed post-tragedies when statements like ... “I knew he was going to do something”, or “We read on Instagram what he wanted to do”, or “She was being bullied every day and just couldn’t take it anymore” are made and no one took the time to say something.</p>
<p align="center">WHAT IS THE SOLUTION</p>	<p><u>Launch our Say Something Anonymous Reporting System (SS-ARS) in schools and communities to educate youth and adults on the signs and signals of at-risk behavior and create a safe, easy reporting platform.</u> The result will be safer, healthier schools and communities via interventions made BEFORE individuals hurt themselves or others. The SS-ARS curriculum and platform, delivered at NO COST, teaches students, parents and teachers/administrators to:</p> <ul style="list-style-type: none"> • Recognize the signs and signals of at-risk behaviors – especially within social media • Take every sign and signal seriously; act quickly to get help by talking to a trusted adult <u>OR</u> • Report anonymously through SS-ARS 24/7 Crisis Center, mobile app, or website • Respond to and manage the SS-ARS via a multi-disciplinary team (teachers/admin only) • Sustain the <i>Say Something</i> curriculum in student clubs with help from our program team <p>The SS-ARS platform is managed and maintained by a national digital leader in the school safety space and 24/7 Crisis Center national compliance leader, both have 20+ years of experience. SHP will provide overall management/training. Together SHP and our partners will provide:</p> <ul style="list-style-type: none"> • 24/7 Crisis Center, app and mobile/web-based setup and ongoing management • “Backroom” training and management of submissions • 24/7 crisis center with multi-lingual operators trained in suicide and crisis management • Triage for all calls, app, mobile/web-based submissions • Routing of all tips to school officials and/or law enforcement

**WESTPORT PUBLIC SCHOOLS
PROJECT SUMMARY SUMMER OF 2018
Fiscal Year 2018/2019**

<u>SCHOOL</u>	<u>PROJECT DESCRIPTION</u>	<u>AMOUNT</u>	<u>PROJECT CODE</u>	<u>ACCOUNT</u>
CES	PLAYGROUND LABOR INSTALL PARTS	\$ 17,000.00	GROUNDS MAINTENANCE	432
		<u>\$ 17,000.00</u>		
GFS	2 WALLS NEAR BUS STOP GLASS DOORS	\$ 675.00	BUILDING PROJECTS	435/1901
	AUDITORIUM FOLDING PARTITION	\$ 4,000.00	RESTORATIVE MAINTENANCE	437/1908
	LIBRARY/ GYM HALLWAY PAINT	\$ 9,750.00	RESTORATIVE MAINTENANCE	437/1907
		<u>\$ 14,425.00</u>		
KHS	PLAYGROUND DONATION	\$ 96,500.10	DONATION	15 ACCOUNT
	PLAYGROUND SITE PREPARATION	TBD	GROUNDS MAINTENANCE	432
	KHS - MASTER CLOCK SYSTEM	\$ 18,920.00	BUILDING PROJECTS	435/1834
	MNS/LOCKDOWN SYSTEM	\$ 5,825.00	BUILDING PROJECTS	435/1830
	PAINTING 2ND FLOOR BATHROOM	\$ 1,800.00	RESTORATIVE MAINTENANCE	437/1912
		<u>\$ 123,045.10</u>		
LLS	MASTER CLOCK SYSTEM	\$ 19,850.00	BUILDING PROJECTS	435/1834
	ELEVATOR CONTROLLER	\$ 73,532.14	BUILDING PROJECTS	435/1804
	ELEVATOR FIRE ALARM	\$ 3,467.00	BUILDING PROJECTS	435/1804
		<u>\$ 96,849.14</u>		

WESTPORT PUBLIC SCHOOLS
PROJECT SUMMARY SUMMER OF 2018
 Fiscal Year 2018/2019

<u>SCHOOL</u>	<u>PROJECT DESCRIPTION</u>	<u>AMOUNT</u>	<u>PROJECT CODE</u>	<u>ACCOUNT</u>
SES	PAINT SWING SET AT PLAYGROUND	\$ 975.00	GROUNDS MAINTENANCE	432
	PLAYGROUND SITE WORK	TBD	GROUNDS MAINTENANCE	432
	PLAYGROUND DONATION	\$ 86,484.35	DONATION	15ACCOUNT
	GYM FLOOR REFINISH	\$ 7,533.00	RESTORATIVE MAINTENANCE	437/1834
	DELUXE CLEANING /SANI GLAZE	2,925.00	RESTORATIVE MAINTENANCE	437/1912
		<u>\$ 97,917.35</u>		
BMS	REFURBISHMENT PAINTING	\$ 3,800.00	RESTORATIVE MAINTENANCE	437/1912
		<u>\$ 3,800.00</u>		
CMS	REPLACE VCT FIRST FLOOR	\$ 39,777.00	BUILDING PROJECTS	435/1903
	AUDITORIUM STAIRS FLOOR	\$ 3,004.00	RESTORATIVE MAINTENANCE	437/1912
	AUDITORIUM BACK AREA FLOOR	\$ 5,699.00	RESTORATIVE MAINTENANCE	437/1912
	MAIN HALL RAMP FLOOR	\$ 5,396.00	RESTORATIVE MAINTENANCE	437/1912
	PAINT LIBRARY	3,525.00	RESTORATIVE MAINTENANCE	437/1912
		<u>\$ 57,401.00</u>		

**WESTPORT PUBLIC SCHOOLS
PROJECT SUMMARY SUMMER OF 2018
Fiscal Year 2018/2019**

<u>SCHOOL</u>	<u>PROJECT DESCRIPTION</u>	<u>AMOUNT</u>	<u>PROJECT CODE</u>	<u>ACCOUNT</u>
SHS	RECONFIGURE MAIN OFFICE ADA BATHROOM	\$ 28,200.00	BUILDING PROJECTS	435/1904
	PAINT NEW NURSES OFFICES			
	ROOMS 512A & 512B	\$ 3,900.00	RESTORATIVE MAINTENANCE	437/1912
	PAINT CAFE B	\$ 3,600.00	RESTORATIVE MAINTENANCE	437/1912
	PAINT MAIN ENTRY	\$ 5,750.00	RESTORATIVE MAINTENANCE	437/1912
	PAINT RAMP	\$ 1,600.00	RESTORATIVE MAINTENANCE	437/1912
	REFURBISHMENT - PUPIL SERVICES	\$ 3,800.00	RESTORATIVE MAINTENANCE	437/1912
		<u>\$ 46,850.00</u>		
SYSTEM WIDE	REPAIR PLAYGROUND PARTS	\$ 30,057.54	GROUPS PROJECTS	436/1814
	GYM & BLEACHER REPAIRS	\$ 15,730.00	REPAIR EQ. (NON-INSTRUC)	434
		<u>\$ 45,787.54</u>		
	TOTAL ALL SCHOOLS & SYSTEMWIDE	<u>\$ 503,075.13</u>		

This page has been intentionally left blank.

*Kings Highway PTA
125 Post Road West
Westport, CT 06880*

Westport Board of Education
110 Myrtle Avenue
Westport, Connecticut 06880

August 20, 2018

Dear Members of the Board of Education:

The Kings Highway School PTA has been excited to watch the installation of our new playground this summer, using funds we worked hard to raise last year and gifted to the Board of Education before the school year finished in June of 2018. There is one outstanding element that was not included in our original gift and plan. However it is an item that our children and parents have been asking for - a quiet space for reading, relaxing, and engaging in imaginary play like singing, acting out plays, and playing house. We originally intended on buying lumber and finding volunteers to build us a playhouse type structure. However, we raised enough funds through a bricks and pavers campaign to buy a 10' wooden gazebo with wooden floor and concrete shingled roof. We feel this (a gazebo vs playhouse) will fit our needs more and, due to the open-sided nature of a gazebo, be a structure that is easy for supervisors to see into and keep an eye on.

The gazebo will have benches installed on 5 sides to allow for a quiet space for reading and relaxing. Because of the solid wood floor, it may also serve as a stage for imaginative play, and an outdoor classroom should teachers decide to use it as such.

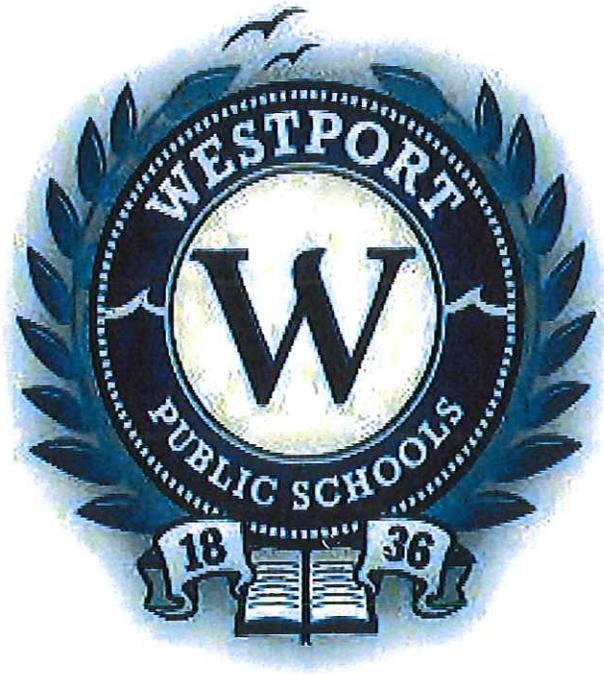
Hence, it is the pleasure of the Kings Highway PTA to gift \$4,967 to the Board of Education for the purchase, delivery and installation of a new 10' wooden gazebo on the playground at Kings Highway School.

Thank you!

Most sincerely,

Sara Snow and Kim Ceman
KHS PTA Co-Presidents

This page has been intentionally left blank.



Westport Public Schools
Professional Development & Evaluation Plan
(Teachers)

Board of Education

Mr. Michael Gordon
Chair

Ms. Jeannie Smith
Vice-Chair

Ms. Elaine Whitney
Secretary

Mr. Mark Mathias

Ms. Karen Kleine

Mr. Vik Muktavaram

Ms. Candice Savin

Central Office Administration

Dr. Colleen Palmer, Superintendent
Mr. Elio Longo, Director of School Business Operations
Mr. Michael Rizzo, Director of Pupil Services
Ms. Julie Droller, Director of Elementary Education
Mr. John Bayers, Director of Human Resources and General Administration

Professional Development and Evaluation Committee

John Bayers: (chair) Director of Human Resources and General Administration
Lori Buskey, Grade 4, Coleytown Elementary School
Natalie Carrigan, Director of Information Technology Literacy
James D'Amico, Principal, Staples High School
Karen DeFelice-During, Special Education, Staples High School
Julie Droller, Director of Elementary Education
April Harvey, Grade 6, Bedford Middle School
John Horrigan, Librarian, Coleytown Middle School
Jennifer Lancia, World Language, Saugatuck Elementary School
Rebecca Marsick, Literacy Coach, Staples High School
Jamie Pacuk, English/Language Arts, Staples High School
Colleen Palmer, Superintendent, Westport Public Schools
Michael Rizzo, Director of Pupil Services
A J Sheetz, Science Coordinator, Grades 6-12
Laura Sherwood, Kindergarten, Long Lots Elementary School
Kris Szabo, Principal, Coleytown Middle School
Maria Zachary, World Language Coordinator, K-12

Table of Contents

Introduction	1
Guiding Principles of the Professional Development and Evaluation Plan	2
Roles and Responsibilities.....	5
Goals for Professional Development – Teachers & Administrators	9
Organizational Structure for Professional Development	9
Responsibilities of the PDEP Committee	10
Evaluation of the Professional Development Plan	11
<i>Structure and Processes</i>	11
Professional Development Needs Assessment.....	11
Procedures for Implementation	12
Evaluation and Support System Overview	12
Teacher Evaluation Process and Timeline.....	12
Goal-Setting and Planning	13
Mid-Year Check-In	13
End-of-Year Summative Review	14
Teachers on Leave.....	14
Category #1: Teacher Performance and Practice (40%).....	14
Non-tenured Teachers	
Year One and Two Teachers.....	14
Year Three and Four Teachers .. Rating of Accomplished or Exemplary.....	15
Year Three and Four Teachers .. Rating of Developing or Below Standard.....	16
Intensive Support – Non-Tenured Phase.....	16
Tenured Teachers....	17
Intensive Support – Tenured Phase.....	19
Category #2: Community Feedback.....	20
Student Outcome Related Indicators.....	21
Category #3: Student Growth and Development (45%).....	21
Overview of Student Learning Objectives (SLOs).....	21
Indicators of Academic Growth and Development (IAGD).....	22
SLO Approval Criteria.....	25
Category #4: Whole School Student Learning Indicator.....	28
Summative Evaluation.....	29
Dispute Resolution.....	30
Data Collection.....	31
Appendix I PD Structure	
Appendix II Rubrics: Classroom Teacher, Service and ITL	
Appendix III PDEP Mid-Year Check-In Conference Guide	



PROFESSIONAL DEVELOPMENT & EVALUATION PLAN (PDEP)

Improvement of student learning and continuous improvement of staff effectiveness through professional development and evaluation

May 2018

Introduction

The Westport Public Schools Professional Development and Evaluation Plan (PDEP) is designed to support teachers in their continuous efforts to meld knowledge of content and curriculum, pedagogy, and motivational techniques in their quest to provide excellent instruction resulting in meaningful student learning. The plan is built upon the belief that teachers are career-long learners who collect and use student performance data to inform instruction and participate in a professional learning community that promotes collaborative inquiry and reflective practice.

Driven by a clearly articulated set of teaching and learning standards, PDEP links teaching effectiveness directly to the student learning that occurs through teachers' planning and implementation of instruction. The plan also aligns professional development with the teacher evaluation process. The plan fosters a professional culture that acknowledges the individual and experiential differences among teachers in an atmosphere that facilitates individual, school-wide, and district-wide growth that benefits all learners in the Westport Public Schools.

The ultimate goal of PDEP is to foster student achievement through the high level of the professional practice of teachers and administrators in order to close any gaps that exist between expectations for student learning and actual student performance.

Guiding Principles of the Professional Development and Evaluation Plan

Creating a system focused on the ongoing improvement of instruction must be the central aim of any educational improvement effort. Students' achievement will not improve unless and until we create schools and districts where all educators are learning how to significantly improve their skills as teachers and as instructional leaders.

Tony Wagner, Change Leadership, 2006

The Westport Professional Development and Evaluation Plan (PDEP) is grounded in the belief that effective teacher professional development and evaluation should result in continuously improving student achievement. At the core of this belief is the conviction that every child can and must learn; therefore, it is the responsibility of all educators to create the conditions for each student to achieve. PDEP is built upon six guiding principles, which emphasize the importance of:

- a common language for teaching and learning
- continuous training for administrators
- inquiry and collaboration with a focus on student achievement
- feedback that is frequent, timely, and specific
- data-driven decision making and action research
- reflective practice

A Common Language for Teaching and Learning

If good instruction in every classroom and for all students is the central focus of systemic change in education, then districts and schools need to define "goodness" and come to a shared understanding of what is meant by competent teaching.

Tony Wagner, Change Leadership, 2006

Having a defined set of standards which describe the factors necessary for effective teaching in terms of student learning outcomes creates a common language and conceptual system for analyzing and improving upon teaching and learning. Becoming conversant in an agreed upon professional language is an essential step to making supervision and evaluation meaningful to educators. The CCT Rubric for Effective Teaching 2014 (CCT Rubric) describes, for both teachers and administrators what excellent teaching looks like in a descriptive and concise manner. It is not expected that all performance indicators are to be present in each lesson taught and/or observed, but that over the course of the hundreds of hours of instruction that occur each year there will be evidence of these indicators. The professional vocabulary embedded in the CCT Rubric provides the criteria for effective teaching that observations, feedback, and written evaluations are based upon. The CCT Rubric also ultimately provides a basis for the performance criteria which are used to determine the continuing employment status of teachers.

Continuous Training for Administrators

Supervision and evaluation are primary aspects of the administrator's role as instructional leader and therefore ongoing training must be given high priority. Such training supports the administrator's capacity to engage in constructive conversations with individual teachers, departments, grade-level teams, and full faculty groups about what constitutes effective instruction within the context of how it leads to meaningful learning for all students. Just as teachers benefit from professional development aimed at continuous improvement of instruction aligned with their needs and interests, administrators must be provided with opportunities to continuously hone their skills in supervision and evaluation through systematic training in conducting effective classroom observations, conducting constructive conversations about instruction, and writing accurate and meaningful written observation reports. A key component of training for administrators involves infusing the expectations embedded in the CCT Rubric with the claims, evidence, interpretations, and judgments included in observation reports and summative evaluations of teachers. Westport is committed to developing administrators who are highly proficient and calibrated in the application of the CCT Rubric to the supervision and evaluation of teachers.

All evaluators are required to complete extensive training on the evaluation model. This year, the District will begin working with a state approved consultant who will work with administrators to train them and calibrate their observations relating to curriculum and instruction, especially how it relates to the CCT Rubric. This training will take place beginning in August and continue throughout the 2015 - 2016 school year.

Inquiry and Collaboration with a Focus on Student Achievement

Adults need to work together to solve core problems of practice that inhibit effective teaching and learning. Such collaboration affords teachers with opportunities to build and share knowledge as a means of becoming increasingly effective in the art and craft of teaching. Teachers collaborate with one another and with administrators to analyze student progress and reflect upon their performance in relation to the gains in knowledge and skill demonstrated by students.

Feedback: Frequent, Timely, and Specific

Teachers want and need feedback, not only on the act of teaching, but also on the results of teaching. Timely, informative feedback is vital to any improvement effort.

-Pamela Tucker & James Stronge, Linking Teacher Evaluation and Student Learning, 2005

The Westport Public Schools PDEP requires that teachers are "formally" (formal observation report) and "informally" observed multiple times by an administrator (or administrative team) throughout their teaching career. Tenured teachers with a rating of either Accomplished or Exemplary may choose to be evaluated through multiple mini-observations followed by immediate feedback from the evaluator. The frequency of supervision of both tenured and non-tenured teachers accomplishes both formative and accountability functions ensuring that competent instruction is taking place for all students; the teacher receives formative and timely feedback including ideas and recommendations as to how to improve upon specific aspects of lessons, and; notable commendations and/or

improvements in practice are specified. Following both formal and informal classroom observations, the administrator engages in a face-to-face conversation with the teacher as soon as possible,* followed by written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. Feedback from mini-observations should occur no later than ten (10) school days after the mini-observation, but the expectation is that the feedback will occur within five(5) school days after the observed lesson.

[*Barring unusual circumstances, the face-to-face conversation and written feedback are to take place within ten (10) school days after the observed lesson.]

Data-Driven Decision Making and Action Research

Classrooms and schools are data-rich environments. When teachers make a commitment to systematically collect student performance data, they are embarking on a process that fosters continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching.

Richard Sagor, Guiding School Improvement with Action Research, 2000

The essential questions that teachers ask themselves as they design instruction in order to yield desired student learning outcomes are:

What do I expect students to know and be able to do?

Do I know why I'm getting the student outcomes that I have?

What is the best way to assess student knowledge and application of skills?

Establishing, reviewing, or revising goals (in terms of what students are to know and be able to do) and creating measurable and achievable objectives lay at the heart of using student performance data to inform instruction. In the Westport PDEP, teachers write annual goals in terms of identified student learning needs. Such learning needs identified through data provided by classroom work that students produce and performance on standardized testing instruments (as identified by the District) are an essential source of student performance data.

The goals that teachers write for their students are S-M-A-R-T: Specific, Measurable, Achievable, Relevant, and Timely (adapted from Reeves, The Center for Performance Assessment, 2000). Goal statements should include:

- a focused aspect of student learning to be investigated.
- the target student population.
- the criteria to be achieved by the target student population.
- the expected change in performance by students.
- the instructional strategies or interventions that the teacher expects to lead to the attainment of the desired student learning outcome(s).
- the assessment instrument(s) to be used by the teacher to measure the performance change made by the target student population.

Reflective Practice Promotes Professional Growth

Through reflection, real growth and therefore excellence are possible. By trying to understand the consequences of actions and contemplating alternative courses of action, teachers expand their repertoire of practice.

Charlotte Danielson, Enhancing Professional Practice, 1996

Through systematic reflection on subject matter, pedagogy, and student work, teachers along with their administrators can evaluate the impact of instruction upon student achievement.

Roles and Responsibilities Related to the Evaluation Component of the Westport Professional Development and Evaluation Plan

The Westport Board of Education

Connecticut General Statute 10-220a requires that boards of education develop a comprehensive staff development plan that must be directly related to the educational goals of the district. Westport Board of Education Policy 4115(a) is written in conjunction with CGS 10-220a. The format of the evaluation process is regulated by Connecticut General Statute 10-151(b) which provides that the board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education.

The Superintendent of Schools

Connecticut law vests in the superintendent of schools responsibility for the evaluation of all certified staff (i.e. teachers, principals, and all other administrators). The Superintendent is responsible for supervising subordinate central office administrators and principals. Evaluations are conducted by the superintendent and by administrators to whom the superintendent has delegated such authority.

The decision whether to non-renew the contract of a non-tenured teacher is within the discretion of

the superintendent and can be based on the judgment that the teacher's performance is not up to district standards (as articulated by the Westport Teaching and Learning Standards).

The Central Office administrators observe all non-tenured teachers as part of the renewal process. Teachers who have not been previously tenured in Connecticut are observed by their building administrators and by a central office administrator in the third year of employment (assuming that contract renewals occurred after years one and two). Teachers who have been previously tenured in Connecticut (within the last five years) are observed by their building administrators and by a central office administrator in their first year in the district.

The Director of Human Resources

The Director of Human Resources has overall responsibility for the implementation of the PDEP. Responsibilities include:

- informing certified staff of any updates or changes to the plan.
- providing orientation to PDEP to newly hired teachers and administrators.
- collaborating with supervisors as they evaluate teachers to ensure a high quality process that is in concert with the stated guidelines and goals of the plan.
- preparing an annual report of non-tenured teacher non-renewals to the Superintendent and the board by April 1.
- informing the Superintendent of any and all Intensive Supervision cases, including those that could potentially lead to the non-renewal of a non-tenured teacher or the termination of a tenured teacher.
- maintaining records for tenure.
- accounting for graduate course credit.

Assistant Superintendent for Teaching and Learning

The Assistant Superintendent for Teaching and Learning leads the organizational structure that provides professional development for the certified staff in the district. The Assistant Superintendent for Teaching and Learning has overall responsibility for Professional Development in the district, including

- serving as chairperson of the PD Committee and making recommendations to the superintendent regarding planned PD opportunities.
- planning and providing for ongoing training for teachers and administrators on effective instruction and supervision.
- accounting for the number of professional development hours required by statute.

Supervisors

The primary responsibility of supervisors as it pertains to PDEP is to support teachers as they develop in relation to the Westport Teaching and Learning Standards and to evaluate the effectiveness of teaching taking place in terms of student learning. Principals, assistant principals, department heads, and, where appropriate, directors and administrative coordinators are the primary PDEP supervisors for teachers. Supervisors are assigned to teachers by the building principal.

The Assistant Superintendent of Pupil Personnel Services, or a designee, i.e. the Coordinator of Psychological Services and the Director of Stepping Stones Pre-School, works in consultation with all primary PDEP supervisors as it relates to the pupil services staff.

The principal is responsible for making all re-employment recommendations to the Director of Human Resources who in turn prepares recommendations to the Superintendent.

The Westport Education Association (WEA)

In accordance with Connecticut General Statute 10-220a, while developing the district teacher evaluation plan, the board of education must have the "advice and assistance" of the teachers and administrators, including representatives from both bargaining groups.

Such advice and assistance does not include negotiation, rather, the board must assure that it has the input of these groups when it adopts and periodically revises the plan.

The PDEP Consultant

The State Teacher Evaluation Guidelines provide that there should be a process for resolving disputes between the evaluatee and the evaluator, and any disputes over the substance of a teacher evaluation should be left to that process. The PDEP Consultant and the Director of Human Resources serve as facilitators to resolve conflicts which arise between supervisors and teachers as it relates to evaluation. If a conflict is not resolved, it will be referred to the Superintendent for a final decision.

The PDEP Joint Committee

The implementation of the teacher evaluation plan is an ongoing process. Because it is a responsibility of the board to periodically review and revise the plan, the PDEP Joint Committee serves as a standing committee. The committee is composed of representative teachers and administrators from the various grade levels and programs in the district. The Joint Committee meets as appropriate to monitor the implementation of the plan and to periodically make recommendations to the Superintendent who in turn makes recommendations to the board regarding modifications to the program. This Committee also serves in advisory capacity for matters relating to professional development for teachers.

Parents

Parent input will be solicited primarily through the stakeholder survey (administered semiannually) and focus groups. In addition, the District considers parents to be partners with the schools, regularly communicating with teachers and administrators and taking an active role in their children's lives.

Comprehensive Professional Development Plan *Linking Evaluation to Professional Development*

Professional development is inexorably linked to the process of supervision and evaluation and to achieving goals to improve student learning. Westport's long-standing policies and procedures for providing rich and diversified professional development activities are reflected in the provisions of the updated Professional Development and Evaluation Plan. In this plan, data gathered in both supervisory and peer settings will enable the planning of differentiated professional development that addresses gaps in teacher experience and knowledge while at the same time affirming competency and nurturing leadership to improve student learning. Professional development will provide teachers with skills and knowledge to promote students' academic achievement and social and emotional skills to become confident, competent members of the emerging society.

Programs are designed to nurture the growth of professionals at various stages of their careers. Differentiated growth opportunities are planned to address the needs of teachers and administrators in relation to improving student learning. A range of programs is designed to provide appropriate training and development for new and experienced teachers and administrators at various stages of their careers.

The Westport Board of Education recognizes that professional development requires time and commitments. Recognizing the needs of the school system, teachers may be released, at the discretion of the administration, to attend certain kinds of professional development activities. Professional development opportunities may be provided outside the school day and during the summer recess. In addition, all staff members shall be required to attend periodic professional activities scheduled for two hours beyond the normal teacher work day, not to exceed twenty hours annually, such as curriculum committees, team meetings, meetings relating to specific students, and other professional activities.

The Comprehensive Professional Development Plan describes the process by which supervisors and groups of teachers design appropriate professional development activities to support, enhance, and increase instructional effectiveness to improve student learning. (see Appendix I)

Goals for Professional Development – Teachers

- Professional development will provide enrichment, diversity, and choice of opportunities that reflect appreciation of individual differences. In cases of new or revised curriculum, professional development is essential and participation may be mandated.
- Professional development will be offered in current educational research.
- Teachers will be included in all phases of curriculum planning (choice, development, implementation, evaluation, and professional development)
- Teachers will be provided time to work and plan with each other as a part of their professional development program.
- The staff of each building will have a system for identifying needs and developing plans for professional development.
- Collaborative decision making around curriculum and professional development will be encouraged
- Professional development will encourage a cooperative, caring atmosphere throughout the school system.
- Specially designed professional development opportunities will be provided for teachers new to the school system or to a grade level/subject area.
- Opportunities will be provided to update knowledge and skills of technology and student achievement data analysis, to enhance teaching and learning in all classrooms.

Goals for Professional Development - Administrators

- To increase awareness of current research and innovations in curriculum, instruction, assessment, student achievement data analysis, and technology.
- To use student achievement data to inform instructional decisions.
- To improve communication skills in such areas as presenting and writing.
- To set priorities and improve self-management skills.
- To update knowledge and skills of Information and Technology Literacy.
- To further develop staff supervision skills and techniques.
- To study management innovations.
- To encourage team-building at all levels of the organization such as: grade level, subject area, department, school, instructional level, district
- To develop strategies for the management of change.
- To develop the skills needed for a nurturing and challenging educational community.

Organizational Structure for Professional Development

The Assistant Superintendent for Teaching and Learning leads the organizational structure that provides professional development for the certified staff in the district. The Assistant Superintendent for Teaching and Learning has overall responsibility for Professional Development. The organizational structure for professional development includes a committee composed of administrators and teachers who develop teaching and learning goals to improve student achievement. These goals are proposed to the Board of Education through the Superintendent of Schools for approval. The goals, often modified by this approval process, return to the administrators and curriculum leaders for implementation. (see Appendix I)

Responsibilities of the PDEP Committee include:

- evaluating and revising the Comprehensive Professional Development Plan as required by state mandate.
- sharing and discussing the new Professional Development Plan with building and/or district staff.
- planning, implementing, and evaluating activities in response to system-wide needs as expressed in the board objectives.
- allocating budget for professional development programs established by priorities based on the system-wide needs as expressed in the board objectives.
- designing needs assessments that will identify school and district-wide concerns.
- working with the curriculum committees in the district to plan for professional development offerings related to implementation of curriculum, instruction, and assessment.
- providing assistance, direction, and policy information for anyone interested in providing professional development in the system.
- designing a method for evaluation of professional development efforts both at an individual workshop level as well as examining the effectiveness of the professional development program as a whole.
- providing a calendar of professional development events in the district.

The following system-wide structures exist so that the teaching and learning goals are translated and implemented at each level:

Elementary Leadership Team:

Elementary Principals, Assistant Principals

Middle School Administrators and Curriculum Leaders:

Middle School Principals, Assistant Principals, Curriculum Coordinators

Staples High School Administrators Group:

High School Principal, Assistant Principals, Curriculum Coordinators

Evaluation of the Professional Development Plan

Activities will focus on improving student achievement and will be aligned to goals and objectives set forth at the district level, instructional level, and in PDEP conferences. The process of annual needs assessment and planning activities will be implemented based on the organizational structure and processes described in the preceding sections. Evaluation data will inform this structure and processes. Evaluation will take place at a number of levels.

Structure and Processes

Each committee/level within the professional development organizational structure will be responsible for evaluating the overall effectiveness of the plan. This evaluation will include a review of communications, interpersonal relations, representation and efficiency.

The Assistant Superintendent for Teaching and Learning will be responsible for synthesizing the data and evaluating the professional development structure and processes as a whole in collaboration with the administrators and teachers.

Each subject area/grade level committee will evaluate the effectiveness of offerings. This will be done through immediate feedback evaluations as well as the long-term data collected from participants.

Although each committee is responsible for evaluating its own work, emphasis will also be placed on individuals evaluating their own professional growth as a result of the PDEP process. (see Appendix I)

Professional Development Needs Assessment

In order to identify gaps between existing and desired opportunities for improving teaching and learning, three levels of needs assessment are conducted on a yearly basis throughout the school system.

Individual Needs – as determined and agreed upon with a supervisor through PDEP
School Level Needs - as identified by the administrators in each building
System- Wide Needs - as identified by Administrators and Curriculum Leaders

- Multiple sources of system-wide needs information include:
- District goals and objectives
- Student achievement data
- State and federal mandates
- Staff perceptions of programs needed to improve teaching and learning
- Curriculum development and revision schedules

Procedures for Implementation of the Westport Public Schools Professional Development and Evaluation Plan

Evaluation and Support System Overview

Westport's Evaluation and Support System consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas:

Teacher Practice and Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- Observation of Teacher Performance and Practice (40%);
- Community Feedback (10%)

Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

- Student growth and development (45%) as determined by the teacher's student learning objectives (SLO's)
- Whole School Learning Indicator (5%)

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing, or Below Standard. The performance levels are defined as:

Exemplary - *Substantially exceeding indicators of performance*

Accomplished – *Meeting indicators of performance*

Developing – *Meeting some indicators of performance but not others*

Below Standard – *Not meeting indicators of performance*

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by a minimum of three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities.

Goal-Setting and Planning

Timeframe: On or around October 15. *

Orientation on Process – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation, the CCT Rubric or the CCT Rubric for Effective Service Delivery (Appendix II: Rubrics) and other relevant data to draft proposed SLO's, a Professional Learning Focus (both domain and indicator), a Community Feedback goal, and a Whole School Learning goal for the school year.

Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet the district's approval criteria. This conference must be completed on or around October 15*.

Mid-Year Check-In

Timeframe: **January and February** (More frequent check-ins are encouraged)

Reflection and Preparation – The teacher and evaluator collect and reflect on evidence to date (no more than three (3) pieces of evidence for each goal) about the teacher's practice and student learning in preparation for the check-in.

Mid-Year Conference – The evaluator and teacher complete at least one mid-year check-in conference during which they review the progress on teacher practice goals, SLOs, and performance on each to date. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and or/mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignments, etc.). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. Both the teacher and evaluator will complete a form acknowledging that this conference has taken place. (see Appendix III)

Observation of Teacher Practice

All formal and informal observations, including mini-observations, as well as reviews of practice, must be completed by May 1 of each school year, including the post conference meeting between the teacher and the evaluator. One informal observation should be completed by Nov 1.*

**subject to change due to revisions of district calendar.*

End-of-Year Summative Review

Timeframe: May and June; must be completed by **June 30**

Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This Self-Assessment must be completed by **June 1**.

Scoring – The evaluator reviews the teacher’s self-assessment and all additional relevant evidence and data to generate category and focus area ratings. The category ratings generate the final, summative rating.

End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence and category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation no later than **June 30**.

Teachers on Leave

The WEA and Director of Human Resources will work together to revise the timelines and other requirements of this plan, as appropriate, for teachers on leave.

CATEGORY #1: Teacher Performance and Practice (40%)

Based on self-reflection, an educator will select a professional learning focus (both domain and indicator). The educator will pursue professional learning related to that focus and undertake instruction and application in the classroom to document the specific impact the professional learning will have on student growth. Educators will outline the process that they will undertake in support of their professional learning focus. The process should include the tools that will be used by the educator to document evidence of the impact of the action plan on both their professional practice and the student learning growth. This professional learning focus will be evaluated and revised, if necessary, at the mid-year conference.

Non-Tenured Teachers

Teachers who are in their first through fourth year of teaching participate in this phase. The main action of this phase is for teachers to receive assistance in developing and demonstrating excellence according to the CCT Rubric or the CCT Rubric for Effective Service Delivery (Appendix II: Rubrics) . New teachers (in their first year of teaching) are paired with a TEAM mentor for collegial guidance and feedback. Teachers who are not new to teaching but are new to Westport are paired with an informal mentor for the same purpose.

Year One and Two Teachers

Teachers in their first and second year of teaching (and teachers previously tenured in Connecticut and in their first year of teaching in Westport) are formally observed a minimum of three (3) times. A Review of Practice will also be completed for these teachers. A Review of Practice is an evaluation of a teacher in a non-classroom setting. Examples of Reviews of Practice include, but are not limited to, observations of data team meetings, observations of grade level, team or department meetings,

observations of coaching/mentoring other teachers, and review of lesson plans and other teaching artifacts. The goal for teachers in Years One and Two is to demonstrate the potential for a rating of Exemplary according to the CCT Rubric or the CCT Rubric for Effective Service Delivery (Appendix II: Rubrics). Administrators provide timely written feedback and guidance and align teachers with appropriate resources so that they have every opportunity to meet these standards. It is expected that the teacher has the capacity to achieve Exemplary status as reported by the supervisor on the **Summative Evaluation Form**, in order for their contract to be renewed for the next year. This recommendation is made by the principal to the superintendent by April 1st each year.

All formal observations must include a pre and post-conference during which the supervisor and teacher engage in face-to-face conversation as soon as possible so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. All Reviews of Practice must include a post conference, which is similar to that associated with a formal observation. There is no pre-conference required for a Review of Practice. The observations must include pre-observation conferences and post observation conferences within 5 school days as well as written feedback within 10 school days. The review of practice should include a post-observation conference within 5 school days as well as written feedback within 10 school days. Staff members should sign off on their written feedback forms no more than 5 days after receiving it from the supervisor.

Teachers in their first year of teaching in Westport, who have previously received tenure in Connecticut, will be observed by a Central Office Administrator.

Year Three and Four Teachers Who Have Received a Rating of Accomplished or Exemplary

Teachers in their third or fourth year of teaching (and teachers previously tenured in Connecticut who are in their second year of teaching in Westport) who receive a performance evaluation rating of Accomplished or Exemplary shall receive a minimum of two formal in-class observations. These observations must include a pre-conference and also a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. In addition, these teachers shall receive at least one additional observation, which may be either an informal observation or a Review of Practice. All informal observations used to determine a teacher's rating must include a post-conference meeting. Examples of Reviews of Practice include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts. The observations must include pre-observation conferences and post observation conferences within 5 school days as well as written feedback within 10 school days. The review of practice should include a post-observation conference within 5 school days as well as written feedback within 10 school days. Staff members should sign off on their written feedback forms no more than 5 days after receiving it from the supervisor.

Teachers in their third year of teaching (who have not previously received tenure in Connecticut) will be observed by a Central Office Administrator.

Year Three and Four Teachers Who Have Received a Rating of Developing or Below Standard

Teachers in their third or fourth year of teaching who receive a pattern of summative ratings of Developing or Below Standard shall receive a number of observations appropriate to their individual support plan (See “**Intensive Support – Non-Tenured Phase**” below) but no fewer than three formal in-class observations. Two of these observations must include a pre-conference and all three must include a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

All teachers beyond year 2 are expected to achieve summative ratings of Accomplished or Exemplary. If a teacher achieves a pattern of summative ratings of Below Standard or Developing, an Intensive Support Plan will be developed.

If a non-tenured teacher’s contract is renewed year after year, based upon meeting Westport’s standards of performance, for a period of forty consecutive months (which do not include July and August) from their date of hire (or 20 consecutive months if the teacher was previously tenured in Connecticut within the past five years) the teacher achieves tenure status as long as the Superintendent offers the teacher a contract for the following year.

Observation by Central Office Administrator

Teachers in their third year of teaching in Westport (who have not previously received tenure in Connecticut) are observed by a central office administrator in the third year of employment.

If a teacher was previously tenured in Connecticut, that teacher is observed by a central office administrator in the first year of employment.

INTENSIVE SUPPORT – Non-Tenured Phase

If a supervisor determines that a non-tenured teacher has not demonstrated excellence or the capacity for excellence in teaching the supervisor will:

- inform the PDEP consultant and bargaining unit representative;
- inform the teacher in a face-to face conference;
- follow-up with the teacher with a letter summarizing the concerns;

The conference and written notification are to take place by January 10th. An Intensive Support Plan is developed collaboratively by the supervisor, the teacher, the PDEP consultant and the bargaining unit representative detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher’s professional growth and to ensure that students receive a solid instructional experience. The Intensive Support Plan must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and

- include indicators of success based on the areas of concern and a summative rating of at least Accomplished at the conclusion of the structured support plan. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1st for a principal to recommend contract renewal. or
- include indicators of success based on the areas of concern and a summative rating of at least Accomplished by April 1st. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1st for a principal to recommend contract renewal.

Tenured Teachers

Tenured Teachers Who Have Received a Rating of Accomplished or Exemplary

Tenured Teachers who receive a performance evaluation rating of Accomplished or Exemplary shall participate in a three year observation cycle. Once every three years the teacher shall, through mutual agreement with their evaluator, select either Pathway 1 (Formal Observation) or Pathway 2 (Mini Observations) to be applied to their teacher observation framework. During the other two years of this cycle the teachers will follow Pathway 3 (Informal Observations).

Pathway 1: One formal Observation and One Review of Practice

This options provides for one formal classroom observation, which includes both a pre-conference and a post-observation conference during which the teacher and administrator engage in face-to-face conversation as soon as possible so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

This option also requires one Review of Practice which always includes a post-observation conference. Reviews of Practice relate to non-classroom activities. Examples of reviews of practice include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts. The observation must include pre-observation conference and post observation conference within 5 school days as well as written feedback within 10 school days. The review of practice should include a post-observation conference within 5 school days as well as written feedback within 10 school days. Staff members should sign off on their written feedback forms no more than 5 days after receiving it from the supervisor.

Pathway 2: 5-6 Unannounced Mini-Observations and one Review of Practice

This option provides for 5-6 unannounced mini-observations, which will include a timely post-conference (no later than 10 days after the observation, but with a target of 5 days after the observation) This feedback will be in the form of a targeted, face-to-face coaching conversation (approximately 15 minutes). The conversation is intended to provide specific feedback, focused on specific instructional practices and related outcomes. The educator and evaluator schedule the mini-meeting at a mutually convenient time and place. Following the discussion, a brief written feedback form will be completed by the evaluator and entered into Westport's data management system.

This option also requires one Review of Practice which always includes a post-observation conference. Reviews of Practice relate to non-classroom activities. Examples of reviews of practice include, but are not limited to: observations of data team meetings, observations of grade level, team

or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

Administrators may, at any time, choose to observe a teacher for an extended period including a full lesson or sequence of lessons. In addition, administrators may, at any time, choose to observe a teacher through a formal observation, including both a pre and post conference.

Mini-Observations:

Tenured teachers who have received a rating of Accomplished or Exemplary will have the option, upon agreement with their evaluator, of being evaluated through mini-observations, in addition to a Review of Practice. The mini-observation process allows for more authentic and frequent observation, feedback and dialogue between educators and evaluators. There will be 5 - 6 mini-observations over the course of the year for an educator under this option.

In Westport, mini-observations are typically a minimum of 10 minutes in duration and focus on a specific set of teaching and learning behaviors with the goal of reflecting on and sharing meaningful feedback in timely and meaningful ways. They are intentionally conducted at varied times so that over the course of a year a comprehensive understanding of an educator's practice and growth is developed by both the educator and his/her evaluators.

Evaluators will record evidence in the classroom during a mini-observation to capture elements of practice and student learning that can inform specific, growth inducing feedback for the educator. In addition to specific oral feedback and dialogue that incorporates evidence from multiple observations of practice at the mid-year and year-end conferences, feedback will also be provided through a "mini-meeting" between the educator and the evaluator after each mini-observation. This feedback will be in the form of a targeted, face-to-face coaching conversation (approximately 15 minutes). The conversation is intended to provide specific feedback, focused on specific instructional practices and related outcomes. The educator and evaluator schedule the mini-meeting at a mutually convenient time and place. Following the discussion, a brief written feedback form will be completed by the evaluator and entered into Westport's data management system. (No later than 10 days after the mini-observation, but with a target of 5 days after the mini-observation)

Administrators may, at any time, choose to observe a teacher for an extended period including a full lesson or sequence of lessons. In addition, administrators may, at any time, choose to observe a teacher through a formal observation, including both a pre and post conference.

Evaluators and educators will meet to discuss the educator's professional learning focus and goals in order to determine the evaluation option that is most appropriate for the educator. The evaluation option must be agreed upon no later than November 1 of each year.

Pathway 3: Three Informal Observations and One Review of Practice

Tenured teachers who receive and maintain an annual summative performance evaluation designation of accomplished or exemplary shall be evaluated with no less than three informal in-class observations. Evaluators will provide verbal feedback to the teacher at a post observation meeting. Written feedback may also be provided at the discretion of the evaluator, and in the event of a concern, will be provided no later than 10 days after the informal observation.

This option also requires one Review of Practice which always includes a post-observation conference. Reviews of Practice relate to non-classroom activities. Examples of reviews of practice

include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

Administrators may, at any time, choose to observe a teacher for an extended period including a full lesson or sequence of lessons. In addition, administrators may, at any time, choose to observe a teacher through a formal observation, including both a pre and post conference.

Tenured Teachers Who Have Received a Rating of Developing or Below Standard

Tenured teachers who receive a pattern of summative performance evaluation ratings of Developing or Below Standard based on this plan shall receive the number of observations appropriate to their individual support plan (See “**Intensive Support – Tenured Phase**” below) but no fewer than three formal in-class observations. Two of these observations must include a pre-conference and all three must include a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. (Written feedback shall be given no later than 10 days after the observation, but with a target of 5 days after the observation)

INTENSIVE SUPPORT – Tenured Phase

The purpose of the Intensive Support Phase is to provide support and assistance to help teachers receive a rating of either Accomplished or Exemplary and to meet the district’s teaching standards. Teachers will be assigned to this phase by their primary PDEP supervisor (in consultation with the supervisor and the Director of Human Resources) to correct identified performance problems (in relation to the CCT Rubric or the CCT Rubric for Effective Service Delivery) (Appendix II: Rubrics). An Intensive Support Plan is developed collaboratively by the supervisor, the teacher, the PDEP consultant and the bargaining unit representative detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher’s professional growth and to ensure that students receive a solid instructional experience.

The development, implementation, and monitoring of an Intensive Support Plan requires substantial investment of time and effort by the teacher and the supervisor. Teachers who are assigned to this phase will meet regularly (as indicated in the plan) with the supervisor to share progress toward objectives outlined in the plan.

The Intensive Support Plan must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success based on the areas of concern.

Significant improvement, as evidenced by classroom observations (plus other relevant and agreed upon sources of performance data), must be demonstrated before the Intensive Support Plan ends.

There are four possible outcomes that may occur:

1. The teacher demonstrates significant growth (as demonstrated by a rating of either Accomplished or Exemplary);
2. The problem(s) have been partially (and/or satisfactorily) addressed, but the plan needs to be continued with appropriate modifications;
3. The initial problems have been addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Support Plan;
4. Little to no improvement has been noted, and the supervisor (in consultation with the principal, Director of Human Resources and the Superintendent) must decide next steps that may include more intensive support or perhaps progressive disciplinary actions outside the scope of this plan. If a teacher is not to be recommended for re-employment, the school district would initiate a termination process (as defined in CGS 10-151).

CATEGORY #2: Community Feedback

Feedback from the Community is used to help determine the remaining 10% of the Teacher Practice Indicators. The Community Feedback component will address the school-based area of focus identified by school administrators. Feedback from Peer or Parent focus groups, together with the results of a biennial School Climate Survey of peers and parents, will be the basis for the school's Community Feedback focus for each school year. Building-level School Climate Committees will continuously review survey results and identify areas of potential strength and growth for the school. Administrators will consider this data as it becomes available, together with the recommendations of the School Climate Committees to inform the administrator's development of the Community Feedback component for the school. The Community Feedback goal for each teacher will be mutually agreed upon by that teacher and his/her evaluator.

The focus for each building will be determined in response to the needs of the particular school. Teachers will then work in groups or as individuals and in collaboration with their evaluator to determine the actions they will take in order to demonstrate growth and contribution toward the Community Feedback goal. This will be included on the teacher's Professional Growth Plan no later than October 15th of each school year.

A teacher's final rating will be based on the administrator's assessment of the success and/or effort of the teacher in implementing measures that will contribute to the positive feedback received from both parents and peers as it relates to the Community Feedback goal. The teacher should enter into ProTraxx no more than three pieces of evidence that demonstrate his or her effort in implementing those measures.

STUDENT OUTCOME RELATED INDICATORS

The Student Outcomes Related Indicators capture the teacher’s impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the new evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development(45%); and
- Whole School Student Learning (5%)

These categories will be described in detail below.

Category #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher’s students, individually and as a group, are different from other teachers’ students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher’s assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1: Learn about this year's students (Review data)	SLO Phase 2: Set goals for student learning	SLO Phase 3: Monitor students' progress	SLO Phase 4: Assess student outcomes relative to goals
--	--	--	---

The district will ask teachers to set specific and measurable targets, develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase 1: Learn about this year’s students
--

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students’ baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2:
Set minimum of one and maximum of four SLO's
(goals for learning)

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a significant proportion of his/her students relative to the grade level being taught. Each SLO should reflect high expectations for student learning - a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national, or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery or it might aim for skill development or for both content and skills.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
Gr 6 Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
Gr 9 Information Literacy	Students will master the use of digital tools for learning to gather, evaluate, and apply information to solve problems and accomplish tasks.
Gr 11 Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
Gr 9 English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Gr 1&2 Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two indicators.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

One half (22.5%) of the indicators of academic growth and development (IAGDs) should be based on a standardized indicator, when available and appropriate. Data used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including standardized indicators for other grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement a non-standardized indicator.

The other half (22.5%) of the indicators of academic growth and development may be:

1. A maximum of one additional standardized indicator, if there is mutual agreement.
2. A minimum of one non-standardized indicator.

Taken together, a SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Examples of SLOs and IAGDs:

Grade/ Subject	Student Learning Objective	IAGDs
Gr 6 Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> • Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. • Students who scored a 2-4 will score 8 or better. • Students who scored 5-6 will score 9 or better. • Students who scored 7 will score 10 or better. <p>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</p>
Gr 9 Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks	<p>By May 30:</p> <ul style="list-style-type: none"> • 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</p>
Gr 11 Algebra II	Students will be able to analyze complex, real- world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> • 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</p>
Gr 9 English/LA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> • 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. • 40 students who score 30-49 will increase by 15points. • 10 students who scored 0-29 will increase by 10points. <p>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</p>
Gr 1&2 Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full-scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> • Grade1-Expected outcome-Level 14-16. • Grade2-Expected outcome-Level 22-24. <p>*These are two IAGDs using two assessments/ measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</p>

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year; and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval

Teachers and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs. SLOs remain proposals until both the teacher and evaluator sign off on them. This **Goal Setting Conference** must take place on or about **October 15**. *

SLOs must meet all three criteria below to be approved. If they do not meet one or more criteria, the evaluators will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a significant proportion of his/her students relative to the grade level being taught.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:
Monitor students' progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

**subject to change due to revisions of district calendar.*

If a teacher's assignments change, if student population shifts significantly, or if a recalibration of goals is needed, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher. This **Mid-Year Conference** should be held in either January or February.

SLO Phase 4:
Assess student outcomes relative to SLOs

At the end of the school year, the teachers should collect the evidence required by their indicators and submit it to their evaluator. Teachers should submit no more than three pieces of evidence for each indicator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

- Describe the results and provide evidence for each indicator.
- Provide your overall assessment of whether this objective was met.
- Describe what you did that produced these results.
- Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO:

Below Standard	Developing	Accomplished	Exemplary
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

The evaluator will look at the results on each indicator as a body of evidence regarding the accomplishment of the objective.

Additional Information About Writing Student Outcomes Related Indicators

Each teacher will write at least one SLO. One half (22.5%) of the indicators of academic growth and development (IAGD) used as evidence of whether the goal/objectives are met shall not be determined by a single isolated test score, but shall be determined through the comparison of data across assessments and administered over time. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator

A minimum of 1 non-standardized indicator is used in rating the other 22.5% of the IAGD's.

Examples of indicators that may be used to produce evidence of academic growth and development include, but are not limited to:

Standardized indicators;

Standardized assessments are characterized by all of the following attributes;

- Administered and scored in a consistent - or "standard" - manner;
- Aligned to a set of academic or performance "standards;"
- Broadly administered (e.g., nation - or statewide);
- Commercially produced;
- Often administered only once a year

Standardized assessments include, but are not limited to:

- AP exams;
- SAT-9
- DRA (administered more than once a year);
- DIBELS (administered more than once a year);
- NWEA (administered more than once a year);
- Trade certification exams;
- Standardized vocational ED exams;
- Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.

Non-Standardized indicators;

Non-standardized indicators include, but are not limited to:

- Performances rated against a rubric (such as music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as constructed projects),
- Portfolios of student work rated against a rubric;
- Curriculum-based assessments, including those constructed by a teacher or team of teachers;
- Problem Based Learning Activities (PBL)
- Periodic assessments that document student growth over time (such as formative assessments, diagnostic assessments, and district benchmark assessments);
- Other indicators (such as teacher developed tests, student written work, or constructed projects).

Indicators of academic growth and achievement should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

Fair to Students - the IAGD is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the goal. The use of the IAGD is as free as possible from bias and stereotype.

Fair to Teachers - The use of an IAGD is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.

Reliable - Use of the indicator is consistent among those using the indicators over time

Valid - The indicator measures what it is intended to measure.

Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

Teachers in non-tested areas may use two non-standardized indicators if an appropriate standardized indicator is not available.

CATEGORY #4: Whole School Student Learning Indicator

The Whole School Student Learning component will address the school-based area of focus identified by school administrators. A teacher's indicator rating will be based, in part, on the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. The Whole School Learning Indicator for each teacher will be mutually agreed upon by that teacher and his/her evaluator.

This includes a review of the school's SPI data* (in years in which such data is available), standardized assessment data, and other local assessment data. Once the building administrator selects a Whole School Student Learning focus, teachers will articulate on their Professional Growth Plans, the actions that they will each take to contribute to the growth of students related to the Whole School Student Learning focus. A teacher's final rating will be based, in part, on an assessment by the administrator of the success and/or effort of the teacher in implementing measures that will contribute to the growth of students related to the Whole School Learning focus.

Teachers will work in groups (i.e., grade-level, team, etc.) or as individuals and in collaboration with their evaluator to determine the manner in which they will contribute to the Whole School Learning focus selected for their school. This will be included on the teacher's Professional Growth Plan no later than October 15 of each school year.

**In absence of a School Performance Index (SPI), the whole school student learning indicator will be determined by the rating of the Administrators' Student Learning Indicators alone (45%)*

Summative Evaluation

The intent of the summative evaluation conference and rubric is to provide summative and accountable information relating to teacher performance while informing a continuous improvement cycle for all educators through growth feedback. The summative rubric provides evaluative information specific to each of the four components to the educator.

Supporting evidence for the evaluation of each component is gathered over time across a variety of contexts. *No more than three pieces of evidence should be submitted for any goal or IAGD in this plan.* Educators are required to complete Self-Assessment Forms no later than June 1 of each year. A composite rating for the educator will be reviewed as part of the year-end conference.

The Summative Evaluation Report, which includes ratings specific to each of the four components of the Westport Rubric as well as an overall rating and related determination of “effective” or “ineffective”, will incorporate all sources of data either in the narrative or by attachment. These sources should include an educator’s self-reflection, observation reports, information related to the performance of other professional responsibilities, including community feedback and while school student learning, as well as progress on student learning objectives. Prior to submission of the Summative Evaluation to the Superintendent’s office, educators will review a copy and may confer further with their evaluators. Staff members may choose to supplement the report with comments of their own. An educator’s signature on the summative evaluation indicates receipt only.

The individual summative teacher evaluation rating will be based on four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

The educator will receive one of the four performance ratings:

- Exemplary-** Substantially exceeding indicators of performance
- Accomplished-** Meeting indicators of performance
- Developing-** Meeting some indicators of performance but not others
- Below Standard-** Not meeting indicators of performance

Definition of Effectiveness and Ineffectiveness

Teachers in their third year or beyond shall be deemed effective if they receive a rating of Accomplished or Exemplary on each component of this plan.

Teachers in their first year shall be deemed ineffective if they receive a rating of Below Standard on their summative rating. Teachers in their second year of teaching shall be deemed ineffective if they receive a rating of Below Standard or Developing on their summative rating. Teachers in their third year or beyond shall be deemed ineffective if they receive a rating of Developing or Below Standard on their summative rating.

Dispute Resolution

Purpose

The purpose of the dispute resolution process is to secure fair resolutions in the event disagreements arise during the evaluation process. Problems and disagreements are expected to be resolved professionally, cooperatively by the evaluator and evaluatee at the lowest tier possible. An appeal may be requested at any time during the evaluation process.

Such disagreements could include unresolved problems or disputes of the evaluation process related to:

- procedural concerns
- where the evaluator and teacher cannot agree on objectives/goals
- the evaluation period
- feedback on performance and practice
- the final summative rating

I. Evaluation Content Dispute

Tier 1: Evaluator and Teacher

A teacher disagreeing with the evaluator's assessment may request reconsideration or modification of the evaluation document and may add comments in writing at the evaluation conference or within ten (10) days following receipt of written evaluation. In attempt to settle disagreements, a teacher may have bargaining unit representation present during follow up conferences. In a like manner the evaluator may request the presence of another certified administrator. However, the assessment of performance is solely within the purview of the evaluator.

Tier 2: Dispute Resolution Committee

When a resolution cannot be reached at the Tier 1 level, the teacher can file an appeal within 5 days from the date of the last Tier 1 meeting. The issue in dispute will be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee. The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this committee. In addition, the district PDEP liaison, or another neutral party as mutually agreed upon between the superintendent and the collective bargaining unit, will participate. This subcommittee must convene within 30 days of the date of the appeal. A decision will be made within 3 days of the meeting.

Tier 3: Superintendent

In the event that the designated committee does not reach a unanimous decision within the 30 days, the issue shall be referred to the Superintendent. The Superintendent shall review the issue and make a decision, which shall be binding.

II. Evaluation Procedure Dispute

Tier 1: Evaluator and Teacher

A teacher who believes that the prescribed evaluation procedure has not been followed should address the issue with the evaluator to attempt to reach a mutually agreed upon resolution immediately. In the attempt to determine a resolution, a teacher may have bargaining unit representation present. In a like manner, the evaluator may request the presence of another certified administrator.

Tier 2: Director of Human Resources

When a resolution cannot be reached at the Tier 1 level, the teacher should appeal the issue in dispute to the Director of Human Resources, who will be empowered to resolve this issue. At such an appeal, the teacher has the right of representation by the bargaining unit.

If the Director of Human Resources finds that the evaluation procedure has been violated in such a manner that does not promote the intent of the evaluation process, then the document in fault will be declared void. A mutually agreed upon extension of the evaluation period will be decided by the Director of Human Resources, evaluator and teacher.

Tier 3: Superintendent

If a decision cannot be reached in Tier II, the matter shall be referred to the Superintendent for review. The Superintendent shall be the final decision maker if a resolution cannot be reached in a dispute with the evaluation procedure.

Evaluation Content Dispute

Tier 1	Tier 2	Tier 3
<p>Teacher has 10 school days to request reconsideration and/or modification</p> <p>Administrator will respond in 10 school days to dispute</p>	<p>Appeal must be filed within 10 school days of last Tier 1 meeting</p> <p>Subcommittee must meet within 30 school days of appeal</p> <p>Decision from subcommittee must be made within 3 days</p>	<p>If subcommittee does not reach a unanimous decision, the Superintendent will review the case and render a final decision</p>

Evaluation Procedure Dispute

Tier 1	Tier 2	Tier 3
<p>Teacher shares a procedural concern with her/his administrator</p> <p>Administrator and teacher seek informal resolution within 10 school days</p>	<p>Appeal must be filed with the Director of Human Resources within 10 school days of last Tier 1 meeting</p> <p>Director of Human Resources renders a decision within 10 school days</p>	<p>If decision in Tier 2 remains in dispute, the Superintendent will review the case and render a final decision</p>

Data Collection

The District uses ProTrax as our data management collection system.

Westport has also limited access to teacher data to the primary evaluator, superintendent and designee, and others directly involved in the evaluation process. This has been accomplished using the ProTraxx administrative tools. Westport has always limited access to identifiable student data to that required by state report. ProTraxx also has sufficient protections in place to protect teachers from the sharing or transference of individual teacher data without the teacher's consent.

Appendix I



Professional Development and Evaluation Plan PD Structure

PD Opportunities:

- Grade Level Meetings
- Faculty Meetings
- District PD days
- Pull-out sessions
- Conferences - single and multi-day institutes
- Book study
- Webinars or other online opportunities
- Tri-State
- Other

PD needs come from:

- Board of Education / Superintendent goals (Strategic Plan)
- New or updated state mandates and district policies
- Departments - teachers and coordinators
- Pupil Services - teachers and administrators
- Curriculum leaders - math team, literacy coaches, science coaches
- New standards, curriculum, programs, assessments
- Buildings - principals and leadership teams
- Individual teacher needs (based on... need [determined by?], interest, professional learning focus)
- Evaluation - admin based on common themes that come up in teacher eval system
- Learning Walks - data
- New staff orientation
- Looking at evidence of student learning, e.g. student work and data
- Survey
- Tri-State and NEASC

Building-based PD Committees:

Membership - Elementary	Principal, literacy and science coach, math specialist, teacher from each grade level, special area teacher, special educator
Membership - MS	Principal, department coordinators, literacy coach, teacher from each dept/grade level, support teacher, special educator

Membership - HS	Principal, department coordinators, literacy coache, teacher from each department, support teacher, special educator
Purpose and Process	<ul style="list-style-type: none"> ● Meet 3 times/year ● Establish and communicate agenda and notes ● Determine school, team, grade level, teacher needs ● Align building and teacher needs with District/Board Goals (Strategic Plan) - Whole School Learning, Community Feedback, Personalized Professional Growth Goals ● Review and approve conferences (requests submitted to Department Coordinator and/or Building-based PD Committee) - @ meetings or via google survey ● Disseminate information
Meetings	<p>August:</p> <ul style="list-style-type: none"> ● Review (District and School) goals for the coming year ● Discuss District PD days ● Begin planning faculty meeting calendar ● Determine who will plan/lead PD at meetings <p>October:</p> <ul style="list-style-type: none"> ● Discuss needs/budget proposal for next year (including District PD days, goals) ● Review/revise Faculty Meeting calendar ● Revisit this year's PD; evaluate <p>Early Spring:</p> <ul style="list-style-type: none"> ● Review/revise Faculty Meeting calendar ● Plan for administration and evaluation of needs assessment survey ● Evaluate PD

District PDEP Committee:

Membership	<ul style="list-style-type: none"> ● Superintendent ● Assistant Superintendent for Teaching and Learning ● Assistant Superintendent for Pupil Personnel Services ● Director of Academic Programs ● Director of Human Resources ● Director of Technology ● Preschool Director ● 2 teacher representatives per school: variety of grades (K-5) and departments (6-12) ● 1 elementary, 1 secondary person from each Encore department (Arts, PE, World Language) ● Department Coordinators ● PK-5 Math Department Coordinator ● Literacy Coach (1) ● MS Math Specialist
Purpose and Process	<ul style="list-style-type: none"> ● Meet 3 times/year ● Discuss District/Board Goals (Strategic Plan) - Whole School Learning, Community Feedback

Meetings	<p>September:</p> <ul style="list-style-type: none">● Review (District and School) goals for the coming year● Discuss District PD days <p>January:</p> <ul style="list-style-type: none">● Discuss needs/budget proposal for next year (including District PD days, goals)● Revisit this year's PD; evaluate● Develop needs assessment survey <p>June:</p> <ul style="list-style-type: none">● Review needs assessment survey (overview)● Evaluate PD● Plan for next school year
----------	---

Appendix II



Professional Development and Evaluation Plan Rubrics

- Effective Teaching 2017 Rubric
- Effective Service Delivery 2017 Rubric
- Information Technology Literacy (ITL) Effective Service Delivery Rubric

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>
<p>▶ Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p>▶ Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>▶ Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>▶ Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p>▶ Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Westport Public Schools ITL Rubric for Effective Service Delivery — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p>Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>Domain 3: Service Delivery</p> <p>Service providers implement academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p>Domain 4: Professional Responsibilities and Leadership</p> <p>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues and students to develop and sustain a positive school climate that supports student/adult learning.

Appendix III



PROFESSIONAL DEVELOPMENT AND EVALUATION PLAN MID YEAR CHECK-IN

Mid-Year Conference – The evaluator and teacher complete at least one mid-year check-in conference during which they review the progress on teacher practice goals, SLOs, and performance on each to date. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and or/mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignments, etc.). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

STUDENT OUTCOMES (50%)

Student Growth & Development (45%)

- Reflecting on your students' progress towards their learning outcomes, be prepared to discuss the data for each indicator (IAGD) that you have completed to date, and discuss what this indicates about achievement of your SLO.
- Do you anticipate that your SLO will be met within the time frame?
- To date, what actions have you taken that produced these results, and how you will use it going forward?
- What professional learning and/or other type of support would help you to continue to make progress toward your objectives?

Whole School Learning / Theory of Action Goal (5%)

- Be prepared to discuss what you have done to date to achieve your goal.

TEACHER PRACTICE (50%)

Teacher Performance and Practice Focus Area (40%)

- How has your Teacher Performance and Practice Focus Area Goal affected student outcomes?

Community Feedback (10%)

- Be prepared to discuss what you have done to date to achieve your goal.

INTEROFFICE MEMORANDUM

TO: DR. COLLEEN PALMER
SUPERINTENDENT OF SCHOOLS

FROM: ELIO LONGO *E.L.*
CHIEF FINANCIAL OFFICER

SUBJECT: 2017-2018 END OF YEAR FINANCIAL REPORT

DATE: AUGUST 21, 2018

CC: P. CROSS, BUDGET FILE

The 2017-2018 fiscal year has been closed and reconciled with the Town of Westport's records. The year ended having spent \$113,976,141 or 99.65% of the \$114,377,346 budget with a \$401,205 fund balance.

The following are the final general fund balances in the designated line items (see *Exhibit A for detailed references*):

ACCOUNT CATEGORY	AMOUNT
100s – Salaries	\$967,523
200s - Employee Benefits	(622,107)
300s - Purchased Services	(24,412)
400s - Purchased Property Services	408,529
500s - Other Purchased Services	(354,437)
600s - Supplies and Materials	145,187
700s - Equipment	(132,935)
800s - Other Expenses	13,856
Net Surplus/Deficit	<u>\$401,205</u>

The Board of Education traditionally approves final transfer of funds to enable the Administration to make a final adjustment to budgeted line items so that actual expenditures are reflected for the year. The adopted budget remains as adopted which will allow for an appropriate comparison between budget and final expenditures should the need arise. Therefore, we are requesting the following:

I. ADMINISTRATIVE RECOMMENDATION:

It is requested that the Board approve the following transfers:

Transfer from:

100s – Salaries	\$622,107
400s – Purchased Property Services	378,849
600s – Supplies and Materials	132,935
	<hr/>
	\$1,133,891

Transfer to:

200s – Employee Benefits	\$622,107
300s – Purchased Services	24,412
500s – Other Purchased Services	354,437
700s – Equipment	132,935
	<hr/>
	\$1,133,891

Included in this report are several exhibits that help to explain the activities of the fiscal year as follows:

Exhibit A General Fund Operating Expenditures by Object
 This report details the financial records by object, i.e. what types of goods and services were purchased during the year.

Exhibit B Tuition Based Budgets
 This report represents expenditures supported by tuition payments received from other school districts and Preschool participants. No expenditures are made from this fund without the corresponding revenue to support the payments. Comparison to budget is merely a reference and does not generate “turnback” funds to the town.

Exhibit C Private School Services
 This report represents mandated program expenditures such as a school nurse and transportation for Greens Farms Academy.

Exhibit D State & Federal School Grants
 This report details the total state and federal grants received and expended during the fiscal year. The largest grant received is IDEA Part B to support special education children. Most federal grants are of a two year duration which allows funds to be “carried over” to the following fiscal year.

Exhibit E

Rentals & Reimbursements Summary

This report summarizes the activity indicating the source of the revenue (Activity Code) and the total expenditures made for each activity. The Board of Finance and RTM use this report to appropriate the funds expended as part of the Town's year end closing process.

Exhibit F

Project Summary

A summary report of maintenance projects that were either completed or work-in-process during the 2017-2018 fiscal year.

II. ADMINISTRATIVE RECOMMENDATION:
It is requested that the Board approve the End of Year Financial Report as presented.

INTEROFFICE MEMORANDUM

TO: GARY CONRAD
FINANCE DIRECTOR

FROM: ELIO LONGO *E.L.*
CHIEF FINANCIAL OFFICER, WESTPORT PUBLIC SCHOOLS

SUBJECT: 2017-2018 END OF YEAR CLOSE OUT

DATE: JULY 24, 2018

CC: C. PALMER, P. CROSS, AND S. CAREY

The status of the Westport Public Schools **2017-2018 General Fund 01** as of June 30, 2018 is as follows:

Adopted Budget:	\$114,377,346.00	(101-06-60-650-00000-586100)
Expended through 6/30/18	<u>(112,337,900.14)</u>	
Balance Available	\$ 2,039,445.86	
Less Accounts Payable	(555,740.35)	
Less Payroll Payable	<u>(71,578.83)</u>	
Balance Available	\$ 1,412,126.68	
Less Continued Appropriation	<u>\$ (1,010,921.68)</u>	
Balance Less Cont. App.	\$ 401,205.00	
BOE Carryover Acct Request	<u>\$ (250,000.00)</u>	
Return to Town	\$ 151,205.00	

The detail of the appropriation unexpended at 6/30/2018 (cash) includes:

2017-18 Accounts Payable:	\$ 555,740.35
2017-18 Payroll Payable:	\$ 71,578.83
2017-18 Outstanding Encumbrances:	<u>\$ 1,010,921.65</u>
Total cash unexpended at 6/30/2018:	\$ 1,638,240.83

The status of other **2017-2018** Board of Education funds is as follows:

Fund 04 – Tuition Based Budgets

Revenue Received	\$ 145,499.00	
Accounts Receivable	<u>0.00</u>	
Total Revenue	\$ 145,499.00	(101-30-00-650-00000-431100)
Expended through 6/30/18	<u>(144,940.71)</u>	(101-06-60-650-00000-588000)
Net Funds Available	\$ 558.29	
Continued Appropriation	<u>263.13</u>	
Return to Town	\$ 295.16	

Fund 07 – Private Schools Budget

Adopted Budget:	\$	368,798.00	(101-06-60-652-00000-588000)
Expended through 6/30/18:		<u>(368,636.01)</u>	
Balance Available	\$	161.99	
Continued Appropriation		<u>0.00</u>	
Return to Town	\$	161.99	

Fund 08 – Grants

Revenue Received from 7/1/17 to 6/30/18	\$1,496,020.00
Less:	
Expended FY18 through 6/30/18	(1,562,767.65)
Accounts Payable	(3,174.84)
Payroll Payable	0.00
Encumbrances	<u>(557.84)</u>
Subtotal	\$ (70,480.33)
Carry Forward from FY17	121,818.33
Refunded to State of CT	<u>0.00</u>
Subtotal	\$ 51,338.00

Fund 12 – Rentals & Reimbursements Budget

Revenue Received:	\$	139,207.15	(101-70-00-651-00000-479023)
Expended through 6/30/18:		<u>(139,124.15)</u>	(101-06-60-651-00000-588000)
Balance Available	\$	83.00	
Continued Appropriation	\$	<u>(\$83.00)</u>	
Return to Town	\$	0.00	

The status of the Westport Public Schools **2014-2015 General Fund 01** as of June 30, 2018 is as follows:

Continued Appropriation to FY18	\$ 202,616.03
Total Expenditures made: 6/30/18	<u>(138,699.67)</u>
Balance Available	\$ 63,916.36
Continued Appropriation	
Return to Town	<u>\$ 63,916.36</u>

The status of the Westport Public Schools **2016-2017 General Fund 01** as of June 30, 2018 is as follows:

Continued Appropriation to FY18	\$ 935,154.30
Total Expenditures made: 6/30/18	<u>(874,734.15)</u>
Balance Available	\$ 60,420.15
Continued Appropriation	<u>0.00</u>
Return to Town	\$ 60,420.15

I would like to thank you and your staff for your assistance throughout the past year.

INTEROFFICE MEMORANDUM

TO: DR. COLLEEN PALMER
SUPERINTENDENT

FROM: ELIO LONGO 
CHIEF FINANCIAL OFFICER

SUBJECT: JUNE 2018 4Q/FYE REPORT

DATE: AUGUST 23, 2018

CC: P. CROSS, BUDGET FILE

Attached is the June Quarterly Report (4Q)/Fiscal Year End Report for the 2017-18 fiscal year which reflects an unaudited fund balance of \$401,205 on June 30, 2018. The fund balance represents a 0.35% budget variance to the \$114,377,346 Board of Education Adopted 2017-2018 Budget.

Approximately 63% of the positive fund balance had resulted from the aggregate savings in Salary accounts (Object Codes 100-156); estimated at \$967,523. The most notable savings resulted from staff turnover savings, employees on long-term leave and open positions filled with either long-term substitutes or contracted services. However, one-time savings are offset with marginal increases to long-term substitute expenditures.

Substitute and overtime cost projections (Objects 150-156) indicate an overrun of \$125,964; however, the surplus in certified salary accounts in certified salary accounts is directly correlated to the substitute and overtime accounts. Offsets were available in the ending salary accounts balances.

The difference between the "Adopted Budget" column and the "Adjusted Budget" column reflect the administrative transfers made within each line item of the budget as the year had progressed and specific expenditures had been modified.

We encumber salaries for all full time employees and expenditures for anticipated purchases. Those encumbrances and expenditures account for 99.65% of the total budget. Actual expenditures made as of June 30 were 98.2% of total budget with encumbrances representing 1.4% of total budget.

As noted in the 2Q and 3Q financial reports the cost of heating fuel (natural gas and oil) and electricity remained favorable. Most notable was the surplus electricity account balance in the amount of \$298,803. During FY18 both the Town of Westport and Westport Public Schools benefited from energy savings during the NORESKO energy conservation measures implementation phase. For FY19 the Town and Westport Public Schools will be required to apply utility savings to the allocated NORESKO equipment lease cost. The allocation rate will be determined once the NORESKO projected is completed and a measurement and verification report is accepted.

Account 210 Health Insurance ended with a closing operating shortfall in the amount of \$697,652. Claims experience remained higher than anticipated due to high claimants exceeding the Individual Stop Loss. In addition to the unfavorable claims trend during 4Q a cash reserve sufficient to cover IBNR and daily cash draws during the first week of July also contributed to the account shortfall. Available surplus funds in ending salary account balances pending Board of Education approval on August 27, 2018, will cover the total Benefits shortfall.

In Other Purchased Services (Object codes 510 – 580) we ended the year with a shortfall in the amount of \$354,437. The largest variances since budget adoption were the number of special education outplacements with rising tuition costs and tuition settlements.

Listed below is a summary of the Line Item end-of-year balances:

LINE ITEM	BALANCE
Total Salaries	\$967,523
Total Benefits	(\$622,107)
Total Purchased Services	(\$24,412)
Total Property Services	\$408,529
Total Other Purchased Services	(\$354,437)
Total Supplies and Materials	145,187
Total Equipment	(132,935)
Total Other	13,856
Projected Balance (Deficit)	\$401,205

I welcome the opportunity to review this end-of-year report with you.

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report -4Q and FYE (unaudited)
June 30, 2018
 Theoretical Expenditure Rate: 100

2014-2015 Year-End Expense	2015-2016 Year-End Expense	2016-2017 Year-End Expense	Object Code	Descriptions	2017-2018 ADOPTED BUDGET	2017-2018 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2017-2018 ENCUMBERED TO DATE	2017-2018 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
4,854,834	5,123,525	5,357,442	100	Certified Administrators	5,299,466	5,317,430	17,964	-	5,317,348	100%	-	5,317,348	82	0.0%
1,673,540	1,718,389	1,769,108	101	Directors	1,872,195	1,874,276	2,081	1,000	1,874,276	100%	-	1,875,276	(1,000)	-0.1%
21,903,838	21,947,230	22,408,703	102	Reg Ed Teachers	22,939,794	22,939,794	-	-	22,846,979	100%	-	22,846,979	92,815	0.4%
11,149,855	11,461,883	11,649,873	103	Special Area Teachers	11,910,353	11,860,308	(50,045)	-	11,628,676	98%	-	11,628,676	231,632	2.0%
3,266,368	3,784,443	4,189,360	104	Support Teachers	4,332,187	4,332,187	-	-	4,293,239	99%	-	4,293,239	38,949	0.9%
153,024	146,684	138,704	105	Curr/Instr Resource	173,600	173,600	-	-	79,535	46%	-	79,535	94,065	54.2%
884,215	816,856	916,666	107	Library/Media Teachers	949,118	949,118	-	-	910,798	96%	-	910,798	38,320	4.0%
1,363,386	1,375,320	1,455,550	108	Guidance	1,487,729	1,487,729	-	7,000	1,456,683	98%	-	1,463,683	24,046	1.6%
4,307,725	4,352,237	4,549,144	109	Special Ed Teachers	4,700,109	4,576,420	(123,689)	5,000	4,549,832	99%	-	4,554,832	21,588	0.5%
1,631,963	1,633,519	1,618,793	110	Psychologists	1,648,392	1,648,392	-	-	1,613,902	98%	-	1,613,902	34,490	2.1%
280,190	287,256	255,882	113	Social Workers	268,341	268,341	-	-	226,362	84%	-	226,362	41,979	15.6%
1,281,302	1,286,630	1,342,906	114	Speech/Hearing Therapists	1,382,613	1,382,613	-	-	1,307,615	95%	-	1,307,615	74,998	5.4%
162,192	140,846	116,329	115	Staff Dev/Leadership	113,903	143,903	30,000	-	143,903	100%	-	143,903	-	0.0%
643,940	660,281	666,363	116	Extra-Curricular	728,625	728,625	-	-	661,124	91%	-	661,124	67,501	9.3%
525,193	543,223	569,512	118	Coaches-Intrmr/Intrschlstic	630,929	630,929	-	-	612,237	97%	-	612,237	18,692	3.0%
235,348	189,423	129,218	119	Curriculum Work/Other	151,130	151,130	-	-	112,507	74%	-	112,507	38,623	25.6%
\$ 54,316,913	\$ 55,467,744	\$ 57,133,554		Sub-Total Certified Salaries	\$ 58,588,485	\$ 58,464,796	\$ (123,689)	\$ 13,000	\$ 57,635,017		\$ -	\$ 57,648,017	816,779	1.4%
100.0%	2.1%	3.0%			2.5%	2.3%		0.0%	98.6%		0.0%	98.6%	1.4%	
1,245,692	1,391,477	1,277,138	120	Support Supervisors	1,320,998	1,320,998	-	4,000	1,250,533	95%	-	1,254,533	66,465	5.0%
2,436,337	2,459,950	2,537,172	121	Secretaries	2,619,793	2,619,793	-	4,200	2,531,295	97%	-	2,535,495	84,298	3.2%
1,897,717	1,854,620	1,847,587	122	Paraprofessionals	1,875,037	1,836,076	(38,961)	-	1,789,074	97%	-	1,789,074	47,002	2.6%
2,448,846	2,500,622	2,707,700	123	Sped Paraprofessionals	2,754,092	2,754,092	-	7,000	2,743,902	100%	-	2,750,902	3,190	0.1%
2,678,600	2,716,638	2,748,852	124	Custodians	2,720,479	2,720,479	-	35,000	2,652,981	98%	-	2,687,981	32,498	1.2%
551,734	564,720	529,560	125	Maintainers	594,630	594,630	-	5,500	588,733	99%	-	594,233	397	0.1%
836,175	858,574	910,681	126	Nurses	901,267	901,267	-	2,000	891,629	99%	-	893,629	7,638	0.8%
230,624	250,962	253,524	127	Nurses Aides	262,574	262,574	-	-	260,967	99%	-	260,967	1,607	0.6%
533,588	553,531	571,660	128	Technology Assistants	586,956	586,956	-	-	566,911	97%	-	566,911	20,045	3.4%
65,251	205,928	293,164	129	Security Aides	327,120	300,797	(26,323)	-	296,453	99%	-	296,453	4,344	1.4%
219,377	232,492	241,574	130	Bus Monitors	220,000	246,586	26,586	-	246,584	100%	-	246,584	2	0.0%
198,599	226,626	245,277	131	Athletics	213,858	240,181	26,323	-	240,183	100%	-	240,183	(2)	0.0%
110,596	146,001	142,160	133	Other	144,008	144,008	-	-	145,777	101%	-	145,777	(1,769)	-1.2%
487,040	561,861	594,923	135	Occupational Therapists	605,324	617,699	12,375	-	612,129	99%	-	612,129	5,570	0.9%
162,051	170,394	176,085	136	Physical Therapists	182,495	182,495	-	-	180,001	99%	-	180,001	2,494	1.4%
150,000	17,401	21,993	140	Adult Ed Mandated	25,000	25,000	-	-	22,071	88%	-	22,071	2,929	11.7%
\$ 14,252,227	\$ 14,711,797	\$ 15,099,052		Sub-Total Non-Certified Salaries	\$ 15,353,631	\$ 15,353,631	\$ -	\$ 57,700	\$ 15,019,223		\$ -	\$ 15,076,923	276,708	1.8%
100.0%	3.2%	2.6%			1.7%	1.7%		0.4%	97.8%		0.0%	98.2%	1.8%	
267,766	187,191	171,210	150	Perm Cert Subs	432,400	266,090	(166,310)	-	266,732	100%	-	266,732	(642)	-0.2%
168,199	213,519	199,407	151	Daily Cert Subs	222,040	176,170	(45,870)	-	174,810	99%	-	174,810	1,360	0.8%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report -4Q and FYE (unaudited)
June 30, 2018
Theoretical Expenditure Rate: 100

2014-2015 Year-End Expense	2015-2016 Year-End Expense	2016-2017 Year-End Expense	Object Code	Descriptions	2017-2018 ADOPTED BUDGET	2017-2018 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2017-2018 ENCUMBERED TO DATE	2017-2018 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
49,145	45,634	36,834	152	Staff Training Cert Subs	50,000	39,243	(10,757)	-	35,945	92%	-	35,945	3,298	8.4%
50,196	47,945	50,361	153	PPT Cert Subs	45,000	55,757	10,757	-	55,757	100%	-	55,757	0	0.0%
736,439	759,758	711,789	154	Long Term Subs	565,000	854,999	289,999	-	854,334	100%	-	854,334	665	0.1%
209,479	216,713	267,253	155	Non-Cert Subs	200,000	245,870	45,870	-	245,870	100%	-	245,870	(0)	0.0%
355,379	412,140	473,855	156	Overtime	350,000	350,000	-	5,000	475,645	136%	-	480,645	(130,645)	-37.3%
\$ 1,836,603	\$ 1,882,900	\$ 1,910,709		Sub-Total Other Salaries	\$ 1,864,440	\$ 1,988,129	\$ 123,689	\$ 5,000	\$ 2,109,093		\$ -	\$ 2,114,093	(125,964)	-6.3%
100.0%	2.5%	1.5%			-2.4%	4.1%		0.3%	106.1%		0.0%	106.3%	-6.3%	
\$ 70,405,743	\$ 72,062,440	\$ 74,143,314		TOTAL SALARIES	\$ 75,806,555	\$ 75,806,555	\$ -	\$ 75,700	\$ 74,763,333		\$ -	\$ 74,839,033	967,523	1.3%
100.0%	2.4%	2.9%			2.2%	2.2%		0.1%	98.6%		0.0%	98.7%	1.3%	
14,501,700	14,247,493	12,956,551	210	Health Insurance	13,447,595	13,447,595	-	205	14,145,041	105%	-	14,145,247	(697,652)	-5.2%
279,470	288,098	317,898	211	Group Life Insurance	288,000	319,000	31,000	-	336,046	105%	-	336,046	(17,046)	-5.3%
37,105	47,000	43,345	212	Teacher Child Care (WEA)	40,000	40,000	-	500	45,230	113%	-	45,730	(5,730)	-14.3%
49,500	43,500	42,040	213	Health Insurance Waiver	45,000	45,000	-	-	42,335	94%	-	42,335	2,665	5.9%
1,886,312	1,962,571	2,016,354	220	FICA/Medicare	2,136,580	2,136,580	-	10,786	2,070,551	97%	-	2,081,337	55,243	2.6%
24,623	20,840	28,634	240	Course Reimbursement	50,000	50,000	-	-	20,316	41%	-	20,316	29,684	59.4%
19,195	87,866	24,449	250	Unemployment Compensation	55,000	55,000	-	5,000	37,623	68%	-	42,623	12,378	22.5%
551,512	568,206	547,396	260	Workers Compensation	475,556	444,556	(31,000)	25,000	419,343	94%	-	444,343	213	0.0%
33,115	39,355	35,020	287	Uniform Allowance	45,000	45,000	-	3,289	33,408	74%	-	36,697	8,303	18.5%
33,613	23,691	21,923	290	Other Employee Benefits	25,000	25,000	-	-	35,165	141%	-	35,165	(10,165)	-40.7%
\$ 17,416,145	\$ 17,328,620	\$ 16,033,609		TOTAL BENEFITS	\$ 16,607,731	\$ 16,607,731	\$ -	\$ 44,780	\$ 17,185,058		\$ -	\$ 17,229,838	(622,107)	-3.7%
100.0%	-0.5%	-7.5%			3.6%	3.6%		0.3%	103.5%		0.0%	103.7%	-3.7%	
55,625	89,522	121,001	320	HomeBound	80,000	79,400	(600)	-	71,652	90%	-	71,652	7,748	9.8%
47,665	41,118	20,178	321	Gifted Activities	40,000	40,000	-	287	5,901	15%	-	6,188	33,812	84.5%
-	47,610	68,700	322	Educational Interns	-	-	-	-	-	0%	-	-	-	0.0%
323,296	362,913	437,591	323	Instr Program Improvements	542,522	540,755	(1,767)	47,466	575,520	106%	-	622,986	(82,231)	-15.2%
20,127	15,587	11,092	324	Pupil Services	16,000	15,425	(575)	25	6,802	44%	-	6,827	8,598	55.7%
133,768	164,415	196,439	325	PPT Consultations	241,000	241,575	575	13,737	226,234	94%	-	239,971	1,604	0.7%
125,281	85,066	102,500	327	Student Evaluations-Outside	135,000	135,600	600	4,420	124,061	91%	-	128,481	7,119	5.2%
25,840	22,709	26,839	328	Medical Advisors	38,000	38,000	-	-	19,176	50%	-	19,176	18,824	49.5%
171,584	293,353	329,599	330	Other Prof/Tech Services	523,621	525,388	1,767	27,178	489,653	93%	-	516,831	8,557	1.6%
353,542	348,761	371,748	331	Legal/Negotiations	345,000	345,000	-	32,500	340,941	99%	-	373,441	(28,441)	-8.2%
66,306	-	-	332	Licenses & Fees	-	-	-	-	-	0%	-	-	-	0.0%
\$ 1,323,034	\$ 1,471,055	\$ 1,685,687		TOTAL PURCHASED SERVICES	\$ 1,961,143	\$ 1,961,143	\$ -	\$ 125,613	\$ 1,859,942		\$ -	\$ 1,985,555	(24,412)	-1.2%
100.0%	11.2%	14.6%			16.3%	16.3%		6.4%	94.8%		0.0%	101.2%	-1.2%	
89,427	97,890	90,839	411	Water/Sewer	94,108	97,395	3,287	1,051	96,343	99%	-	97,395	1	0.0%
1,803,729	2,058,317	1,971,458	413	Electricity	2,192,461	2,001,097	(191,364)	52,159	1,650,135	82%	-	1,702,294	298,803	14.9%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report -4Q and FYE (unaudited)
June 30, 2018
Theoretical Expenditure Rate: 100

2014-2015 Year-End Expense	2015-2016 Year-End Expense	2016-2017 Year-End Expense	Object Code	Descriptions	2017-2018 ADOPTED BUDGET	2017-2018 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2017-2018 ENCUMBERED TO DATE	2017-2018 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
1,250,583	947,428	745,332	414	Natural Gas	1,022,822	1,022,822	-	0	933,867	91%	-	933,868	88,954	8.7%
87,477	12,062	13,196	415	Heating Oil	18,391	18,391	-	1,262	13,112	71%	-	14,374	4,017	21.8%
466,216	449,416	557,524	421	Contracted Maintenance	563,360	530,782	(32,578)	13,991	515,624	97%	-	529,616	1,166	0.2%
408,209	472,140	544,024	431	Building Maintenance	395,445	799,528	404,083	253,194	546,758	68%	-	799,952	(424)	-0.1%
185,375	214,830	315,436	432	Grounds Maintenance	293,540	260,052	(33,488)	23,519	236,531	91%	-	260,050	2	0.0%
80,204	67,596	87,353	433	Repair Equip (Instructional)	102,515	106,069	3,554	5,593	93,641	88%	-	99,235	6,834	6.4%
74,313	59,180	35,536	434	Repair Equip (Non-Instructional)	79,050	78,308	(742)	16,216	53,758	69%	-	69,974	8,334	10.6%
1,522,111	55,511	314,886	435	Building Projects	278,132	349,114	70,982	163,269	189,151	54%	-	352,420	(3,306)	-0.9%
136,400	55,778	228,432	436	Grounds Projects	363,780	299,057	(64,723)	83,333	215,723	72%	-	299,055	2	0.0%
342,984	441,008	626,838	437	Restore/Prevent Maintenance	230,500	205,672	(24,828)	89,041	116,629	57%	-	205,670	2	0.0%
185,405	170,845	161,462	440	Equip Rentals & Copiers	170,999	170,999	-	23,151	148,260	87%	-	171,410	(411)	-0.2%
34,357	41,599	44,164	441	Building Rental	45,685	45,685	-	-	45,684	100%	-	45,684	1	0.0%
12,791	8,852	6,535	450	Gas/Travel Maintenance	13,860	13,860	-	-	8,238	59%	-	8,238	5,622	40.6%
222,009	245,173	194,453	451	Custodial Supplies	255,000	194,871	(60,129)	-	194,871	100%	-	194,871	0	0.0%
265,915	278,649	267,611	452	Maintenance Supplies	265,800	186,551	(79,249)	4,157	182,294	98%	-	186,451	100	0.1%
73,897	91,935	102,515	490	School Security	100,000	105,195	5,195	9,107	97,256	92%	-	106,362	(1,167)	-1.1%
\$ 7,241,402	\$ 5,768,207	\$ 6,307,594		TOTAL PROPERTY SERVICES	\$ 6,485,448	\$ 6,485,448	\$ -	\$ 739,043	\$ 5,337,876		\$ -	\$ 6,076,919	408,529	6.3%
100.0%	-20.3%	9.4%			2.8%	2.8%		11.4%	82.3%		0.0%	93.7%	6.3%	
3,031,623	3,317,099	3,584,711	510	Transportation - Regular	3,830,118	3,830,118	-	6,419	3,831,152	100%	-	3,837,571	(7,453)	-0.2%
652,651	734,356	788,293	511	Trans-Spec Ed-Internal	913,194	913,194	-	21,155	903,407	99%	-	924,562	(11,368)	-1.2%
144,469	163,391	182,149	512	Trans-Spec Ed-Public	138,570	138,570	-	-	106,736	77%	-	106,736	31,835	23.0%
271,964	330,884	352,591	513	Trans-Spec Ed-Private	343,650	343,650	-	3,348	301,543	88%	-	304,891	38,759	11.3%
29,731	35,945	37,539	516	Trans-Field Trips	41,002	47,251	6,249	1,527	38,102	81%	-	39,629	7,621	16.1%
256,742	173,175	157,350	517	Gasoline-Buses	238,750	238,750	-	-	220,077	92%	-	220,077	18,673	7.8%
174,755	185,491	146,958	520	Property Insurance	169,992	164,526	(5,466)	-	162,255	99%	-	162,255	2,271	1.4%
13,362	15,573	10,489	521	Flood Insurance	21,318	11,318	(10,000)	-	10,405	92%	-	10,405	913	8.1%
298,587	308,026	336,798	523	Liability Insurance	320,383	310,383	(10,000)	-	338,796	109%	-	338,796	(28,413)	-9.2%
75,781	104,410	109,106	529	Athletic Insurance	120,017	145,483	25,466	-	145,483	100%	-	145,483	-	0.0%
598,442	424,940	479,644	530	Communication Systems	361,864	361,864	-	106,406	260,594	72%	-	367,000	(5,136)	-1.4%
36,153	42,263	36,348	535	Postage	40,000	40,000	-	9,951	24,167	60%	-	34,118	5,882	14.7%
97,209	48,783	21,307	540	Advertising	77,500	77,500	-	1,894	19,603	25%	-	21,497	56,003	72.3%
31,486	31,172	25,867	550	Printing	32,240	26,745	(5,495)	1,188	26,343	98%	-	27,530	(785)	-2.9%
1,619,445	1,513,287	2,003,856	560	Tuition-Public	1,874,754	1,874,754	-	167,008	2,051,935	109%	-	2,218,944	(344,190)	-18.4%
48,368	46,521	39,019	563	Tuition-Court & Agency Placed	55,000	55,000	-	20,420	15,294	28%	-	35,714	19,286	35.1%
44,290	29,324	-	565	Tuition-Alternative Ed	-	-	-	-	-	0%	-	-	-	0.0%
498,900	501,518	571,136	567	Tuition-Litigation	475,000	475,000	-	156,991	476,515	100%	-	633,506	(158,506)	-33.4%
12,055	20,000	11,555	569	Tuition-Summer Programs	20,000	20,000	-	-	17,523	88%	-	17,523	2,477	12.4%
29,339	55,881	36,871	580	Staff Travel/Mileage	58,770	58,017	(754)	-	40,323	70%	-	40,323	17,693	30.5%
\$ 7,965,352	\$ 8,082,039	\$ 8,931,586		TOTAL OTHER PURCH SERVICES	\$ 9,132,122	\$ 9,132,122	\$ -	\$ 496,306	\$ 8,990,253		\$ -	\$ 9,486,559	(354,437)	-3.9%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report -4Q and FYE (unaudited)
June 30, 2018
Theoretical Expenditure Rate: 100

2014-2015 Year-End Expense	2015-2016 Year-End Expense	2016-2017 Year-End Expense	Object Code	Descriptions	2017-2018 ADOPTED BUDGET	2017-2018 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2017-2018 ENCUMBERED TO DATE	2017-2018 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
100.0%	1.5%	10.5%			2.2%	2.2%		5.4%	98.4%		0.0%	103.9%	-3.9%	
1,016,020	913,069	926,363	611	Supplies-Instructional	963,324	962,961	(363)	8,148	900,678	94%	-	908,826	54,135	5.6%
646,077	645,706	681,001	612	Software	886,388	884,252	(2,136)	21,987	845,596	96%	-	867,583	16,669	1.9%
134,139	170,135	156,539	613	Tech Supplies	151,925	155,642	3,717	9,706	145,910	94%	-	155,616	26	0.0%
35,646	36,924	37,260	615	Graduation Expenses	36,856	40,006	3,150	10,214	29,402	73%	-	39,616	390	1.0%
643,441	633,636	673,153	641	Textbooks	459,325	455,449	(3,876)	26,080	383,280	84%	-	409,360	46,090	10.1%
131,510	118,422	115,487	642	Library Books & Periodicals	121,569	122,696	1,127	3,113	116,924	95%	-	120,037	2,659	2.2%
14,615	14,856	15,750	643	A/V Materials	14,201	13,739	(462)	74	12,485	91%	-	12,559	1,180	8.6%
155,371	156,056	162,409	690	Non Instructional Supplies	181,400	180,868	(532)	1,434	163,989	91%	-	165,423	15,446	8.5%
29,089	27,496	19,044	691	Health Supplies	28,489	27,864	(625)	86	19,183	69%	-	19,269	8,595	30.8%
\$ 2,805,908	\$ 2,716,299	\$ 2,787,006		TOTAL SUPPLIES AND MTLs.	\$ 2,843,477	\$ 2,843,477	\$ -	\$ 80,842	\$ 2,617,448		\$ -	\$ 2,698,290	145,187	5.1%
100.0%	-3.2%	2.6%			2.0%	2.0%		2.8%	92.1%		0.0%	94.9%	5.1%	
61,690	109,522	85,358	731	Equip-New Instructional	54,281	39,647	(14,634)	1,000	39,094	99%	-	40,094	(447)	-1.1%
51,772	285,141	9,477	732	Equip-New Non Instructional	76,179	77,086	907	20,540	102,902	133%	-	123,442	(46,356)	-60.1%
26,393	150,279	69,530	733	Equip-Replace Instructional	70,033	69,240	(793)	13,607	96,506	139%	-	110,113	(40,873)	-59.0%
8,507	82,622	20,540	734	Equip-Replace Non Instructional	12,654	7,795	(4,859)	-	39,015	501%	-	39,015	(31,220)	-400.5%
105,493	122,380	247,426	735	Furniture	25,242	44,621	19,379	15,489	37,057	83%	-	52,546	(7,925)	-17.8%
1,037,198	1,034,670	998,464	736	Tech Equip-Instructional	754,019	750,269	(3,750)	468	751,063	100%	-	751,531	(1,262)	-0.2%
26,729	18,151	40,988	737	Tech Equip-Non Instructional	36,268	40,018	3,750	2,858	42,013	105%	-	44,871	(4,853)	-12.1%
\$ 1,317,782	\$ 1,802,765	\$ 1,471,782		TOTAL EQUIPMENT	\$ 1,028,676	\$ 1,028,676	\$ -	\$ 53,962	\$ 1,107,649		\$ -	\$ 1,161,611	(132,935)	-12.9%
100.0%	36.8%	-18.4%			-30.1%	-30.1%		5.2%	107.7%		0.0%	112.9%	-12.9%	
77,075	80,833	86,472	810	Dues & Fees	92,462	91,411	(1,051)	600	88,151	96%	-	88,751	2,660	2.9%
27,254	29,950	31,743	811	Student Act & Awards	29,398	30,449	1,051	1,222	27,743	91%	-	28,965	1,484	4.9%
399,528	395,590	412,017	812	Student Athletics	390,334	390,334	-	20,174	360,447	92%	-	380,622	9,712	2.5%
\$ 503,857	\$ 506,373	\$ 530,233		TOTAL OTHER	\$ 512,194	\$ 512,194	\$ -	\$ 21,996	\$ 476,342		\$ -	\$ 498,338	13,856	2.7%
100.0%	0.5%	4.7%			-3.4%	-3.4%		4.3%	93.0%		0.0%	97.3%	2.7%	
\$ 108,979,222	\$ 109,737,798	\$ 111,890,812		GRAND TOTAL	\$ 114,377,346	\$ 114,377,346	\$ -	\$ 1,638,241	\$ 112,337,900		\$ -	\$ 113,976,141	401,205	0.4%
100.0%	0.7%	2.0%			2.2%	2.2%		1.4%	98.2%		0.0%	99.65%	0.35%	

**WESTPORT PUBLIC SCHOOLS
2017-2018 REVENUE OFFSET BUDGETS**

		# Students	Project Return & Special Ed	# Students	Pre-School	Total Revenue Offset Budgets
PROJECTED REVENUE			\$ -		\$ 138,391	\$ 138,391
Tuition Type	Est. Tuition					
Project Return/Special Ed						
Partial Self Contained			\$ -			\$ -
PRE-SCHOOL						
5 days per week	\$ 6,529			5	\$ 32,645	\$ 32,645
Extended Day	\$ 10,071			10	\$ 100,710	\$ 100,710
Employee Extended Day	\$ 2,518			2	\$ 5,036	\$ 5,036
APPROPRIATION REQUESTED		0	\$ -	17	\$ 138,391	\$ 138,391
ACTUAL REVENUE					\$ 145,499	\$ 145,499
ACTUAL EXPENDITURES						
CERTIFIED STAFF						
Sped Teacher					\$ 20,729	\$ 20,729
NON-CERTIFIED STAFF						
Paraprofessionals					\$ 35,034	\$ 35,034
BENEFITS						
Health					\$ 36,000	\$ 36,000
Social Security/Medicare					\$ 2,550	\$ 2,550
CONTRACTED SERVICES						
(OT/PT, Consultations, Evals, Other)					\$ 49,439	\$ 49,439
REFUND					\$ 1,452	\$ 1,452
ACTUAL EXPENDITURES			\$ -		\$ 145,204	\$ 145,204
Revenue generated but no appropriation requested for:						
Employee Tuition	\$ 157,337					

**WESTPORT PUBLIC SCHOOLS
PRIVATE SCHOOL BUDGET**

Object Code	Description	2013-2014 Year-End Expenditures	2014-2015 Year-End Expenditures	2015-2016 Year-End Expenditures	2016-2017 Year-End Expenditures	2017-2018 Adopted Budget	2017-2018 Expended & Encumbered	Account Balance
109	Special Ed Teacher	52,066	53,003	54,063	51,057	51,823	51,823	-
126	Nurses	43,977	45,170	46,525	48,640	49,612	49,613	(1)
155	Non-Certified Subs	945	-	-	-	-	-	-
210	Health Insurance	14,045	12,503	14,628	14,628	15,374	15,374	-
220	FICA/Med	3,872	4,132	4,222	4,312	4,547	4,385	162
510	Pupil Transportation	169,804	178,400	195,449	213,038	223,692	223,691	1
517	Pupil Transp - Fuel, Buses	27,137	28,540	27,528	25,663	23,750	23,750	-
	TOTAL	\$ 311,846	\$ 321,748	\$ 342,415	\$ 357,338	\$ 368,798	\$ 368,636	162

WESTPORT PUBLIC SCHOOLS
STATE & FEDERAL GRANTS
as of June 30, 2018

Descriptions	2014-15 Actual	2015-2016 Actual	2016-17 Actual	2017-18 Budget	2017-18 Expended/ Encumbered	Current Balances	% Expended
Carol M White PEP	382,681	302,268	204,660	0	0	0	-
High Quality Schools & Common Core (Tech)	0	126,390	0	0	0	0	-
Open Choice	151,417	159,780	170,261	194,159	188,994	5,165	97.3%
Title 1 - ESEA Carry Over	30,378	30,496	23,223	16,805	16,805	0	100.0%
Title 1 - ESEA	134,610	141,879	142,236	151,925	140,789	11,136	92.7%
Carl D. Perkins	33,802	35,522	0	36,646	23,472	13,174	64.1%
Title II - Teacher	86,159	85,906	84,328	80,875	80,875	0	100.0%
Title II - Teacher Carry Over	31	39	10	0	0	0	-
Title III English	155	6,000	0	6,610	0	6,610	0.0%
Title III English Carry Over	0	8,736	426	6,425	6,392	33	99.5%
Title III English -New Canaan	0	0	7,189	6,610	6,610	0	100.0%
Title III English -New Canaan Carry Over	4,717	8,111	5,828	0	0	0	-
EV Charging Station	0	0	7,820	0	0	0	-
CCSS Math Practices	1,500	0	0	0	0	0	-
IDEA Part B Carryover	281,267	519,871	319,447	274,600	274,600	0	100.0%
IDEA Part B	496,923	694,956	780,702	1,055,821	795,276	260,545	75.3%
Section 619 Pre-School Grants Carryover	0	13,409	7,019	1,844	1,844	0	100.0%
Section 619 Pre-School	8,069	14,453	21,333	19,997	19,981	16	99.9%
Immigrant & Youth Carryover	3,801	0	0	0	0	0	-
Immigrant & Youth	0	0	0	0	0	0	-
Total Public Grants	\$1,615,509	\$2,147,816	\$1,774,483	\$1,852,317	\$1,555,638	\$296,679	84.0%

CARRYOVER - Balance will Carryover to following year

NON PUBLIC SCHOOL GRANTS

Descriptions	2014-2015 Actual	2015-2016 Actual	2016-17 Actual	2017-18 Budget	2017-18 Expended/ Encumbered	Current Balances	% Expended
Adult Ed	1,230	183	238	160	160	0	100.0%
Title I Neglected & Delinquent	1,342	1,348	0	1,401	0	1,401	0.0%
Title II - Teacher	0	241	254	190	0	190	0.0%
Title II - Teacher Carryover	0	241	0	0	0	0	-
IDEA Part B Carryover	3,000	755	155	2,405	700	1,705	29.1%
IDEA Part B	2,245	2,845	595	3,000	0	3,000	0.0%
Total Non Public Grants	\$7,817	\$5,613	\$1,242	\$7,156	\$860	\$6,296	12.0%

CARRYOVER - Balance will Carryover to following year

INTEROFFICE MEMORANDUM

EXHIBIT E

TO: DR. COLLEEN PALMER
SUPERINTENDENT

FROM: ELIO LONGO 
CHIEF FINANCIAL OFFICER

SUBJECT: REQUEST FOR APPROPRIATION – RENTALS &
REIMBURSEMENTS

DATE: August 23, 2018

Cc: G. Conrad, P. Cross, Rentals File

The Board of Education, in accordance with the policy approved by the Board of Education (based on an agreement with the Board of Finance), has authorized the Superintendent to provide written accounting to the Board of Finance regarding revenues and expenditures associated with rentals and reimbursements.

I am now submitting the final report on the Rentals and Reimbursement account. The final Rentals and Reimbursements statement provides the summary of activity for the rental fees received for the use of school facilities by outside organizations.

We are, therefore, requesting that the Board of Finance accept the report and make net appropriation adjustments to the Board of Education budget in the amount of \$0.00 as follows:

Final action requested:

Total funds received (07/01/16 – 06/30/17)	\$139,207.15
Funds deemed appropriated per CGS 10-222a (07/01/16 – 06/30/17)	<u>\$139,207.15</u>
Net appropriation request (07/01/16 – 06/30/17)	\$0.00

This request for appropriation complies with the Fund Accounting Procedure agreed to in 2001 by the Board of Education and the Board of Finance.

**WESTPORT PUBLIC SCHOOLS
RENTALS & REIMBURSEMENTS
as of June 30, 2018**

	Revenues Received	Expenditure Detail	Expenditures as of 06/30/17	Balance to Town
Account 852				
Outside Activities & School Use	\$ 139,207.15			
Payroll				
BOE staff		\$ 50,212.39		
FICA/Medicare		\$ 3,690.68		
		\$ 53,903.07	\$ 53,903.07	\$ -
Expenditures			\$ 85,304.08	
TOTAL	\$ 139,207.15		\$ 139,207.15	\$ -

Revenue & Expense Detail

Revenues

Camp Gan Israel	\$ 73,181.00
Westport Academy of Dance	\$ 13,816.34
Westport Young Women's League	\$ 13,257.07
Connecticut Breeze	\$ 5,045.33
All Other (Under \$5,000)	\$ 33,907.41
	\$ 139,207.15

Expenditures

Payroll (including FICA/Med)	\$ 53,903.07
Electricity	\$ 72,277.33
Refund to Camp Gan Israel (sec. deposit)	\$ 10,000.00
Fingerprinting	\$ 3,026.75
Misc. reimbursements	\$ -
	\$ 139,207.15

2017/2018 COMPLETED PROJECTS - COLEYTOWN ELEMENTARY SCHOOL

EXHIBIT F

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
CES - UNDERGROUND FUEL TANK INSPECTIONS	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROFESSIONAL SERVICES
CES - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 1,000.00	ETT ENTERPRISES INC	330	OTHER PROFESSIONAL SERVICES
CES - ASBESTOS 6 MONTH INSPECTION	\$ 800.00	HYGENIX INC	330	OTHER PROFESSIONAL SERVICES
CES - 3 YEAR ASBESTOS INSPECTION	\$ 450.00	HYGENIX INC	330	OTHER PROFESSIONAL SERVICES
CES - ASBESTOS CONSULTING	\$ 450.00	HYGENIX INC	330	OTHER PROFESSIONAL SERVICES
CES - FIRE EXTINGUISHERS PARTS, & REPAIRS	\$ 154.00	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTENANCE
CES - PLUMBING REPAIRS	\$ 885.17	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTENANCE
CES - HVAC REPAIRS	\$ 2,189.20	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
CES - ANNUAL BURNER SERVICE	\$ 1,800.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
CES - FUEL TREATMENT ADDITIVE & TESTING	\$ 310.00	ETT ENTERPRISES INC	431	BUILDING MAINTENANCE
CES - FIRE SPRINKLER REPAIR	\$ 388.67	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
CES - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 500.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
CES - REPAIRS: INTERCOMS/FIRE ALARM	\$ 3,820.20	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTENANCE
CES - REPAIRS: EMERGENCY LIGHTS	\$ 2,724.09	LIGHTING SERVICES INC	431	BUILDING MAINTENANCE
CES - WINDOW FILM	\$ 1,178.00	MILLARD ENTERPRISES/MOZZICATO	431	BUILDING MAINTENANCE
CES - ROOF REPAIRS	\$ 1,135.74	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTENANCE
CES - HVAC REPAIRS	\$ 9,794.20	PALMER'S ELECTRIC MOTORS & PUMPS	431	BUILDING MAINTENANCE
CES - REPAIRS BOILER/WELDING	\$ 8,610.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTENANCE
CES - CHILLER REPAIRS	\$ 711.00	TRANE COMPANY	431	BUILDING MAINTENANCE
CES - SNAKE OUT SEWER LINE	\$ 1,535.25	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTENANCE
CES - ADDITIONAL PAVEMENT LINES	\$ 175.00	ARROW LINE/SHILLING	432	GROUNDS MAINTENANCE
CES - FIBER FOR PLAYGROUND	\$ 2,255.82	DUNNING PLAYGROUND	432	GROUNDS MAINTENANCE
CES - SEWER SYSTEM REPAIRS	\$ 1,036.34	FOLEYS PUMP SERVICE INC	432	GROUNDS MAINTENANCE
CES - GROUNDS MAINTENANCE	\$ 720.00	GREENWAY PROPERTY	432	GROUNDS MAINTENANCE
CES - CUT BACK BRANCHES, TREE REMOVAL	\$ 1,040.00	KNAPP TREE INC	432	GROUNDS MAINTENANCE
CES - ASPHALT PATCH REPAIR	\$ 750.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	432	GROUNDS MAINTENANCE
CES - REPAIR BLINDS	\$ 1,935.00	AEROWS WINDOW TREATMENT	437/1825	RESTORATIVE/PRENTATIVE MAINTANCE
CES - PAINTING ROOMS 7,11,12,13,14,15	\$ 6,650.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTORATIVE/PRENTATIVE MAINTANCE
CES - NURSES OFFICE REFURBUSHING	\$ 751.94	HOME DEPOT	437/1821	RESTORATIVE/PRENTATIVE MAINTANCE
CES - NURSES OFFICE REFURBUSHING	\$ 40.66	TORNO LUMBER & HARDWARE	437/1821	RESTORATIVE/PRENTATIVE MAINTANCE
	\$ 54,040.28			

2017/2018 COMPLETED PROJECTS- GREEN'S FARMS

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
GFS - UNDERGROUND FUEL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROFESSIONAL SERVICES
GFS - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 1,250.00	ETT ENTERPRISES INC	330	OTHER PROFESSIONAL SERVICES
GFS - FIRE PUMP REPAIR	\$ 4,205.00	ADVANCED POWER SERVICES LLC	431	BUILDING MAINTENANCE
GFS - FIRE EXTINGUISHERS PARTS & REPAIRS	\$ 331.00	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTENANCE
GFS - PLUMBING REPAIRS	\$ 1,028.00	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTENANCE
GFS - REPLACE CONDUCTIVITY	\$ 195.00	CLEARWATER INDUSTRIES	431	BUILDING MAINTENANCE
GFS - EVAPCO COATING FOR THE COOLING TOWER	\$ 19,345.00	CM TOWERS INC	431	BUILDING MAINTENANCE
GFS - HVAC REPAIRS	\$ 5,141.50	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
GFS - ANNUAL BURNER SERVICE	\$ 2,800.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
GFS - FUEL TREATMENT ADDITIVE & TESTING	\$ 941.00	ETT ENTERPRISES INC	431	BUILDING MAINTENANCE
GFS - FIRE SPRINKLER REPAIRS	\$ 265.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
GFS - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 1,730.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
GFS - ELEVATOR REPAIRS	\$ 990.00	GREAT NORTHERN ELEVATOR/JOHNSTON	431	BUILDING MAINTENANCE
GFS - REPAIRS: INTERCOMS/FIRE ALARM	\$ 1,141.00	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTENANCE
GFS - CATCH BASIN REPLACEMENT	\$ 1,600.00	KERRIGAN INDUSTRIES INC	431	BUILDING MAINTENANCE
GFS - ELECTRICAL REPAIRS	\$ 115.00	KINSELLA ELECTRIC	431	BUILDING MAINTENANCE
GFS - REPAIRS: EMERGENCY LIGHTS	\$ 1,215.64	LIGHTING SERVICES INC	431	BUILDING MAINTENANCE
GFS - ELECTRICAL REPAIRS	\$ 670.00	LIGHTING SERVICES INC	431	BUILDING MAINTENANCE
GFS - ROOF REPAIRS	\$ 3,367.62	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTENANCE
GFS - REPAIRS BOILER/WELDING	\$ 6,000.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTENANCE
GFS - INSTALL NEW BOILER	\$ 19,610.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTENANCE
GFS - HIGH EFFICIENCY NATURE GAS WATER HEATER	\$ 5,143.33	TORRICO/TORRINGTON SUPPLY	431	BUILDING MAINTENANCE
GFS - SNAKE OUT SEWER LINE	\$ 295.00	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTENANCE
GFS - SAFETY REPAIRS ON OPERABLE DOORS	\$ 1,306.00	WILLCO SALES & SERVICE INC	431	BUILDING MAINTENANCE
GFS - FIBER FOR PLAYGROUND	\$ 2,255.82	DUNNING PLAYGROUND	432	GROUNDS MAINTENANCE
GFS - GROUNDS MAINTENANCE	\$ 1,280.00	GREENWAY PROPERTY	432	GROUNDS MAINTENANCE
GFS - CUT BACK BRANCHES, TREE REMOVAL	\$ 5,505.00	KNAPP TREE INC	432	GROUNDS MAINTENANCE
GFS - SIDE WALK REPAIRS	\$ 5,850.00	CAPASSO G.L.	436/1815	GROUNDS PROJECTS
GFS - BUS LOOP BRICK WALL	\$ 7,870.00	CAPASSO G.L.	436/1834	GROUNDS PROJECTS
GFS - SECURITY FENCE REPAIR	\$ 9,562.50	ORANGE FENCE & SUPPLY CO INC	436/1820	GROUNDS PROJECTS
GFS - CRACK AND SEAL PARKING LOT	\$ 20,635.55	SEALCOATING INC.	436/1829	GROUNDS PROJECTS
	<u>\$ 131,893.96</u>			

2017/2018 COMPLETED PROJECTS-KINGS HIGHWAY ELEMENTARY SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
KHS - UNDERGROUND FUEL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
KHS - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 1,000.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
KHS - ASBESTOS 3 YEAR INSPECTION	\$ 800.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
KHS - TESTING CAFE FLOOR	\$ 200.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
KHS - 3 YEAR ASBESTOS INSPECTION	\$ 800.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
KHS - VENT PIPE SOIL TEST	\$ 977.50	HYGENIX INC	330	OTHER PROF/TECH SERVICES
KHS - FIRE EXTINGUISHERS PARTS & REPAIRS	\$ 276.00	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTENANCE
KHS - PLUMBING REPAIRS	\$ 689.00	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTENANCE
KHS - ACOUSTICAL TILES	\$ 3,358.00	ECKEL INDUSTRIES INC.	431	BUILDING MAINTENANCE
KHS - HVAC REPAIRS	\$ 4,880.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
KHS - ANNUAL BURNER SERVICE	\$ 1,350.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
KHS - FUEL TREATMENT ADDITIVE & TESTING	\$ 941.00	ETT ENTERPRISES INC	431	BUILDING MAINTENANCE
KHS - FIRE SPRINKLER REPAIR	\$ 1,256.40	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
KHS - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 2,200.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
KHS - PLUMBING REPAIRS	\$ 6,444.00	FLANAGAN RAY	431	BUILDING MAINTENANCE
KHS - REPAIRS TO HVAC	\$ 477.00	FLOW TECH INC	431	BUILDING MAINTENANCE
KHS - ELEVATOR REPAIRS	\$ 7,222.71	GREAT NORTHERN ELEVATOR/JOHNSTON	431	BUILDING MAINTENANCE
KHS - REPLACE WINDOWS, GLASS, REPLACEMENT	\$ 325.00	HORIZON GLASS COMPANY INC	431	BUILDING MAINTENANCE
KHS - REPAIRS: INTERCOMS/FIRE ALARMS	\$ 464.00	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTENANCE
KHS - REPAIRS: EMERGENCY LIGHTING	\$ 1,527.81	LIGHTING SERVICES INC	431	BUILDING MAINTENANCE
KHS - ELECTRICAL REPAIRS	\$ 260.45	LIGHTING SERVICES INC	431	BUILDING MAINTENANCE
KHS - ROOF REPAIRS	\$ 2,133.99	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTENANCE
KHS - CONDENSATION PANS	\$ 150.00	PAPARAZZO SHEET METAL LLC	431	BUILDING MAINTENANCE
KHS - REPAIRS BOILER/WELDING	\$ 760.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTENANCE
KHS - CHILLER REPAIRS	\$ 1,489.00	TRANE COMPANY	431	BUILDING MAINTENANCE
KHS - SNAKE OUT SEWER LINES	\$ 3,999.00	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTENANCE
KHS - FUEL TANK VENT PIPE REPAIR	\$ 35,100.00	ETT ENTERPRISES INC	431/1836	BUILDING MAINTENANCE
KHS - VENT PIPE SOIL TEST	\$ 977.50	HYGENIX INC	431/1836	BUILDING MAINTENANCE
KHS - ANIMAL REMOVAL	\$ 3,000.00	ALL ABOUT BATS & WILDLIFE	432	GROUNDS MAINTENANCE
KHS - STONE RETAINING WALL	\$ 7,890.00	CAPASSO G.L.	432	GROUNDS MAINTENANCE
KHS - FIBER FOR PLAYGROUND	\$ 3,812.10	DUNNING PLAYGROUND	432	GROUNDS MAINTENANCE
KHS - GROUNDS MAINTENANCE NOT COVERED UNDER CONTRACT	\$ 2,040.00	GREENWAY PROPERTY	432	GROUNDS MAINTENANCE
KHS - CUT BACK BRANCHES, TREE REMOVAL	\$ 4,885.00	KNAPP TREE INC	432	GROUNDS MAINTENANCE
KHS - UTILITY SHED FOR SNOW CAB	\$ 4,880.00	ORANGE FENCE & SUPPLY CO INC	432	GROUNDS MAINTENANCE
KHS - EMERGENCY REPAIR	\$ 5,131.08	PENNA A.J. & SON CONSTRUCTION	432	GROUNDS MAINTENANCE
KHS - FIRE ALARM UPGRADE	\$ 18,400.00	INTEGRATED TECHNICAL/AMANO	435/1802	BUILDING PROJECTS
KHS - MAIN OFFICE COUNTER/ MAIN OFFICE PROJECT	\$ 123.65	CONNECTICUT PLYWOOD/CT PLYWOOD	435/1803	BUILDING PROJECTS
KHS - OFFICE PROJECT- SUPPLIES/ MAIN OFFICE PROJECT	\$ 19.99	CROSSROADS HARDWARE/ACE	435/1803	BUILDING PROJECTS
KHS - MAIN OFFICE PROJECT	\$ 150.10	HOME DEPOT	435/1803	BUILDING PROJECTS
KHS - MAIN OFFICE PROJECT	\$ 203.92	TORNO LUMBER & HARDWARE	435/1803	BUILDING PROJECTS
KHS - SIDE WALK REPAIRS	\$ 5,850.00	CAPASSO G.L.	436/1815	GROUNDS PROJECTS
KHS - SECURITY FENCE REPAIR	\$ 4,125.00	ORANGE FENCE & SUPPLY CO INC	436/1820	GROUNDS PROJECTS
KHS - CRACK AND SEAL PARKING LOT	\$ 16,044.01	SEALCOATING INC.	436/1829	GROUNDS PROJECTS
KHS - PAINTING HAND RAILS	\$ 4,800.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
	<u>\$ 161,663.21</u>			

2017/2018 COMPLETED PROJECTS-LONG LOTS ELEMENTARY SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
LLS - USLD OIL BACTERIA TESTING	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
LLS - UNDERGROUND FUEL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
LLS - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 1,000.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
LLS - ASBESTOS 3 YEAR INSPECTION	\$ 900.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
LLS - 3 YEAR ASBESTOS INSPECTION	\$ 900.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
LLS - ASBESTOS SITE VISIT	\$ 950.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
LLS - IAQ TESTING MAIN OFFICE	\$ 201.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
LLS - INTERIOR SIGNS	\$ 1,500.00	ABC SIGN CORPORATION	431	BUILDING MAINTNEANCE
LLS - FIRE EXTINGUISHERS PARTS & REPAIRS	\$ 401.00	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTNEANCE
LLS - PLUMBING REPAIRS	\$ 1,745.00	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTNEANCE
LLS - MAIN OFFICE DUCT CLEANING	\$ 2,938.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
LLS - DUCT CLEANING LIBRARY	\$ 2,981.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
LLS - HVAC REPAIRS	\$ 1,692.25	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
LLS - A/C REPLACEMENT COMPRESSOR	\$ 12,040.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
LLS - ANNUAL BURNER SERVICE	\$ 1,350.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
LLS - FUEL TREATMENT ADDITIVE & TESTING	\$ 941.00	ETT ENTERPRISES INC	431	BUILDING MAINTNEANCE
LLS - FIRE SPRINKLER REPAIRS	\$ 813.60	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTNEANCE
LLS - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 1,500.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTNEANCE
LLS - PREP AND PAINT EXISTING 4 DOORS ENTRY	\$ 450.00	FERRARO'S PAINTING & RESTORATION	431	BUILDING MAINTNEANCE
LLS - ELEVATOR REPAIRS	\$ 1,650.00	GREAT NORTHERN ELEVATOR	431	BUILDING MAINTNEANCE
LLS - WINDOW REPAIRS	\$ 1,865.00	HORIZON GLASS COMPANY INC	431	BUILDING MAINTNEANCE
LLS - REPAIRS: INTERCOMS/FIRE ALARMS	\$ 2,650.80	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTNEANCE
LLS - REPAIRS EMERGENCY LIGHTS	\$ 1,074.90	LIGHTING SERVICES INC	431	BUILDING MAINTNEANCE
LLS - ELECTRICAL REPAIRS	\$ 246.45	LIGHTING SERVICES INC	431	BUILDING MAINTNEANCE
LLS - WINDOW FILM	\$ 1,652.00	MILLARD ENTERPRISES/MOZZICATO	431	BUILDING MAINTNEANCE
LLS - ROOF REPAIRS	\$ 3,340.15	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTNEANCE
LLS - REPAIRS BOILER/WELDING	\$ 1,220.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
LLS - CHILLER REPAIRS	\$ 897.00	TRANE COMPANY	431	BUILDING MAINTNEANCE
LLS - SNAKE OUT SEWER LINES	\$ 392.95	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTNEANCE
LLS - PADDING FOR GOAL POST	\$ 253.00	BRUCE PARK SPORTS INC	432	GROUNDS MAINTNEANCE
LLS - CUT BACK BRANCHES, TREE REMOVAL	\$ 10,021.42	CARE OF TREES INC	432	GROUNDS MAINTNEANCE
LLS - FIBER FOR PLAYGROUND	\$ 3,812.10	DUNNING PLAYGROUND	432	GROUNDS MAINTNEANCE
LLS - GROUNDS MAINTNEANCE/NOT ON CONTRACT	\$ 6,575.00	GREENWAY PROPERTY	432	GROUNDS MAINTNEANCE
LLS - MASONRY REPAIRS	\$ 1,850.00	KERRIGAN INDUSTRIES INC	432	GROUNDS MAINTNEANCE
LLS - CUT BACK BRANCHES, TREE REMOVAL	\$ 13,405.00	KNAPP TREE INC	432	GROUNDS MAINTNEANCE
LLS- REPAIR GATES AND FENCES	\$ 3,990.00	ORANGE FENCE & SUPPLY CO INC	432	GROUNDS MAINTNEANCE
LLS - 6 A/C UNITS	\$ 9,123.90	HARVEY SID INDUSTRIES	435/1805	BUILDING PROJECTS
LLS - AC UNIT	\$ 1,892.00	HARVEY SID INDUSTRIES	435/1805	BUILDING PROJECTS
LLS - FIRE ALARM UPGRADE	\$ 47,320.00	INTEGRATED TECHNICAL/AMANO	435/1802	BUILDING PROJECTS
LLS - SECURITY FENCE REPAIR	\$ 2,985.00	ORANGE FENCE & SUPPLY CO INC	436/1820	GROUNDS PROJECTS
LLS - CRACK AND SEAL PARKING LOT	\$ 24,287.57	SEALCOATING INC.	436/1829	GROUNDS PROJECTS
LLS - REPAIR BLINDS	\$ 10,660.00	AEROWS WINDOW TREATMENT	437/1825	RESTOR/PREVENTATIVE MAINT.
	<u>\$ 183,967.09</u>			

2017/2018 COMPLETED PROJECTS- SAUGATUCK ELEMENTARY SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	DESCRIPTION
SES - USLD BACTERIA TESTING OIL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
SES - UNDERGROUND FUEL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
SES - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 1,000.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
SES - ASBESTOS 3 YEAR INSPECTION	\$ 800.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
SES - FIRE EXTINGUISHERS PARTS & REPAIRS	\$ 255.50	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTENANCE
SES - PLUMBING REPAIRS	\$ 1,955.36	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTENANCE
SES - COOLING TOWER BALL FLOAT	\$ 1,590.00	DEFEO GUY COMPANY	431	BUILDING MAINTENANCE
SES - HVAC REPAIRS	\$ 2,744.25	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
SES - ANNUAL BURNER SERVICE	\$ 1,350.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
SES - UPGRADE OF ZONE MANAGER	\$ 18,091.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTENANCE
SES - FUEL TREATMENT ADDITIVE & TESTING	\$ 941.00	ETT ENTERPRISES INC	431	BUILDING MAINTENANCE
SES - FIRE SPRINKLER REPAIRS	\$ 2,523.39	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
SES - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 3,100.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTENANCE
SES - PAINT ROOM 320	\$ 1,930.00	FERRARO'S PAINTING & RESTORATION	431	BUILDING MAINTENANCE
SES - PLUMBING REPAIRS	\$ 416.00	FLANAGAN RAY	431	BUILDING MAINTENANCE
SES - REPAIRS TO HVAC	\$ 3,355.00	FLOW TECH INC	431	BUILDING MAINTENANCE
SES - ELEVATOR REPAIRS	\$ 5,126.90	GREAT NORTHERN ELEVATOR/JOHNSTON	431	BUILDING MAINTENANCE
SES - REPAIRS: INTERCOMS/FIRE ALARMS	\$ 2,583.50	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTENANCE
SES - REPAIRS: EMERGENCY LIGHTS	\$ 204.12	LIGHTING SERVICES INC	431	BUILDING MAINTENANCE
SES - GENERATOR REPAIRS	\$ 597.50	NORTHEAST GENERATOR	431	BUILDING MAINTENANCE
SES - GENERATOR REPAIRS	\$ 1,633.84	NORTHEAST GENERATOR	431	BUILDING MAINTENANCE
SES - ROOF REPAIRS	\$ 5,060.38	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTENANCE
SES - REPAIR CHILLER	\$ 539.00	TRANE COMPANY	431	BUILDING MAINTENANCE
SES - SNAKE OUT SEWER LINE	\$ 1,867.95	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTENANCE
SES - REBUILD DAMAGED RETAINING WALL	\$ 9,680.00	CAPASSO G.L.	432	GROUNDS MAINTENANCE
SES - FIBER FOR PLAYGROUND	\$ 3,104.70	DUNNING PLAYGROUND	432	GROUNDS MAINTENANCE
SES - PLAYGROUND EQUIP. REPAIRS	\$ 127.00	GAMETIME/PLAYCORE WISCONSIN	432	GROUNDS MAINTENANCE
SES - GROUNDS MAINTENANCE NOT ON CONTRACT	\$ 3,060.00	GREENWAY PROPERTY	432	GROUNDS MAINTENANCE
SES - CUT BACK BRANCHES, TREE REMOVAL	\$ 4,442.00	KNAPP TREE INC	432	GROUNDS MAINTENANCE
SES - SITE WORK FOR DONATION	\$ 4,350.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	432	GROUNDS MAINTENANCE
SES - DROP CEILING	\$ 10,292.50	EAGLE RIDGE CONSTRUCTION	435/1806	BUILDING PROJECTS
SES - DROP CEILING - PART	\$ 3,220.00	EAGLE RIDGE CONSTRUCTION	435/1806	BUILDING PROJECTS
SES - LIBRARY SQUARE TILES & PLATFORM	\$ 33,245.00	NORTH HAVEN CERAMIC TILE & FLOOR	435/1834	BUILDING PROJECTS
SES - GUTTER LINE REPLACEMENT	\$ 8,305.92	OFFSHORE CONSTRUCTION INC.	436/1816	GROUNDS PROJECTS
SES - SECURITY FENCE REPAIR	\$ 1,950.00	ORANGE FENCE & SUPPLY CO INC	436/1820	GROUNDS PROJECTS
SES - ASPHALT PLAYGROUND	\$ 18,896.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	436/1819	GROUNDS PROJECTS
SES - CRACK AND SEAL PARKING LOTS	\$ 17,315.57	SEALCOATING INC.	436/1829	GROUNDS PROJECTS
SES - CUBBIES FOR ROOMS 17	\$ 199.65	TORNO LUMBER & HARDWARE	437/1821	RESTOR/PREVENTATIVE MAINT.
	<u>\$ 176,353.03</u>			

2017/2018 COMPLETED PROJECTS- BEDFORD MIDDLE SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
BMS - UNDERGROUND FUEL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
BMS - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 1,000.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
BMS - FIRE EXTINGUISHERS PARTS & REPAIRS	\$ 205.50	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTNEANCE
BMS - PLUMBING REPAIRS	\$ 2,535.23	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTNEANCE
BMS - DUCT CLEAN GYMNASIUM	\$ 3,997.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
BMS - HVAC REPAIRS	\$ 4,455.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
BMS - ANNUAL BURNER SERVICE	\$ 1,350.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
BMS - FUEL TREATMENT ADDITIVE & TESTING	\$ 941.00	ETT ENTERPRISES INC	431	BUILDING MAINTNEANCE
BMS - STEM PROJECT	\$ 4,833.03	F&M ELECTRICAL	431	BUILDING MAINTNEANCE
BMS - FIRE SPRINKLER REPAIR	\$ 697.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTNEANCE
BMS - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 2,000.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTNEANCE
BMS - REPAIRS TO HVAC	\$ 1,474.00	FLOW TECH INC	431	BUILDING MAINTNEANCE
BMS - ELEVATOR REPAIRS	\$ 4,356.45	GREAT NORTHERN ELEVATOR	431	BUILDING MAINTNEANCE
BMS - REPAIRS: INTERCOMS/FIRE ALARM	\$ 2,253.50	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTNEANCE
BMS - ELECTRICAL REPAIRS SYSTEM	\$ 3,334.32	KINSELLA ELECTRIC	431	BUILDING MAINTNEANCE
BMS - REPAIRS EMERGENCY LIGHTS	\$ 941.74	LIGHTING SERVICES INC	431	BUILDING MAINTNEANCE
BMS - ELECTRICAL REPAIRS	\$ 691.20	LIGHTING SERVICES INC	431	BUILDING MAINTNEANCE
BMS - GENERATOR REPAIRS	\$ 725.59	NORTHEAST GENERATOR	431	BUILDING MAINTNEANCE
BMS - GENERATOR REPAIRS	\$ 512.50	NORTHEAST GENERATOR	431	BUILDING MAINTNEANCE
BMS - ROOF REPAIRS	\$ 2,238.33	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTNEANCE
BMS - HVAC REPAIRS	\$ 684.96	PALMER'S ELECTRIC MOTORS & PUMPS	431	BUILDING MAINTNEANCE
BMS - CONDENSATION PANS	\$ 1,200.00	PAPARAZZO SHEET METAL LLC	431	BUILDING MAINTNEANCE
BMS - REPAIRS BOILER/WELDING	\$ 2,610.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
BMS - PURGE UPGRADE FOR CHILLER	\$ 9,243.00	TRANE COMPANY	431	BUILDING MAINTNEANCE
BMS - SNAKE OUT SEWER LINE	\$ 150.00	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTNEANCE
BMS - REPAIRS ON OPERABLE DOORS	\$ 1,822.00	WILLCO SALES & SERVICE INC	431	BUILDING MAINTNEANCE
BMS - NUMBERING PARKING SPACES	\$ 250.00	ARROW LINE/SHILLING	432	GROUNDS MAINTNEANCE
BMS - GROUND MAINTNEANCE NOT COVERED UNDER CONTRACT	\$ 1,440.00	GREENWAY PROPERTY	432	GROUNDS MAINTNEANCE
BMS - CUT BACK BRANCHES, TREE REMOVAL	\$ 4,705.00	KNAPP TREE INC	432	GROUNDS MAINTNEANCE
BMS - REPAIR GATES AND FENCES	\$ 2,910.00	ORANGE FENCE & SUPPLY CO INC	432	GROUNDS MAINTNEANCE
BMS - MASONARY WORK, ETC.	\$ 2,600.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	432	GROUNDS MAINTNEANCE
BMS - SIDEWALK REPAIRS	\$ 5,850.00	CAPASSO G.L.	436/1815	GROUNDS PROJECTS
BMS - CRACK SEALING & FILL	\$ 5,411.60	SEALCOATING INC.	436/1829	GROUNDS PROJECTS
BMS - REPAIR BLINDS	\$ 2,682.50	AEROWS WINDOW TREATMENT	437/1825	RESTOR/PREVENTATIVE MAINT.
BMS - REFURBISHING PAINTING	\$ 1,200.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS - PAINT NURSES OFFICE	\$ 675.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS - REFURBISHMENT PAINTING	\$ 4,925.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS - PAINT SUITE 256/260	\$ 2,350.00	FERRARO'S PAINTING & RESTORATION	437/1834	RESTOR/PREVENTATIVE MAINT.
BMS - PAINTING ROOM 238	\$ 2,100.00	FERRARO'S PAINTING & RESTORATION	437/1834	RESTOR/PREVENTATIVE MAINT.
BMS - MAIN OFFICE CARPET	\$ 14,525.00	NORTH HAVEN CERAMIC TILE & FLOOR	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS-REFURBISHING CARPET	\$ 3,968.00	NORTH HAVEN CERAMIC TILE & FLOOR	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS-REFURBISHING CARPET	\$ 1,506.00	NORTH HAVEN CERAMIC TILE & FLOOR	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS-REFURBISHING CARPET	\$ 7,580.00	NORTH HAVEN CERAMIC TILE & FLOOR	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS- CARPET TO TILE ROOM	\$ 6,553.00	NORTH HAVEN CERAMIC TILE & FLOOR	437/1821	RESTOR/PREVENTATIVE MAINT.
BMS- BATHROOM CLEANING & SANI GLAZE	\$ 14,414.00	SERVICE MANAGEMENT GROUP LLC	437/1834	RESTOR/PREVENTATIVE MAINT.

\$ 140,146.45

2017/2018 COMPLETED PROJECTS - COLEYTOWN MIDDLE SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	DESCRIPTION
CMS - UNDERGROUND FUEL TANK	\$250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
CMS - ROOF ANALYSIS	\$850.00	FULLER & D'ANGELO, PC	330	OTHER PROF/TECH SERVICES
CMS - ASBESTOS 3 YEAR INSPECTION	\$1,000.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
CMS - TESTING	\$1,020.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
CMS - IAQ TESTING-MOISTURE REMEDIATION	\$1,000.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
CMS - NURSES OFFICE IAQ TESTING	\$300.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
CMS - TESTING RUSTED PIPES	\$1,367.66	SOUTHPORT ENGINEERING ASSOCIATES PC	330	OTHER PROF/TECH SERVICES
CMS - FIRE EXTINGUISHERS PARTS & REPAIRS	\$454.00	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTNEANCE
CMS - PLUMBING REPAIRS	\$2,339.72	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTNEANCE
CMS - DISASSEMBLE AND RELOCATE NAUTILUS	\$1,850.00	BILLINGS M W	431	BUILDING MAINTNEANCE
CMS - INSTALL DOOR FRAMES ROOM 107	\$6,780.00	CAPASSO G.L.	431	BUILDING MAINTNEANCE
CMS - GYM FLOOR REFINISHED	\$3,390.86	DALENE HARDWOOD FLOORING	431	BUILDING MAINTNEANCE
CMS - CLEAN DUCT WORK IN MAIN	\$6,247.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
CMS - MEDIA CENTER	\$2,418.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
CMS - AUDITORIUM	\$2,997.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
CMS - GYM	\$3,991.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
CMS - COMPUTER ROOMS	\$1,887.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
CMS - AUDITORIUM FOYER -ST	\$1,781.00	DUCT CLEAN CORP	431	BUILDING MAINTNEANCE
CMS - ACOUSTIC TILES FOR 2	\$3,504.00	ECKEL INDUSTRIES INC.	431	BUILDING MAINTNEANCE
CMS - HVAC REPAIRS	\$19,590.56	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
CMS - ANNUAL BURNER SERVICE	\$1,350.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTNEANCE
CMS - FUEL TREATMENT ADDITIVE & TESTING	\$941.00	ETT ENTERPRISES INC	431	BUILDING MAINTNEANCE
CMS - FIRE SPRINKLER REPAIRS	\$1,568.20	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTNEANCE
CMS - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$2,600.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTNEANCE
CMS - REPAIRS TO HVAC	\$418.00	FLOW TECH INC	431	BUILDING MAINTNEANCE
CMS - ELEVATOR REPAIRS	\$2,312.87	GREAT NORTHERN ELEVATOR/JOHNSTON	431	BUILDING MAINTNEANCE
CMS - REPAIRS: INTERCOMS/FIRE ALARM REPAIRS	\$2,592.10	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTNEANCE
CMS - ELECTRICAL REPAIRS	\$1,375.00	KINSELLA ELECTRIC	431	BUILDING MAINTNEANCE
CMS - REPAIRS EMERGENCY LIGHTS	\$2,662.83	LIGHTING SERVICES INC	431	BUILDING MAINTNEANCE
CMS - 2 DOORS, FRAMES, HARDWARE	\$2,730.66	LINDQUIST	431	BUILDING MAINTNEANCE
CMS - ENTRY AND LOGO MAT	\$9,583.00	NORTH HAVEN CERAMIC TILE & FLOOR	431	BUILDING MAINTNEANCE
CMS - ROOF REPAIRS	\$3,818.83	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTNEANCE
CMS - CONDENSATION PANS	\$3,600.00	PAPARAZZO SHEET METAL LLC	431	BUILDING MAINTNEANCE
CMS - REPAIRS BOILER/WELDING	\$3,220.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
CMS - EMERGENCY REPAIR WATER HEATER	\$7,610.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
CMS - SIGNAGE	\$984.23	SIGNS OF SUCCESS LLC	431	BUILDING MAINTNEANCE
CMS - ARTICULATING BOOM	\$1,291.92	UNITED RENTALS	431	BUILDING MAINTNEANCE
CMS - SNAKE OUT SEWER LINE	\$3,776.70	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTNEANCE

CMS - WINDOW PROJECT	\$3,250.00	KINSELLA ELECTRIC	431/1832	BUILDING MAINTNEANCE
CMS - WINDOW INSTALLATION	\$7,000.00	LINDQUIST	431/1832	BUILDING MAINTNEANCE
CMS - MOISTURE CONTROL	\$ 24,250.00	CAPASSO G.L.	431/1835	BUILDING MAINTNEANCE
CMS - CONCRETE REPAIRS	\$2,920.00	CAPASSO G.L.	432	GROUNDS MAINTENANCE
CMS - SEWER SYSTEM REPAIRS	\$215.00	FOLEYS PUMP SERVICE INC	432	GROUNDS MAINTENANCE
CMS - GROUNDS MAINTENANCE NOT ON CONTRACT	\$720.00	GREENWAY PROPERTY	432	GROUNDS MAINTENANCE
CMS - CUT BACK BRANCHES, TREE REMOVAL	\$3,500.00	KNAPP TREE INC	432	GROUNDS MAINTENANCE
CMS - MOISTURE CONTROL	\$9,580.00	AIG / ABATEMENT INDUSTRIES GROUP	432 /1835	GROUNDS MAINTENANCE
CMS - STAIRWELL RECONSTRUCT	\$16,905.00	EAGLE RIDGE CONSTRUCTION	435/1835	BUILDING PROJECTS
CMS - LOUNGE CONVERSION	\$15,550.00	EAGLE RIDGE CONSTRUCTION	435/1835	BUILDING PROJECTS
CMS - LOUNGE FAN COIL	\$22,250.00	ESC / ENVIRONMENTAL SYSTEMS CORP	435/1837	BUILDING PROJECTS
CMS - GPS MASTER CLOCK SYSTEM	\$20,412.00	INTEGRATED TECHNICAL/AMANO	435/1801	BUILDING PROJECTS
CMS - AUDITORIUM CARPETING	\$24,858.00	NORTH HAVEN CERAMIC TILE & FLOOR	435/1834	BUILDING PROJECTS

2017/2018 COMPLETED PROJECTS - COLEYTOWN MIDDLE SCHOOL

DESCRIPTION	TOTAL	COMPANY		DESCRIPTION
CMS - SIDE WALK CURB REPAIR	\$3,720.00	CAPASSO G.L.	436/1815	GROUNDS PROJECTS
CMS - SIDEWALK BUS LOOP CURB REPAIRS	\$3,950.00	CAPASSO G.L.	436/1815	GROUNDS PROJECTS
CMS - NEW ADA HANDICAP RAMP	\$18,500.00	CAPASSO G.L.	436/1817	GROUNDS PROJECTS
CMS - BUS LOOP CONCRETE REPAIR	\$7,680.00	CAPASSO G.L.	436/1834	GROUNDS PROJECTS
CMS - SECURITY FENCE REPAIR	\$5,250.00	ORANGE FENCE & SUPPLY CO INC	436/1820	GROUNDS PROJECTS
CMS - CEILING TILE	\$4,887.50	EAGLE RIDGE CONSTRUCTION	437/1821	RESTOR/PREVENTATIVE MAINT.
CMS - MUSIC ROOM PAINTING	\$950.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
CMS - PAINTING ACCENT WALL	\$375.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
CMS - GYM WALLS AND CEILING	\$11,800.00	RE-TECH LLC	437/1821	RESTOR/PREVENTATIVE MAINT.
CMS - LIBRARY PAINTING	\$5,000.00	FERRARO'S PAINTING & RESTORATION	437/1834	RESTOR/PREVENTATIVE MAINT.
	<u>\$328,975.64</u>			

2017/2018 COMPLETED PROJECTS - STAPLES HIGH SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
SHS - GPLPE APPLICATION- PERMITS	\$ 7,205.73	ENSAFE INC	330	OTHER PROF/TECH SERVICES
SHS - USLD BACTERIA TESTING OIL TANK	\$ 500.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
SHS - UNDERGROUND FUEL TANK	\$ 250.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
SHS - TIGHTNESS & ELECTRONIC LEAK TEST	\$ 3,000.00	ETT ENTERPRISES INC	330	OTHER PROF/TECH SERVICES
SHS - IAQ TESTING POOL	\$ 150.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
SHS - 3 YEAR ASBESTOS INSPECTION	\$ 1,200.00	HYGENIX INC	330	OTHER PROF/TECH SERVICES
SHS - RETEST PUMP WHERE NEW STRAINER WAS INSTALLED	\$ 2,500.00	LABCO AIR & WATER BALANCING LLC	330	OTHER PROF/TECH SERVICES
SHS - ENGINEERING ANALYSIS	\$ 2,500.00	MCKENNEY MECHANICAL CONTRACTORS	330	OTHER PROF/TECH SERVICES
SHS - PANELS FOR GUIDANCE	\$ 1,969.00	ACOUSTICS FIRST CORPORATION	431	BUILDING MAINTEANCE
SHS - RENT: POOL COATED BULK	\$ 684.00	AIRGAS NATIONAL WELDERS	431	BUILDING MAINTEANCE
SHS - CO2 DELIVERY	\$ 4,202.60	AIRGAS NATIONAL WELDERS	431	BUILDING MAINTEANCE
SHS - FIRE EXTINGUISHERS PARTS & REPAIRS	\$ 2,598.50	ALL STATE FIRE EQUIPMENT	431	BUILDING MAINTEANCE
SHS - BACK FLOW PREVENTOR	\$ 1,212.50	AQUARION WATER COMPANY OF CONN.	431	BUILDING MAINTEANCE
SHS - BOYS POOL LOCKER ROOM	\$ 480.00	B&G PIPING COMPANY INC	431	BUILDING MAINTEANCE
SHS - PLUMBING REPAIRS	\$ 5,359.76	BASSO STEVE PLUMBING HEATING A/C	431	BUILDING MAINTEANCE
SHS - JO MAIN CIRCUIT BREAKER	\$ 2,590.00	CIRCUIT BREAKER SALES NE INC	431	BUILDING MAINTEANCE
SHS - INSPECT FIRE CURTAIN	\$ 1,163.00	CLANCY INC	431	BUILDING MAINTEANCE
SHS - AUDITORIUM CURTAIN REPAIR	\$ 1,365.00	CLANCY INC	431	BUILDING MAINTEANCE
SHS - LOCKER ROOM TUBE REPLACEMENT	\$ 720.00	CLEAN AIR PARTNERS	431	BUILDING MAINTEANCE
SHS - JO SECTION TOWER AND MAIN TOWER	\$ 925.00	CLEARWATER INDUSTRIES	431	BUILDING MAINTEANCE
SHS - POOL SUPPLIES & REPAIRS	\$ 2,099.18	CUSTOM AQUATICS/MACMILLEN	431	BUILDING MAINTEANCE
SHS - POOL MECHANICAL ROOM	\$ 2,319.00	DUCT CLEAN CORP	431	BUILDING MAINTEANCE
SHS - CLEAN AHU 20 &23	\$ 3,773.00	DUCT CLEAN CORP	431	BUILDING MAINTEANCE
SHS - AH-13 CHANGE OUT FAN	\$ 2,612.42	EASTERN INDUSTRIAL/EASTERN BEARINGS	431	BUILDING MAINTEANCE
SHS - HVAC REPAIRS	\$ 22,340.68	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTEANCE
SHS - ANNUAL BURNER SERVICE	\$ 4,450.00	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTEANCE
SHS - JO REPAIR ON FUEL ALARM	\$ 440.00	ETT ENTERPRISES INC	431	BUILDING MAINTEANCE
SHS - FUEL TREATMENT ADDITIVE & TESTING	\$ 2,823.00	ETT ENTERPRISES INC	431	BUILDING MAINTEANCE
SHS - JO FUEL TANK PIPING/CONDUIT LEAK	\$ 4,500.00	ETT ENTERPRISES INC	431	BUILDING MAINTEANCE
SHS - FIRE SPRINKLER REPAIR	\$ 7,305.17	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTEANCE
SHS - RELOCATE SPRINKLER HEADS	\$ 5,164.23	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTEANCE
SHS - 5 YEAR OBSTRUCTION INSPECTION SPRINKLER	\$ 5,700.00	FAIRFIELD COUNTY SPRINKLER	431	BUILDING MAINTEANCE
SHS - PLUMBING REPAIRS	\$ 1,441.00	FLANAGAN RAY	431	BUILDING MAINTEANCE
SHS - EJECTION PUMP JO EMERGENCY REPAIR	\$ 3,613.17	FOLEYS PUMP SERVICE INC	431	BUILDING MAINTEANCE
SHS - CULINARY ARTS KITCHEN	\$ 723.70	GARY'S EAST COAST SERVICE	431	BUILDING MAINTEANCE
SHS - ELEVATOR REPAIRS	\$ 7,837.85	GREAT NORTHERN ELEVATOR	431	BUILDING MAINTEANCE
SHS - WINDOW REPAIRS	\$ 150.00	HORIZON GLASS COMPANY INC	431	BUILDING MAINTEANCE
SHS - REPAIRS: INTERCOMS/FIRE ALARM	\$ 4,304.00	INTEGRATED TECHNICAL/AMANO	431	BUILDING MAINTEANCE
SHS - POOL BOILER RM COIL	\$ 1,988.00	JFD TUBE & COIL PRODUCTS INC	431	BUILDING MAINTEANCE
SHS - REBUILD AHU # 4,5 6	\$ 7,600.00	JFD TUBE & COIL PRODUCTS INC	431	BUILDING MAINTEANCE
SHS - ELECTRICAL REPAIRS	\$ 5,325.00	KINSELLA ELECTRIC	431	BUILDING MAINTEANCE
SHS - REPAIRS: EMERGENCY LIGHTS	\$ 1,997.41	LIGHTING SERVICES INC	431	BUILDING MAINTEANCE
SHS - ELECTRICAL REPAIRS	\$ 539.75	LIGHTING SERVICES INC	431	BUILDING MAINTEANCE
SHS - JO BASEMENT GENERATORS	\$ 2,158.77	NORTHEAST GENERATOR	431	BUILDING MAINTEANCE

SHS - POOL GENERATOR REPAIRS	\$	1,531.37	NORTHEAST GENERATOR	431	BUILDING MAINTNEANCE
SHS - BASEMENT#2 GENERATORS	\$	6,079.33	NORTHEAST GENERATOR	431	BUILDING MAINTNEANCE
SHS - BASEMENT #1 GENERATORS	\$	6,371.00	NORTHEAST GENERATOR	431	BUILDING MAINTNEANCE
SHS - ROOF REPAIRS	\$	5,797.94	OFFSHORE CONSTRUCTION INC.	431	BUILDING MAINTNEANCE
SHS - GARAGE DOOR REPAIR	\$	360.00	OVERHEAD/RIPLEY HOLDINGS	431	BUILDING MAINTNEANCE
SHS - GARAGE DOOR MOTOR INSTALLATION	\$	2,228.00	OVERHEAD/RIPLEY HOLDINGS	431	BUILDING MAINTNEANCE
SHS - HVAC REPAIRS	\$	3,080.37	PALMER'S ELECTRIC MOTORS & PUMPS	431	BUILDING MAINTNEANCE
SHS - CONDENSATION PANS	\$	1,200.00	PAPARAZZO SHEET METAL LLC	431	BUILDING MAINTNEANCE
SHS - HAZARDOUS WASTE REMOVAL	\$	1,072.00	SAFETY KLEEN SYSTEMS	431	BUILDING MAINTNEANCE
SHS - BOILER/WELDING REPAIRS	\$	22,790.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
SHS - INSTALL A NEW 4" STRAINER/HEAT SYSTEM	\$	3,800.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
SHS - REPLACE REAR SECTION BOILER	\$	8,260.00	SHORELINE BOILER & WELDING LLC	431	BUILDING MAINTNEANCE
SHS - HVAC REPAIRS	\$	729.46	SUPERIOR MECHANICAL SYSTEMS INC.	431	BUILDING MAINTNEANCE
SHS - CHILLER REPAIRS	\$	6,821.00	TRANE COMPANY	431	BUILDING MAINTNEANCE
SHS - CULINARY KITCHEN WALL CLEANING	\$	1,450.00	TRANS-CLEAN CORPORATION	431	BUILDING MAINTNEANCE
SHS - A/C 5 TON UNIT RENTAL	\$	3,130.84	UNITED RENTALS	431	BUILDING MAINTNEANCE
SHS - SNAKE OUT SEWER LINE	\$	300.00	UNITED SEWER & DRAIN CLEANING INC	431	BUILDING MAINTNEANCE
SHS - POOL LICENSE RENEWAL	\$	400.00	WESTPORT/WESTON HEALTH DISTRICT	431	BUILDING MAINTNEANCE
SHS - DISCONNECT & REMOVE WATER HEATER	\$	1,610.00	SHORELINE BOILER & WELDING LLC	431/1831	BUILDING MAINTNEANCE
SHS - WATER HEATER REPLACEMENT	\$	8,332.08	TORRSCO/TORRINGTON SUPPLY	431/1831	BUILDING MAINTNEANCE
SHS - WATER HEATER REPLACEMENT	\$	9,529.06	TORRSCO/TORRINGTON SUPPLY	431/1831	BUILDING MAINTNEANCE

2017/2018 COMPLETED PROJECTS - STAPLES HIGH SCHOOL

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION	
SHS - WATER HEATER REPLACEMENT	\$	3,795.14	TORRSCO/TORRINGTON SUPPLY	431/1831	BUILDING MAINTNEANCE
SHS - FIRE CURTAIN REMOVAL	\$	18,000.00	CLANCY INC	431/1833	BUILDING MAINTNEANCE
SHS - FIRE CURTAIN REMOVAL	\$	2,500.00	INTEGRATED TECHNICAL/AMANO	431/1833	BUILDING MAINTNEANCE
SHS - ANIMAL REMOVAL	\$	275.00	ALL ABOUT BATS & WILDLIFE	432	GROUNDS MAINTENANCE
SHS - PARKING LOT NUMBERING	\$	2,039.00	ARROW LINE/SHILLING	432	GROUNDS MAINTENANCE
SHS - TREE COMPLIANCE REPLACEMENT	\$	5,200.00	BERNARD IZZO JR LANDSCAPING	432	GROUNDS MAINTENANCE
SHS - ADDITIONAL SNOW REMOVEAL	\$	3,060.00	DPS SERVICES LLC	432	GROUNDS MAINTENANCE
SHS - FIBER FOR PLAYGROUND	\$	2,255.82	DUNNING PLAYGROUND	432	GROUNDS MAINTENANCE
SHS - JO FUEL TANK MANWAY	\$	6,900.00	ETT ENTERPRISES INC	432	GROUNDS MAINTENANCE
SHS - GROUNDS MAINTENANCE NOT ON CONTRACT	\$	2,740.00	GREENWAY PROPERTY	432	GROUNDS MAINTENANCE
SHS - MASONRY REPAIRS	\$	1,500.00	KERRIGAN INDUSTRIES INC	432	GROUNDS MAINTENANCE
SHS - CUT BACK BRANCHES, TREE REMOVAL	\$	4,228.00	KNAPP TREE INC	432	GROUNDS MAINTENANCE
SHS - REMOVED STAIN AND GRAFFITI	\$	1,914.30	LP SERVICE INC	432	GROUNDS MAINTENANCE
SHS - REPAIR GATES AND FENCES	\$	2,670.00	ORANGE FENCE & SUPPLY CO INC	432	GROUNDS MAINTENANCE
SHS - REPAIRED POTHOLES	\$	800.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	432	GROUNDS MAINTENANCE
SHS - REPLACE BLADDER IN B & G EXPANSION	\$	9,655.00	ESC / ENVIRONMENTAL SYSTEMS CORP	435/1810	BUILDING PROJECTS
SHS - HARDWARE MODIFICATION	\$	9,964.66	LINDQUIST	435/1809	BUILDING PROJECTS
SHS - REPAIR BLINDS	\$	6,059.00	AEROWS WINDOW TREATMENT	437/1825	RESTOR/PREVENTATIVE MAINT.
SHS - PAINT 4 OFFICES	\$	1,600.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.

SHS - PAINT TEACHERS' LOUNGE	\$	750.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - PAINT FITNESS CENTER	\$	5,400.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - PAINT GYM WOOD CABINET	\$	925.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - FIELD HOUSE WALLS PAINT	\$	17,500.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - ADDITIONAL PAINTING HALLWAY	\$	5,655.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - PAINT EXISTING DOORS	\$	3,950.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - PAINT STEEL FENCE IN COURTYARD	\$	2,500.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - PAINTING BATHROOMS	\$	16,100.00	FERRARO'S PAINTING & RESTORATION	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - ELECTRICAL GUIDANCE	\$	2,850.00	KINSELLA ELECTRIC	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - DOOR LIBRARY OFFICE	\$	1,650.00	LINDQUIST	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - CARPET OVER TILE ROOM	\$	4,363.00	NORTH HAVEN CERAMIC TILE & FLOOR	437/1821	RESTOR/PREVENTATIVE MAINT.
SHS - BATHROOM CLEANING & SANI GLAZE	\$	15,415.00	SERVICE MANAGEMENT GROUP LLC	437/1821	RESTOR/PREVENTATIVE MAINT.

\$ 398,866.79

2017/2018 COMPLETED PROJECTS - SYSTEM WIDE

DESCRIPTION	TOTAL	COMPANY	ACCOUNT CODE	ACCOUNT CODE DESCRIPTION
SHS-ASBESTOS INSPECTION	\$ 320.00	BROOKS ENVIRONMENTAL/LAB	330	OTHER PROF/TECH SERVICES
SYSTEM WIDE - ARCHITECTURE	\$ 8,663.00	CUSATO ARCHITECTURE LLC	330	OTHER PROF/TECH SERVICES
PICK UP OFFICE FURNITURE FROM 136 RIVERSIDE	\$ 1,700.00	MEYER WILLIAM B	330	OTHER PROF/TECH SERVICES
FURNITURE MOVE TO ONE CANAL STREET	\$ 1,335.00	MEYER WILLIAM B	330	OTHER PROF/TECH SERVICES
RELOCATE ROLLING CARTS FOR TECH. DEPT.	\$ 880.00	MEYER WILLIAM B	330	OTHER PROF/TECH SERVICES
LIGHTING SYSTEM TECH SUPPORT	\$ 325.00	PERFORMANCE AUDIO	330	OTHER PROF/TECH SERVICES
REMOVE OUT-DATED COMPUTERS	\$ 1,775.00	ISG/PHENIX TECHNOLOGIES LLC	431	BUILDING MAINTANCE
CO - RENOVATION CARPENTER SUPPLIES	\$ 597.23	CONNECTICUT PLYWOOD/CT PLYWOOD	431	BUILDING MAINTANCE
CO - RENOVATION - HVAC	\$ 1,789.54	ESC / ENVIRONMENTAL SYSTEMS CORP	431	BUILDING MAINTANCE
CO - RENOVATION CARPENTER SUPPLIES	\$ 568.59	HOME DEPOT	431	BUILDING MAINTANCE
CO - RENOVATION CARPENTER SUPPLIES	\$ 383.38	KAMCO SUPPLY CORPORATION	431	BUILDING MAINTANCE
CO - RENOVATION - ELECTRICAL	\$ 1,875.00	KINSELLA ELECTRIC	431	BUILDING MAINTANCE
CO - RENOVATION CARPENTER SUPPLIES	\$ 1,176.93	LINDQUIST	431	BUILDING MAINTANCE
CO - CARPET INSTALLATION	\$ 5,725.00	NORTH HAVEN CERAMIC TILE & FLOOR	431	BUILDING MAINTANCE
CO - RENOVATION - PAINT	\$ 242.33	RING'S END	431	BUILDING MAINTANCE
CO - RENOVATION - PAINT	\$ 219.68	RING'S END	431	BUILDING MAINTANCE
SYSTEM WIDE - 1ST RESPONDER	\$ 21,607.16	ABC SIGN CORPORATION	435/1812	BUILDING PROJECTS
PARKING LOT LINING & STRIPPING	\$ 19,725.00	ARROW LINE/SHILLING	436/1818	GROUNDS PROJECTS
BMS/SHS/LLS-SECURITY FENCE	\$ 13,610.00	GREENWAY PROPERTY	436/1820	GROUNDS PROJECTS
STORM WATER RETENTION POND	\$ 15,535.00	GREENWAY PROPERTY	436/1834	GROUNDS PROJECTS
FENCE REPAIRS	\$ 7,250.00	ORANGE FENCE & SUPPLY CO INC	436/1834	GROUNDS PROJECTS
ASPHALT PATCH REPAIR	\$ 5,900.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	436/1819	GROUNDS PROJECTS
ASPHALT PATCH REPAIR	\$ 300.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	436/1819	GROUNDS PROJECTS
ASPHALT REPAIRS	\$ 9,524.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	436/1829	GROUNDS PROJECTS
ASPHALT REPAIRS	\$ 650.00	RAMOS'S AFFORDABLE CONSTRUCTION LLC	436/1829	GROUNDS PROJECTS
STORM WATER RETENTION POND	\$ 1,200.00	STAPLETON WALTER G.	436/1834	GROUNDS PROJECTS
SECURITY BLACK OUT SHADES	\$ 1,763.64	SCHOOL SAFETY SOLUTION, LLC	437/1828	RESTOR/PREVENTATIVE MAINT.
WINDOW SHADES	\$ 153.67	SCHOOL SAFETY SOLUTION, LLC	437/1828	RESTOR/PREVENTATIVE MAINT.
WINDOW SHADES	\$ 629.34	SCHOOL SAFETY SOLUTION, LLC	437/1828	RESTOR/PREVENTATIVE MAINT.
WINDOW SHADES	\$ 416.22	SCHOOL SAFETY SOLUTION, LLC	437/1828	RESTOR/PREVENTATIVE MAINT.
BLACK OUT SHADES SYSTEM WIDE	\$ 354.00	SCHOOL SAFETY SOLUTION, LLC	437/1828	RESTOR/PREVENTATIVE MAINT.
SUPPLIES - NEW CYLINDERS	\$ 14,172.69	CALVERT SAFE & LOCK	490	SCHOOL SECURITY
SHS - LOCK DOWN SECURITY AUDITORIUM LOBBY	\$ 1,910.50	CALVERT SAFE & LOCK	490	SCHOOL SECURITY
SHS - LOCK DOWN SECURITY FIELDHOUSE	\$ 6,039.50	CALVERT SAFE & LOCK	490	SCHOOL SECURITY
SUPPLIES - NEW CYLINDERS	\$ 1,468.98	CROSS RIVER LOCK/CR LOCK	490	SCHOOL SECURITY
REPAIR SECURITY LOCK SETS	\$ 2,227.56	MOBILE LOCK SERVICE	490	SCHOOL SECURITY
SECURITY SYSTEM REPAIRS	\$ 12,555.25	STANLEY CONVERGENT SECURITY	490	SCHOOL SECURITY
INSTALL ACCESS CONTROL LOCK	\$ 1,675.00	STANLEY CONVERGENT SECURITY	490	SCHOOL SECURITY
INSTALL SONIP PANEL	\$ 4,485.00	STANLEY CONVERGENT SECURITY	490	SCHOOL SECURITY
ACCESS INSTALLATION	\$ 1,325.00	STANLEY CONVERGENT SECURITY	490	SCHOOL SECURITY
ADD ACCESS DOOR SWIPE	\$ 2,795.00	STANLEY CONVERGENT SECURITY	490/1819	SCHOOL SECURITY
	<u>\$ 174,848.19</u>			

This page has been intentionally left blank.

2018-2019 Board of Education Calendar

August 27, 2018

- Update on Summer Maintenance Projects
- Update on Coleytown Middle School Mold Remediation
- 2017-2018 End of Year Financial Report
- Transfer of Funds to BOE Carryover Account
- Calendar of 2018-2019 BOE Agenda Items
- Superintendent's Update for Start of 2018-2019 School Year
- Teacher Evaluation Plan Approval for 2018-2019
- Discussion of 2018-2019 Board Committees
- Review of Proposed Board Policies
- Sandy Hook Promise presentation

September 4, 2018

- Recognition/Reception: 2018 Westport Teacher of the Year 7:00 p.m.
- Health and Medical Insurance Revenues and Expenses, FY 2018 EOY Report
- Health and Medical Insurance Revenues and Expenses, FY 2019 as of July 31, 2018
- Review/Approval of Proposed Board Policies
- Approval of 2018-2019 Board Committees

September 17, 2018

- Results of NSCC School Climate Survey
- Staffing Report
- Review/Approval of Proposed Board Policies

October 1, 2018

- Assessment Data Report
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Discussion of BOE Proposed Meeting Dates 2019-2020

October 15, 2018

EXECUTIVE SESSION: Formative Evaluation of Superintendent

- Approval of FY 2019 Budget Preparation Calendar
- Board of Education Establishment of FY 2019 Budget Guidelines: Goals and Priorities
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Quarterly Financial Report: July 1, 2018 - September 30, 2018
- School Resource Officer Discussion
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)

June 15, 2018

**Agreement Between the
Westport Police Department and the
Westport Public Schools for
The School Resource Officer Program**

This agreement made and entered into this xx day of September xx, 2018 by and between the Westport Police Department and the Westport Public Schools ("Agreement").

It is the intention of the Westport Police Department and the Westport Public Schools to work together to provide a safe and healthy school environment for students, staff, faculty, and visitors.

Goals and Objectives

- Establish a positive working relationship between the police and the schools in a cooperative effort to maintain a safe, drug free and secure school environment that is conducive to learning and to student development.
- Promote positive attitudes regarding the role of police in our community.
- Sustain an integrated community partnership to ensure a collaborative and supportive system is created to promote positive youth development that results in fewer student infractions referred to the legal system.
- Serve as a resource to families of students to provide proactive support and connections to community resources, as appropriate.

Term of Agreement

This agreement may be terminated by both parties at any time by mutual agreement, or by either party by providing written notice of termination to the other party by January 1 of any year, with such termination to be effective the following July 1.

Assignment of School Resource Officer

The Westport Police Department agrees to provide one or more School Resource Officer(s) (hereinafter, "the SRO(s)") to the Westport Public Schools.

The Chief of Police (hereinafter "the Chief") shall assign and or hire one or more Westport Police officers to assume the roles and responsibilities of the SRO(s), subject to the approval of the Westport School Superintendent (hereinafter "the Superintendent"), which approval shall not unreasonably be withheld.

It is the responsibility of each SRO to notify the Superintendent and school principals of his or her work schedule each month. Such schedule shall be determined by and between the Chief, with the intent that the work schedule of the SRO is aligned with the school calendar.

SRO(s) shall remain employees of the Westport Police Department and shall not be employees of the Westport Public Schools. The Westport Public Schools acknowledge that the SRO(s) will

remain responsive to the command of the Westport Police Department.

Duties of the School Resource Officer

- Assist the Superintendent, principals, other administrators, faculty, and staff in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on school grounds.
- Present topics to students on various law enforcement/safety issues.
- Contact the principal of the school about any juvenile delinquency, incidents, charges, and arrests at that school within a timely manner.
- Take law enforcement action when necessary.
- Conduct investigations of crimes that occur at any school and use other resources if needed for follow up investigations.
- Follow the guidelines of case law, Board of Education policy, Westport Public Schools administrative regulations, and the Westport Police Department general orders in regards to investigations, interviews and searches relating to juveniles and other students.
- Assist the Superintendent, principals, other administrators, faculty, and staff in enforcing the Board of Education policies, administrative regulations, and other school practices in order to maintain a safe learning environment. When it pertains to preventing a disruption that would, if ignored, place students, faculty and/or staff at risk of harm, the SRO will resolve the problem to preserve the school climate. IN ALL OTHER CASES, student discipline is the Westport Public Schools' responsibility. As may be requested or otherwise be appropriate in specific situations, the SRO will intervene and take students who violate Board of Education policies, administrative regulations, and other school rules to the office of the principal where school discipline can be meted out by the principal or other appropriate administrators.
- Coordinate and communicate with Westport Public Schools security personnel.
- Provide safety and security training to staff.
- In the extremely rare occasion that student or staff issues would prompt a citation or arrest by a Westport Police Officer, every reasonable effort would be made not to involve the SRO, but to have another officer on duty conduct this business.
- Serve as positive role model to youth in our schools through actions and words.
- Participate in relevant professional development offered by the District related to adolescent and child behavior and development.
- Remain current in all trainings mandated for all school personnel, e.g. Mandated Reporter, Bloodborne Pathogens, etc.
- Maintain confidentiality of student records and information as mandated by law.

Facilities

The school board shall provide to the full time SROs the following materials and facilities, which are deemed necessary to the performance of the SRO:

- Access to an air-conditioned and properly lighted private office containing a telephone line to be used for general business purposes;
- A desk with drawers, a chair and filing drawers;

- Access to a computer terminal or computer hookup.

The Westport Police Department will supply the SRO with the usual and customary office supplies and forms required for the performance of his or her duty.

Uniform and Equipment

All equipment necessary to serve as an active police officer within the Westport Police Department shall be provided by the Westport Police Department.

SROs will wear Class B uniforms when on-duty during school hours, the standard polo-type black uniform top with embroidered insignia.

Dismissal of a School Resource Officer

Upon receipt of written documentation from the Superintendent of the Westport Public Schools to the Chief of Police of any concerns that the SRO is not effectively performing his or her duties and responsibilities, the Westport Police Department may dismiss or reassign the SRO based upon the Westport Police Department's rules, regulations, general orders, and the terms of the collective bargaining agreement with its officers, after consideration of the Superintendent's concerns and documentation.

The Westport Police Department and the Westport Public Schools agree to provide their employees with training relative to this Agreement and its purpose. The parties also agree to maintain regular and open communication to evaluate the effect of this Agreement and suggest improvements and adjustments that may be necessary.

This Agreement constitutes a final written expression of all terms of this Agreement and is a complete and exclusive statement of those terms. It may be modified in writing by consent of the parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their duly authorized officers.

Signed, sealed, and delivered in the presence of:

Superintendent
Westport Public Schools

Police Chief
Westport Police Department

Chairman
Westport Board of Education

This page has been intentionally left blank.

- Approval of BOE Proposed Meeting Dates 2019-2020

November 5, 2018

EXECUTIVE SESSION: Security

- FY 2019 Budget Cost Drivers and Budget Assumptions (Preliminary)
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)

November TBD, 2018

- Board Self-Review

November 19, 2018

EXECUTIVE SESSION: Election of Officers of the Board of Education

- Election of Officers of the Board of Education (with executive session)
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- NESDEC Ten Year Enrollment Projections (BoS, BoF, RTM invited)

December 3, 2018

- 2019-2020 Preliminary Budget Discussions with Board of Finance, RTM Education and Finance Committee Chairs
- Review/Approval of Proposed Board Policies
- Discussion of Westport Center of Global Social Entrepreneurship
- Proposed Graduation Requirements Policy Update
- Proposed Course Additions, Deletions, Modifications, 6-12

December 17, 2018

- Vote on Proposed Graduation Requirement Policy Update
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Approval of Proposed Course Additions, Deletions, Modifications, 6-12

January 2, 2019

- Executive Summary: Proposed 2019-2020 Budget of the Superintendent of Schools
- Discussion of Capital Projects in Rank Order Priority

January 4, 2019

- Discussion: 2019-2020 Proposed Budget of the Superintendent of Schools

June 15, 2018

(This is planned as an “all-day” work session to review the proposed budget)

January 7, 2019

- 2019-2020 Proposed Budget of the Superintendent of Schools
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)

January 14, 2019

- 2019-2020 Proposed Budget of the Superintendent of Schools

January 22, 2019

- 2019-2020 Proposed Budget of the Superintendent of Schools
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

January 28, 2019

- 2019-2020 Proposed Budget of the Superintendent of Schools

February 4, 2019

- 2019-2020 Proposed Budget of the Superintendent of Schools

February 11, 2019

- Discussion of Student and Faculty Calendar: 2019-2020 School Year
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)

February 25

EXECUTIVE SESSION: Pending Litigation

- Approval of Student and Faculty Calendar: 2019-2020 School Year
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Quarterly Financial Report: July 1, 2018 - December 31, 2018

March 4, 2019

EXECUTIVE SESSION: Formative Evaluation of Superintendent

- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)

March 18, 2019

- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)

June 15, 2018

- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

April 1, 2019

- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- DATTCO Contract Extension

April 22, 2019

- Non-Renewal of Certified Teaching Staff
- Quarterly Financial Report: July 1, 2018 - March 31, 2019
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

May TBD, 2019 *(This date is not on BOE calendar)*

- Board of Education and Members of the Public: “Brown Bag” Daytime Meeting, 12:00 p.m.

May 6, 2019

EXECUTIVE SESSION: Non-Union Personnel Compensation

- Adaption: 2019-2020 Budget of the Board of Education
- Discussion of 2019-2020 School Year Student and Faculty Calendar
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- 2019-2020 Goals of the Board of Education

May 20, 2019

EXECUTIVE SESSION: Non-Union Personnel Compensation, Summative Evaluation of Superintendent

- Adoption: 2019-2020 Budget of the Board of Education
- 2019-2020 Goals of the Board of Education
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Discussion of Anticipated Carryover Funds
- Health and Medical Insurance Projected Revenues and Expenses and Projected Year End Balance in Health Reserve: 2018-2019 and 2019-2020 Fiscal Years

June 3, 2019

EXECUTIVE SESSION: Summative Evaluation of Superintendent

- Approval: 2019-2020 Goals of the Board of Education
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Approval: Non-Union Personnel Compensation

June 15, 2018

- Request to Carry Over Funds

June 10, 2019

- **Recognition of Retirees 7:00 p.m.**
- Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Approval: Tuition Rates for 2019-2020 School Year
- Approval: Annual Authorization to Sign Contracts
- Review/Approval of Proposed Board Policies
- Update on Teaching and Learning (topic to be provided one month in advance)
- Vote on Contract of the Superintendent of Schools
- 2019-2020 School Lunch Program

Potential Reports/Updates:

- No Isolation Robot
- School Start Time

June 15, 2018

This page has been intentionally left blank.

Students

Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Westport Public Schools ~~recognize a responsibility to avoid~~ prohibits discrimination ~~in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Westport Public Schools prohibit discrimination against any person~~ with a based on disability in access to, or treatment or employment in any of the services, programs or activities of the school system.

The school district has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

If the parent/guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of his/her child, the parent/guardian has a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the district by utilizing the grievance/complaint procedures outlined in the Board's Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109- 3921

(617) 289-0111

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact The Director of Pupil Services, the Section 504/ADA Coordinator for the Westport Public Schools, at phone number 203-341-1250.

Legal References:

29 U.S.C. §§ 705, 794

34 C.F.R. Part 104

42 U.S.C. § 12101 et seq.

28 C.F.R. Part 35

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012)

ADOPTED: January 22, 2018

WESTPORT PUBLIC SCHOOLS

Westport, Connecticut

Students

Administration of Medications

Purpose: To promote the safe administration of medications to students in order to maintain their health, support their learning, and intervene in medical emergencies.

The Westport Board of Education shall adopt written policies and procedures, in accordance with C.G.S., Section 10-212a and Connecticut regulations, Section 10-212a-1 through Section 10-212a-10. Pursuant to the regulations, Section 10-212a-2 (a) (4), the Board, with the advice and approval of the school medical advisor and health services supervisor, shall review and revise the policy and procedures concerning medication administration in school as needed, but at least biennially, except that the policy and procedures specific to school readiness and before-and-after school programs shall be reviewed on an annual basis. Once so approved, administration of medication, including over the counter medicines, shall be in accordance with the policy, procedures and health services protocols of Westport Public Schools for the administration of medications.

For the administration of medication in school readiness and before-and-after school programs, as defined in Connecticut regulations, Section 10-212a-1, the Westport Board of Education shall develop, and review on an annual basis, procedures for administration of medication in these programs, with input from the school medical advisor, or a licensed physician, and the school nurse supervisor. Once so approved, administration of medication in school readiness and before-and-after school programs shall be in accordance with Connecticut regulations, Section 10-212a-10, this policy, and Westport Public Schools' procedures for the administration of medications.

[The Board authorizes the Superintendent or his/her designee to develop administrative regulations and/or procedures in accordance with this policy and applicable state law concerning the administration of medication to students in school.](#)

In accordance with Connecticut General Statutes, Section 10-212a, no school nurse or other nurse, principal, teacher, licensed physical or occupational therapist employed by a school district, coach, school paraprofessional (pursuant to subsection (d) of the statute), or director or director's designee of a school readiness or before-or-after school program shall be liable to a student, or a parent or guardian of such student, for civil damages for any personal injuries which result from acts or omissions of a school nurse or other nurse, principal, teacher, licensed physical or occupational therapist employed by a school district, coach, school paraprofessional (pursuant to subsection (d) of the statute), or director or director's designee of a school readiness or before-or-after school program in administering such preparations which may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, willful or wanton negligence.

Legal Reference: Connecticut General Statutes

~~Section 10-206~~^(M4)

Section [10-212](#)

Section [10-212a](#)

Section [19a-900](#)

Section [20-87a](#)

Section [21a-240](#)

Section [21a-262](#)

Regulations of Conn. State Agencies:

Sections [10-212a-1](#) through [10-212a-10](#), inclusive

Section [21a-254](#) (f) and (h)

Section [21a-262-1](#), 2, 3 and 8 and 9

Code of Federal Regulations:

Title 21 Part 1307.21

Other

American Academy of Pediatrics. (2009). *Policy Statement—Guidance for the Administration of Medication in School*. Author: Elk Grove Village, IL. Available online on September 29, 2010, at <http://aappolicy.aappublications.org/cgi/reprint/pediatrics;124/4/1244.pdf>

American Academy of Pediatrics, Committee on Bioethics. (2009). Pediatrician-family-patient relationships: Managing the boundaries. *Pediatrics* 124:1685-1688. Available online September 29, 2010, at <http://www.pediatrics.org/cgi/content/full/124/6/1685>

American Academy of Pediatrics, Committee on School Health.. (2006). *School health: Policy and practice*, 6th ed. Author: Elk Grove Village, IL.

American Academy of Pediatrics and National Association of School Nurses. (2005). *Health, mental health, and safety guidelines for schools*. Authors: Elk Grove Village, IL.

American Medical Association. 1993. *Code of Medical Ethics*, Opinion 8.19 - Self-Treatment or Treatment of Immediate Family Members. Available online September 29, 2010, at <http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/opinion819.shtml>

Johnson, PE, Hayes, JM, Reinstein, VF, Simmons, SM, and Benson, JM. (2003). *Medication in schools*. Tallahassee: Florida Society of Health-System Pharmacists.

Healthy Child Care Connecticut, Medication Administration Committee. (1999). *Medication administration training manual: an instructional program for teaching child care providers to give medications*. Transferred in 2004 to the CT Nurses Association, Meriden, CT

National Association of School Nurses. (2003) *Position statement: Medication administration in the school setting*. Available online September 29, 2010, at <http://www.nasn.org/Portals/0/positions/2003psmedication.pdf>

POLICY ADOPTED: June 18, 1990

REVISED: May 10, 2011

WESTPORT PUBLIC SCHOOLS



ADMINISTRATION OF MEDICATION – PROCEDURES

TABLE OF CONTENTS

I. GENERAL PROCEDURES	1
II. SELF-ADMINISTRATION <u>AND/OR POSSESSION</u> OF MEDICATION	4
III. DELEGATION OF MEDICATION ADMINISTRATION TO OTHER STAFF.....	6
IV. ERRORS IN MEDICATION ADMINISTRATION	9
V. MEDICATION EMERGENCIES.....	11
VI. HANDLING, STORAGE AND DISPOSAL OF MEDICATIONS	12
VII. DOCUMENTATION OF MEDICATION ADMINISTRATION.....	17
VIII. MEDICATION ADMINISTRATION IN SCHOOL READINESS AND BEFORE- AND AFTER-SCHOOL PROGRAMS	20
IX. MEDICATION ADMINISTRATION DURING SCHOOL SPONSORED EVENTS.....	20
X. DEFINITION OF TERMS	24
XI. REFERENCES.....	29
XII. APPENDICES.....	30
A. Authorization for the Administration of Medicine by School Personnel	
B. Medication Administration Record for Non-Nurse Qualified Personnel	
C. General Principles of Medication Administration (training form 1)	
D. Student Specific Principles of Medication Administration (training form 2)	
E. Medication Error Report	

- F. SNAP Directions for Documenting Medications and Treatments
- G. Controlled Drug Weekly Count Form
- H. Refusal to Permit Administration of Epinephrine for Emergency First Aid Form

I. GENERAL PROCEDURES

The following general procedures apply to all instances of medication administration in Westport Public Schools.

Medicinal preparations (medications), including over the counter medicines and such controlled drugs as the Commissioner of Consumer Protection designates by regulation, shall be administered to children in the Westport Public Schools by ~~qualified~~ licensed school nurses according to the policy and procedures of the district. ~~when such medication is required during the school day in order to (a) maintain a student's health, (b) support student learning, or (c) intervene in a medical emergency~~^[A1]. Circumstances in which competent students may self-administer medication and qualified personnel other than a school nurse may administer medication to a student are delineated in the sections below *Self Administration of Non-Controlled Drugs* and *Administration of Medications in Special Circumstances*, respectively.

1. Administration of medication by school personnel includes any one of the following activities: handling, storing, preparing or pouring of the medication; conveying it to the student according to the order; if indicated, observing the student inhale, apply, swallow, or self-inject the medication; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.
2. ~~No medication shall be administered in school or self-administered by a student until the school nurse has (a) reviewed the medical order for safety parameters according to pediatric practice standards, as published in a text such as the Physician Desk Reference, (b) reviewed the medical necessity for administering the medication during school hours, and (c) established the medication or self-administration of medication plan.~~^[A2] Experimental, investigational and "off-label" medications that are not recommended or approved for children or orders for medications that provide the student with a single or cumulative daily dosage beyond recommended pharmacological parameters will be reviewed by the health services supervisor and school medical advisor to determine whether it is safe and appropriate for the medication to be administered in school as ordered by the prescriber. Investigational drugs or research of student study medications may be administered only by a licensed nurse. See also Section IV.
3. Nothing in this policy shall be construed to prohibit a parent/guardian from administering a medication in school or on school grounds to his or her own child. ~~in an emergent or urgent situation, or as an alternate plan if the school district believes that school personnel cannot safely administer the medication or prescribed dosage to the student~~^[A3].
- ~~3.4.~~ A school nurse in collaboration with the school principal shall select at least one qualified school employee, generally the health assistant in each health office, for each school to administer epinephrine to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine during regular school hours and on school grounds in the absence of the school nurse. Regular school hours are those listed in the parent handbook and on the district website. There shall always be at least one school nurse or one qualified school employee, generally the health assistant, available during regular school hours and on school

grounds. In the event that the school nurse is unavailable, the school nurse will notify the designated qualified school employee(s), generally the health assistant, of their responsibility for emergency administration of epinephrine. These selected qualified school employees ~~shall~~ must voluntarily agree to take part in an annual training and to administer epinephrine in cartridge injectors for the purpose of emergency first aid. After the emergency administration of epinephrine, personnel who administered the epinephrine must report such administration immediately to the school nurse and medical advisor, and the school nurse or personnel ~~or~~ who administered the epinephrine must report such administration immediately to the student's parent or guardian. Parents will be notified annually of this public act in the student handbook and may submit in writing to the school nurse and school medical advisor in the event that they do not want epinephrine administered to their child in the event of a potential allergic reaction. These names of students whose parents have requested in writing that they do not want epinephrine administered in the event of a potential allergic reaction will be made available to all school nurses and communicated to all qualified school employees designated to administer epinephrine to a student experiencing an allergic reaction who do not have a prior written authorization. For the purpose of ~~administration of epinephrine to students without written authorization who are experiencing a life threatening allergic reaction~~ this section, qualified school employees refers to principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school district, coach or school paraprofessional, which includes health assistants. A supply of epinephrine shall be available in each health office in the district and will be available to qualified, trained school employees during school hours. The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school. In making this determination, the school nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.

~~4.5.~~ No medication, with the exception of epinephrine for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine ~~(when the nurse is unavailable)~~, may be administered by any school personnel without the following:

- a. the written medication order, as defined in C.G.S. Sec. 10-212a-1, of a physician licensed to practice medicine or a dentist licensed to practice dental medicine in this or another state, an advanced practice registered nurse licensed under chapter 378, a physician assistant licensed under chapter 370, an optometrist licensed under chapter 380 or, for interscholastic and intramural athletic events only, a podiatrist licensed under chapter 375;
- b. the written authorization of the student's parent/guardian or eligible student; and
- c. the written permission of the parent/guardian or eligible student for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of medication in school.

~~5.6.~~ The written medication order of the prescriber, the written authorization of the parent/guardian or eligible student, and the written permission of the parent/guardian of eligible student for the exchange of information between the prescriber and the school nurse must be:

- a. valid for no more than one full year. and must indicate both the start and end dates, and
- b. provided on the Westport Public Schools form, *Authorization for the Administration of*

Medication by School Personnel (see Appendix A) unless an alternate form containing all required information is submitted.

- ~~6.7.~~ If necessary in a given situation, an authorized prescriber's verbal (telephone) order for a change in a medication order may be received only by a school nurse. The verbal order must be followed by a written order within three (3) school days; a faxed order is acceptable.
- ~~7.8.~~ Prescribed medication shall be administered to and taken by only the person for whom the prescription has been written.
- ~~8.9.~~ Self-administration or carrying of any medication including over-the-counter medications, except as permitted in the Section II, *Self Administration and/or Self Possession of Medication*, is not permitted in Westport Public Schools or in any school district program or activity. In a rare circumstance as part of a Section 504 plan or IEP, a student who is unable to self-administer a medication may be permitted to carry it on his or her person with the written permission of a parent/guardian and an authorized prescriber, for life-saving reasons.
- ~~9.10.~~ Medicinal preparations administered by injection to children in the Westport Public Schools shall be consistent with provisions of the Needlestick Safety Act and OSHA regulations. For the purposes of this policy, cartridge injector means an automatic pre-filled cartridge injector, such as an Epi Pen or similar automatic injectable equipment that is easy to administer and is used to deliver epinephrine in a standard dose for emergency first aid response to anaphylactic reactions.
- ~~10.11.~~ ~~11.~~ Standing orders for medication shall be developed by the school medical advisor and health services supervisor in keeping with medical and nursing standards of practice for community-based interventions in medical emergencies and management of certain routine health problems. The purpose of such orders in an emergency is to prevent harm or death, and stabilize the individual until emergency transport to the hospital is available. The purpose of such orders for the management of routine health complaints is to keep students, who are not acutely ill, in school and available for learning. These orders, which shall be kept at a minimum, must be reviewed and authorized at least annually by the school medical advisor. Administration of acetaminophen and ibuprofen under standing orders of the school medical advisor requires written parental permission which shall be valid for twelve months.

II. SELF-ADMINISTRATION AND/OR POSSESSION OF MEDICATION [A4]

1. Westport Public Schools promotes the self-administration and/or possession of non-controlled drugs (medications) by mature students with a verified chronic health condition who demonstrate the requisite knowledge, skills and behaviors necessary for the safety of themselves and others in the school setting pursuant to:
 - a. ~~authorization~~ a written medication order for self-administration and/or possession of the medication by the authorized prescriber, written authorization for self-administration and/or possession of the medication from the student's ~~the~~ parent/guardian, and the authorization of the school nurse for self-administration after a competency assessment, except that authorization by the school nurse is not required for the self-administration of asthma inhalers and epinephrine auto injectors;
 - b. review of the medication order and parent/guardian authorization;
 - c. completion of a nursing assessment to determine if the student has the requisite knowledge, skills and behaviors necessary to safely administer and/or possess medication in school and provide documentation of student assessment in SNAP.
 - d. notification of the principal and appropriate staff that the student is self-administering and/or possessing prescribed medication
2. In the case of a student with a medically diagnosed life-threatening allergic condition, such student may possess, self-administer, or possess and self-administer medication during school, school activities and on school transportation, including but not limited to medication administered with a cartridge injector, to protect such student against serious harm or death, as long as the school nurse receives (1) the written authorization for possession, self-administration, or possession and self-administration of medication from the student's parent/guardian; and (2) the written order of a qualified medical professional providing for the student's possession, self-administration, or possession and self-administration of medication. [A5]
3. The school nurse shall develop a plan for self-administration and general supervision and shall document the plan in the student's cumulative health record. The school nurse shall assess a student's competency for self-administration and shall deem it safe and appropriate for the student to self-administer (except for student's self-administering asthma inhalers and epinephrine auto injectors). Such assessment shall include that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan.
- 2.4. Self-administration means that the student brings the medication to and from home each day, keeps it on or with his or her person at all times during the school day, including and during extra-curricular activities and in before and after school and school readiness programs, and is capable of independently administering the medication to himself or herself. Possession of medication means that the student brings the medication to and from home each day and keeps it on or with his or her person at all times during the school day, and during extra-curricular activities and in before and after school and school readiness programs. This opportunity is

generally, but not exclusively, available to middle and high school students who have asthma, severe food allergy, and other chronic health conditions for which students require immediate access to their medication for emergency purposes or for proper medical management of their condition.

- 3.5. If the nurse's assessment of a student authorized by the prescriber and parent/guardian to self-administer an asthma inhaler or epinephrine auto injector does not support that the student is safe to self-administer the medication in the school setting, the school nurse will share the assessment results with the health services supervisor, principal, parent/guardian and prescriber, and will provide recommendations for helping the student attain the requisite knowledge and skills for a school setting. If the prescriber and parent/guardian want the student to self-administer the inhaler or auto injector nonetheless, and the school nurse and administrators agree that this poses a safety concern for the student or others, then the school nurse and principal will document the school's concern in writing to the parent/guardian and prescriber.
- 4.6. Self-administration [and/or possession](#) of controlled drugs is never permitted during school or extra-curricular activities. In an extraordinary circumstance, such as an international field trip, self-administration of a controlled drug may be considered with an appropriate plan approved by the Health Services supervisor and School Medical Advisor in advance of the situation or event.

III. DELEGATION OF MEDICATION ADMINISTRATION TO OTHER STAFF

1. ~~When judged appropriate by the school nurse [A6] and~~ In the absence of the school nurse, the school nurse may delegate the administration of a specific medication for a specific student to another nurse licensed pursuant to the provisions of chapter 378, or to the principal, a full time teacher, or a full time licensed physical or occupational therapist who works with the student as an employee of the school district, for example, to accommodate student medication needs on field trips.
2. ~~When judged appropriate by a~~ With the approval of the school nurse and school medical advisor, a school paraprofessional, which includes health assistants, ~~may, under the supervision of the school nurse,~~ administer medication ~~administered through a cartridge injector [A7]~~ to a specific student with a medically diagnosed allergic condition that may require prompt treatment to protect the student from harm or death, so long as that paraprofessional has received training in the administration of medication in accordance with this policy, there is a written order from an authorized prescriber, and written authorization from the parent/guardian for the administration of medication. For example, it may be appropriate to delegate the administration of medication to a paraprofessional when a student who has a medically-diagnosed allergic condition is unable to self-administer the medication when the student travels into the community for educational program purposes with a paraprofessional who has one-to-one responsibility for the student during the community based learning activity.
3. Qualified school employees may administer glucagon within injectable equipment used to administer glucagon in an appropriate dose for emergency first aid response to students with diabetes that may require prompt treatment in order to protect the student against serious harm or death, as long as ~~in the event that~~ there is written authorization of ~~the~~ a student's parent or guardian, a written medication order for such administration, and the school nurse and school medical advisor have attested in writing that the qualified school employee has completed the annual training. The qualified school employee must be selected by either the school nurse or principal and must voluntarily agree to serve in this capacity. Authorization of injectable glucagon is limited to situations when the school nurse is absent or unavailable. For purposes of emergency medication administration of glucagon, qualified school employees refers to a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school district, coach or school paraprofessional.
4. With the approval of the school nurse supervisor and school medical advisor, the school nurse may in rare circumstances, if judged appropriate and necessary for a safe emergency medication plan, delegate the administration of a specific medication for a specific student to a certified athletic trainer or coach of the student in intramural or interscholastic athletics according to the requirements of C.G.S. Sec. 10-212a(c) and its regulations, and school district policy and procedures. During intramural and interscholastic athletic events, a coach or licensed athletic trainer may administer (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition to a specific student when a plan for self-administration of medication is not a viable option, as determined by the school nurse and (3) injectable equipment used to administer glucagon in an appropriate dose for emergency first aid response to diabetes provided the following requirements have been met:

- a. The coach or licensed athletic trainer has been trained according to the requirements as pertinent to receiving, storing and ~~assisting with~~administering inhalant medications or cartridge injector medications and glucagon injectable medications.
- b. The school nurse has provided a copy of the authorized prescriber's order and the parental permission form to the coaches.
- c. The parent/guardian or guardian has provided to the coach or licensed athletic trainer the medication in accordance with the provisions for safe handling and storage in Section VI below.
- d. The medication provided to the coach or licensed athletic trainer, such as the inhaler cartridge injector or glucagon injectable equipment, is maintained separately from the medication stored in the school health office for use during the school day.
- e. The coach or licensed athletic trainer has agreed to the administration of emergency medication and is prepared to implement the emergency care plan.
- f. For the purposes of glucagon, there must be a ~~that there is~~ written authorization from~~of~~ a student's parent or guardian and the school nurse and school medical advisor ~~have attested~~must attest in writing that the ~~qualified school employer~~coach or licensed athletic trainer has completed the annual training for the administration of medication and voluntarily agrees to serve in this capacity.
- ~~g. Medications to be used in athletic events must be in compliance with the policy including storage, maintenance and errors; ~~are stored;~~~~
 - ~~• in containers for the exclusive use of holding medication;~~
 - ~~• in locations that preserve the integrity of the medication;~~
 - ~~• under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and~~
 - ~~• g. in a locked secure cabinet when not in use at athletic events.~~
- ~~h. Errors in the administration of medication are addressed in the same manner as Section 10-212a-6 of the Regulations of Connecticut State Agencies, except that if the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.~~
- ~~i. Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school nurse, and the school nurse shall be notified as follows:~~
 - ~~• a separate medication administration record for each student shall be maintained in the athletic area (see Appendix B)~~
 - ~~• administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time but not later than the next school day;~~
 - ~~• all other instances of the administration of medication shall be reported to the school nurse at least monthly or as frequently as required by the individual student plan;~~
 - ~~• the administration of medication record shall be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record according to Section 10-206 of the Regulations of Connecticut State Agencies of each sport season and filed in the student's cumulative health record according to Section 10-212a-6 of the Regulations of Connecticut State Agencies. [A8]~~

5. Qualified school employees may administer antiepileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, as long as in the event there is written authorization of the student's parent or guardian, a written medication order from the student's physician, and the school nurse and medical advisor have attested in writing that the qualified school employee has completed annual training program established by the Connecticut Department of Education and the Association of School Nurses in Connecticut. The qualified school employee must be selected by the school nurse and school medical advisor and voluntarily agrees to serve in this capacity. Authorization of administration of emergency antiepileptic medication by a trained, qualified school personnel shall be limited to situations when the school nurse is absent or unavailable. The school nurse shall meet with qualified school personnel monthly to review procedures and determine competency. Qualified school employee for the purposes of emergency administration of antiepileptic medication include principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional, including which include health assistants.
6. When a school nurse delegates medication administration according to the provisions in #1-3 above, the school nurse will provide medication administration training to the delegate(s) at least annually, and more frequently if indicated. Only trained personnel shall be permitted to administer medications.- The school nurse will maintain documentation of such training for each school year, including dates, content, individuals who have completed training, and the name and credentials of the school nurse who provides the training. When required by law, delegates will complete trainings developed and/or provided by the Connecticut Departments of Education and/or Public Health, and will complete training in cardiopulmonary resuscitation. Such training will be documented on Westport Public Schools forms developed for such purposes, *General Principles of Medication Administration* and *Student Specific Principles of Medication Administration* (see Appendix C and D), and will include the following content:
 - a. General principles of safe medication administration;
 - b. Procedural aspects of medication administration, including the safe handling and storage of medications, and documentation; and
 - c. Specific information related to each student's medication(s) and medication plan(s) including the type of medication, indications for medication, routes and time of administration, therapeutic effects and, potential side effects or untoward reactions, and when to implement emergency interventions.
7. When a school nurse delegates medication administration according to the provisions in #1-3 above, the school nurse shall be responsible to provide and document ongoing general supervision to the delegate(s). The school nurse shall provide general supervision by:
 - a. Establishing a plan and schedule to ensure that medications are administered properly. This plan may be the same as or an adaptation of the student's IECF and medication plan during the school day.
 - b. Reviewing orders and changes in orders and communicating these to personnel designated and trained to administer the medication.
 - c. Periodic observation and review of the delegate's performance in handling and administering the medication.
 - d. Consultation by telephone or other means on an as-needed basis.

IV. ERRORS IN MEDICATION ADMINISTRATION

1. Medication error means:
 - a. Failure to do any of the following as ordered is considered an error in medication administration:
 - (1) administer a medication to a student; or
 - (2) administer medication within the time designated by the prescribing practitioner; or
 - (3) administer the specific medication prescribed for a student; or
 - (4) administer the correct dosage of medication; or
 - (5) administer medication by the proper route; ~~and~~or
 - (6) administer the medication according to generally accepted standards of practice
 - b. Administration of a medication to a student which is not ordered, or which is not authorized in writing by the parent/guardian of such student; and
 - c. Inadvertent destruction, theft or loss by other means of medication stored in school or in a school readiness or before or after school ~~child-care~~ program (refer to Section VI, #16-18 of these procedures for handling the loss, by any means, of controlled drugs in school).
2. If an error in medication administration (as defined in 1.a. and 1.b. above) occurs or is suspected, the school nurse or substitute nurse shall immediately assess the student and:
 - a. Determine error and potential for emergency
 - b. Call 911 if applicable
 - c. Implement Standing Orders if applicable
 - d. Call Poison Control if applicable (1-800-222-1222)
 - e. Follow directions of Poison Control - note who you spoke to, time call was made, what directions were given, and what actions you took
 - f. Call prescribing practitioner - follow prescriber's directions, if applicable
 - g. Notify health services supervisor
 - h. Notify student's parent/guardian immediately
 - i. Notify principal/administrator
 - j. Monitor student and provide interventions as directed by Poison Control, student's physician, Standing Orders or nursing protocols, as applicable, until EMS or parent/guardian arrives
 - k. Complete Medication Error Report form (see Appendix E)
 - l. Document the incident in the student's electronic health record (SNAP). Describe the error and sequence of events thereafter, including nursing assessment and interventions, medical treatment, and exchanges of information; print and attach SNAP "Event Form II" to the Medication Error Report form. Send the completed Report and Event Form II to the health services supervisor.
3. If qualified personnel other than the school or substitute nurse make or recognize a medication error, the personnel shall immediately notify the school nurse. If the school nurse is not available, the qualified personnel shall:
 - a. In a true emergency call EMS, then Poison Control if applicable;

- b. If not an immediate emergency, follow the sequence of steps in 2.a., and 2.d.-i. above and consult, as applicable, with the school nurse if available by phone;
 - c. Immediately notify the building principal and the school nurse supervisor, authorized prescriber or the school medical advisor. The person making the error, in conjunction with the school principal, nurse supervisor or medical advisor shall immediately notify the parent or guardian.
 - ~~e.~~d. Monitor the student and provide first aid care as directed by Poison Control, the student's physician, or the school nurse or school nurse supervisor, as applicable, until EMS or parent/guardian arrives.
 - ~~d.~~e. Document the incident, including all details, on the Medication Error Report form; use and attach an additional page to complete the documentation as needed.
 - e.f. Send the completed form to the health services supervisor. For coaches and licensed athletic trainers, if the school nurse is unavailable, the report must be submitted to the school nurse the next school day.
 - ~~f.~~g. Provide a copy of the completed Medication Error Report to the school nurse who shall file it in the student's CHR. If the incident occurs in a ~~child-care~~school readiness or before or after school program, instead provide a copy of the Medication Error Report form to the program Director for filing in the ~~child-care program~~appropriate file.
4. The health services supervisor shall investigate the incident, review the Event Form II, as applicable, and the Medication Error Report form (see Appendix E), and shall document any corrective action taken in the Follow up section of the Medication Error Report form, following review with the pupil services director.

V. MEDICATION EMERGENCIES

Definition: Medication emergency means a life-threatening reaction of a student to a medication.

1. Each health office shall post in a prominent location on or near the medication cabinet the following information:
 - a. The Poison Control information center telephone number (1-800-222-1222);
 - b. This section of the medication procedures (managing emergencies) and Section IV, Medication Errors; and
 - c. The name of the building administrator responsible for decision making in the absence of a school or substitute nurse.
2. If qualified personnel other than the school or substitute nurse recognize a potential medication emergency, the qualified individual shall immediately notify the school nurse.
3. In a medication emergency, the school nurse shall proceed as in Section IV, Medication Errors, 2.a. through 2.j., as indicated by the circumstances.
4. After managing and documenting in SNAP the medication emergency, the school nurse shall generate a report using Westport Public Schools' Event Forms I and II according to standard district procedures.
5. In the absence of a school or substitute nurse, the building administrator responsible for decision making, the qualified individual off site, such as a teacher on a field trip, or the Director of a ~~child-care~~ school readiness or before or after school program shall proceed as in Section IV, Medication Errors, 3.a. through 3.f., as indicated by the circumstances.
6. In all circumstances of medication emergencies, the building principal shall be notified as soon as possible. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) taken.

VI. HANDLING, STORAGE AND DISPOSAL OF MEDICATIONS

1. All medications, prescription and nonprescription, except those approved for transport by students for self-administration, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with this policy, and epinephrine to be used for emergency first aid in accordance with this policy, shall be delivered by the parent/guardian or other responsible adult, and shall be received by the responsible school nurse or substitute nurse or other qualified personnel for schools trained in the administration of medication and assigned to the school. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with this policy.
2. The school nurse or in the absence of the school nurse, a substitute nurse, shall review the medication, authorization form, and supply of medication, and shall develop a medication administration plan for the student, before the medication can be administered by school personnel.
3. No medication for a student shall be stored at school without a current written order from an authorized prescriber.
4. Upon receipt of a new medication order, the school nurse or substitute nurse will review the medication order for completeness:
 - a. ~~Each medical order for the administration of medication in school must be written by the prescriber on an original Westport Public Schools Authorization for the Administration of Medication by School Personnel form (Appendix A).~~ [A9] A properly executed and signed faxed copy of the order constitutes a legal order in Connecticut.
 - b. The order form must be completely filled in by an authorized prescriber as defined in Section I. General Procedures (#4) and must include:
 - the name of the student
 - name and generic name of the medication
 - dosage
 - time, route and frequency of administration
 - known allergies
 - indications for the medication
 - relevant side effects or untoward reactions
 - start and end dates that the medication is to be administered, not to exceed a 12-month period
 - name/title of the authorized prescriber, as well as his/her **written signature**. A prescriber's stamped signature is not acceptable.
 - date the order was written
5. The medication order must meet safety parameters (see General Procedures, #2). The school nurse will consult with the school nurse supervisor if the medication is an investigational, experimental or "off-label" drug, a research or study medication, or the dosage ordered

provides the student with a single or cumulative daily dosage beyond recommended pharmacological parameters. The nursing supervisor and school medical advisor, in conjunction with the authorized prescriber and parent/guardian, will determine whether it is safe and appropriate for the medication to be administered in school as ordered by the prescriber. [A10]

6. If the medication is a research or study medication (an FDA-approved medication being administered according to an approved study protocol), a copy of the study protocol must be provided to the school nurse along with the name and acceptable range of dose of the medication to be administered.
7. The Parent/Guardian Authorization section of the Administration of Medication in Schools Form must be completed by the parent/guardian of students under the age of 18 years. An eligible student, one who is 18 years or older, is eligible to complete this section on his/her own behalf. If the school nurse questions the competency of an eligible student, he/she should consult with the nursing supervisor. This section of the form must be completed before a medication may be administered in school.
 - a. If the form contains a request for self-administration, please see *Section II, Self-Administration of Medication*.
 - b. If the school nurse needs clarification from the parent/guardian or eligible student regarding the medication order, the school nurse should seek such clarification from the parent/guardian or eligible student.
 - c. Once the parent/guardian authorization section has been signed, the school nurse may consult with the authorized prescriber if she/he has any questions regarding the order.
8. The school nurse or in the absence of the school nurse, a substitute nurse shall examine the medication on-site:
 - a. Each prescribed medication must be in the original, properly labeled container and dispensed by a physician/pharmacist.
 - b. Over-the-counter medications must be delivered in an unopened, properly labeled container.
 - c. If the medication is a controlled drug as defined in Section 21a-240 of the Connecticut General Statutes and in Section 10-212a-2 (f) of the Regulations of Connecticut State Agencies, the school nurse shall conduct a medication count in the presence of the person delivering the medication. If the medication is in liquid form, the amount of fluid in the container should be confirmed with the person delivering the medication to the school nurse.
 - d. No more than a three month supply of a medication for a student shall be stored at school.
9. The school nurse or in the absence of the school nurse, a substitute nurse shall sign receipt of medication:
 - a. Once the medication order and medication have been reviewed and approved by the school nurse, the school nurse shall sign and date the bottom of the *Authorization for the Administration of Medication* form, side two (2) (see Appendix A).
 - b. In the case of a controlled medication, the number of pills or the fluid volume shall be noted at the bottom of the *Authorization for the Administration of Medication* form, side

two (2), and both the adult delivering the medication and the school nurse receiving the medication shall sign and date the form beside the count.

10. The school nurse or, in the absence of the school nurse, a substitute nurse, shall establish a plan for medication administration, except that, if a substitute nurse establishes the plan, the plan will be reviewed and revised as needed by the school nurse on the next day that the school nurse is available, as follows:
 - a. Obtain input, as appropriate, from the prescriber, parent/guardian, teacher, and student.
 - b. Record the medication order in SNAP according to SNAP procedures (see Appendix F or pages 30-35 in the SNAP Manual).
 - c. Document the medication plan which shall consist of the medication order as specified in SNAP or, when indicated, both the order as specified in SNAP and medication administration planning included in the student's IHCP or IECP.

11. The school nurse or in the absence of the school nurse, a substitute nurse shall document the order transcription process in the SNAP daily log as a visit under Indirect Care, Medication Management. See the Section VII, *Documentation of Medication Administration*, for additional direction about record keeping.

12. When a parent/guardian or other responsible adult delivers an additional supply of a medication, follow the steps in #8 and #9 above. In addition:
 - a. The school nurse or substitute nurse will review all medication refills with the original medication order and parent/guardian authorization.
 - b. In the case of a controlled medication, document the new total medication count in SNAP on the medication order according to SNAP instructions.
 - c. Document the process in the SNAP daily log as a visit under Indirect Care, Medication Management.

13. Store medications in appropriate manner:
 - a. Access to stored medications shall be limited to persons authorized to administer medications. Each school or before-and-after school program and school readiness program shall maintain a current list of such authorized persons.
 - ~~a.~~ b. Except as otherwise determined by a student's emergency care plan, sStore all emergency medications in an unlocked, clearly labeled and readily accessible cabinet in the health office during school hours and under the general supervision of the school nurse or, in the absence of the school nurse, the principal or principal's designee who has been trained in the administration of medication. The emergency medications cabinet should be locked outside of regular school hours, unless there is an exception made pursuant to a student's medication and individualized emergency care plan.
 - ~~b.~~ c. All other non-controlled medications, except those approved for keeping by students for self-administration, shall be stored in a designated locked container, cabinet or closet used exclusively for the storage of medications.
 - ~~c.~~ d. Controlled medications must be stored separately from other medications in a separate, secure, substantially constructed locked metal or wood cabinet, pursuant to Section 21a-262-8 of the Regulations of Connecticut State Agencies.

~~d.~~e. Medications requiring refrigeration shall be stored in a refrigerator in the health office with limited access at no less than 36°F and no more than 46°F. Non-controlled medications may be stored directly on the shelf with no further protection needed. Controlled medications must be stored in a locked box which is affixed to the refrigerator shelf.

14. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before-and-after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses, and an additional set shall be maintained under the direct control of the principal who has been trained in the general principles of medication administration. If necessary, as agreed with the supervisor of health services, the director or lead teacher of a before- or after-school or readiness program shall also have a set of keys.
15. All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent/guardian or, if the medication cannot be returned to the parent/guardian, the medication shall be destroyed by the school nurse or health services supervisor, as follows:
 - a. If medications are returned to the parent/guardian, "Returned to parent/guardian," the date, and the parent/guardian and nurse's signatures should be written at the bottom of page two (2) of the *Authorization for the Administration of Medication* form. If a controlled medication is returned, the exact number of pills or amount of liquid medication returned shall also be noted.
 - b. If the medication cannot be returned to the parent/guardian, non-controlled medications may be destroyed in the presence of at least one (1) witness. "Destroyed," the date, the nurse and the witness' signatures should be written on page two (2) of the *Authorization for the Administration of Medication* form (Appendix A).
 - c. If a controlled drug cannot be returned to the parent/guardian, the remaining medication must be destroyed in accordance with the requirements of Section 21a-262-3 of the Regulations of Connecticut State Agencies. Destruction and disposal of a controlled drug requires consultation with the Commissioner of Consumer Protection or his/her designee unless otherwise indicated herein. "Destroyed," the date, the exact number of pills or amount of liquid medication destroyed, and the nurse and the witness' signatures should be written on page two (2) of the *Authorization for the Administration of Medication* form (Appendix A).
 - d. The school nurse shall enter a note on the medication order in SNAP and document a visit in SNAP under Medication Management, recording that the medication was returned to the parent/guardian or how the medication was destroyed, including the name of the witness.
16. Accidental destruction or loss of controlled drugs must be verified by the school nurse in the presence of the health services supervisor, pupil services director, or designee, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form to include a detailed list of any controlled substance(s) lost, destroyed or stolen, the kind and quantity of such substances and the date of the discovery of such loss, destruction or theft. ~~The medication error report must be made available~~ If no residue is present, notification must be made to the Commissioner of Consumer Protection or his/her authorized agents, pursuant to Section 21a-262-3 of the Regulations of

Connecticut State Agencies.

17. If a loss of controlled drugs is discovered, the school nurse or substitute nurse shall immediately notify the health services supervisor who will:
 - a. gather relevant information and review with the school nurse available documentation and known facts;
 - b. consult with the pupil services director; and
 - c. notify the Superintendent of Schools.

18. If the loss of controlled drugs cannot be explained by accidental destruction or loss, and theft is a possibility, the Superintendent or his/her designee shall notify the Westport police and the Commissioner of Consumer Protection or his/her authorized agent.

19. All school will maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

20. Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored: (a) in containers for the exclusive use of holding medications; (b) in locations that preserve the integrity of the medication; (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.

VII. DOCUMENTATION OF MEDICATION ADMINISTRATION

1. The school nurse, and before-and-after school program and school readiness program where medications are administered, shall maintain an electronic medication administration record for each student who receives medication during school hours. Such electronic records shall be completed according to Section VI, #10-12 and Appendix F (same as the SNAP Manual directions, pages 30-34b).
2. The electronic medication administration record shall include:
 - a. name of the student;
 - ~~a.b.~~ the student's state-assigned student identifier (SASID); ^[A11]
 - ~~b.c.~~ name of the medication;
 - ~~e.d.~~ dosage ordered by the prescriber;
 - ~~d.e.~~ route of administration;
 - ~~e.f.~~ frequency of administration;
 - ~~f.g.~~ name of the authorized prescriber;
 - ~~g.h.~~ dates for initiating and terminating the administration of the medication within the school year July 1, 20XX through June 20, 20XX, including extended school year programs;
 - ~~h.i.~~ quantity received, which shall be verified by the adult delivering the medication;
 - ~~i.j.~~ any student allergies to food or medicine;
 - ~~j.k.~~ date and time of each administration or omission including the reason for the omission;
 - ~~k.l.~~ dose or amount of drug administered, including a dose administered by other qualified school personnel, for example, on a field trip, noted as such;
 - ~~l.m.~~ the legal electronic signature of the nurse indicated by the SNAP pin number; and
 - ~~m.n.~~ for controlled drugs, a medication count which shall be ~~the automatic count generated by SNAP, based on the original number of pills or volume of fluid delivered to the school and so documented in setting up the administration plan, and the record of actual administrations conducted and documented at least once a week and co-signed by the assigned nurse and a witness.~~ ^[A12]
3. For controlled drugs, three additional types of records shall be kept in a file folder for the school year labelled "Controlled Drugs- 20XX" in a locked cabinet or drawer in the health office:
 - a. The record of a count of each controlled drug maintained in the school which shall be conducted at least once a week and co-signed in ink by the school nurse and a witness who may be another nurse, or in the absence of a second nurse, a principal or assistant principal who has been trained in the general principles of medication administration. The weekly count form (see Appendix G) may be destroyed in keeping with #8.d. below.
 - b. The annual plan for conducting the weekly counts including the responsible school nurse(s) and administrator, as applicable, and the day of the week that the counts will be accomplished.
 - c. A copy of the full electronic record of daily or PRN administrations of a controlled drug over a school year for any student who is administered a controlled medication in school, which shall be maintained in the school **for three years** following the year in which the

drug was administered.

4.—In the absence of the school nurse or substitute nurse, qualified personnel for schools (Section III) or qualified personnel for programs (Section VIII) who administer a medication to a student shall document the administration of medication in ink on the Non-Nurse Administration of Medication Form ~~form~~ provided by the school nurse. For field trips, the form ~~which used to document administration of medication~~ shall include the SNAP-~~generated medication~~ order information with dose, route, time, frequency, the date and time of actual administration or omission, the printed name of the qualified individual administering the medication and the written legal signature of the qualified individual. For other purposes, e.g., athletics or before- and after-school programs, the F form used to document administration of medication will be a ~~controlled drug~~ ^[A13] administration record form properly completed with dose, route, time, frequency, the date and time of actual administration or omission, the printed name of the qualified individual administering the medication and the written legal signature of the qualified individual (see Appendix B). The school nurse shall provide qualified personnel for schools or qualified personnel for programs a copy of the original written order of the authorized prescriber, the written authorization of the parent/guardian to administer the medication and the written authorization of the parent/guardian for the exchange of information by the prescriber and school nurse to ensure the safe administration of such medication along with the appropriate Non-Nurse Administration of Medication Form ~~medication administration documentation form~~ ^[A14].

~~5.4. Documentation of transactions shall be recorded in an electronic record which cannot be altered, such as SNAP, or in ink which shall not be altered.~~ ^[A15]

~~6.5.~~ The original written order of the authorized prescriber, the written authorization of the parent/guardian to administer the medication and the written authorization of the parent/guardian for the exchange of information by the prescriber and school nurse to ensure the safe administration of such medication shall be filed in the student's cumulative health record, or for a before- or after- school or school readiness program, in the child's program record. During the school year, the school nurse may maintain a copy of all original medication orders in a readily accessible, organized binder. ~~At the end of the school year, or if the medication is discontinued, the original order shall be filed in the student's CHR.~~ ^[A16]

6. A true copy of the written order of the authorized prescriber and the written authorization of the parent/guardian to administer the medication and the written authorization of the parent/guardian for the exchange of information by the prescriber and school nurse to ensure the safe administration of such medication shall at all times be maintained ~~stored~~ in the Student's cumulative health record.

~~7.—container with the student's medication.~~

~~8.7.~~ Medication administration records shall be made available to the Connecticut State Department of Education or any duly authorized representative upon request until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes ~~for controlled medications~~, as follows:

- a. A summary of the electronic record of medications administered to a student during the school year, which is part of the "Transfer Record," shall be printed from SNAP and included in the CHR at the end of each school year.
- b. Any medication administration records for non-controlled medications that are *in writing* (e.g., field trip record) may be destroyed at the end of the school year after the records have been documented in SNAP or summarized on the student's CHR.
- c. Records for controlled medications shall be maintained the same as non-controlled drugs except that, in addition to the summary of the electronic record in (or on) the CHR, a copy of the full electronic (or written) record of daily and PRN administrations of a controlled drug over a school year (July 1 through June 30) for any student who is administered a controlled medication in school, shall be maintained in the school **for three years** following the year in which the drug was administered. See also #3.c. above and Section VI.
- d. ~~The [A17] weekly count form may be destroyed at the end of each school year so long as no discrepancy in counts was identified during that school year and a note indicating that there were no discrepancies over the year is entered in the student's SNAP record or on the CHR. If a discrepancy occurred at any time during the year, the weekly count record shall be permanently maintained in the student's CHR.~~

VIII. MEDICATION ADMINISTRATION IN SCHOOL READINESS AND BEFORE- AND AFTER-SCHOOL PROGRAMS

1. Administration of medication in school readiness and before- and after-school programs shall be in keeping with Connecticut Regulations section Sec. 10-212a-10. On an annual basis, the health services supervisor, in collaboration with the Superintendent or the Superintendent's designee(s), will review the policy and procedures as pertinent to medication administration in before- and after-school and school readiness programs and will determine what programs, if any, meet the definition of before- and after-school or school readiness programs as defined in Connecticut Regulations section Sec. 10-212a-10 for that specific year. For those programs that meet the definition, the [school medical advisor and](#) health services supervisor or his/her designee shall determine:
 - a. If administration of medications is medically necessary for any participant(s) to access the program and maintain their health status while attending the program, [as medication shall be administered in these programs only when this standard is met](#);
 - b. the level of nursing services needed to ensure the safe administration of medication within each program, e.g., medication and emergency care plan development, pre-program training of delegates, and periodic supervision; availability of telecommunications with school nurse during the program; or on-site availability of a nurse;
 - c. who may administer medication in the given program;
 - d. whether students with self-administration plans in place during the school day require any adaptation of those plans for use in before- and after-school programs;
 - e. whether students with emergency and individualized health care plans in place during the school day require adaptation of those plans for use in before- and after-school or school readiness programs;
 - f. the procedure to be followed in the event of a medication emergency or error and the individuals or facilities to be contacted in such event; and
 - g. the person responsible for decision making in the absence of the nurse.

In addition:

- a. Local poison control center information shall be readily available in each program.
- b. No medication shall be administered in these programs without:
 - (1) the written order of an authorized prescriber, and
 - (2) the written authorization of a parent/guardian or an eligible student
- c. In the absence of a ~~licensed~~-[registered](#) nurse, only directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse hired by the district to provide services to the before- and after-school or school readiness programs.
- d. Training for directors or directors' designees, lead teachers or school administrators in the administration of medications will be provided according to subsections (a) to (c), inclusive, of Section 10-212a-3 of the Regulations of Connecticut State Agencies and Section III, #4-5 of these procedures.
- e. Directors or director's designee, lead teachers and school administrators may administer oral, topical, intranasal or inhalant medications, and may administer cartridge injector medications

only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

- f. Investigational drugs or research or study medications may not be administered by directors or director's designee, lead teachers, or school administrators; and
- g. Controlled drugs currently listed in schedules II through V of the Regulations of Connecticut State Agencies, Sections 21a-243-8 to 21a-243-11, inclusive, of the Regulations of Connecticut State Agencies may be administered in school readiness programs and before- and after-school programs if necessary in order for the student to attend the program and determined appropriate by the health services supervisor or designee^[A18].
- h. Self-medication, when determined appropriate by the health services supervisor or designee^[A19], shall follow the procedures in Section 10-212a-4 of the Regulations of Connecticut State Agencies and ~~#7~~Section II of these procedures.
- i. All medications in before- and after-school and school readiness programs shall be handled, stored and disposed of in accordance with the provisions of subsection (a) to (k), inclusive, of the Regulations of Connecticut State Agencies and ~~#20~~Section VI of these procedures.
- j. A separate supply of medication shall be stored at the site of the before-and-after school or school readiness program. In the event that it is not possible for the parent/guardian to provide a separate supply of medication, then a plan shall be developed to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
- k. Documentation shall be completed and maintained on a form, provided by the ~~school nurse~~health services supervisor or designee, as follows:
 - (1) a separate administration of medication record for each student shall be maintained in the program using the controlled drug form (see Appendix B);
 - (2) the administration of medication record shall be submitted to the school nurse at the end of each school year and filed in or summarized on the student's cumulative health record according to local or regional board of education policy.
- l. Communication with the school nurse:
 - (1) administration of a medication with a cartridge injector shall be reported to the school nurse at the earliest possible time but not later than the next school day.
 - (2) all other instances of the administration of medication shall be reported to the school nurse according to the student's individual plan or at least on a monthly basis.
- m. Supervision of the administration of medication in school readiness and before- and after-school programs shall be the responsibility of the health services supervisor or designee who has been assigned responsibility for delegating to, training and supervising appropriate personnel in the administration of medication for before- and after-school or school readiness programs and will be conducted in accordance with the provisions of subdivision (1) to (6), inclusive, of Section 10-212a-7 of the Regulations of Connecticut State Agencies and Section III, #5 of these procedures.
- ~~m.n.~~ Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.

IX. MEDICATION ADMINISTRATION ON SCHOOL-SPONSORED EVENTS^[A20] TRIPS^[A21]

School nurses should assist in the planning for students with health care needs who require medication ~~for during~~ a school-~~sponsored~~ ~~trip~~event. ^[A22]

1. For students participating ~~in~~ a ~~C~~urricular ~~F~~ield ~~T~~rip, the school nurse may delegate medication administration to qualified personnel for schools according to C.G.S. 10-212a and in accordance with section III. of these regulations. Students may also self-administer medications, if deemed appropriate, in accordance with C.G.S.10-212 and section II. of ~~these~~ regulations.
 - a. Qualified personnel for schools may not be supplied for more than one dose of medication from their school supply as this is considered dispensing. For multiple doses, parents must provide the appropriate supply from their pharmacy and ensure it is stored in an appropriately labeled pharmaceutical container.

~~For students participating in an E~~extracurricular ~~F~~ield ~~T~~rip, school nurses and responsible school administrators, along with the health services supervisor if appropriate, shall consult in advance of the trip to determine what, if any, medical needs participating students may have while on the trip. Provision of medical services for extracurricular field trips shall be made on a case-by-case basis and in accordance with federal and state laws. ~~may provide general guidance to the school staff regarding medication that may be taken by a student on a trip, but the nurse may not delegate medical administration or assess competency or delegate supervision related to self-administration. For these trips, if deemed appropriate, students must have the control of the medication at all times and is self-managed by the student and must follow section II. of these regulations.~~ ^[A23]

~~X. DEFINITION OF TERMS~~

2.

The following definitions are derived from Sections 10-212a-1 through 10-212a-10 of the Regulations of Connecticut State Agencies, plus two acronyms used in the procedures, and apply to terms used in Westport Public Schools' Policy and Procedures on the Administration of Medication.

1. **Administration of medication** means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.
2. **Advanced practice registered nurse** means an individual licensed pursuant to Section 20-94a of the Connecticut General Statutes.
3. **Authorized prescriber** means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and, for interscholastic and intramural athletic events only, a podiatrist.
4. **Before- and after-school program** means any child care program operated and administered by a local or regional board of education or municipality exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs shall not include public or private entities licensed by the Department of Public Health or board of education enhancement programs and extra-curricular activities.
5. **Board of education** means a local or regional board of education, a regional educational service center, a unified school district, the regional vocational-technical school system, an approved private special education facility, the Gilbert School, the Norwich Free Academy, Woodstock Academy or a non-public school whose students receive services pursuant to Section 10-217a of the Connecticut General Statutes.
6. **Cartridge injector** means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.
7. **CHR or CHR-1** refers to the cumulative health record (see below).
8. **Coach** means an athletic coach as defined in Section 10-222e of the Connecticut General Statutes.
9. **Commissioner** means the Commissioner of Education or any duly authorized representative thereof.

10. **Controlled drugs** means controlled drugs as defined in Section 21a-240 of the Connecticut General Statutes.

11. **Cumulative health record** means the cumulative health record of a pupil mandated by Section 10-206 of the Connecticut General Statutes.

12. **Curricular Field Trip** means a primarily educational trip that emerges from the classroom and that includes events or activities through which students leave school grounds, typically during the school day for part or all of the trip, for the purpose of curriculum-related study. Such a trip is designed to help students develop a better understanding of their studies by reinforcing, supplementing, and/or extending their educational experience. Examples of Curricular Field Trips include:

- Day trip to museum, nature center, science laboratory, etc.
- Recurring trips (if tied to curriculum)
- Overnight trips or longer trips for educational programs (e.g., Nature's Classroom)

~~12.~~13. **Dentist** means a doctor of dentistry licensed to practice dentistry in Connecticut pursuant to Chapter 379 of the Connecticut General Statutes, or licensed to practice dentistry in another state.

~~13.~~14. **Department** means the Connecticut State Department of Education or any duly authorized representative thereof.

~~14.~~15. **Director** means the person responsible for the operation and administration of any school readiness program or before- and-after school program.

~~15.~~16. **Eligible student** means a student who has reached the age of eighteen or is an emancipated minor.

~~16.~~17. **Error** means:

- a. failure to do any of the following as ordered:
 - administer a medication to a student;
 - administer medication within the time designated by the prescribing practitioner;
 - administer the specific medication prescribed for a student;
 - administer the correct dosage of medication;
 - administer medication by the proper route; and/or
 - administer the medication according to generally accepted standards of practice; or,
- b. administration of a medication to a student which is not ordered, or which is not authorized in writing by the parent/guardian of such student.

18. **Extracurricular activities Field Trip** ^[A24] means an educational, cultural, and/or recreational trip that occurs outside the school day, and that may emerge from an approved extracurricular

club, organization, program, or activity. Such a trip, while designed to broaden and enhance students' educational experience, is not part of the educational program and is not designed for the purpose of curriculum-related study.

~~17. educational, cultural, and/or recreational trips that occur outside the school day and may emerge from an approved extracurricular club, organization, program or activity. Such trips while designed to broaden and enhance students' educational experience, are not part of the educational program and are not designed for the purpose of curricular related study.~~

~~18.~~19. **Guardian** means one who has the authority and obligations of guardianship of the person of a minor, and includes:

- a. the obligation of care and control; and
- b. the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

~~19.~~20. **Intramural athletic events** means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

~~20.~~21. **Interscholastic athletic events** means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills, and transportation to and from such events.

~~21.~~22. **Investigational drug** means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA) which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

~~22.~~23. **Licensed athletic trainer** means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

~~23.~~24. **Medication** means any medicinal preparation including over-the-counter, prescription -and controlled drugs, as defined in Section 21a-240 of the Connecticut General Statutes.

~~24.~~25. **Medication emergency** means a life-threatening reaction of a student to a medication.

~~25.~~26. **Medication plan** means a documented plan established by the school nurse in conjunction with the parent/guardian and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

~~26.~~27. **Medication order** means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic

name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

- ~~27~~.~~28~~. **Nurse** means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut pursuant to Chapter 378 of the Connecticut General Statutes.
- ~~28~~.~~29~~. **Occupational therapist** means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.
- ~~29~~.~~30~~. **Optometrist** means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.
- ~~30~~.~~31~~. **Paraprofessional** means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board for employment as a health care aide or assistant or instructional aide or assistant.
- ~~31~~.~~32~~. **Physical therapist** means a physical therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.
- ~~32~~.~~33~~. **Physician** means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state.
- ~~33~~.~~34~~. **Physician assistant** means an individual licensed to prescribe medications pursuant to Section 20-12d of the Connecticut General Statutes.
- ~~34~~.~~35~~. **Podiatrist** means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.
- ~~35~~.~~36~~. **Principal** means the administrator in the school.
- ~~36~~.~~37~~. **Qualified personnel for schools** means (a) a full-time employee who meets the local or regional board of education requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication in accordance with Section 10-212a-3 of these regulations; (b) a coach and licensed athletic trainer who has been trained in the administration of medication pursuant to Section 10-212a-8 of these regulations; or (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-9 of these regulations.
- ~~37~~.~~38~~. **Qualified personnel for school readiness programs and before- and after-school programs**, means directors or director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-10 of these regulations.

- ~~38.~~39. **Research or study medications** mean FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.
- ~~39.~~40. **School** means any educational program which is under the jurisdiction of a board of education as defined by this section excluding extracurricular activities.
- ~~40.~~41. **School medical advisor** means a physician appointed pursuant to Section 10-205 of the Connecticut General Statutes.
- ~~41.~~42. **School nurse** means a nurse appointed pursuant to Section 10-212 of the Connecticut General Statutes.
- ~~42.~~43. **School nurse supervisor** means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.
- ~~43.~~44. **School readiness program** means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.
- ~~44.~~45. **Self-administration of medication** means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.
- ~~45.~~46. **SNAP** means the electronic student health record system known as SNAP Health Center.
- ~~46.~~47. **Supervision** means the overseeing of the process of the administration of medication in a school.
- ~~47.~~48. **Teacher** means a person employed full time by a board of education who has met the minimum standards as established by that board of education for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to Sections 10-212a-1 through 10-212a-7 of the Regulations of Connecticut State Agencies.

XI. REFERENCES

Legal References

Connecticut General Statutes

Section 10-206

Section 10-212

Section 10-212a

Section 19a-900

Section 21a-240

Section 52-557b

~~Public Act 14-176, "An Act Concerning The Storage And Administration Of Epinephrine At Public Schools."~~^[A25]

Regulations of Conn. State Agencies

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Code of Federal Regulations

Title 21 Part 1307.21

Norman Weinberger, MD
Medical Advisor

Date

Suzanne Levasseur, MSN, APRN, CPNP
Supervisor of Health Services

Date

IX. APPENDICES

- A. Authorization for the Administration of Medicine by School Personnel
- B. Self-Medication Assessment
- C. Medication Administration Record for Non-Nurse Qualified Personnel
- D. General Principles of Medication Administration (training form 1)
- E. Student Specific Principles of Medication Administration (training form 2)
- F. Medication Error Report
- G. SNAP Directions for Documenting Medications and Treatments
- H. Refusal to Permit Administration of Epinephrine for Emergency First Aid Form