

# Board of Education Regular Meeting

Monday, December 18, 2017 7:30 PM

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

## I. CALL TO ORDER, VERIFICATION OF QUORUM

## II. EXECUTIVE SESSION

A. Discussion Regarding Collective Bargaining

B. Discussion Regarding Matters Related to School Security

## III. RESUME PUBLIC SESSION

## IV. PLEDGE OF ALLEGIANCE

## V. RECOGNITION

A. Dr. William McKersie, Superintendent of Schools, Will Present the Weston High School 2017 Girls Swimming and Diving Team, Class S State Champions and Coaching Staff

## VI. APPROVAL OF MINUTES

## VII. PUBLIC COMMENT

## VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

## IX. NEW BUSINESS

A. Retirements-Dr. McKersie to Note the Retirement of Ms. Lois Pernice, Director of Pupil Personnel Services

B. Update on Healthy Learning Environments: Emotional Intelligence

C. Review and Approve the K-5 Reading Curriculum Renewal

D. Review and Approve New Course Proposal for WIS-Information Literacy and Digital Skills

E. Presentation of the Project Challenge Report

F. Review and Approve New Course Proposal for WHS AP Environmental Science

G. Review and Approve New Course Proposal for WHS Accelerated Algebra and Geometry

H. Approve Appointment of Director of Pupil Personnel Services Search Committee to be comprised of the following members: Two Board of Education members Three parent representatives Three teachers Superintendent of Schools Assistant Superintendent Director of Human Resources/Internal Counsel Director of Finance and Operations Director of Digital Learning and Technology

I. Approve Addendum to the Memorandum of Understanding Between the Town of Weston and the

Board of Education Concerning the Senior Center  
Space

- J. Weston Board of Education Policies,  
Regulations, and Bylaws
  - 1. First Reading of New Board of Education Policy  
6146.2, Credit for Online Courses
  - 2. First Reading of New Board of Education Policy  
1258, Non-Discrimination (Community)
  - 3. First Reading of Board of Education Policy  
4218.3, Non-Certified Duties
- K. Fifth FY 2018 Financial Update and Approval of  
Transfers
- L. Review Calendar Committee Process and Schedule

**X. OLD BUSINESS**

- A. Weston Board of Education Policies,  
Regulations, and Bylaws
  - 1. Second Reading of New Board of Education Policy  
4116, Evaluation, Termination, and Non-Renewal of  
Athletic Coaches
  - 2. Second Reading of Board of Education Bylaw  
9120, Officers

**XI. SUPERINTENDENT'S REPORT**

- A. District Update

**XII. COMMITTEE REPORTS**

- A. Communications Committee
- B. Curriculum Committee
- C. Facilities Committee
- D. Finance Committee
- E. Policy Committee
- F. Negotiations Committee
- G. CES
- H. CABE
- I. Weston Education Foundation

- 1. Weston Coalition for a Safe and Healthy  
Community

**XIII. WRITTEN REPORTS**

- A. Principals' Reports

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

- A. Regular Session on January 22, 2018 at 7:30  
p.m.

B. Review of Pending Agenda Items for Next Meeting

XV. **ADJOURNMENT**

**Board of Education Regular Meeting**

November 20, 2017 7:30 PM

Weston Middle School Library

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

**II. Addition of Discussion and Approval of General Wage Increase for Non-Certified, Non-Union Positions as Listed on the Document Provided to the Board, to Agenda to Executive and Regular Sessions**

**Motion Passed:** Move that the Weston Board of Education add the following item to both the November 20, 2017 Executive Session and Public Session agendas: discussion and approval of general wage increase for non-certified, non-union positions as listed on the document provided to the Board; passed with a motion by Sara Spaulding and a second by Jacqueline Blechinger.

**7 Yeas - 0 Nays.**

**III. EXECUTIVE SESSION**

**III.A. Discuss Confidential Written Communications from the Board of Education's Counsel which are Subject to Attorney-Client Privilege**

**III.B. Discuss Matters Pertaining to Personnel Leave of Absence Request**

**III.C. Discussion of Matters Pertaining to Security**

**IV. RESUME PUBLIC SESSION**

Discussion:

In attendance at the Board of Education meeting was Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, Mr. Lewis Brey, Director of Human Resources and Internal Counsel, Ms. Lois Pernice, Director of Pupil Personnel Services, Mr. Richard Rudl, Director of Finance and Operations, Mrs. Laura Kaddis, Principal of Hurlbutt Elementary School, Mrs. Pattie Falber, Principal of Weston Intermediate School, Mr. Dan Doak, Principal of Weston Middle School and Mrs. Lisa Deorio, Principal of Weston High School.

**V. PLEDGE OF ALLEGIANCE**

**VI. RECOGNITION**

**VI.A. Introduction of Stacey Greenberg, Weston 2018 Teacher of the Year**

Discussion:

Dr. McKersie, Dr. Craw and Mrs. Deorio congratulated Stacey Greenberg on being selected as Weston's 2018 Teacher of the Year.

**Motion Passed:** Move that the Weston Board of Education recognize Stacey Greenberg, Weston 2018 Teacher of the Year, for her outstanding service to the students of Weston; passed with a motion by Jacqueline Blechinger and a second by Daniel McNeill.

**7 Yeas - 0 Nays.**

**VII. ELECTION OF OFFICERS**

**VII.A. Election of Chairperson**

Discussion:

Mrs. Jacqueline Blechinger nominated Ms. Sara Spaulding for Chairperson. Ms. Spaulding declined the nomination. Ms. Spaulding nominated Ms. Gina Albert for Chairperson and Mr. Daniel McNeill Nominated Mrs. Ellen Uzenoff for Chairperson. Discussion was held by the Board. Motion for the vote by Mrs. Uzenoff, second by Mr. McNeill. Vote for Ms. Albert was 4 in favor—Ms. Spaulding, Ms. Nestor, Mr. Pesco, Ms. Albert; 3 opposed—Mr. McNeill, Mrs. Blechinger, Mrs. Uzenoff. (4-3) Vote for Mrs. Uzenoff was 3 in favor—Mr. McNeill, Mrs. Blechinger, Mrs Uzenoff; 0 opposed; 4 abstain—Ms. Spaulding, Ms. Nestor, Mr. Pesco, Ms. Albert. (3-0-4)

**Motion Passed:** Move that the Weston Board of Education elect Gina Albert as the Board Chairperson; passed with a motion by Sara Spaulding and a second by Anthony Pesco.

**4 Yeas - 3 Nays.**

**VII.B. Election of Vice Chairperson**

**Motion Passed:** Move that the Weston Board of Education elect Ellen Uzenoff as the Board Vice-Chairperson; passed with a motion by Sara Spaulding and a second by Jacqueline Blechinger.

**7 Yeas - 0 Nays.**

**VII.C. Election of Secretary/Treasurer**

**Motion Passed:** Move that the Weston Board of Education elect Sara Spaulding as the Board Secretary/Treasurer; passed with a motion by Ellen Uzenoff and a second by Daniel McNeill.

**7 Yeas - 0 Nays.**

**VIII. APPROVAL OF MINUTES**

**VIII.A. Review and Approve Minutes from October 16, 2017 Board of Education Regular Session**

**Motion Passed:** Move that the Weston Board of Education approve the minutes of the October 16, 2017 Regular Session; passed with a motion by Sara Spaulding and a second by Ellen Uzenoff.

**7 Yeas - 0 Nays.**

**IX. PUBLIC COMMENT**

Discussion:

No comment.

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

Discussion:

James Joyce mentioned the numerous events that have been held at Weston High School over the past month. Students and staff have been involved in the burpee

challenge, in conjunction with Shatterproof, raising awareness of addiction. WHS's Company just finished the production of All My Sons. The Turkey Bowl football game will be held at 10:00 a.m. on Thanksgiving morning in Weston against Joel Barlow High School. Students and staff have been involved in 26 Days of Kindness, random acts of kindness being demonstrated by co-curricular clubs.

## **XI. NEW BUSINESS**

### **XI.A. Presentation of WHS Class of 2017 Statistical Report and Analysis of College Applications**

Discussion:

Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, Mrs. Lisa Deorio, Principal of Weston High School, and Mrs. Meredith Starzyk, Director of School Counseling, presented the WHS Class of 2017 Statistical Report and Analysis of College Applications.

### **XI.B. Discussion and Approval of of General Wage Increase for Non-Certified, Non-Union Positions as Listed in Attachment**

**Motion Passed:** Move that the Weston Board of Education approve an additional general wage increase of 0.7% for the non-certified, non-union positions listed in the document provided to the Board with such increase being retroactive to July 1, 2017. This increase is in addition to the 2% general wage increase approved by the Board on June 19, 2017; passed with a motion by Jacqueline Blechinger and a second by Daniel McNeill.

**7 Yeas - 0 Nays.**

### **XI.C. Analysis of NESDEC Report on 2017/2018 Student Enrollment and Projections for Future Enrollment**

Discussion:

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, provided an analysis of both the NESDEC Enrollment Report for 2017/2018, but the projected enrollment for future years.

### **XI.D. Vote on Personnel Leave of Absence Request**

**Motion Passed:** Move that the Weston Board of Education approve MaryFaith Blank's unpaid leave of absence request for the 2018-2019 school year; passed with a motion by Ellen Uzenoff and a second by Sara Spaulding.

**7 Yeas - 0 Nays.**

### **XI.E. Draft Facilities Feasibility Study Update**

Discussion:

Dr. McKerise mentioned that the Draft Facilities Feasibility Study has been put into public record and was presented last month to the Facilities Committee. None of the recommendations within the study will be included in the capital budget request for next year, however the knee wall repair will be included.

### **XI.F. Weston Board of Education Policies, Regulations, and Bylaws**

#### **XI.F.1. First Reading of New Board of Education Policy 4116, Evaluation, Termination, and Non-Renewal of Athletic Coaches**

Discussion:

Mr. Brey provided a first reading of new Board of Education Policy 4116, Evaluation, Termination, and Non-Renewal of Athletic Coaches.

**XI.F.2. First Reading of Board of Education Bylaw 9120, Officers**

Discussion:

Mr. Brey provided a first reading of Board of Education Bylaw 9120, Officers.

**XI.G. Review and Approve FY 2019 Hand-in-Hand (Preschool) Tuition Rates**

**Motion Passed:** Move that the Weston Board of Education approve the FY 2019 Hand in Hand (Preschool) Tuition Rates; passed with a motion by Ellen Uzenoff and a second by Jacqueline Blechinger.

**7 Yeas - 0 Nays.**

**XI.H. Fourth FY 2018 Financial Update and Approval of Transfers**

Discussion:

Mr. Richard Rudl, Director of Finance and Operations, provided a monthly financial update. Transfers were presented for approval totaling \$469,5450, five of which were in excess of \$5,000.

**Motion Passed:** Move that the Weston Board of Education approve the Fourth FY 2018 Financial Update and Approval of Transfers; passed with a motion by Sara Spaulding and a second by Jacqueline Blechinger.

**7 Yeas - 0 Nays.**

**XII. OLD BUSINESS-Nothing to Report**

**XIII. SUPERINTENDENT'S REPORT**

**XIII.A. District Update**

Discussion:

Dr. McKerise welcomed Samantha Nestor and Tony Pesco as our newest Board of Education members. He updated the Board on why he provides weekly updates, which includes the link to the Dates to Remember and Monthly BOE Agenda Items. Dr. McKerise highlighted the reading website at WIS, praising our collaboration work with Teachers College. He was also able to see Carolyn Vinton in action while teaching lessons from our Math in Focus curriculum.

**XIV. COMMITTEE REPORTS**

**XIV.A. Communications Committee**

**XIV.B. Curriculum Committee**

**XIV.C. Facilities Committee**

**XIV.D. Finance Committee**

**XIV.E. Policy Committee**

Discussion:

Mr. McNeill mentioned that the next Policy Committee meeting will be held on November 28, 2017.

**XIV.F. Negotiations Committee**

**XIV.G. CES**

**XIV.H. CAFE**

**XIV.I. Weston Education Foundation**

Discussion:

Ms. Spaulding reminded everyone that the fundraising letter will be sent soon from Weston Education Foundation and asked to consider donating, which in return, helps all Weston schools.

**XV. WRITTEN REPORTS**

**XV.A. Principals' Reports**

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

**XVI.A. Regular Session on December 18, 2017 at 7:30 p.m.**

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

Discussion:

Dr. McKersie reviewed the current agenda items for the Board's monthly meeting in December, noting that we will also be recognizing the girl's swimming team that recently won at the state level.

**XVII. ADJOURNMENT**

Discussion:

The Board of Education meeting was adjourned at 9:50 p.m.

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Chairperson

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Superintendent

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

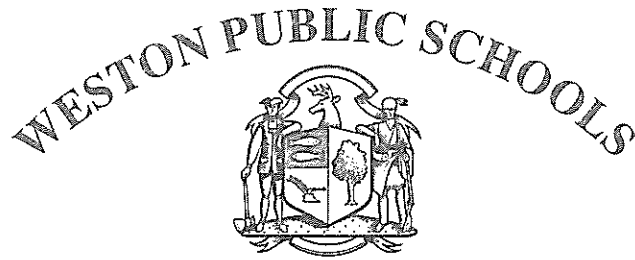
**Agenda Item Subject: Acknowledge Notice of Retirement - Ms. Lois Pernice, Director of Pupil Personnel Services**

**Submitted by: William McKersie**

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

**To note the retirement of Ms. Lois Pernice, Director of Pupil Personnel Services, effective June 30, 2018.**

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



Pupil Personnel Services  
24 School Road  
Weston, Connecticut 06883-1699  
Telephone: (203) 291-1405  
FAX: (203) 291-1423

LOIS PERNICE  
Director of Pupil Personnel Services

November 12<sup>th</sup>, 2017

Dr. William McKersie and members of the Weston Board of Education,

This letter is to confirm that I will retire from my position as the Weston School district Director of Pupil Services, effective June 30th, 2018.

I have enjoyed working in Weston in this position for the past 11 years. The support that has been available from the leadership teams I have worked with has been amazing. In the time that I have been here in Weston, I have worked under 4 different Superintendents and have seen all of the building principals change, as well as all of the Central Office staff change and regardless of the person in the positions all of them have understood the needs of Special Education Students and we have all worked closely together to develop programs and initiatives to address those needs.

Additionally, the Special Education staff are some of the most caring and hardworking staff that I have ever had the pleasure of leading. They are creative in their approach to students, always looking for new ways to address student needs and understanding the importance that each student has unique needs. Over time, I have watched the staff move through the ever evolving Special Education maze of policies and procedures in order to get to the heart of the students.

Then there are the students themselves and their families. The continuum of when I first interact with a student and their family ranges from when they arrive at pre-school as a three year old to when they may move into the district, to when they graduate or transition out of our programs. One of my favorite parts of my position is to get into the schools and see the students and how they are developing and progressing. Being the parent of a student with special needs can be challenging, but I found the families in Weston as a whole to be appreciative of the support and services we provide to their children.

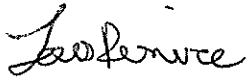
So, in looking back over these 11 years, it is of course the people that I will miss. There have been some very difficult moments over the years in our small knit community, but in each of those difficult times, I have seen the community rally together to support one another. There has also been many moments of joy and accomplishment within the district and within Special

Education in particular when we see how much are students accomplish. All of the policies and procedures and paperwork and conflicts pall by comparison to the smiles of students as they are congratulated by all at their moment of graduation or transition. That is what I will miss most of all.

I want to thank the BOE members for all of their support over the years and in particular in this current year of difficult financial stress. I also want to thank the current CO team, both administrators and support staff for all of their assistance and support, in particular my Administrative Assistant, Andrea Russo for all of her dedication. I wish that I was able to stay on longer to work more with Dr. McKersie, as I find him to be a very strong but gentle leader who I have enjoyed getting to know and work with this past year and a half.

At this point in time, I have no specific plan for my retirement, but I look forward to the endless opportunities that will now be available to me.

Sincerely,

A handwritten signature in cursive script that reads "Lois Pernice".

Lois Pernice

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** K-5 Reading Curriculum Renewal

**Submitted by:** Kenneth Crow

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

K-5 Reading Curriculum Renewal Report for Board review.

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

# K-5 Reading Curriculum Renewal

*An Overview*

# Overview

- Why Reader's Workshop?
- Three Year Rollout Plan
  - Curriculum
  - Instruction
  - Assessment
- Systems of Support
- Parent Communication
- Needs

# Workshop in Weston

In 2009-10 Weston Launched a Two-Year Implementation of Workshop

In 2015 TC Published Updated Reading Units of Study

These Units of Study are inclusive of current research on literacy development and are closely tied to the Common Core State Standards

Ongoing refinement and implementation has occurred on a yearly basis

Rather than a 5 year curricular renewal process, we have been progressively modifying our curriculum and instruction. This work has been done in alignment with current research and pedagogy on reading development

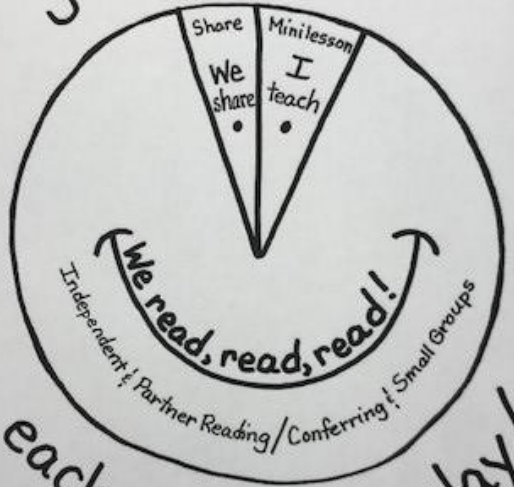
# Why Reader's Workshop

The model of Reader's Workshop has been around for about 30 years and is predicated on a significant amount of research on reading growth and development. This research strongly supports the daily need for:

- Explicit instruction in the strategies and skills of proficient readers
  - Whole class
  - Differentiated small-group instruction
- Extended periods of time for sustained reading
- Choice and access to high quality texts
- Opportunities to talk in response to texts
- A balance of fiction and nonfiction reading

# Reading Workshop

goes this way



each and every day!

Yay!

# Reading Curriculum K-2

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<p>Grade Level Teams chose 2-3 new TC units of study to pilot.</p> <p><b>June 2017-</b> Curriculum revised to implement all TC Reading Units of Study as well as additional “home grown” units of study</p>	<p><b>K- 7 Reading Units</b> 4TC, 3 Home Grown</p> <p><b>Grade 1- 8 Units</b> 5 TC, 3 Home Grown</p> <p><b>Grade 2- 7 Units</b> 4 TC, 3 Home Grown</p>	<p>Refinement of curriculum</p>

# K-2 Reading Units

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<ol style="list-style-type: none"><li>1. <b>Launching Reader’s Workshop</b></li><li>2. <b>We Are Readers</b></li><li>3. <b>Super Powers:Reading with Print Strategies and Sight Word Power</b></li><li>4. <b>Bigger Books, Bigger Reading Muscles</b></li><li>5. <b>Eric Carle Author Study and Becoming Avid Readers</b></li><li>6. <b>Nonfiction-Growing Expertise in Reading Informational Text</b></li><li>7. <b>Readers Are Resourceful</b></li></ol>	<ol style="list-style-type: none"><li>1. <b>Building Good Reading Habits</b></li><li>2. <b>Word Detectives</b></li><li>3. <b>Learning About the World (Nonfiction)</b></li><li>4. <b>Kevin Henkes Author Study</b></li><li>5. <b>Tales</b></li><li>6. <b>Meeting Characters and Learning Lessons</b></li><li>7. <b>Poetry</b></li><li>8. <b>Readers Have Big Jobs to Do</b></li></ol>	<ol style="list-style-type: none"><li>1. <b>Second Grade Reading Growth Spurt</b></li><li>2. <b>Becoming Experts; Reading Nonfiction</b></li><li>3. <b>Cynthia Rylant Author Study</b></li><li>4. <b>Bigger Books Mean Amping Up Reading Power</b></li><li>5. <b>Biography (integrated Social Studies, Reading/Writing/AIM Unit</b></li><li>6. <b>Series Book Clubs</b></li><li>7. <b>Poetry</b></li></ol>

# Reading Curriculum 3-5

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<p>Teachers chose to pilot new TC units of study.</p> <p>Specific additional units were reframed using updated guidelines from TC.</p>	<p>All teachers implementing 4 new TC reading units as well as 2 additional units of study being developed.</p> <ul style="list-style-type: none"><li>- 3 Fiction units</li><li>- 3 NonFiction units</li></ul>	<p>Refinement of curriculum to adapt for AIM and PADI outcomes where needed.</p>

# Reading Curriculum 3-5

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"><li>1. Building a Reading Life</li><li>2. Mystery: Foundational Skills in Disguise</li><li>3. Reading to Learn: Grasping Main ideas and Text Structures</li><li>4. Character Studies</li><li>5. Learning From Countries Around the World</li><li>6. Research Clubs</li></ol>	<ol style="list-style-type: none"><li>1. Interpreting Characters</li><li>2. Reading the Weather, Reading the World</li><li>3. Author Study</li><li>4. Reading Scientific Texts</li><li>5. Reading With the Lens of Power and Perspective</li><li>6. Interpretation Book Clubs</li></ol>	<ol style="list-style-type: none"><li>1. Interpretation Book Clubs</li><li>2. Tackling Complexity</li><li>3. Historical Fiction</li><li>4. Argument and Advocacy</li><li>5. Reading in the Content Areas</li><li>6. Fantasy Book Clubs</li></ol>

# Reading Instructional Practices K-2

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<p>Reading stamina and volume</p> <p>Significant focus on expanding our repertoire of small group instructional frameworks to highly differentiate instruction</p>	<p>Continue to grow our repertoire of small group instructional frameworks</p> <p>Focus on shared reading instructional practices</p> <p>Launch series book collections in classroom libraries (Initially-Grade 2; spring of 2018-Grade 1)</p>	<p>Instructional Read-Alouds</p> <p>Continue to grow classroom series collections</p>

# Reading Instructional Practices 3-5

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<p>Renewed focus on matching books to readers</p> <p>Reading Levels and “Bands of Text”</p>	<p>Reading stamina and volume to move readers through levels of text</p> <p>Development of specific skills in each unit related to TC Learning Progressions</p> <p>Building repertoire for differentiated small-group instruction using Learning Progressions and Bands of Text</p>	<p>Moving readers through levels of text, cont’d</p> <p>Continued, refined focus on differentiated small group instruction using multiple points of data</p>

# Reading Assessment K-2

Currently using the Developmental Assessment of Reading, 2nd Edition (DRA2) to monitor student growth and progress three times a year.

Currently using TC Running Records to monitor student progress and growth through reading levels between the DRA Assessment windows.

We will need to transition to a new Assessment System, as the DRA is becoming outdated.

# Reading Assessment K-2

Assessment...	Pros...	Cons...
<u><b>DRA</b></u>	<ul style="list-style-type: none"><li>● Benchmarked for beginning, middle, and end of year</li><li>● Aligned with <b>most</b> reading levels</li><li>● Written Response component in 2nd</li></ul>	<ul style="list-style-type: none"><li>● Assessment is becoming outdated</li><li>● Not aligned with CCSS</li><li>● Lengthy to score when the Written Responses begins</li></ul>
<u><b>Fountas and Pinnell Benchmark Assessment System</b></u>	<ul style="list-style-type: none"><li>● Benchmarked for beg, middle, and end of year</li><li>● Aligned with reading levels</li><li>● Aligned with CCSS</li></ul>	<ul style="list-style-type: none"><li>● Difference in performance expectations in K and 1</li><li>● Expense to purchase kits for all classroom teachers</li><li>● Training required to learn the new assessment</li><li>● As we transition, we will be using different assessments</li></ul>

# Reading Assessment 3-5

- Currently, our main reading assessment is the Developmental Assessment of Reading, 2nd Edition (DRA2). This assessment was last updated in 2006.
- New TC Units come with Performance Assessments tightly aligned with the learning outcomes of the unit and the Common Core State Standards.
- TC Performance Assessments involve written responses to grade-level text.
- As we fully implement the new reading units, we will need to phase out the DRA in favor of a faster, more efficient, and updated assessment system.

# Reading Assessment 3-5

Assessment...	Pros...	Cons...
<b><u>DRA</u></b>	<ul style="list-style-type: none"><li>● Benchmarked for beginning, middle, and end of year.</li><li>● Somewhat aligned with reading levels</li><li>● Written Response component.</li></ul>	<ul style="list-style-type: none"><li>● Lengthy to administer and score</li><li>● 4th and 5th Grade level correlations vary greatly</li><li>● Assessment is out of date, not aligned with CCSS</li></ul>
<b><u>Fountas and Pinnell Benchmark Assessment System</u></b>	<ul style="list-style-type: none"><li>● Benchmarked for beg, middle, and end of year</li><li>● More tightly aligned with reading levels</li><li>● Faster to administer and score</li><li>● Aligned with CCSS</li></ul>	<ul style="list-style-type: none"><li>● Expense to purchase kits for all classroom teachers</li><li>● Training required to learn the new assessment (CILs can train teachers)</li></ul>

# Budget Implications

Year	School	Quantities	Total Cost
2018-19	WIS	<b>24 Kits-</b> Levels L-Z (1 per classroom teacher, 1 for SPED, 1 for Reading Department) <b>1 Kit</b> - Level A-N (for below level readers)	\$11, 687.50  <i>\$425 per kit, plus shipping</i>
2019-2020	HES	<b>25 Kits-</b> Levels A-N (1 per classroom teacher, 1 for SPED, 2 for Reading Department) <b>1 Kit-</b> Levels L-Z (1 for above level readers)	\$11, 989.25  <i>\$425 per kit, plus shipping</i>

# Systems of Support

- Teacher's College Consultant - 5 days per year
- Professional Development via CILs
- Instructional Coaching
  - Planning
  - Instruction
  - Use of Assessment
- Materials Acquisition - Classroom libraries, mentor texts, etc.

# Parent Communication

- PTO Presentations
- WIS Reading Website:  
<https://sites.google.com/westonps.org/wisreading>
- Hurlbutt Reading Website- Stay Tuned!
- Parent Workshops - Stay Tuned!
- Back To School Night
- Teacher Pages/Grade Level Communications

# Needs...

- Books for classroom libraries and “book clubs”
- Continue to grow leveled book collections for explicit reading instruction (K-2)
- Fountas and Pinnell Assessment System

# Kindergarten Language Arts Curriculum Scope and Sequence

	September 1 <sup>st</sup> – 15 <sup>th</sup>  10 days	September 18 <sup>th</sup> – October 20 <sup>th</sup>  23 days	October 23 <sup>rd</sup> – December 1 <sup>st</sup>  25 days	December 4 <sup>th</sup> – January 12 <sup>th</sup>  24 days	January 16 <sup>th</sup> – February 23 <sup>rd</sup>  26 days	February 26 <sup>th</sup> – April 6 <sup>th</sup>  28 days	April 16 <sup>th</sup> – May 25 <sup>th</sup>  30 days  (May 29 <sup>th</sup> – June 13 <sup>th</sup> Poetry)
<b>Reading Genres</b>	Launch of Reader’s Workshop	We Are Readers	Super Powers: Reading with Print Strategies and Sight Word Power	Bigger Books, Bigger Reading Muscles	Eric Carle Author Study  <b>and</b> Avid Readers (Bend 1)	Nonfiction: Growing Expertise in Reading Informational Texts	Readers are Resourceful
<b>Writing Genres</b>	Launch Journal Writing in Social Studies	Launching the Writing Workshop  <u>Pre-Assess Narrative:</u> September 15 <sup>th</sup>	Writing for Readers	How-To Books  <u>Pre-Assess Information:</u> December 4 <sup>th</sup>	Persuasive Writing of All Kinds  <u>Pre-Assess Opinion:</u> January 16 <sup>th</sup>  <u>Post-Assess Opinion:</u> February 23 <sup>rd</sup>	Writing All About Books  <u>Post-Assess Information:</u> April 6 <sup>th</sup>	Crafting Stories Using All We Know About Narrative Writing  <u>Post-Assess Narrative:</u> May 29 <sup>th</sup>

## Grade 1 Language Arts Curriculum Scope and Sequence

	Sept. 7 <sup>th</sup> – Oct. 10 <sup>th</sup> ( 22 days)	Oct. 11 <sup>th</sup> - Oct. 31 <sup>st</sup> (*15-18 days)	Nov. 1 <sup>st</sup> – Dec. 13 <sup>th</sup> (25 days)	Dec. 14 <sup>th</sup> - Jan. 24 <sup>th</sup> ( 23 days)	Jan. 25 <sup>th</sup> – Feb. 27 <sup>th</sup> (21 days)	Feb. 28 – Apr. 6 <sup>th</sup> (24 days)	Apr. 16 <sup>th</sup> – May 15 <sup>th</sup> (22 days)	May 16 <sup>th</sup> – June 8 <sup>th</sup> (17 days)
<b>Reading Genres</b>	Building Good Reading Habits	Word Detectives	Non-fiction  Learning About the World	Author Study  Kevin Henkes	Tales	Meeting Characters and Learning Lessons	Poetry	Readers Have Big Jobs to Do
<b>Writing Genres</b>	Narrative Small Moments  (Narrative pre-Sept. 7 <sup>th</sup> )	If then... Drafting, Language and Elaboration	Non-fiction Chapter Books  (Information Pre-Nov.1 <sup>st</sup> - Nov 3 <sup>rd</sup> )  (Information Post-Dec.13 <sup>th</sup> )	Letter Writing  Opinion Writing  Bend 1&2  (Opinion Pre-Dec. 18 <sup>th</sup> )  (Opinion Post-Jan. 24 <sup>th</sup> )	Tales	Scenes to Series  Narrative-post (April 6 <sup>th</sup> )	Poetry  Pre-assess AIM Week of 4/16  Post-assess AIM Week of 5/7	Opinion  Bend 3

## Grade 2 Language Arts Curriculum Scope and Sequence

	September 7 <sup>th</sup> - October 6 <sup>th</sup> (21 days)	October 10 <sup>th</sup> - November 10 <sup>th</sup> (20 days)	Nov. 13 <sup>th</sup> – Dec. 20 <sup>rd</sup> (25 days)	Jan. 2 <sup>rd</sup> - Feb. 6 <sup>th</sup> (25 days)	Feb. 7 <sup>th</sup> - March 28 <sup>th</sup> (31 days)	April 2 <sup>nd</sup> –May 11 <sup>th</sup> (25 days)	May 14 <sup>th</sup> – June 8 <sup>th</sup> (19 days)
<b>Reading Genres</b>	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Author Study	Bigger Books Mean Amping Up Reading Power	Biography	Series Book Clubs	Poetry
<b>Writing Genres</b>	(on demand pre-September 7 <sup>th</sup> ) Lessons from the Masters	(on demand pre-October 10 <sup>th</sup> ) The How-To Guide for Nonfiction Writing	(on demand pre-November 13 <sup>th</sup> ) Writing about Reading: Writing Reviews	Fictional Narrative  (on demand post-February 6 <sup>th</sup> )	Expository Research Project All About  (on demand post-February 23 <sup>rd</sup> )	Persuasive Writing  (on demand post-May 11 <sup>th</sup> )	Poetry

## Grade 3 Language Arts Curriculum Scope and Sequence

	Sept. 11 <sup>th</sup> – Oct. 17 <sup>th</sup> ( 25 days)	Oct. 18 <sup>th</sup> - Dec. 6 <sup>th</sup> (29 days)	Dec. 7 <sup>th</sup> – Jan. 19 <sup>th</sup> (24 days)	Jan. 22 <sup>nd</sup> – Feb. 28 <sup>th</sup> (25 days)	March 1 <sup>st</sup> – April 6 <sup>th</sup> (23 days)	April 16 <sup>th</sup> – June 8 <sup>th</sup> (39 days)
<b>Reading Genres</b>	Building a Reading Life (Fiction)	Mystery: Foundational Skills in Disguise (Fiction)	Reading to Learn: Grasping Main Ideas and Text Structures (Information)	Character Studies (Fiction)	Learning From Countries Around the World (Information)	Research Clubs (Information) (Multi- Disciplinary AIM Research Unit)
<b>Writing Genres</b>	Crafting True Stories (Narrative)	Changing the World (Opinion)	The Art of Information Writing (Information)	Baby Literary Essay (Opinion)	Once Upon a Time – Tales (Narrative)	Writing About Research (Information) (Multi- Disciplinary AIM Research Unit)

## Grade 4 Language Arts Curriculum Scope and Sequence

	Sept. 11 <sup>th</sup> – Oct. 20 <sup>th</sup> ( 28 days)	Oct. 23 <sup>rd</sup> - Dec. 8 <sup>th</sup> (29 days)	Dec. 11 <sup>th</sup> – Jan. 26 <sup>h</sup> (27 days)	Jan. 29 <sup>th</sup> – March 16 <sup>th</sup> (31 days)	March 19 <sup>th</sup> – May 4 <sup>th</sup> (23 days)	May 7 <sup>th</sup> – June 11 <sup>th</sup> (24 days)
<b>Reading Genres</b>	Interpreting Characters (Fiction)	Reading the Weather, Reading the World (Information)	Author Study (Fiction)	Reading to Research *Integrated with Science (Information)	Interpreting NonFiction Text (Information)	Reading with the Lens of Power and Perspective *PADI unit (Narrative)
<b>Writing Genres</b>	The Arc of Story (Narrative)	Boxes and Bullets (Opinion)	Literary Essay (Opinion)	Bringing Research to Life *Integrated with Science (Information)	Feature Article (Information)	Memoir *PADI unit (Narrative)

## Grade 5 Language Arts Curriculum Scope and Sequence

	Sept. 11 <sup>th</sup> – Oct. 18 <sup>th</sup> ( 26 days)	Oct. 19 <sup>th</sup> - Dec. 1 <sup>st</sup> (27 days)	Dec. 4 <sup>th</sup> – Jan. 12 <sup>th</sup> (23 days)	Jan. 16 <sup>th</sup> – Feb. 28 <sup>th</sup> (29 days)	March 1 <sup>st</sup> – April 6 <sup>th</sup> (25 days)	April 16 <sup>th</sup> – May 18 <sup>th</sup> (25 days)	May 21 <sup>st</sup> – June 1 <sup>st</sup>
<b>Reading Genres</b>	Interpretation Book Clubs (Fiction)	Tackling Complexity (Information)	Historical Fiction (Fiction)	Argument and Advocacy (Information)	Reading in Content Areas (Information)	Fantasy Book Clubs (Fiction)	Cornerstone
<b>Writing Genres</b>	Narrative Craft (Narrative)	Journalism (Information)	Literary Essay (Opinion)	Research – Based Argument Essay (Opinion)	Lens of History (Information)	Shaping Texts (Narrative)	Cornerstone

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** WIS Information Literacy and Digital Skills New Course Proposal

**Submitted by:** Kenneth Crow

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

WIS Information Literacy and Digital Skills new course proposal for Board review.

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

**Weston Public Schools**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal for 2018 - 2019**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: WIS Proposal Submitted By: Pattie Falber, Principal, WIS

**1. Name Of Course or Program:**

Information Literacy & Digital Skills

**2. Population to be served:**

Students grades 3 to 5

**3. Identify and discuss the Need**

A few years ago the number of specials at WIS was reduced so teachers could have more time in the classroom for academic content. After much discussion and consideration, it was decided at the time to remove computer time as a special and implement a more holistic, integrated approach. The goal was for the skills and applications to be taught in the context as they are needed. This goal for the most part still makes sense – students are able to apply what they are learning, and technology is not seen as a stand-alone content area, however we have identified some challenges to this approach.

As we strive to help our students become digitally literate and confident with technology, we need to provide our students with explicit instruction so they are comfortable and productive with their computers. Among the important skills that need to be explicitly taught is keyboarding. By third grade, children are developmentally ready to learn to type and keyboard correctly. As students begin using their digital devices to record and share their thoughts, they need to be able to type without losing their train of thought. They need to know where the keys are so they can organize ideas instead of spending time searching for the right key. Currently, we pull third grade classes for introductory lessons on keyboarding, while relying on homework to practice these skills. These pull-out classes currently come from a content area class such as reading, writing, or math, resulting in a loss of content instructional time.

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*Curriculum, Staff Development and Technology*

Additionally, all of our students need explicit time and instruction on how to do a proper internet search. Students need to be able to access information quickly, analyze search results, effectively evaluate resources, and synthesize findings. As teachers create and embed innovative activities and projects that use technology, students need to learn and master the skills to successfully and responsibly complete this classwork.

**4. Impact on Other Courses / Schedules**

The course would share the allotted time for health. Each grade would have one semester of Information Literacy & Digital Skills and two semesters of health. We feel that we can still meet the objectives and goals of the health curriculum within the reduced allotted time.

**5. Budget Related Items**

- Staffing (FTE needed): no additional staffing will be needed
- Supplies: N/A
- Equipment: Student Chromebooks
- Other (software): Keyboarding software currently available in district
- Estimated Overall Cost of Proposal: \$0

**6. Evaluation for Program Success or Continuation:**

Evaluations will include completion of projects and skills assessments.

**7. Please attach a description of the course including the units of study.**

While the course is still under development, the overall objective would be to provide students with the necessary skills and competencies to use technology appropriately and purposefully, and to develop digital citizens. In the lessons, we will explore many different topics including library and information skills, computer applications for productivity and creativity, and teamwork with design-thinking activities. Our students will be working on a wide range of educational technology driven projects in several different spaces: the LLC, the classroom, the MakerSpace, and production rooms. Foundational skills such as keyboarding, digital citizenship, internet use, and website evaluation will be woven throughout the curriculum with higher level skills such as coding, multimedia projects, and robotics. The skills that students will learn will prepare them for the authentic use of technology within the content areas and enhance the learning.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Project Challenge Renewal Report

**Submitted by:** Kenneth Crow

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

Project Challenge Renewal Report for Board review.

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

**Weston Public Schools  
Report on Project Challenge Program Renewal  
November 8, 2017**

**Project Challenge Committee Members**

Kenneth G. Craw, Ed. D., Assistant Superintendent

Lois Pernice, Director of Pupil Services

Pattie Falber, Principal, WIS

Dan Doak, Principal, WMS

Rudd Anderson, Project Challenge Teacher, WIS

Amanda Quaintance, Project Challenge Teacher, WMS

Helen Knudsen, Teacher, WIS

Michele Clark, Teacher, WMS

Vicki DeLuca, Counselor, WIS

Ande Ogden, Counselor, WMS

**Background**

Following a comprehensive review, Weston Public Schools completed a major revision of its talented and gifted program in 2010, which is now commonly referred to as Project Challenge. At that time, significant changes were made with respect to the program philosophy, identification process, curriculum, and enrichment opportunities. The district also reaffirmed the need for gifted students to learn from and with their intellectual peers in self-contained gifted classes. The established program is guided by the following beliefs:

- Gifted programming requires a continuum of services;
- A comprehensive, coherent, and transparent assessment system for identifying gifted students is essential;
- Gifted curriculum should provide students the opportunity to investigate and study topics of their own interest (choice) while promoting advanced rates of cognitive development;
- Gifted students have unique social and emotional needs that should be understood, nurtured, and addressed in an affective curriculum;
- Gifted children benefit from the opportunity to meet regularly with intellectual peers in order to nurture and support their cognitive and affective needs;
- Strong partnerships with all stakeholders, including parents and the community, is integral to the success of the program;

- Gifted learners must be served by professionals who have training in gifted education and a deep understanding of their learning needs; and,
- A periodic review drives the continuous improvement of the program.

### **Current Program Renewal Process**

It is through the lens of current state/national gifted standards and Weston's own program philosophy/belief statements that this internal evaluation of the Project Challenge Program was conducted. This study was initiated in the fall of 2016. A district committee, consisting of administrators, Project Challenge teachers, general education teachers, and counselors was charged with reviewing the program and making recommendations with timelines for its continued growth. The committee's evaluation focused on the following:

- Identifying and describing strengths and areas of growth for the Project Challenge Program;
- Incorporating feedback from all stakeholders, including gifted students and parents, into the review process;
- Presenting recommendations and timelines for enhancing the current design and implementation of the program.

The Project Challenge Committee reviewed several sources of information as part of this study, including:

- Weston's Project Challenge Program Handbook from 2010;
- National Association of Gifted Children (NAGC) National Standards in Gifted and Talented Education;
- Connecticut Association for the Gifted (CAG) definitions of giftedness; and,
- Relevant student identification data, course data, and enrichment participation data.

In addition, Weston's Assistant Superintendent and the Director of Pupil Services conducted a series of focus groups with students and families from WIS and WMS.

- Six student focus groups were held.
- Twenty-one students participated in the focus groups at WIS and over 30 students were involved in the discussions at WMS.
- All families were invited to attend the parent focus groups.
- Five parent focus groups were held.
- Over 30 parents participated in these focus groups.

**Gifted Identified and Served**

*Finding:* Most students who are identified to participate in the Project Challenge are subsequently enrolled in the program by their family. Only a small number of students decide to opt out of the program.

Connecticut school districts are required to identify gifted students, but are not mandated by law to provide gifted services. Weston is committed to providing a continuum of services for gifted students. Our most advanced learners have unique academic and social-emotional needs that require a flexible program of specialized instruction that responds to their distinct profiles.

Table one below lists the number of gifted students identified and the number of students served by our program over the past three years. The term “gifted identified” refers to the total number of students identified by the district’s criteria, while “gifted served” refers to the number of students identified who actually participated in Weston’s Project Challenge Program.

<b>Table 1: Number of Gifted Students Identified and served on October 1 of Each of the Last Three School Years</b>						
<b>Grade</b>	<b>2015-16</b>		<b>2016-17</b>		<b>2017-18</b>	
	<b>Gifted Identified</b>	<b>Gifted Served</b>	<b>Gifted Identified</b>	<b>Gifted Served</b>	<b>Gifted Identified</b>	<b>Gifted Served</b>
<b>3</b>	13	13	10	10	8	8
<b>4</b>	16	16	12	11	12	12
<b>5</b>	17	17	14	13	16	16
<b>6</b>	16	16	21	20	17	13
<b>7</b>	21	21	17	15	24	23
<b>8</b>	21	18	21	21	17	15
<b>Total</b>	104	101	95	90	94	87

Ninety-three percent of the 94 students identified in grades 3-8 in 2017-18 are being served by the program. However, on occasion a family will decide to not have their child participate in the self-contained Project Challenge classes. Project Challenge

teachers reported that the primary reason for this stems from not wanting to miss out on other classes.

**Enrollment Trends by Gender**

*Finding:* While historically the percentage of boys and girls identified has reflected the overall percentages of boys and girls in grades 3-8, there is a recent anomaly of significantly more boys than girls being identified.

The gender breakdown of the students identified is listed in table two below.

<b>Table 2: Number and Percentage of Gifted Students Identified by Gender</b>						
<b>Grade</b>	<b>2015-16</b>		<b>2016-17</b>		<b>2017-18</b>	
	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>
<b>3</b>	4	9	2	8	0	8
<b>4</b>	4	12	4	8	3	9
<b>5</b>	9	8	4	10	7	9
<b>6</b>	7	9	13	8	5	12
<b>7</b>	10	11	7	10	16	8
<b>8</b>	10	11	11	10	7	10
<b>Total</b>	44	60	41	54	38	56
<b>% Gifted by gender</b>	42%	58%	43%	57%	40%	60%
<b>Total Gifted &amp; Gen. Ed. Grades 3-8 by Gender</b>	527	586	514	592	523	568
<b>% Gifted &amp; Gen. Ed. Grades 3-8 by Gender</b>	47%	53%	46%	54%	48%	52%

The number of girls identified in grade three is concerning since significantly fewer girls than boys were identified. This appeared to be an anomaly in 2016-17, but we have seen a similar trend in 2017-18 when no girls were identified for Project Challenge. It is important to review the identification process with these trends in mind to ensure that gender gaps do not persist.

**High School Course Enrollment Trends**

*Finding: Project Challenge students take a significantly higher number of AP courses as compared to the overall population of students at the high school. Most notably, they go on to take several high-level STEM courses.*

Table three below provides a breakdown of the percentage of students identified who took AP classes as compared to the total population of students in their class. The data indicates that gifted identified students are more likely to take seven or more AP classes than their general education peers over the course of their high school career. In 2018, 57% of identified students took more than seven AP classes as compared to 17% for the entire class. There was a similar trend with the Class of 2017 with 56% of identified students taking seven or more AP classes as compared to 18% for the rest of their grade.

<b>Table 3: Number of AP Courses Taken by Gifted Students</b>							
<b>Class</b>	<b>Total</b>	<b>Population</b>	<b>% No AP Classes</b>	<b>% 1-3 AP Classes</b>	<b>% 4-6 AP Classes</b>	<b>% 7-9 AP Classes</b>	<b>% More than 9</b>
<b>2018</b>	14	Gifted	7	0	36	43	14
	192	General Education	17	34	33	14	3
<b>2017</b>	18	Gifted	0	6	39	39	17
	193	General Education	26	34	21	15	3

Selected course enrollments for 14 students identified as gifted in the Class of 2018 are listed in the tables below. The course enrollments are broken out by STEM courses and humanities courses.

In table four below, a key finding is that gifted students are taking high levels of math and science during their high school career. The number of students taking AB and BC calculus is very high with the class of 2018. There is also strong participation in high level science courses, including Honors and AP Biology, Chemistry and Physics.

These students may benefit from the opportunity to take higher levels of math and science, such as Honors Multivariable Calculus or the currently proposed Honors Science Research course. Last year, the district approved an Honors Multivariable Calculus course for those students who have completed BC Calculus in their junior year. In addition, the Board recently approved the Honors Science Research course and funding for the course will be requested in the proposed 2018-19 budget.

<b>Table 4: Class of 2018 STEM Core Course Enrollments for Gifted Identified</b>				
<b>Department</b>	<b>Course Name</b>	<b>General Ed</b>	<b>Identified as Gifted</b>	<b>Total</b>
MATH	H Algebra 2	48	11	59
MATH	AP Calc AB	34	12	46
MATH	AP Calc BC	14	10	24
MATH	AP Physics C Mechanics	3	3	6
MATH	AP Physics I -Algebra Based	31	6	37
MATH	AP Statistics	50	7	57
MATH	Calculus	67	5	72
MATH	H Geometry	39	1	40
MATH	Physics	79	2	81
MATH	H Physics	60	4	64
MATH	Pre-Calculus	133	5	138
MATH	H Pre-Calculus	25	8	33
SCI	AP Biology	70	7	77
SCI	AP Chemistry	7	5	12
SCI	H Biology	119	13	132
SCI	H Chemistry	102	12	114
SCI	Environmental Science	41	3	44

In the humanities, there is also strong enrollment in honors and AP offerings. In table five, it shows that most gifted students took AP US History and American Government following Honors World Studies in tenth grade.

<b>Department</b>	<b>Course Name</b>	<b>General Ed</b>	<b>Identified as Gifted</b>	<b>Total</b>
LA	AP Lang	55	8	63
LA	AP Literature	49	8	57
LA	English 12	125	6	131
LA	Am St English 11	82	3	85
LA	Am Lit English 11	51	3	54
LA	English 10	137	8	145
LA	H English 10	46	5	51
LA	English 9	144	7	151
LA	H English 9	32	5	37
SS	AP Amer Govt	96	10	106
SS	AP Eco (Macro)	24	3	27
SS	AP Eco (Micro)	21	1	22
SS	AP Psychology	86	3	89
SS	AP US Hist	93	10	103
SS	H Mod World St	64	11	75
WL	AP Latin 4	5	1	6
WL	AP Span 6	20	4	24

### **Identification Process**

*Finding:* The current identification process, which has been in place since 2010, is a significant improvement over the previous system. Multiple measures are always used to identify students in an ongoing nomination and screening process using quantitative and qualitative data to determine eligibility. A screening committee at WIS and WMS, consisting of an administrator, Project Challenge teacher, counselor, school psychologist, and general education teacher, convene periodically to review the data and determine eligibility.

Two standardized cognitive measures are routinely used during the initial screening process. The Project Challenge Committee was in agreement that the use of the Naglieri Nonverbal Ability Test (NNAT 2), which was added to the process in 2010, is helpful in determining eligibility. They indicated that having a second cognitive assessment, in addition to the Otis Lennon Student Achievement Test (OLSAT) provided additional evidence for determining eligibility. However, the Committee feels

that the cutoff scores for the Naglieri should be refined now that we have seven years of data.

Prior to 2010, there was no formal process for parents, teachers, and students to make referrals to the program outside of the annual second and fifth grade screenings. There is currently a clear procedure outlined in the Project Challenge Handbook specifying how students are identified along with the corresponding referral forms and teacher rating forms.

Members of the Project Challenge Committee reported that it is beneficial to review referrals on a rolling basis and believe the process to be highly responsive, fair, and efficient. Table six below provides data on the number of referrals at WIS considered by the school's identification committee and whether the referrals were made by the parent, teacher, or student. Most of the referrals are generated by parents, but there are some referrals made by teachers. We have not had any recent student self-referrals. As a result of this process, the data indicate that additional students who might not have been otherwise identified were deemed eligible for participation in this program.

<b>Table 6: Number Students Referred to PC at WIS</b>				
<b>School Year</b>	<b># of Referrals by:</b>			<b># Identified</b>
	<b>Parent</b>	<b>Teacher</b>	<b>Student</b>	
<b>2017-18 (fall)</b>	4	1	0	0
<b>2016-17</b>	13	5	0	3
<b>2015-16</b>	8	0	0	1
<b>2014-15</b>	5	0	0	1

A review of the identification process revealed that the school's identification committee regularly looks at additional sources of data beyond the initial criteria (OLSAT, Naglieri, teacher recommendation) to ensure they have a holistic view of the student when determining eligibility. The additional information collected for each referral is through work samples, teacher and parent questionnaires, review of the student record, grades, general achievement, and diagnostic data. Additionally, if there are any concerns

regarding student's assessment data, the school's identification committee has recommended that the assessments be repeated and/or an individual cognitive assessment be completed.

## **Curriculum**

*Finding: The curriculum for the self-contained Project Challenge class focuses on the development of critical thinking, problem solving, effective communication and collaboration skills. There is a high degree of choice afforded to students in allowing them to select areas of interest as they conduct inquiry investigations. However, there was little evidence of a written curricular framework developed as an extension of the core curriculum at a depth appropriate for advanced learners.*

The primary delivery model for achieving the goals of the Project Challenge program is through the self-contained class. Students, parents and educators alike reported that they highly value this time for identified students to learn alongside their peers.

At WIS, this class meets for four hours once a week in lieu of their general education class, while at WMS it meets every other day for 49-minute class periods during a practical and fine arts block.

Student choice is an essential component of a gifted curriculum. Students at both WIS and WMS reported that they valued having choice and flexibility in their learning activities in Project Challenge. Parents concurred with this sentiment. However, some parents reported at both WIS and WMS that they were unclear what the curriculum entailed in their child's school.

Upon reviewing the district's electronic curriculum maps, it was clear that the Project Challenge scope and sequence and curriculum needs to be more fully articulated around the the goals of the program. Units of study should be structured around highly engaging themes at a pace, depth, and intensity appropriate for advanced learners. The units should be an extension of the core curriculum and include assured experiences for all students, but also allow the flexibility for student choice in their learning through performance-based experiences.

In terms of assessment, there are several practices that should be incorporated into units of study. Performance-based assessments, portfolios, and pre- and post-test are effective strategies for assessing student progress. The use of rubrics and checklists

are critical in communicating high standards and expectations to students. A recommendation is to expand the use of these tools.

### **Master Project**

*Finding: Each year, students complete a master project as part of the Project Challenge curriculum. The master project provides students with an opportunity to explore an area of interest; however, the process of completing the master project could be improved by giving it more structure.*

Students expressed that the master project provides an opportunity to explore an area of interest. They value the opportunity to research and learn about the topic, but indicated that they would like more feedback and checkpoints throughout the process.

Parents expressed similar sentiments and further indicated that they would like to see more depth and rigor to the projects as there is a wide range in quality in the final projects displayed at the annual fair. Further, they expressed that the project lasts too long and some students wait until the last week to work on it.

Teachers and administrators on the Project Challenge Committee agreed that there is value to the project, but that the implementation should be refined to address the feedback received from students and parents. For the 2017-18 school year, the teachers have added more checkpoints during the project and have tightened the timeline to have the master project completed by April break. They are also going to provide students with additional feedback based on clearly defined expectations and rubrics throughout the process.

The master project will comprise approximately one third of the time spent in the self-contained class in order to ensure there is time to deliver the Project Challenge units of study. This structure will be piloted during the 2017-18 school year and refined as needed.

### **Social-Emotional Learning**

*Finding: Project Challenge teachers incorporate social-emotional learning into their lesson activities. Similar to the academic curriculum, there was little evidence of documentation of an affective curriculum, including lessons delivered by school counseling staff.*

Project Challenge teachers incorporate several strategies for developing interpersonal and intrapersonal skills. They periodically hold morning meetings to support the development of social skills, facilitate socratic seminars, use reflective checklists, and structure group work.

Collaborative instruction with school counselors is another effective strategy, but it is not one that is used frequently with these classes. The counselors bring expertise in developing and facilitating lessons in a variety of areas that address needs specific to gifted learners. Students would benefit from their periodic involvement in lesson activities. The Project Challenge Committee recommended that school counselors deliver lessons, in collaboration with the teacher, at least once per trimester. Creating a scope and sequence of lessons for grades 3-8 as part of an affective curriculum would provide more structure to ensure that these lessons are incorporated in instruction.

## **Enrichment**

*Finding: Since 2010, the number of enrichment opportunities, including academic competitions, at the WIS and WMS has increased in order to provide both general education and gifted students opportunities to engage in areas of interest. Gifted students are taking advantage of the enrichment offerings provided by the schools.*

At WIS, the Project Challenge teacher facilitates math and writing enrichment for both general education and gifted identified students. These classes meet once a week on a semester basis during the school day compacting out of their math and writing classes. Table seven below indicates the total number of students in enrichment classes as well as the number of Project Challenge students. Students are identified for enrichment based on teacher recommendation and input.

The math and writing enrichment classes were established in 2010 prior to implementing the updated math and writing curricula. The Math in Focus program and writers workshop approaches lend themselves to greater differentiation in the classroom. Considering conflicts and concerns with the scheduling of these classes, which are discussed in the next section, the Project Challenge Committee should further review whether the math and writing enrichment classes could be enhanced or replaced by other offerings.

Over the past five years, WIS has increased the number of after-school enrichment opportunities available to all students, particularly in STEM areas. Table eight below outlines the number of identified students who have chosen to participate in those

programs based on interest or aptitude. In addition, WIS has added fourth grade orchestra to its specials, thus providing interested students the opportunity to begin strings a year earlier.

Grade	PC Students	Writing Enrichment		Math Enrichment		PC Students in both Math & Writing Enrichment	Total # of Unique Students Served with PC & Enrichment
		Total	PC Students	Total	PC Students		
<b>3</b>	10	15	3	29	5	3	47
<b>4</b>	11	20	3	39	9	3	62
<b>5</b>	13	32	5	46	10	5	76

Enrichment Club	Total Number	Number PC Students
Coding	52	3
Maker Masters - Grade 5	16	2
Math Olympiad - Grade 4	23	5
Math Olympiad - Grade 5	22	7
Odyssey of the Mind	40	4
Robotics	27	2
The School Musical	62	6
Science Fair	173	13

WMS has increased the number of after-school enrichment opportunities available to all students. Table nine below outlines the number of identified students who have chosen to participate in those programs based on interest or aptitude.

<b>Table 9: 2016-17 After-school Enrichment Opportunities at WMS</b>		
<b>Enrichment Club</b>	<b>Total Number</b>	<b>Number PC Students</b>
Art	14	0
Chamber Orchestra	26	4
Chamber Singers	23	5
Chess	19	2
Jazz Ensemble	18	3
Jazz Lab	10	2
Math Counts	9	4
Math League	10	3
Robotics	21	0
Spanish	15	2
Short Wharf	52	8
Yearbook	6	1

Table 10 below provides data on the number of students participating in Mock Trial at WMS. Mock Trial classes meet every other day during the practical and fine arts time block. In this program, students participate in rehearsed trials in a competitive manner and through their preparation, develop effective critical thinking, collaboration, and communication skills in a challenging environment. In 2017-18, 12 of 38 Project Challenge students (31%) in grades seven and eight are participating in the Mock Trial class.

<b>Table 10: WMS PC Students Participating in Mock Trial</b>				
<b>School Year</b>	<b>Grade 7</b>		<b>Grade 8</b>	
	<b>Total</b>	<b>PC Students</b>	<b>Total</b>	<b>PC Students</b>
<b>2017-18</b>	15	4	25	8
<b>2016-17</b>	19	5	29	6
<b>2015-16</b>	27	7	14	1

### **Scheduling of Services**

***Finding:** While the self-contained Project Challenge classes and enrichment offerings are essential and highly valued components of a continuum of services, significant scheduling conflicts exist at both WIS and WMS resulting in pullouts from core and practical and fine arts courses..*

Both student and parent feedback at WIS indicated that the scheduling of Project Challenge classes and math and/or writing enrichment presents challenges for the student. Project Challenge classes generally meet in a four-hour block once a week. Students reported that they regularly miss out on the same class each week. They were concerned about missing time in specials such as physical education or music. Students also reported that they sometimes need to catch up on work that they miss in their classroom, which may result in additional homework.

Further, the Project Challenge Committee reported that students who take math and/or writing enrichment at WIS miss an additional 90 minutes a week above and beyond the 240 minutes a week that they spend in the self-contained class. Consequently, students may miss essential curriculum and instruction for writing and math.

At WMS, the self-contained class meets during the practical and fine arts block, which requires choices to be made in the student's schedule. Table 11 below provides information on the impact of scheduling Project Challenge during the PFA block. It shows that a high percentage of gifted students do not participate in art, PLTW, coding, and health due to conflicts in the schedule.

<b>Table 11: WMS Practical and Fine Arts Enrollment for PC Students</b>						
<b>PFA</b>	<b>Grade 6 13 Total PC Students</b>		<b>Grade 7 22 Total PC Students</b>		<b>Grade 8 15 Total PC Students</b>	
	<b>Total Not Enrolled</b>	<b>% Not Enrolled</b>	<b>Total Not Enrolled</b>	<b>% Not Enrolled</b>	<b>Total Not Enrolled</b>	<b>% Not Enrolled</b>
<b>Art</b>	10	77%	17	77%	12	80%
<b>Music</b>	3	23%	2	10%	2	13%
<b>Health</b>	12	92%	20	90%	13	87%
<b>PE</b>	1	8%	4	18%	0	0%
<b>Coding/ PLTW</b>	13	100%	21	90%	11	75%
<b>Science Discov. Wkshp</b>	13	N/A	17	77%	15	N/A
<b>Passion Project</b>	N/A	N/A	N/A	N/A	3	20%

School counselors consult with students and their families in developing their practical and fine arts schedule in order to make informed choices. Additionally, some Project Challenge students choose to participate in Mock Trial, which places additional pressure on the schedule in deciding whether the student will be able to take other PFA courses such as art, music, or Project Lead the Way (PLTW).

## **Professional Development**

*Finding: Project Challenge teachers are provided with ongoing opportunities to engage in professional development in the education of gifted learners. However, there have been only sporadic opportunities for general education teachers who teach gifted students to attend professional development activities.*

Funding has been made available for the continued education of Project Challenge teachers to attend out-of-district conferences. Our teachers have eagerly sought out these opportunities and brought back their new learning to the classroom to benefit gifted students. For example, they have regularly attended the University of Connecticut's annual conference for gifted educators in the summer, as well as attended other forums on incorporating creativity into their classes.

Administrators have been supportive of the need to attend these trainings and provided substitute teacher coverage for their classes. Administrators reported that it would be beneficial for general education teachers of gifted students to have training opportunities as well.

This training may take a variety of forms, such as using in-district expertise to provide information on the nature and needs of gifted students, as well as bringing in outside consultants to support differentiated instruction.

Providing time for Project Challenge teachers to collaborate with general education staff on how to enhance support for gifted students would be an appropriate goal. Trainings should also address the feedback from students and parents who reported that, at times, the general classroom is not as challenging as they would like to see for advanced learners.

## **Partnerships/Communication**

*Finding: Policies, practices and processes are primarily communicated to parents in writing through the Project Challenge Program Guide, which is posted on the district website.*

The Project Challenge Program Guide contains information about the program philosophy, goals, gifted standards, identification process, and forms. The guide should be updated to reflect changes made to the program and made to be more user-friendly.

In addition, providing face-to-face opportunities for parents to meet with Project Challenge teachers and administrators would strengthen communication.

The Project Challenge Committee also discussed the topic of providing students with high-quality feedback. Parents and students reported that the feedback loop should be strengthened so that students could focus on growth. The use of rubrics is an essential tool for conveying verbal and written feedback to students.

Grading practices were also discussed. At WIS and WMS, the committee felt strongly that students should not receive an overall grade for Project Challenge as they do in other classes; however, it reaffirmed that students must receive ongoing feedback from their teacher. Parents were notified of this practice at the beginning of the school year.

**Recommendations**

<b>Areas of Growth</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
<p><b><i>Identification Process</i></b></p> <p>The identification process is strong in many respects as noted earlier in the report, but it should be refined further. In particular, the cut scores for the Naglieri need to be revised based on historical trends. In addition, the anomalies observed recently in the number of girls identified needs to be closely monitored and addressed.</p>	<p>Project Challenge sub-committee on identification.</p>	<p>Completed by the end of the 2017-18 school year.</p>
<p><b><i>Curriculum</i></b></p> <p>The Project Challenge curriculum for grades 3-8 should be documented through a curriculum writing process. It should provide a framework consisting of the goals and outcomes along with corresponding assessment practices to provide evidence of student learning. The curriculum should serve as an extension of the core curriculum standards and engage students in learning around broad, highly engaging themes. It</p>	<p>Project Challenge teachers under the direction of the Assistant Superintendent for Curriculum &amp; Instruction.</p>	<p>Began process in August 2017 and will continue through the summer 2018 for adoption by the Board in the fall 2018.</p>

<p>should continue to provide students with opportunities to have choice in exploring areas of interest.</p>		
<p><b>Master Project</b></p> <p>The Master Project continues to be a core element of the curriculum at each grade level; however, the implementation process needs to be refined in order to more efficiently carry out the goals of the project and provide students with the support and feedback they need to be successful.</p>	<p>Project Challenge teachers under the direction of the Assistant Superintendent for Curriculum &amp; Instruction.</p>	<p>Began revising Master Project in August 2017 in order to pilot some changes for the 2017-18 school year. Will refine further in summer 2018.</p>
<p><b>Social-Emotional Learning</b></p> <p>The Project Challenge teachers should continue to build in opportunities within the self-contained class for students to develop their leadership, interpersonal, and intrapersonal skills. In addition, the school counselors for each grade level should push into the class once a trimester to reinforce these skills with targeted lessons. The affective curriculum should be documented as well.</p>	<p>School counselors and Project Challenge teachers.</p>	<p>A schedule of school counseling lessons for Project Challenge classes will be developed this fall. Implementation will begin in the second trimester.</p>
<p><b>Enrichment</b></p> <p>The type of enrichment offerings at WIS should be reviewed to determine if these meet the needs of students or if there is an alternative approach for providing all students with access to enrichment. The math and writing enrichment classes need to be revamped to ensure maximum effectiveness.</p>	<p>Project Challenge Committee</p>	<p>The Committee will review the WIS enrichment model and present its recommendations to the Curriculum Committee in the fall 2018.</p>
<p><b>Scheduling of Services</b></p> <p>The scheduling of the self-contained class and enrichment classes at WIS need to be</p>	<p>The WIS and WMS principals will lead a</p>	<p>The plan will be proposed to the Curriculum Committee in fall</p>

<p>improved to reduce the amount of new instruction that students miss in their general classroom, or their specials. The scheduling of the practical and fine arts classes at WMS should be improved so that students have greater access to the core curriculum as well as the self-contained class.</p>	<p>sub-committee in their respective buildings in developing a scheduling proposal.</p>	<p>2018.</p>
<p><b><i>Teacher Professional Development</i></b></p> <p>Continue providing professional development opportunities to Project Challenge teachers on an ongoing basis. In addition, general education teachers should receive periodic training on how to differentiate for the gifted students in their classes. General education teachers of gifted students would also benefit from time to meet with Project Challenge teachers to plan differentiated instruction.</p>	<p>Principals, Assistant Superintendent</p>	<p>WIS and WMS general education teachers of gifted students receive at least one professional development activity each year.</p>
<p><b><i>Partnerships/Communication</i></b></p> <p>Provide annual opportunities for parents to communicate with the Project Challenge teacher to learn more about the program (parent coffees) and to receive updates on student progress. In addition, update and disseminate the Project Challenge Program Guide to reflect changes in the program.</p>	<p>Project Challenge Committee</p>	<p>Implemented parent coffees this fall. Identify effective strategies to share progress with parents. Handbook to be updated by the fall 2018.</p>

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** November 20, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** WHS New Science Course Proposal

**Submitted by:** Kenneth Crow

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

New AP Environmental Science course proposal for discussion and adoption.

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

**Weston Public Schools**  
**New Course Proposal for 2018-19**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

**School:** WHS

**Proposal Submitted By:** Jamie Charles  
Lisa Deorio, Matt Filip

**Department:** Science

**1. Name Of Course or Program:**

AP Environmental Science

**2. Population to be served:**

This is a full-year course intended for juniors and seniors interested in AP Environmental Science.

**3. Identify and discuss the Need**

The phasing out of Geophysical Science as of the 2015-16 school year allows students to have more options in what courses they take as upperclassman. Students take biology and chemistry in ninth and tenth grade, respectively. They then have the opportunity to explore a variety of courses throughout eleventh and twelfth grade.

We currently offer full-year elective lab courses in the following disciplines:

- *AP Biology, AP Chemistry, and AP Physics*
- *Honors Physics and standard level Physics*
- *Standard level Environmental Science.*

In addition, we offer half-year (non-lab) courses in *Human Anatomy and Physiology, Animal Behavior, and Forensics.*

The addition of a full-year course in AP Environmental Science will offer students another upper division AP science course that is a full-year elective lab course to bring WHS in alignment with many DRG A schools.

Currently we offer four sections of standard Environmental Science. Students have expressed an interest in having an AP Environmental Science option. Over 30 students recently signed a petition requesting that we offer the course.

**4. Impact on Other Courses / Schedules**

We anticipate that the current Environmental Science sections will be split between the AP level and standard level, or that some students will take AP Environmental Science rather than AP Biology.

**5. Budget Related Items**

- Staffing: no increase
- Supplies: Approximately \$7,500-\$8,000 for AP textbooks (*quote for 2 sections*)  
\*\*\*See attached textbook proposals
- Equipment: N/A
- Other: AP Training for one teacher (approximately \$1,000)
- Estimated Overall Cost of Proposal: \$8,500-\$9,000
- Field Study is a critical element of AP Environmental Science, both through on-site work and off-campus trips. Additional funding is not necessary for this requirement.

**6. Evaluation for Program Success or Continuation:**

We will consider the course a success based on student interest/enrollment in the course, student feedback on an in-class survey, and student performance data.

**7. Other Information for Consideration (optional):**

New Canaan, Staples, Wilton, Darien, and Ridgefield High Schools all offer a similar course.

8. **Please attach a description of the course including the units of study.**

<https://apstudent.collegeboard.org/apcourse/ap-environmental-science/course-details>

**Textbook Possibilities:**

- 1) ***AP Environmental Science*** at HS (planning for 2 sections)

Option 1-

**Environment: The Science Behind the Stories** (AP Edition, 2018), including *Mastering Environmental Science eText* access (up to 6 years) – Pearson

Per Book: \$135.97 x 50 books = \$6,798.50  
Shipping/Handling = \$509.89

***TOTAL = \$7,308.39***

Option 2-

**Environmental Science for AP** - Friedland and Relyea ( 2<sup>nd</sup> edition: 2015, published by Bedford, Freeman and Worth) with *online teacher resources*

Per Book: \$156.39 x 50 books = \$7,819.50  
Shipping/Handling = \$156.39

***TOTAL = \$7,975.89***

Option 3-

**Environmental Science for AP** - Friedland and Relyea (2<sup>nd</sup> edition: 2015, published by Bedford, Freeman and Worth) with *online teacher resources and online student access (eBook, supplemental resources, assignments)*

Per textbook: \$135.14 x 50 books = \$6,757.00  
Per eBook access: \$30.00 x 50 = \$1,500.00  
Shipping/Handling = \$165.14

***TOTAL = \$8,422.14***

## Topic Outline

The following outline of major topics serves to describe the scope of the AP Environmental Science course and exam. The order of topics in the outline holds no special significance, since there are many different sequences in which the topics can be appropriately addressed in the course. The percentage after each major topic heading shows the approximate proportion of multiple-choice questions on the exam that pertain to that heading; thus, the percentage also indicates the relative emphasis that should be placed on the topics in the course.

### I. Earth Systems and Resources (10–15%)

- A. Earth Science Concepts  
(Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)
- B. The Atmosphere  
(Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere–ocean interactions; ENSO)
- C. Global Water Resources and Use  
(Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)
- D. Soil and Soil Dynamics  
(Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)

### II. The Living World (10–15%)

- A. Ecosystem Structure  
(Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)
- B. Energy Flow  
(Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)
- C. Ecosystem Diversity  
(Biodiversity; natural selection; evolution; ecosystem services)
- D. Natural Ecosystem Change  
(Climate shifts; species movement; ecological succession)
- E. Natural Biogeochemical Cycles  
(Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)

### III. Population (10–15%)

- A. Population Biology Concepts  
(Population ecology; carrying capacity; reproductive strategies; survivorship)
- B. Human Population
  - 1. Human population dynamics  
(Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams)
  - 2. Population size  
(Strategies for sustainability; case studies; national policies)
  - 3. Impacts of population growth  
(Hunger; disease; economic effects; resource use; habitat destruction)

### IV. Land and Water Use (10–15%)

- A. Agriculture
  - 1. Feeding a growing population  
(Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture)
  - 2. Controlling pests  
(Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)
- B. Forestry  
(Tree plantations; old growth forests; forest fires; forest management; national forests)
- C. Rangelands  
(Overgrazing; deforestation; desertification; rangeland management; federal rangelands)
- D. Other Land Use
  - 1. Urban land development  
(Planned development; suburban sprawl; urbanization)
  - 2. Transportation infrastructure  
(Federal highway system; canals and channels; roadless areas; ecosystem impacts)
  - 3. Public and federal lands  
(Management; wilderness areas; national parks; wildlife refuges; forests; wetlands)
  - 4. Land conservation options  
(Preservation; remediation; mitigation; restoration)
  - 5. Sustainable land-use strategies
- E. Mining  
(Mineral formation; extraction; global reserves; relevant laws and treaties)

- F. Fishing  
(Fishing techniques; overfishing; aquaculture; relevant laws and treaties)
- G. Global Economics  
(Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties)

## V. Energy Resources and Consumption (10–15%)

- A. Energy Concepts  
(Energy forms; power; units; conversions; Laws of Thermodynamics)
- B. Energy Consumption
  - 1. History  
(Industrial Revolution; exponential growth; energy crisis)
  - 2. Present global energy use
  - 3. Future energy needs
- C. Fossil Fuel Resources and Use  
(Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/disadvantages of sources)
- D. Nuclear Energy  
(Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion)
- E. Hydroelectric Power  
(Dams; flood control; salmon; silting; other impacts)
- F. Energy Conservation  
(Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit)
- G. Renewable Energy  
(Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)

## VI. Pollution (25–30%)

- A. Pollution Types
  - 1. Air pollution  
(Sources — primary and secondary; major air pollutants; measurement units; smog; acid deposition — causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)
  - 2. Noise pollution  
(Sources; effects; control measures)
  - 3. Water pollution  
(Types; sources, causes, and effects; cultural eutrophication; ground-water pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)

4. Solid waste  
(Types; disposal; reduction)
- B. Impacts on the Environment and Human Health
  1. Hazards to human health  
(Environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks)
  2. Hazardous chemicals in the environment  
(Types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)
- C. Economic Impacts  
(Cost-benefit analysis; externalities; marginal costs; sustainability)

## VII. Global Change (10–15%)

- A. Stratospheric Ozone  
(Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)
- B. Global Warming  
(Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)
- C. Loss of Biodiversity
  1. Habitat loss; overuse; pollution; introduced species; endangered and extinct species
  2. Maintenance through conservation
  3. Relevant laws and treaties

## LABORATORY AND FIELD INVESTIGATION

Because it is designed to be a course in environmental *science* rather than environmental studies, the AP Environmental Science course must include a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” In these experiences students can employ alternative learning styles to reinforce fundamental concepts and principles. Because all students have a stake in the future of their environment, such activities can motivate students to study environmental science in greater depth. **Colleges often require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.**

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** WHS Accelerated Algebra & Geometry Course Proposal

**Submitted by:** Kenneth Crow

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

Accelerated Algebra & Geometry Course Proposal for Board review.

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

**Weston Public Schools**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal for 2018 - 2019**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: WHS Proposal Submitted By: Janine Russo

Department: Math

**1. Name of Course or Program:**

Accelerated Algebra & Geometry

**2. Population to be Served:**

Students who complete Math 8 with a minimum grade of A-, and/or students who complete 8<sup>th</sup> grade Algebra 1 with a grade below a C.

**3. Identify and Discuss the Need:**

Over the last several years, the changes in our K-8 math program have prepared our students to enter high school at a higher level. The K-8 program, and in particular the 6-8 Math in Focus courses offer an integrated approach to algebraic and geometric concepts, skills, and reasoning. Our traditional Algebra 1 followed by Standard Geometry course sequence at the high school level no longer serves the needs of all algebra students, as it is very repetitive. A side-by-side analysis of the Math 8 course and the 9<sup>th</sup> grade Algebra 1 course shows a significant amount of content overlap. Additionally, many of the standard geometry topics are covered by the Math 7 and Math 8 courses.

Also of note is the fact that many students (19 in 2017-2018) double up on Geometry and Algebra 2 in their sophomore year. Several students also take Geometry over the summer. These students desire to accelerate in order to take Pre-Calculus as juniors. This proposed course would minimize the repetition and allow students to complete the remaining algebra and geometry concepts during their 9<sup>th</sup> grade year, preparing them to take Algebra 2 in 10<sup>th</sup> grade, without the strain of “doubling up” and taking a sixth academic course during their sophomore year.

**Weston Public Schools**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**4. Impact on Other Courses / Schedules:**

The course will be taken from our current Algebra 1 FTE. We currently run four sections of Algebra 1 in 9<sup>th</sup> grade. Some of those sections would become the Accelerated Algebra & Geometry course, and the remaining would remain Algebra 1.

Down the line, we anticipate an effect on the standard Geometry and Algebra 2 courses, but most likely just a reallocation of the number of sections of each of those courses.

**5. Budget Related Items:**

- Staffing (FTE needed): 0.4 (not additional, will be embedded in the current schedule)
- Supplies: N/A
- Equipment: N/A
- Other (software): N/A
- Estimated Overall Cost of Proposal: \$0

**6. Evaluation for Program Success or Continuation:**

Students completing this course as well as Algebra 2 with a high rate of success and qualification for Pre-Calculus as juniors.

**7. Other Information for Consideration: (optional)**

While this course is intended to lead into Standard Algebra 2, it will have a foundation in more rigorous algebra than our current Standard Geometry course. Thus, we anticipate the possibility of some of the students successfully completing the proposed course with a strong enough algebraic foundation to potentially take Honors Algebra 2.

**8. Please attach a description of the course including the units of study.**

See attached list of topics.

# **Accelerated Algebra & Geometry**

## *Proposed Course Sequence*

### ***Unit 1: Angle Relationships***

- Review of Algebra 1 concepts of solving equations and systems of equations embedded in geometric relationships
- Types of angles
- Angle pairs: complementary, supplementary, vertical
- Angle pairs formed by parallel lines

### ***Unit 2: Writing and Graphing Linear Equations***

- Review of slope-intercept form
- Point-slope and standard forms
- x- and y- intercepts
- Connecting algebra to geometry
  - Parallel and perpendicular lines on the coordinate plane
  - Distance formula (and review of Pythagorean Theorem)
  - Coordinate geometry - “proving” geometric figures on the coordinate plane (all types of triangles, specifying quadrilaterals)
  - Triangle Congruence - SSS, SAS, ASA, AAS (algebraically proving congruence)
  - Transformations

### ***Unit 3: Inequalities***

- Solving and graphing inequalities (including compound and 2-variable)
- Inequalities related to triangles

### ***Unit 4: Polynomials, Factoring and Quadratics***

- Review of basic exponent rules
- Adding, subtracting, multiplying polynomials
- Factoring polynomials
- Solving quadratic equations by factoring
- Connecting Algebra to Geometry
  - Angle/Segment bisectors and tri-sectors
  - Revisit angles formed by parallel lines
  - Geometry-centered problem solving

### ***Unit 5: Similarity***

- Ratio and proportion (including quadratics)
- Similar figures (with a focus on triangles)
- Similar figures in the coordinate plane (dilations)

***Unit 6: Trigonometry***

- Pythagorean Theorem review
- Special right triangles
- Right triangle similarity (altitude on hypotenuse)
- Right triangle trigonometry (sine, cosine, tangent ratios)
- Laws of Sines and Cosines (non-right triangle trigonometry)

***Unit 7: Circles***

- Area and circumference
- Area of sectors and segments of circles
- Arc length
- Equation of a circle
  - Area and circumference of circles in the coordinate plane

***Unit 8: Area and Volume***

- Area of parallelograms, triangles, trapezoids and regular polygons
- Volume of prisms, cylinders, pyramids, cones, spheres
- Connecting area and volume to the linear equations and the coordinate plane
  - Area of bounded regions
  - Volume of solids of revolution

# Weston Public Schools

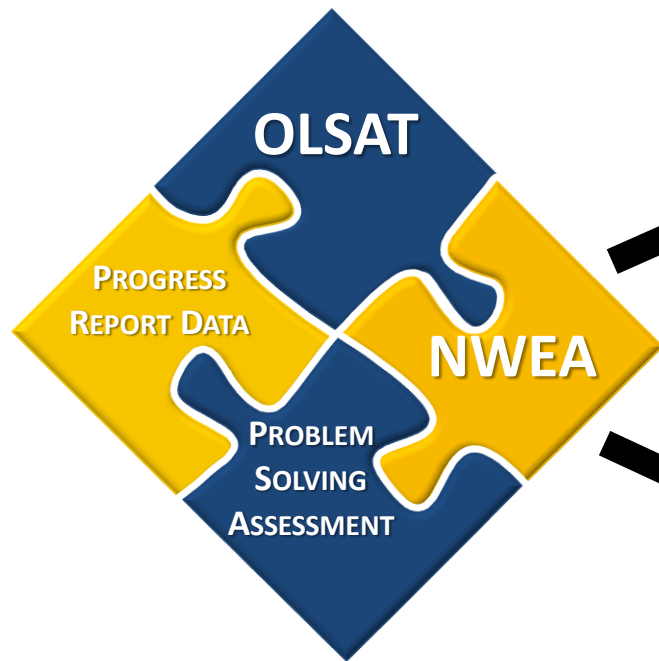
## Middle School Mathematics Pathways

5<sup>th</sup> Grade

6<sup>th</sup> Grade

7<sup>th</sup> Grade

8<sup>th</sup> Grade



Math 6

Math 7

Math 8

Algebra

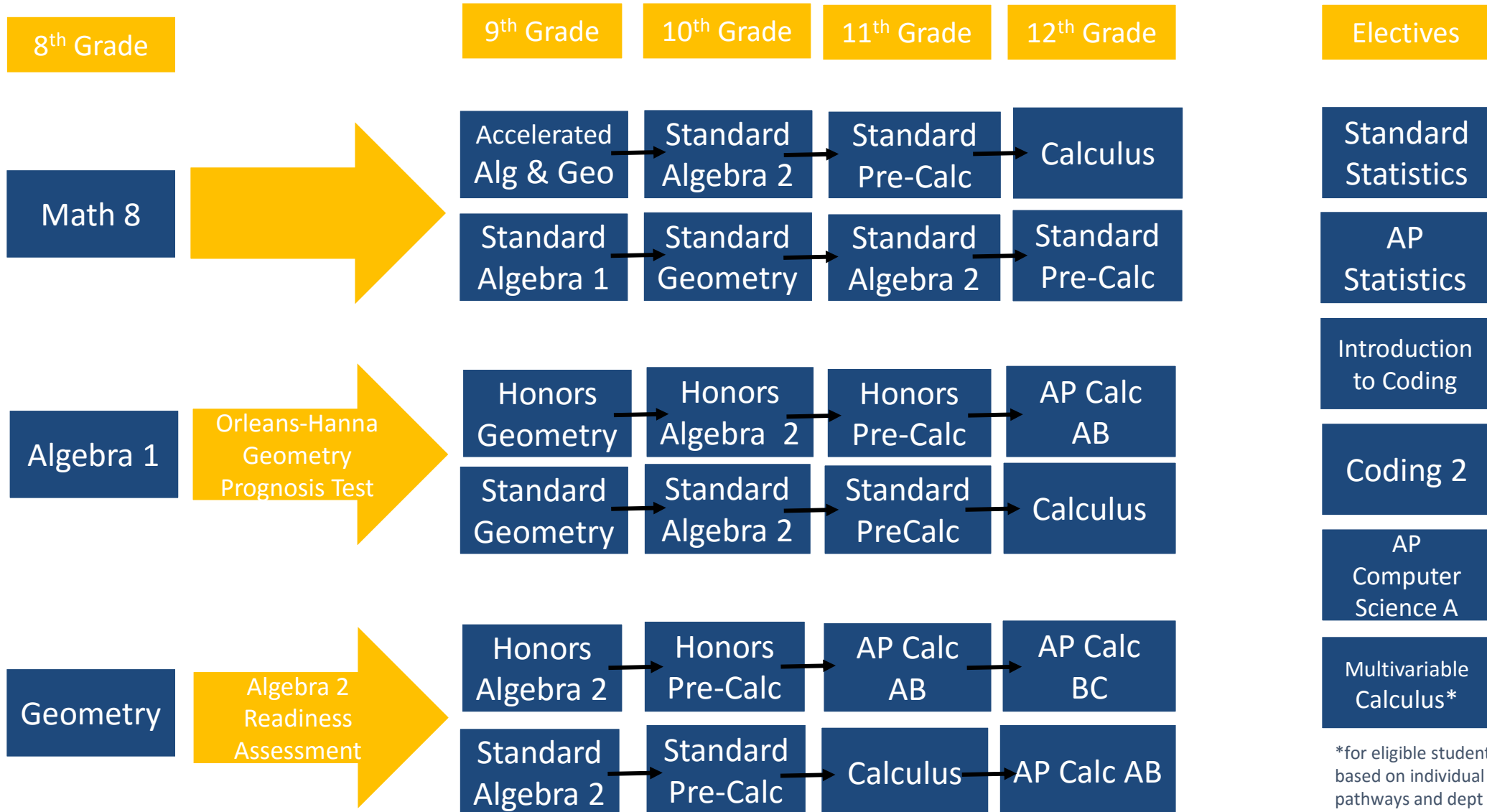
Pre-Algebra

Algebra

Geometry

# Weston Public Schools

## High School Mathematics Pathways



\*for eligible students based on individual pathways and dept recommendation

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject: Addendum to Memorandum of Understanding (“MOU”) between the Town of Weston (“the Town”) and Board of Education (“the Board”) concerning the Senior Center space at Hurlbutt Elementary School**

**Submitted by: Lewis Brey**

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

**The addendum to the MOU concerning the Senior Space amends the MOU to indicate that the Board will have until June 30, 2018 to inform the Town that it will reclaim all or part of the Senior Center space. The former notification date was November 1, 2017.**

**Recommended that the Board of Education approve the addendum and authorize the Board Chairperson to sign the addendum on its behalf.**

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

ADDENDUM

The Town of Weston ("the Town") and the Weston Board of Education ("the Board") agree to amend the Memorandum of Understanding between the Town and the Board regarding the Senior Center space executed by the Town on July 7, 2014 and the Board on July 17, 2014 ("the MOU") as follows:

1. The final bullet point on page two (2) of the MOU shall now read: *"The BOE reserves the right to reclaim the Senior Center Space following June 30, 2019 in order to meet the operational needs of the Weston Public Schools. If the BOE determines that it will reclaim the Senior Center Space after June 30, 2019, the BOE will provide the Town with written notice of its decision to reclaim all or part of the Senior Center Space no later than June 30, 2018."*

Weston Board of Education

Town of Weston

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Gina Albert  
Chairperson



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Chris Spaulding  
First Selectman

Date:

Date: 12/6/17

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE TOWN OF WESTON AND WESTON BOARD OF EDUCATION**

From July 1, 2014 through June 30, 2019 the Board of Education (BOE) will approve the use of limited BOE space within Hurlbutt Elementary School (HES) by the Town of Weston (“the Town”) for the Town Senior Center (“Senior Center Space”). The Senior Center Space will encompass all the classrooms, offices, hallways, common areas, and storage areas in the South House south of, and including, Room 57, as detailed in Exhibit A. All space at HES utilized by the BOE, and the Senior Center Space, are under the jurisdiction and control of the BOE pursuant to Connecticut General Statutes Section 10-220.

Activities in the Senior Center Space must be managed in a manner that is not disruptive to the environment of the adjoining elementary school. Therefore, the Town agrees that during school hours, and during the 15 minutes before the student day and 20 minutes after the student day (“HES Operating Hours”), it will only use the Senior Center Space for activities that directly support the Senior Center’s mission and are attended by individuals who are normally permitted by the Town to participate in regular Senior Center activities. The only exception to this would be Town-managed programs for students already enrolled in Weston Public Schools or other K-12 students that reside in Weston.

After HES Operating Hours, the Town may utilize the Senior Space for activities other than those that directly support the Senior Center’s mission. Such activities outside of HES Operating Hours may be attended by individuals, including those who are not normally permitted by the Town to participate in regular Senior Center activities. Further, the Town agrees that it will not authorize the use of the Senior Center Space by user that is not a department or agency of the Town government (“Non-Town User”) without the prior written permission of the BOE. All requests for authorization will be submitted in writing to the Superintendent. The BOE will have two (2) business days to respond to such requests, or the request will be deemed approved. The Board will provide the Town with a list of pre-approved users of the Senior Center Space which may be amended at the request of the Town upon approval by the BOE or the Superintendent. If a user is on the pre-approved list, no separate approval by the BOE will be required. For any such use of the Senior Center, the Town will coordinate with the BOE to (a) ensure the security of HES, and (b) ensure that such organizations follow all district facilities use policies/protocols of the BOE, including obtaining appropriate insurance as required by BOE policy.

This agreement will operate under the following additional conditions:

- The BOE will provide utilities for the Senior Center Space. The Town agrees to pay the costs of such utilities for the Senior Center Space [based on the square footage of 8,873 which are currently estimated on an annual basis at \$\_\_\_\_\_for electricity and \$\_\_\_\_\_ for heating.
- The BOE will provide standard maintenance services as are necessary to maintain the Senior Center Space in a condition acceptable to the BOE. The Town agrees to pay for non-standard maintenance on a case-by-case basis based on invoices provided by the

BOE. By way of example, non-standard maintenance includes the building of shelves, furniture, and other substantial items and the installation of doors and other hardware not otherwise required by the BOE.

- The Town will provide cleaning services for the Senior Center space at its expense.
- The BOE will have authority for determining all security requirements for the Senior Center, provided that (1) except in the case of emergency situations (which will be handled by the Superintendent), the BOE will implement any new security requirements that affect the operations of the Senior Center only after consultation with the WPD and the First Selectman, and, unless the parties otherwise agree, only if supported by a written recommendation of a security consultant selected by the BOE; and (2) absent prior express approval of the BOS (and for expenses in excess of \$5,000 the BOF), the cost of any such new security requirements shall be borne by the BOE.
- The Town will build a solid wall across the entire interior access hallway to the South House wing in which the Senior Center is housed at its sole expense.
- The Town will continue to provide the BOE with the existing fifteen (15) parking spaces in the Town Library parking lot.
- The BOE will provide the Town with a total of thirty-one (31) parking spaces in the parking area near the Senior Center for general use by the Senior Center. On days on which a major school-wide event or general PTO meeting is being held at HES, the BOE may limit the amount of dedicated spaces to the Town to thirteen (13) parking spaces in front of HES. The Principal of HES and the Senior Center Director will jointly create a master schedule that reflects the days of such major school events.
- The Town will permit the BOE to locate its dumpster currently located in the East House parking lot on Town property other than at HES.
- Any permanent alterations to the interior or exterior of the Senior Center Space for use by the Town will be pre-approved by the BOE or the Superintendent as the BOE may need to convert this space back to classrooms/educational space for future educational needs.
- The BOE will continue to provide emergency repair support for these facilities, as possible with available staffing.
- The BOE will provide snow plowing of parking areas and snow removal of sidewalk areas at HES.
- The BOE will provide electronic security monitoring of this space during off-hours.
- The BOE reserves the right to reclaim the Senior Center Space following June 30, 2019 in order to meet the operational needs of the Weston Public Schools. If the BOE determines that it will reclaim the Senior Center Space after June 30, 2019, the BOE will provide the Town with written notice of its decision to reclaim all or part of the Senior Center Space, no later than November 1, 2017.

If the Town decides to vacate the Senior Center Space, the Town may terminate this Agreement upon written notice to the Board no later than November 1 of any fiscal year for which the Town seeks to terminate this agreement for the following fiscal year.

If any portion of this Memorandum of Understanding becomes invalid as a result of changes in the law, administrative ruling, or court ruling, this Memorandum of Understanding shall be null and void.

This Memorandum of Understanding supersedes the Memorandum of Understanding between the Town and the BOE regarding the Senior Center signed by the First Selectman on January 9, 2014 and by the Chairperson of the BOE on January 23, 2014.

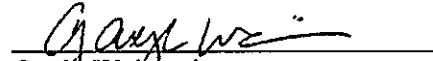
Weston Board of Education

Town of Weston



Philip Schaefer  
Chairperson

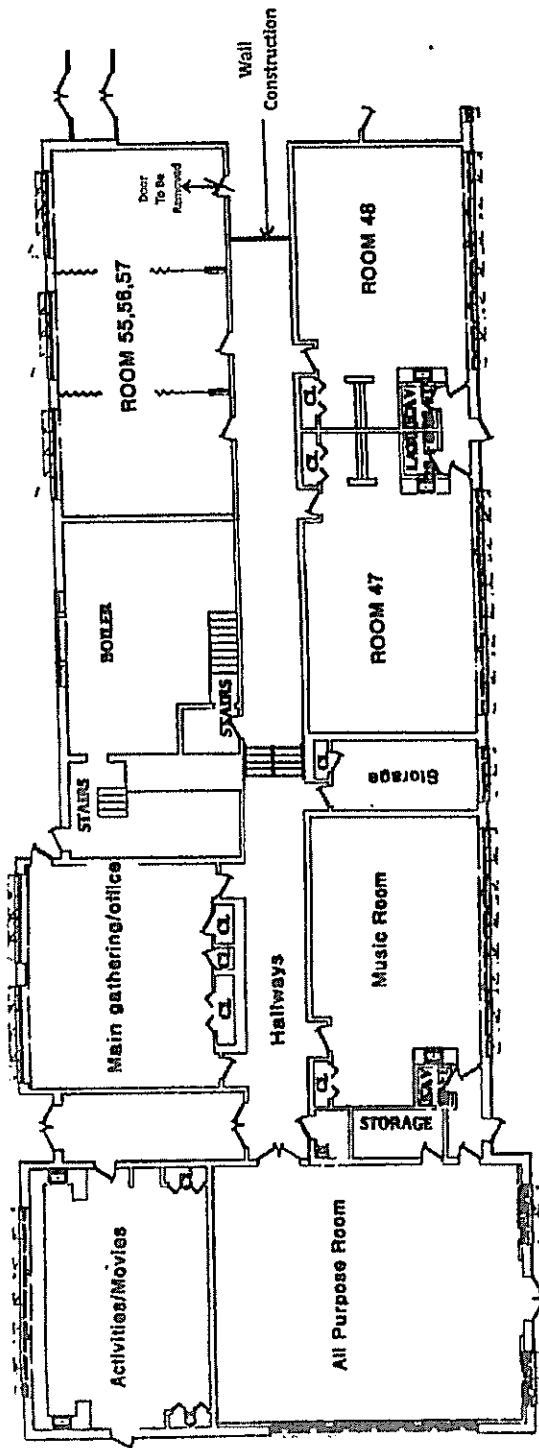
Date: 7/17/14



Gayle Weinstein  
First Selectman

Date: 7/7/14

Exhibit A



SENIOR CENTER SQUARE FOOTAGE

ROOM	SQ. FOOTAGE
ACTIVITIES/ MOVIE ROOM	936
MAIN OFFICE/ GATHERING AREA	840
ALL PURPOSE ROOM	1,579
MUSIC ROOM	960
HALLWAYS	1,377
STORAGE	220
Room 55,56,57	1,161
Room 47	900
Room 48	900
TOTAL	9,873

<b>WESTON PUBLIC SCHOOLS</b> 15 SCHOOL ROAD WESTON, CT 06883 WWW.WESTONPS.ORG		Developing Home Community and Support Project Weston Public Schools - Hurlbut Design By: Unknown Revised By: M. MacDougall Date Issued: 10-14-2012	
Name: Square footages		Date Drawn: JF	Checked By: D. Clarke
		Sheets: 1 of 9	Date: 2

**WESTON BOARD OF EDUCATION**  
**Weston, CT**

**Meeting Date:** December 18, 2017  
**Only**

**Information**

**Action Requested**

**Agenda Item Subject: First Reading – New Policy 6146.2, Credit for Online Courses**

**Submitted by: Lewis Brey**

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

**Proposed new policy regarding credit for online courses. The policy (with minor changes by the Policy Committee) was recommended by Shipman & Goodwin. This item is on for a first reading by the Board.**

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

**Instruction**

**Credit for Online Courses**

The Weston Board of Education recognizes the importance of digital learning in education and the growing value and use of online coursework. In that regard, and in accordance with Connecticut General Statutes § 10-221a, the Board sanctions the receipt of online course credit, including credit to be used toward high school graduation requirements, in accordance with this policy.

**Pre-approval**

To receive credit for online courses, including credit to be used toward high school graduation requirements, which are not otherwise offered by the high school, students must, prior to registering for the course, receive approval from the high school principal or his/her designee. The decision of the principal or his/her designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the following requirements are met:

1. The workload required by the online course is equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards, or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing, and systematic;
5. The courses are:
  - a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
  - b. offered by institutions of higher education that are accredited by the Connecticut Board of Regents for Higher Education or regionally accredited; and

6. The principal has determined, in his or her professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.

**Additional Requirements**

Only students in grades 9-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade from the provider of the course. The course will be recorded on the student's transcript on a pass/fail basis.

Any expense incurred for taking the online course shall be the responsibility of the student and shall not be the responsibility of the Board of Education.

Legal References

Connecticut General Statutes § 10-221a.

APPROVED: \_\_\_\_\_

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** First Reading – New Policy 1258, Non-Discrimination (Community)

**Submitted by:** Lewis Brey

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

**New policy prohibiting discrimination by students, Board of Education (“the Board”) employees, or third parties subject to the control of the Board. The policy was recommended by Shipman & Goodwin.**

**This item is on for a first reading by the Board.**

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



**Community/Board Operation**

**Non-Discrimination**

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination. These regulations

accompany this policy and are available online [www.westonps.org](http://www.westonps.org) or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy and Administrative Regulation #4118.12/4218.12, Sex Discrimination/Harassment in the Workplace (Personnel); Policy and Administrative Regulation #5114.6, Sex Discrimination and Sexual Harassment (Students); Policy and Administrative Regulation #4118.13, Disability and Accommodations (Personnel), Policy and Administrative Regulation 4118.11/4218.11, Non-Discrimination (Personnel) and Policy and Administrative Regulation #5145, Non-Discrimination (Students)).

Individuals also 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  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission and/or the Connecticut Commission on Human Rights and Opportunities:

Equal Employment Opportunity Commission, Boston Area Office  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
(800-669-4000)

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

**Lewis D. Brey**  
**Director of Human Resources and Internal Counsel**  
**24 School Road**  
**Weston, CT 06883**  
**(203) 291-1412**  
**lewisbrey@westonps.org**

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

**Lewis D. Brey**  
**Director of Human Resources and Internal Counsel**  
**24 School Road**  
**Weston, CT 06883**  
**(203) 291-1412**  
**lewisbrey@westonps.org**

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's ADA Coordinator:

**Lewis D. Brey**  
**Director of Human Resources and Internal Counsel**  
**24 School Road**  
**Weston, CT 06883**  
**(203) 291-1412**  
**lewisbrey@westonps.org**

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.  
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.  
Age Discrimination in Employment Act, 29 U.S.C. § 621  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Title II of the Genetic Information Nondiscrimination Act of 2008,  
Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.  
Connecticut General Statutes § 10-153. Discrimination on basis of marital  
status

Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60

Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions

Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement

Policy Adopted: \_\_\_\_\_

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**Community/Board Operation**

**Non-Discrimination (Complaint Procedure)**

It is the policy of the Weston Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, gender identity or expression, or veteran status.

If a complaint involves allegations of discrimination or harassment, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy and Administrative Regulation #4118.12/4218.12, Sex Discrimination/Harassment in the Workplace (Personnel); Policy and Administrative Regulation #5114.6, Sex Discrimination and Sexual Harassment (Students); Policy and Administrative Regulation #4118.13, Disability and Accommodations (Personnel), Policy and Administrative Regulation 4118.11/4218.11, Non-Discrimination (Personnel) and Policy and Administrative Regulation #5145, Non-Discrimination (Students)).

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

## Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by

all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

A complainant alleging race, color, national origin, sex, disability or age discrimination may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).

An employee alleging discrimination related to their employment may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER: 800-669-4000) and/or with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).

Regulation Adopted \_\_\_\_\_

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**DISCRIMINATION COMPLAINT FORM**

**(For complaints based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, gender identity or expression, or veteran status)**

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination/harassment \_\_\_\_\_

Name or names of the discriminator(s) or harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such discrimination/harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or harassment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed remedy: \_\_\_\_\_

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** First Reading – Changes to Policy 4218.3, Duties, personnel – Non-Certified

**Submitted by:** Lewis Brey

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

**Proposed changes to policy regarding evaluation, termination, and non-renewal of athletic coaches. The changes were discussed by the Policy Committee.**

**This item is on for a first reading by the Board.**

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

**First Reading – December 18, 2017**

4218.3

Personnel – Non-Certified

Duties

The duties and responsibilities of non-certified ~~employees~~ positions shall be as ~~prescribed~~ described in the job descriptions approved by the Superintendent of Schools or his/her designee. ~~Such job descriptions may be amended from time to time as directed by the Superintendent of Schools or his/her designee.~~ The Superintendent of Schools, or his/her designee, may modify the duties and responsibilities of non-certified positions.

Job descriptions will be maintained and made available by the Human Resources office.

Policy Adopted: July 16, 1990  
Policy Revised: July 17, 2017  
Policy Revised: \_\_\_\_\_

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 12/18/17

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of November 2017 Financial Report

**Submitted by:** Meredith Herman

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

**Following is the Financial Report, with an update on the Internal Services Fund, for November 2017.  
We are recommending approval of the report.**

**WESTON PUBLIC SCHOOLS**  
**FINANCIAL REPORT**  
**Period 5 of 12**  
**July 2017-November 2017**

The financial report for the FY 2018 Operating Budget can be found on pages 5 through 37 of this document. The financial information presented in this section of the report includes the adopted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget expenditures, encumbrances, anticipated expenditures that have not been encumbered, and the total projected expenditures by object, which is the sum of the previous three columns. The Internal Services report for health insurance can be found on pages 38-42.

FY 2018 Budget	\$	49,907,522
FY 2018 YTD Actuals	\$	18,550,024
FY 2018 Encumbrances	\$	25,242,584
FY 2018 Anticipated	\$	6,981,794
FY 2018 Balance	\$	(866,880)

There are transfers totaling \$93,875 before the Board of Education for its approval. Of these transfers there are 5 in excess of \$5,000.

**Special Education:**

To:	Tuition (Special Education)	\$	32,253	
From:	Materials (WHS)		\$	4,690
From:	Non Certified Salaries (Special Education)		\$	17,803
From:	Pre-School Tuition (Special Education)		\$	5,000
From:	Non Certified Stipends (Special Education)		\$	4,760

*To partially address the Special Education Tuition overage*

**Technology:**

To:	Equipment (Technology)	\$	13,010	
From:	Consulting (Technology)		\$	3,560
From:	Other Professional Technical Services (Technology)		\$	9,450

*Replacement Projector at WHS*

**Transportation:**

To:	Special Education Transportation (Transportation)	\$	7,194	
From:	Materials (Special Education)		\$	3,571
From:	Office Materials (Special Education)		\$	235
From:	Books (Special Education)		\$	800
From:	Testing (Special Education)		\$	1,685
From:	Non Certified Salaries (Transportation)		\$	903

*Reimbursement agreement for transportation for outplaced student*

**Curriculum:**

To:	Consulting (Curriculum)	\$	6,500	
From:	Travel and Conference (Curriculum)		\$	4,000
From:	Certified Salaries (Curriculum)		\$	2,500

*Inclusion Professional Development*

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**Facilities:**

To:	Roof Repair (Facilities)	\$	5,574	
From:	Repair Allowance (Facilities)			\$ 5,574

*Roof repair at WHS*

To:	Repair Allowance (Facilities)	\$	4,000	
From:	Maintenance Materials (Facilities)			\$ 4,000

*East House Boiler Repair*

To:	Electric (Facilities)	\$	3,259	
From:	Heating (Facilities)			\$ 3,007
From:	Propane (Facilities)			\$ 148
From:	Septic Cleaning (Facilities)			\$ 11
From:	Materials (Facilities)			\$ 91
From:	Special Projects (Facilities)			\$ 1

*Increased electric consumption*

To:	Roof Repair (Facilities)	\$	461	
From:	Maintenance Materials (Facilities)			\$ 461

*Roof Repair to Annex***Weston High School:**

To:	Tuition (WHS)	\$	4,700	
From:	Other Pupil Services (PPS)			\$ 3,165
From:	Certified Salaries (PPS)			\$ 1,535

*Tuition for Student attending ACES*

To:	Books (WHS)	\$	600	
From:	Materials (WHS)			\$ 600

*Library Books***Security:**

To:	Security Materials (Security)	\$	4,000	
From:	Maintenance Materials (Facilities)			\$ 4,000

*Navigate Prepared security maps***Special Education:**

To:	Contracted Services (Special Education)	\$	3,195	
From:	Equipment Rental (Special Education)			\$ 1,000
From:	Materials (PPS)			\$ 1,000
From:	Books (Special Education)			\$ 600
From:	Consulting (Special Education)			\$ 595

*Additional Speech Therapy*

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**District Administration:**

To:	Other Professional Technical Services (District Administration)	\$	2,730	
From:	Maintenance Materials (Facilities)			\$ 1,730
From:	Office Materials (District Administration)			\$ 500
From:	Management Services (District Administration)			\$ 500

*District Investigation*

To:	Office Materials (District Administration)	\$	1,500	
From:	Postage (District Administration)			\$ 5
From:	Printing (District Administration)			\$ 42
From:	Other Objects (Facilities)			\$ 500
From:	Advertising (District Administration)			\$ 500
From:	Heating Expense (Facilities)			\$ 453

*Additional materials for budget book*

To:	Other Objects (District Administration)	\$	95	
From:	Office Materials (District Administration)			\$ 95

*Funds for new board members to attend conference*

To:	Dues, Fees and Memberships (District Administration)	\$	50	
From:	Advertising (District Administration)			\$ 50

*Increase in COSTA membership*

To:	Other Professional Technical Services (District Administration)	\$	44	
From:	Office Materials (District Administration)			\$ 44

*Milone and MacBroom demography report***Curriculum:**

To:	Dues, Fees and Memberships (Curriculum)	\$	2,700	
From:	Testing (Curriculum)			\$ 2,700

*Tri State Consortium Visit in March*

To:	Other Purchased Services (Curriculum)	\$	50	
From:	Travel and Conference (Curriculum)			\$ 50

*Professional Development***Transportation:**

To:	Equipment Repair (Transportation)	\$	900	
From:	Emergency Lighting (Facilities)			\$ 900

*Snow Tires for Special Education SUV*

To:	Equipment Repair (Transportation)	\$	500	
From:	Non Certified Salaries (Transportation)			\$ 500

*Radio Repair*

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**Pupil Services:**

To:	Non Certified Salaries (PPS)	\$	388	
From:	Certified Salaries (PPS)			\$ 388

*Nurse Substitute*

To:	Dues, Fees and Memberships (PPS)	\$	100	
From:	Printing (PPS)			\$ 100

*NAAC Membership Fee Increase***District Wide:**

To:	Management Services (District Wide)	\$	73	
From:	Other Objects (Facilities)			\$ 73

*Employee Medical Evaluation*

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
<b>WESTON PUBLIC SCHOOLS</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$24,023,370	(\$114,324)	(\$4,423)	\$23,909,045	-0.5%	\$7,110,919	\$16,432,787	\$365,339	\$ 1
	Non Certified Staff	\$6,270,127	(\$19,289)	(\$18,818)	\$6,250,838	-0.3%	\$2,307,643	\$3,084,566	\$858,628	\$ (0)
	Overtime	\$161,626	\$17,836	\$0	\$179,462	11.0%	\$80,630	\$0	\$98,831	\$ 0
	Certified Stipends	\$821,655	(\$2,898)	\$0	\$818,757	-0.4%	\$210,891	\$122,991	\$484,876	\$ (1)
	Non Certified Stipends	\$253,493	(\$11,452)	(\$4,760)	\$242,042	-4.5%	\$65,971	\$68,373	\$107,698	\$ (1)
	Turnover Savings	(\$189,200)	\$189,200	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	Salary Differential	\$200,425	(\$180,915)	\$0	\$19,510	-90.3%	\$0	\$0	\$9,573	\$ 9,937
		<b>\$31,541,496</b>	<b>(\$121,842)</b>	<b>(\$28,001)</b>	<b>\$31,419,654</b>		<b>\$9,776,054</b>	<b>\$ 19,708,718</b>	<b>\$ 1,924,945</b>	<b>\$ 9,936</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$121,842)</i>					
	<i>Group change %:</i>				<i>-0.4%</i>					
<b>Benefits (2000's)</b>										
	2000 Health Insurance	\$6,801,846	\$0	\$0	\$6,801,846		\$2,834,103	\$0	\$3,967,744	\$ -
	2001 Social Security	\$547,021	\$6,459	\$0	\$553,480	1.2%	\$188,015	\$0	\$365,465	\$ (0)
	2002 Medicare	\$454,317	\$0	\$0	\$454,317		\$136,268	\$0	\$318,049	\$ -
	2003 Workers Compensation	\$230,275	(\$20,800)	\$0	\$209,475	-9.0%	\$209,475	\$0	\$0	\$ -
	2004 Unemployment Compensation	\$46,332	(\$15,568)	\$0	\$30,764	-33.6%	\$2,764	\$28,000	\$0	\$ -
	2005 Early Retirement Incentive	\$138,527	\$28,820	\$0	\$167,347	20.8%	\$167,347	\$0	\$0	\$ (0)
	2007 Pension Contributions	\$888,163	\$13,614	\$0	\$901,777	1.5%	\$321,137	\$0	\$580,639	\$ 0
	2010 Tuition Reimbursement	\$75,000	(\$20,000)	\$0	\$55,000	-26.7%	\$1,717	\$0	\$53,283	\$ 0
	2011 Life Insurance	\$92,700	(\$2,000)	\$0	\$90,700	-2.2%	\$37,459	\$53,241	\$0	\$ -
	2012 Disability Insurance	\$18,928	\$640	\$0	\$19,568	3.4%	\$8,036	\$11,532	\$0	\$ -
	2014 Sick Bank	\$45,000	\$0	\$0	\$45,000		\$0	\$0	\$45,000	\$ -
		<b>\$9,338,109</b>	<b>(\$8,835)</b>	<b>\$0</b>	<b>\$9,329,274</b>		<b>\$3,906,321</b>	<b>\$ 92,773</b>	<b>\$ 5,330,180</b>	<b>\$ (0)</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$8,835)</i>					
	<i>Group change %:</i>				<i>-0.1%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3210 Contracted Services Educational	\$422,470	(\$50,010)	\$3,195	\$372,460	-11.8%	\$91,238	\$281,222	\$0	\$ (0)
	3220/3221 Consulting Services	\$175,700	(\$13,508)	\$2,345	\$162,192	-7.7%	\$102,227	\$43,302	\$16,662	\$ -
	3235 Testing	\$84,600	(\$9,298)	(\$4,385)	\$75,302	-11.0%	\$62,583	\$6,342	\$6,378	\$ (0)
	3239 Other Pupil Services	\$205,240	(\$34,185)	(\$3,165)	\$171,055	-16.7%	\$42,229	\$111,708	\$17,117	\$ -
	3303 Management Services	\$24,000	(\$3,381)	(\$427)	\$20,619	-14.1%	\$13,726	\$6,185	\$709	\$ 0

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	3304 License Fees-Facilities	\$3,500	\$0	\$0	\$3,500		\$435	\$0	\$3,065	\$ -
	3306 Legal Fees	\$90,000	\$0	\$0	\$90,000		\$60,374	\$29,626	\$7,260	\$ (7,260)
	3308 Police/Fire	\$90,059	(\$24,478)	\$0	\$65,581	-27.2%	\$10,856	\$46,650	\$6,875	\$ 1,200
	3309 Professional Technical Services	\$101,614	(\$14,110)	(\$6,676)	\$87,504	-13.9%	\$45,344	\$22,361	\$19,800	\$ 0
	3310 Sports Officials	\$47,439	\$0	\$0	\$47,439		\$47,439	\$0	\$0	\$ -
		\$1,244,622	(\$148,970)	(\$9,113)	\$1,095,652		\$476,451	\$ 547,395	\$ 77,866	\$ (6,060)
	<i>Group \$ transfer in/(transfer out):</i>				(\$148,970)					
	<i>Group change %:</i>				-12.0%					
<b>Property Services (4000s)</b>										
	4200 Cleaning Services	\$597,008	(\$5,152)	\$0	\$591,856	-0.9%	\$242,607	\$349,250	\$0	\$ (0)
	4202 Rubbish Removal	\$78,245	(\$13,280)	\$0	\$64,965	-17.0%	\$22,657	\$42,308	\$0	\$ -
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$5,250		\$1,500	\$3,400	\$350	\$ -
	4204 Exterminator	\$8,000	\$0	\$0	\$8,000		\$3,100	\$2,900	\$2,000	\$ -
	4302 Equipment Repairs	\$153,913	(\$10,575)	\$1,400	\$143,339	-6.9%	\$62,989	\$26,395	\$53,955	\$ (1)
	4400 Equipment Rental	\$530,648	\$1,603	(\$1,000)	\$532,251	0.3%	\$153,028	\$316,543	\$62,680	\$ (0)
	4401 Rental of Facilities	\$20,575	\$0	\$0	\$20,575		\$1,684	\$2,091	\$0	\$ 16,800
	4500 Repair Allowance	\$127,000	(\$995)	(\$1,574)	\$126,005	-0.8%	\$83,578	\$27,001	\$15,426	\$ -
	4508 Generator Repairs	\$3,420	\$0	\$0	\$3,420		\$2,424	\$996	\$0	\$ (0)
	4509 Septic Cleaning	\$7,511	(\$11)	(\$11)	\$7,500	100.0%	\$6,183	\$1,317	\$0	\$0
	4510 Asbestos Abatement	\$5,000	\$0	\$0	\$5,000		\$0	\$0	\$5,000	\$ -
	4511 Elevator Contract	\$14,350	\$0	\$0	\$14,350		\$8,830	\$5,520	\$0	\$ (0)
	4512 Emergency Lights	\$11,570	(\$5,528)	(\$900)	\$6,042	-47.8%	\$0	\$0	\$6,042	\$ -
	4513 Generator Contract	\$7,430	\$0	\$0	\$7,430		\$3,715	\$3,715	\$0	\$ -
	4514 Fire Alarm System	\$30,000	(\$2,883)	\$0	\$27,118	-9.6%	\$0	\$18,270	\$8,848	\$ -
	4515 Fire Protection System	\$9,025	\$0	\$0	\$9,025		\$479	\$3,071	\$5,475	\$ -
	4516 UST Testing	\$6,896	(\$696)	\$0	\$6,200	-10.1%	\$0	\$6,200	\$0	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$2,394	\$2,465	\$0	\$ (0)
	4518 Sewer System Plant Maintenance	\$127,769	\$0	\$0	\$127,769		\$52,194	\$75,575	\$0	\$ -
	4530 Parks & Recreation	\$63,806	\$0	\$0	\$63,806		\$9,238	\$54,568	\$0	\$ -
	4531 Drain System	\$5,575	\$0	\$0	\$5,575		\$753	\$420	\$4,403	\$ -
	4533 Glass Replacement	\$5,000	\$0	\$0	\$5,000		\$0	\$4,000	\$1,000	\$ -
	4534 Roof Repair	\$6,500	\$6,035	\$6,035	\$12,535	92.8%	\$5,613	\$6,460	\$462	\$ -
	4535 Window Treatments	\$3,000	(\$900)	\$0	\$2,100	-30.0%	\$0	\$0	\$2,100	\$ -
	4536 Air Filter HVAC System	\$4,500	\$0	\$0	\$4,500		\$0	\$0	\$4,500	\$ -
	4538 Chiller Contract	\$12,000	\$0	\$0	\$12,000		\$8,567	\$1,407	\$2,026	\$ -
	4539 Energy Management System	\$20,310	\$0	\$0	\$20,310		\$20,310	\$0	\$0	\$ -
	4540 Athletic Facilities Repairs	\$8,000	\$0	\$0	\$8,000		\$385	\$0	\$7,615	\$ -
	4542 Contracted Services	\$22,850	\$6,001	\$0	\$28,851	26.3%	\$28,851	\$0	\$0	\$ -
	4543 Paving	\$6,500	\$4,800	\$0	\$11,300	73.8%	\$11,300	\$0	\$0	\$ -
	4600 Special Projects	\$24,500	(\$550)	(\$1)	\$23,950	-2.2%	\$12,077	\$2,475	\$0	\$ 9,398
	4602 Tree Service	\$11,000	\$0	\$0	\$11,000		\$5,500	\$0	\$5,500	\$ -
	4603 Exterior Lighting	\$2,800	(\$2,800)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	4604 Snow Plowing	\$12,500	\$0	\$0	\$12,500		\$0	\$0	\$12,500	\$ -
	4605 Signage	\$2,500	\$0	\$0	\$2,500		\$270	\$0	\$2,230	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	\$0	\$3,000		\$0	\$0	\$3,000	\$ -
	4610 Playground Repairs	\$5,000	\$0	\$0	\$5,000		\$1,840	\$0	\$3,160	\$ -
	4701 Security System Monitoring	\$20,940	(\$804)	\$0	\$20,136	-3.8%	\$11,360	\$8,776	\$0	\$ -
	4702 Locks/Keys	\$8,500	\$0	\$0	\$8,500		\$2,085	\$3,915	\$2,500	\$ -
	4705 United Alarm	\$650	\$0	\$0	\$650		\$0	\$0	\$650	\$ -
		<b>\$1,997,899</b>	<b>(\$25,734)</b>	<b>\$3,949</b>	<b>\$1,972,165</b>		<b>\$765,509</b>	<b>\$ 969,038</b>	<b>\$ 211,421</b>	<b>\$ 26,196</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$25,734)</i>					
	<i>Group change %:</i>				<i>-1.3%</i>					
<b>Other Services (5000s)</b>										
	5100 Regular Transportation	\$1,268,877	(\$7,034)	\$0	\$1,261,843	-0.6%	\$625,108	\$633,705	\$3,031	\$ (0)
	5101 SPED Transportation	\$46,714	\$36,802	\$7,194	\$83,516	78.8%	\$32,073	\$51,382	\$61	\$ (0)
	5104 Athletic Transportation	\$84,853	\$0	\$0	\$84,853		\$14,314	\$70,539	\$0	\$ -
	5105 Extra Curricular Transportation	\$8,465	(\$812)	\$0	\$7,654	-9.6%	\$478	\$0	\$7,175	\$ -
	5200 General Liability Insurance	\$91,100	\$17,440	\$0	\$108,540	19.1%	\$108,540	\$0	\$0	\$ (0)
	5202 Athletic Insurance	\$29,939	(\$5,617)	\$0	\$24,322	-18.8%	\$24,322	\$0	\$0	\$ -
	5205 Property Insurance	\$118,727	(\$15,109)	\$0	\$103,618	-12.7%	\$103,618	\$0	\$0	\$ -
	5300 Communications	\$170,220	(\$1,855)	\$0	\$168,365	-1.1%	\$57,620	\$110,745	\$0	\$ -
	5400 Postage	\$21,686	\$2,855	(\$5)	\$24,541	13.2%	\$13,917	\$10,172	\$452	\$ (0)
	5500 Advertising	\$8,000	(\$2,050)	(\$550)	\$5,950	-25.6%	\$137	\$0	\$5,813	\$ -
	5501 Printing	\$22,762	(\$2,543)	(\$142)	\$20,219	-11.2%	\$8,320	\$0	\$11,899	\$ 0
	5600 Tuition	\$1,478,764	\$342,988	\$36,953	\$1,821,752	23.2%	\$1,120,233	\$1,764,275	\$1,521	\$ (1,064,276)
	5605 Tuition-ESS	\$275,400	(\$400)	\$0	\$275,000	-0.1%	\$82,500	\$192,500	\$0	\$ -
	5800,5802-5880 Travel & Conference	\$65,150	(\$17,579)	(\$4,050)	\$47,571	-27.0%	\$21,642	\$4,340	\$21,589	\$ -
	5801 Mileage Reimbursement	\$32,355	(\$2,891)	\$0	\$29,464	-8.9%	\$11,503	\$172	\$17,789	\$ -
	5900 Other Purchased Services	\$22,385	\$473	\$50	\$22,858	2.1%	\$19,578	\$2,192	\$1,089	\$ (0)
		<b>\$3,745,397</b>	<b>\$344,668</b>	<b>\$39,450</b>	<b>\$4,090,065</b>		<b>\$2,243,903</b>	<b>\$ 2,840,021</b>	<b>\$ 70,418</b>	<b>\$ (1,064,277)</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$344,668</i>					
	<i>Group change %:</i>				<i>9.2%</i>					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$461,154	(\$40,731)	(\$9,861)	\$420,423	-8.8%	\$223,514	\$59,559	\$137,349	\$ 0
	6120 Office Materials	\$37,463	(\$4,925)	\$626	\$32,538	-13.1%	\$13,979	\$10,709	\$7,850	\$ (0)
	6130 Maintenance Materials	\$177,144	(\$8,454)	(\$10,282)	\$168,690	0.0%	\$96,018	\$21,877	\$50,795	\$ -
	6131 Custodial Materials	\$77,000	\$0	\$0	\$77,000		\$36,861	\$27,954	\$12,186	\$ -
	6132 Security Materials	\$10,000	\$10,100	\$4,000	\$20,100	0.0%	\$19,799	\$98	\$203	\$ (0)
	6140 Software	\$361,812	\$16,265	\$0	\$378,077	4.5%	\$343,387	\$11,544	\$23,146	\$ 0
	6270 Diesel Fuel	\$86,350	\$0	\$0	\$86,350		\$21,701	\$64,649	\$0	\$ -
	6410 Books	\$169,683	(\$18,751)	(\$800)	\$150,932	-11.1%	\$89,288	\$25,362	\$36,281	\$ 0
	6510 Heating Oil	\$394,630	(\$4,546)	(\$3,460)	\$390,084	-1.2%	\$56,979	\$333,105	\$0	\$ -
	6520 Electricity	\$818,717	\$3,259	\$3,259	\$821,976	0.4%	\$326,242	\$495,734	\$0	\$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	6530 Propane gas	\$5,000	(\$148)	(\$148)	\$4,852	-3.0%	\$763	\$4,089	\$0	\$0
	<i>Group \$ transfer in/(transfer out):</i>	\$2,598,953	(\$47,931)	(\$16,667)	\$2,551,022		\$1,228,531	\$ 1,054,681	\$ 267,810	\$ 0
	<i>Group change %:</i>				(\$47,931)					
					-1.8%					
<b>Equipment (7000's)</b>										
	7300 Equipment	\$242,874	\$27,502	\$13,010	\$270,376	11.3%	\$241,757	\$25,876	\$2,742	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>	\$242,874	\$27,502	\$13,010	\$270,376		\$241,757	\$ 25,876	\$ 2,742	\$ 1
	<i>Group change %:</i>				\$27,502					
					11%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$95,688	(\$1,982)	\$2,850	\$93,707	-2.1%	\$63,837	\$17,894	\$11,976	\$ -
	8900 Other Objects	\$5,395	(\$3,293)	(\$478)	\$2,102	-61.0%	\$7,857	\$12,713	(\$18,468)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>	\$101,083	(\$5,274)	\$2,372	\$95,809		\$71,694	\$ 30,607	\$ (6,492)	\$ -
	<i>Group change %:</i>				(\$5,274)					
					-5.2%					
<b>Revenues (9000's)</b>										
	9200 Technology Revenue	(\$61,556)	\$0	\$0	(\$61,556)		(\$26,439)	\$0	(\$35,117)	\$ -
	9201 Participation Fees, Athletics	(\$65,918)	\$0	\$0	(\$65,918)		(\$25,550)	\$0	(\$40,368)	\$ -
	9202 Gate Receipts, Athletics	(\$14,000)	\$0	\$0	(\$14,000)		\$0	\$0	(\$14,000)	\$ -
	9205 Excess Cost SPED	(\$558,087)	\$0	\$0	(\$558,087)		\$0	\$0	(\$725,410)	\$ 167,323
	9206 Pre School Tuition SPED	(\$82,500)	(\$5,000)	(\$5,000)	(\$87,500)	6.1%	(\$49,700)	\$0	(\$37,800)	\$ -
	9207 Regular Ed. Tuition	(\$35,000)	(\$8,584)	\$0	(\$43,584)	0.0%	(\$17,060)	(\$26,524)	\$0	\$ 0
	9208 Revenue from Town for Fields	(\$38,350)	\$0	\$0	(\$38,350)		(\$11,447)	\$0	(\$26,903)	\$ -
	9209 Parking Fees	(\$30,000)	\$0	\$0	(\$30,000)		(\$30,000)	\$0	\$0	\$ -
	9212 Facility Use Rental	(\$17,500)	\$0	\$0	(\$17,500)		\$0	\$0	(\$17,500)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>	\$ (902,911)	\$ (13,584)	\$ (5,000)	\$ (916,495)		\$ (160,196)	\$ (26,524)	\$ (897,098)	\$ 167,323
	<i>Group change %:</i>				\$ (13,584)					
					2%					
<b>Total:</b>		<b>\$49,907,522</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$49,907,522</b>		<b>\$18,550,024</b>	<b>\$ 25,242,584</b>	<b>\$ 6,981,794</b>	<b>\$ (866,880)</b>

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Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Hurlbutt Elementary</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$3,002,018	(\$19,555)	\$0	\$2,982,462	-0.7%	\$839,179	\$ 2,119,096	\$ 24,187	\$ (0)
	Non Certified Staff	\$328,136	(\$6,171)	\$0	\$321,965	-1.9%	\$117,983	\$ 203,981	\$ -	\$ 0
	Overtime	\$1,500	(\$219)	\$0	\$1,281	-14.6%	\$250	\$ -	\$ 1,031	\$ -
	Certified Stipends	\$18,831	\$0	\$0	\$18,831		\$4,315	\$ 11,711	\$ 2,805	\$ -
		<b>\$3,350,485</b>	<b>(\$25,946)</b>	<b>\$0</b>	<b>\$3,324,539</b>		<b>\$961,728</b>	<b>\$ 2,334,788</b>	<b>\$ 28,022</b>	<b>\$ (0)</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$25,946)</i>					
	<i>Group change %:</i>				<i>-0.8%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
	3309 Professional Technical Services	\$500	(\$500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<b>\$750</b>	<b>(\$500)</b>	<b>\$0</b>	<b>\$250</b>		<b>\$0</b>	<b>\$ -</b>	<b>\$ 250</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$500)</i>					
	<i>Group change %:</i>				<i>-66.7%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$1,590	(\$590)	\$0	\$1,000	-37.1%	\$507	\$ -	\$ 493	\$ -
		<b>\$1,590</b>	<b>(\$590)</b>	<b>\$0</b>	<b>\$1,000</b>		<b>\$507</b>	<b>\$ -</b>	<b>\$ 493</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$590)</i>					
	<i>Group change %:</i>				<i>-37.1%</i>					
<b>Other Services (5000s)</b>										
	5105 Extra Curricular Transportation	\$350	\$0	\$0	\$350		\$0	\$ -	\$ 350	\$ -
	5400 Postage	\$150	\$0	\$0	\$150		\$0	\$ -	\$ 150	\$ -
	5501 Printing	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5800,5802-5880	Travel & Conference	\$750	\$0	\$0	\$750		\$0	\$ -	\$ 750	\$ -
	5801 Mileage Reimbursement	\$300	\$0	\$0	\$300		\$0	\$ -	\$ 300	\$ -
		<u>\$2,050</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,050</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 2,050</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$54,018	(\$1,546)	\$0	\$52,472	-2.9%	\$38,375	\$ 3,979	\$ 10,118	\$ -
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$868	\$ 207	\$ 925	\$ -
	6410 Books	\$17,700	(\$2,622)	\$0	\$15,078	-14.8%	\$8,094	\$ 1,365	\$ 5,619	\$ -
		<u>\$73,718</u>	<u>(\$4,168)</u>	<u>\$0</u>	<u>\$69,550</u>		<u>\$47,337</u>	<u>\$ 5,552</u>	<u>\$ 16,662</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$4,168)</i>					
	<i>Group change %:</i>				<i>-5.7%</i>					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$1,401	(\$1,102)	\$0	\$299	-78.7%	\$79	\$ -	\$ 220	\$ -
		<u>\$1,401</u>	<u>(\$1,102)</u>	<u>\$0</u>	<u>\$299</u>		<u>\$79</u>	<u>\$ -</u>	<u>\$ 220</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,102)</i>					
	<i>Group change %:</i>				<i>-78.7%</i>					
	<b>Total:</b>	<b>\$3,429,994</b>	<b>(\$32,306)</b>	<b>\$0</b>	<b>\$3,397,688</b>		<b>\$1,009,651</b>	<b>\$ 2,340,340</b>	<b>\$ 47,697</b>	<b>\$ (0)</b>

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Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Weston Intermediate School</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$3,540,893	\$38,944	\$0	\$3,579,837	1.1%	\$1,049,280	\$ 2,513,511	\$ 17,047	\$ (0)
	Non Certified Staff	\$232,909	\$1,432	\$0	\$234,341	0.6%	\$78,385	\$ 155,956	\$ -	\$ (0)
	Overtime	\$750	\$0	\$0	\$750		\$263	\$ -	\$ 487	\$ -
	Certified Stipends	\$36,781	(\$4,257)	\$0	\$32,524	-11.6%	\$4,576	\$ 11,450	\$ 16,498	\$ -
		\$3,811,333	\$36,119	\$0	\$3,847,452		\$1,132,504	\$ 2,680,916	\$ 34,031	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$36,119					
	<i>Group change %:</i>				0.9%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$210	\$0	\$0	\$210	100.0%	\$0	\$ -	\$ 210	\$ -
	3309 Professional Technical Services	\$900	\$0	\$0	\$900	100.0%	\$360	\$ -	\$ 540	\$ -
		\$1,110	\$0	\$0	\$1,110		\$360	\$ -	\$ 750	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				100.0%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$1,695	(\$300)	\$0	\$1,395	-17.7%	\$0	\$ 475	\$ 920	\$ -
		\$1,695	(\$300)	\$0	\$1,395		\$0	\$ 475	\$ 920	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$300)					
	<i>Group change %:</i>				-17.7%					
<b>Other Services (5000s)</b>										
	5501 Printing	\$1,000	\$0	\$0	\$1,000		\$163	\$ -	\$ 837	\$ -
	5800,5802-5880 Travel & Conference	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -
	5801 Mileage Reimbursement	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		\$1,750	\$0	\$0	\$1,750		\$163	\$ -	\$ 1,587	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
6110	Materials	\$40,676	(\$1,197)	\$0	\$39,479	-2.9%	\$17,534	\$ 7,708	\$ 14,237	\$ 0
6120	Office Materials	\$2,000	(\$408)	\$0	\$1,592	-20.4%	\$510	\$ 325	\$ 757	\$ (0)
6410	Books	\$36,314	(\$4,112)	\$0	\$32,202	-11.3%	\$13,273	\$ 15,334	\$ 3,594	\$ 1
		<u>\$78,990</u>	<u>(\$5,717)</u>	<u>\$0</u>	<u>\$73,273</u>		<u>\$31,318</u>	<u>\$ 23,367</u>	<u>\$ 18,588</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,717)					
	<i>Group change %:</i>				-7.2%					
<b>Other Objects (8000's)</b>										
8100	Dues, Fees and Memberships	\$1,324	(\$100)	\$0	\$1,224	-7.6%	\$350	\$ -	\$ 874	\$ -
		<u>\$1,324</u>	<u>(\$100)</u>	<u>\$0</u>	<u>\$1,224</u>		<u>\$350</u>	<u>\$ -</u>	<u>\$ 874</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$100)					
	<i>Group change %:</i>				-7.6%					
<b>Total:</b>		<u><b>\$3,896,202</b></u>	<u><b>\$30,002</b></u>	<u><b>\$0</b></u>	<u><b>\$3,926,204</b></u>		<u><b>\$1,164,695</b></u>	<u><b>\$ 2,704,758</b></u>	<u><b>\$ 56,750</b></u>	<u><b>\$ 0</b></u>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Weston Middle School</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$4,376,427	\$93,699	\$0	\$4,470,125	2.1%	\$1,301,797	\$ 3,133,518	\$ 34,809	\$ 0
	Non Certified Staff	\$197,284	\$8,824	\$0	\$206,108	4.5%	\$68,004	\$ 138,104	\$ -	\$ -
	Overtime	\$0	\$0	\$0	\$0	0.0%	\$0	\$ -	\$ -	\$ -
	Certified Stipends	\$139,955	\$0	\$0	\$139,955		\$23,054	\$ 19,516	\$ 97,385	\$ (0)
		<b>\$4,713,666</b>	<b>\$102,523</b>	<b>\$0</b>	<b>\$4,816,188</b>		<b>\$1,392,855</b>	<b>\$ 3,291,138</b>	<b>\$ 132,194</b>	<b>\$ 0</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$102,523</i>					
	<i>Group change %:</i>				<i>2.2%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$1,610	\$0	\$0	\$1,610		\$105	\$ -	\$ 1,505	\$ -
	3309 Professional Technical Services	\$3,920	\$0	\$0	\$3,920		\$1,154	\$ 142	\$ 2,625	\$ -
		<b>\$5,530</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,530</b>		<b>\$1,259</b>	<b>\$ 142</b>	<b>\$ 4,130</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$6,220	(\$2,035)	\$0	\$4,185	-32.7%	\$1,492	\$ 630	\$ 2,063	\$ -
		<b>\$6,220</b>	<b>(\$2,035)</b>	<b>\$0</b>	<b>\$4,185</b>		<b>\$1,492</b>	<b>\$ 630</b>	<b>\$ 2,063</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,035)</i>					
	<i>Group change %:</i>				<i>-32.7%</i>					
<b>Other Services (5000s)</b>										
	5105 Extra Curricular Transporation	\$8,115	(\$812)	\$0	\$7,304	-10.0%	\$478	\$ -	\$ 6,825	\$ -
	5400 Postage	\$297	\$0	\$0	\$297		\$0	\$ -	\$ 297	\$ -
	5501 Printing	\$3,213	(\$484)	\$0	\$2,729	-15.1%	\$0	\$ -	\$ 2,729	\$ 0
	5600 Tuition	\$2,755	\$0	\$0	\$2,755		\$300	\$ 935	\$ 1,521	\$ -
	5800,5802-5880 Travel & Conference	\$1,020	(\$1,020)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5801	Mileage Reimbursement	\$555	\$0	\$0	\$555		\$0	\$ 172	\$ 383	\$ -
		\$15,955	(\$2,316)	\$0	\$13,640		\$778	\$ 1,107	\$ 11,754	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,316)					
	<i>Group change %:</i>				-14.5%					
<b>Supplies &amp; Materials (6000's)</b>										
6110	Materials	\$73,239	(\$8,229)	\$0	\$65,010	-11.2%	\$28,078	\$ 9,802	\$ 27,129	\$ -
6120	Office Materials	\$3,633	(\$798)	\$0	\$2,835	-22.0%	\$1,224	\$ 199	\$ 1,413	\$ (0)
6410	Books	\$26,174	(\$4,395)	\$0	\$21,779	-16.8%	\$9,575	\$ 7,947	\$ 4,258	\$ (0)
		\$103,046	(\$13,422)	\$0	\$89,624		\$38,877	\$ 17,948	\$ 32,800	\$ (1)
	<i>Group \$ transfer in/(transfer out):</i>				(\$13,422)					
	<i>Group change %:</i>				-13.0%					
<b>Equipment (7000's)</b>										
7300	Equipment	\$3,050	\$1,417	\$0	\$4,467	46.5%	\$4,467	\$ -	\$ -	\$ -
		\$3,050	\$1,417	\$0	\$4,467		\$4,467	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$1,417					
	<i>Group change %:</i>				46%					
<b>Other Objects (8000's)</b>										
8100	Dues, Fees and Memberships	\$9,027	(\$823)	\$0	\$8,204	-9.1%	\$3,035	\$ 506	\$ 4,663	\$ -
		\$9,027	(\$823)	\$0	\$8,204		\$3,035	\$ 506	\$ 4,663	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$823)					
	<i>Group change %:</i>				-9.1%					
<b>Total:</b>		<b>\$4,856,494</b>	<b>\$85,344</b>	<b>\$0</b>	<b>\$4,941,838</b>		<b>\$1,442,763</b>	<b>\$ 3,311,470</b>	<b>\$ 187,605</b>	<b>\$ (1)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Weston High School</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$5,961,972	(\$133,176)	\$0	\$5,828,795	-2.2%	\$1,684,794	\$ 4,120,728	\$ 23,274	\$ (0.00)
	Non Certified Staff	\$265,449	\$6,959	\$0	\$272,408	2.6%	\$94,787	\$ 141,160	\$ 36,461	\$ -
	Overtime	\$250	\$0	\$0	\$250		\$167	\$ -	\$ 83	\$ -
	Certified Stipends	\$139,499	\$1,200	\$0	\$140,699	0.9%	\$17,849	\$ -	\$ 122,851	\$ -
		<u>\$6,367,170</u>	<u>(\$125,017)</u>	<u>\$0</u>	<u>\$6,242,153</u>		<u>\$1,797,597</u>	<u>\$ 4,261,888</u>	<u>\$ 182,668</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$125,017)</i>					
	<i>Group change %:</i>				<i>-2.0%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$2,050	(\$200)	\$0	\$1,850	-9.8%	\$715	\$ -	\$ 1,135	\$ -
	3309 Professional Technical Services	\$8,925	(\$200)	\$0	\$8,725	-2.2%	\$3,261	\$ -	\$ 5,464	\$ -
		<u>\$10,975</u>	<u>(\$400)</u>	<u>\$0</u>	<u>\$10,575</u>		<u>\$3,976</u>	<u>\$ -</u>	<u>\$ 6,599</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$400)</i>					
	<i>Group change %:</i>				<i>-3.6%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$9,305	(\$1,801)	\$0	\$7,504	-19.4%	\$4,424	\$ -	\$ 3,081	\$ (0)
	4400 Equipment Rental	\$3,590	\$0	\$0	\$3,590		\$0	\$ -	\$ 3,590	\$ -
		<u>\$12,895</u>	<u>(\$1,801)</u>	<u>\$0</u>	<u>\$11,094</u>		<u>\$4,424</u>	<u>\$ -</u>	<u>\$ 6,671</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,801)</i>					
	<i>Group change %:</i>				<i>-14.0%</i>					
<b>Other Services (5000s)</b>										
	5100 Regular Transportation	\$3,813	(\$554)	\$0	\$3,259	-14.5%	\$246	\$ -	\$ 3,013	\$ (0)
	5400 Postage	\$89	(\$89)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5501 Printing	\$13,999	(\$709)	\$0	\$13,290	-5.1%	\$7,793	\$ -	\$ 5,497	\$ -
	5600 Tuition	\$0	\$4,700	\$4,700	\$4,700		\$4,700	\$ -	\$ -	\$ -

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Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5800,5802-5880	Travel & Conference	\$2,000	\$0	\$0	\$2,000		\$0	\$ -	\$ 2,000	\$ -
	5801 Mileage Reimbursement	\$2,750	\$0	\$0	\$2,750		\$394	\$ -	\$ 2,356	\$ -
	5900 Other Purchased Services	\$1,200	\$0	\$0	\$1,200		\$111	\$ -	\$ 1,089	\$ -
		<u>\$23,851</u>	<u>\$3,348</u>	<u>\$4,700</u>	<u>\$27,199</u>		<u>\$13,244</u>	<u>\$ -</u>	<u>\$ 13,955</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$3,348					
	Group change %:				14.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$136,921	(\$10,567)	(\$5,290)	\$126,354	-7.7%	\$78,044	\$ 15,225	\$ 33,086	\$ -
	6120 Office Materials	\$7,101	(\$2,377)	\$0	\$4,724	-33.5%	\$2,494	\$ 45	\$ 2,186	\$ -
	6410 Books	\$33,021	(\$2,222)	\$600	\$30,799	-6.7%	\$25,846	\$ 679	\$ 4,273	\$ -
		<u>\$177,043</u>	<u>(\$15,166)</u>	<u>(\$4,690)</u>	<u>\$161,877</u>		<u>\$106,383</u>	<u>\$ 15,949</u>	<u>\$ 39,545</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				(\$15,166)					
	Group change %:				-8.6%					
<b>Equipment (7000's)</b>										
	7300 Equipment	\$750	(\$750)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$750</u>	<u>(\$750)</u>	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				(\$750)					
	Group change %:				-100%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$14,687	(\$1,079)	\$0	\$13,609	-7.3%	\$11,031	\$ 235	\$ 2,343	\$ -
	8900 Other Objects	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		<u>\$14,687</u>	<u>(\$1,079)</u>	<u>\$0</u>	<u>\$13,609</u>		<u>\$11,031</u>	<u>\$ 235</u>	<u>\$ 2,343</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				(\$1,079)					
	Group change %:				-7.3%					
<b>Revenues (9000's)</b>										
	9209 Parking Fees	\$ (30,000)	\$ -	\$0	(\$30,000)		(\$30,000)	\$ -	\$ -	\$ -
		<u>\$ (30,000)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$ (30,000)</u>		<u>\$ (30,000)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					

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Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Total:</b>		<b>\$6,577,371</b>	<b>(\$140,864)</b>	<b>\$10</b>	<b>\$6,436,506</b>		<b>\$1,906,655</b>	<b>\$ 4,278,072</b>	<b>\$ 251,780</b>	<b>\$ (0)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Athletics</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$154,248	\$0	\$0	\$154,248		\$65,258	\$ 88,989	\$ -	\$ 1
	Non Certified Staff	\$51,992	\$1,090	\$0	\$53,082	2.1%	\$19,804	\$ 33,278	\$ -	\$ (0)
	Certified Stipends	\$375,096	(\$5,501)	\$0	\$369,596	-1.5%	\$124,259	\$ -	\$ 245,337	\$ (1)
	Non Certified Stipends	\$78,853	(\$2,971)	\$0	\$75,883	-3.8%	\$26,526	\$ -	\$ 49,357	\$ (1)
		<u>\$660,189</u>	<u>(\$7,382)</u>	<u>\$0</u>	<u>\$652,808</u>		<u>\$235,846</u>	<u>\$ 122,267</u>	<u>\$ 294,694</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$7,382)</i>					
	<i>Group change %:</i>				<i>-1.1%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3239 Other Pupil Services	\$3,500	(\$220)	\$0	\$3,280	-6.3%	\$3,280	\$ -	\$ -	\$ -
	3308 Police/Fire	\$5,150	\$0	\$0	\$5,150		\$505	\$ 870	\$ 3,775	\$ -
	3310 Sports Officials	\$47,439	\$0	\$0	\$47,439		\$47,439	\$ -	\$ -	\$ -
		<u>\$56,089</u>	<u>(\$220)</u>	<u>\$0</u>	<u>\$55,869</u>		<u>\$51,224</u>	<u>\$ 870</u>	<u>\$ 3,775</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$220)</i>					
	<i>Group change %:</i>				<i>-0.4%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$20,000	(\$2,117)	\$0	\$17,884	-10.6%	\$380	\$ 11,155	\$ 6,349	\$ (0)
		<u>\$20,000</u>	<u>(\$2,117)</u>	<u>\$0</u>	<u>\$17,884</u>		<u>\$380</u>	<u>\$ 11,155</u>	<u>\$ 6,349</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,117)</i>					
	<i>Group change %:</i>				<i>-10.6%</i>					
<b>Other Services (5000s)</b>										
	5104 Athletic Transportation	\$84,853	\$0	\$0	\$84,853		\$14,314	\$ 70,539	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5202	Athletic Insurance	\$29,939	(\$5,617)	\$0	\$24,322	-18.8%	\$24,322	\$ -	\$ -	\$ -
5800,5802-5880	Travel & Conference	\$5,100	\$0	\$0	\$5,100		\$2,100	\$ -	\$ 3,000	\$ -
		\$119,892	(\$5,617)	\$0	\$114,275		\$40,736	\$ 70,539	\$ 3,000	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,617)					
	<i>Group change %:</i>				-4.7%					
<b>Supplies &amp; Materials (6000's)</b>										
6110	Materials	\$57,750	\$0	\$0	\$57,750		\$16,774	\$ 6,636	\$ 34,340	\$ -
		\$57,750	\$0	\$0	\$57,750		\$16,774	\$ 6,636	\$ 34,340	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Other Objects (8000's)</b>										
8100	Dues, Fees and Memberships	\$17,385	\$0	\$0	\$17,385		\$16,135	\$ -	\$ 1,250	\$ -
8900	Other Objects	(\$21,000)	\$0	\$0	(\$21,000)		\$0	\$ -	\$ (21,000)	\$ -
		(\$3,615)	\$0	\$0	(\$3,615)		\$16,135	\$ -	\$ (19,750)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Revenues (9000's)</b>										
9201	Participation Fees, Athletics	\$ (65,918)	\$0	\$0	(\$65,918)		(\$25,550)	\$ -	\$ (40,368)	\$ -
9202	Gate Receipts, Athletics	\$ (14,000)	\$0	\$0	(\$14,000)		\$0	\$ -	\$ (14,000)	\$ -
9212	Facility Use Rental	\$ (17,500)	\$0	\$0	(\$17,500)		\$0	\$ -	\$ (17,500)	\$ -
		\$ (97,418)	\$0	\$0	(\$97,418)		\$ (25,550)	\$ -	\$ (71,868)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
<b>Total:</b>		<b>\$812,887</b>	<b>(\$15,335)</b>	<b>\$0</b>	<b>\$797,552</b>		<b>\$335,547</b>	<b>\$ 211,466</b>	<b>\$ 250,540</b>	<b>\$ (0)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Copy Center</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$45,362	\$5,935	\$0	\$51,297	13.1%	\$17,657	\$ 29,706	\$ 3,933	\$ (0)
		\$45,362	\$5,935	\$0	\$51,297		\$17,657	\$ 29,706	\$ 3,933	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$5,935					
	<i>Group change %:</i>				13.1%					
<b>Property Services (4000s)</b>										
	4400 Equipment Rental	\$130,452	\$2,853	\$0	\$133,305	2.2%	\$52,980	\$ 80,325	\$ -	\$ (0)
		\$130,452	\$2,853	\$0	\$133,305		\$52,980	\$ 80,325	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$2,853					
	<i>Group change %:</i>				2.2%					
<b>Other Services (5000s)</b>										
	5400 Postage	\$18,650	\$2,331	\$0	\$20,981	12.5%	\$12,773	\$ 8,203	\$ 5	\$ (0)
		\$18,650	\$2,331	\$0	\$20,981		\$12,773	\$ 8,203	\$ 5	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$2,331					
	<i>Group change %:</i>				12.5%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$14,450	(\$2,076)	\$0	\$12,374	-14.4%	\$7,583	\$ 4,462	\$ 330	\$ 0
		\$14,450	(\$2,076)	\$0	\$12,374		\$7,583	\$ 4,462	\$ 330	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,076)					
	<i>Group change %:</i>				-14.4%					
	<b>Total:</b>	<b>\$208,914</b>	<b>\$9,043</b>	<b>\$0</b>	<b>\$217,957</b>		<b>\$90,993</b>	<b>\$ 122,696</b>	<b>\$ 4,268</b>	<b>\$ (1)</b>

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Curriculum &amp; Instruction</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$827,017	\$2,595	(\$2,500)	\$829,612	0.3%	\$283,061	\$ 520,990	\$ 25,562	\$ (0)
	Non Certified Staff	\$63,500	\$1,271	\$0	\$64,771	2.0%	\$27,403	\$ -	\$ 37,368	\$ -
	Certified Stipends	\$82,051	(\$140)	\$0	\$81,911	-0.2%	\$23,082	\$ 58,829	\$ -	\$ (0)
		<u>\$972,568</u>	<u>\$3,727</u>	<u>(\$2,500)</u>	<u>\$976,295</u>		<u>\$333,546</u>	<u>\$ 579,819</u>	<u>\$ 62,930</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$3,727</i>					
	<i>Group change %:</i>				<i>0.4%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
3220/3221	Consulting Services	\$67,900	\$7,087	\$6,500	\$74,987	10.4%	\$56,506	\$ 10,362	\$ 8,119	\$ -
3235	Testing	\$31,600	(\$4,298)	(\$2,700)	\$27,302	-13.6%	\$19,933	\$ 6,342	\$ 1,028	\$ (0)
		<u>\$99,500</u>	<u>\$2,789</u>	<u>\$3,800</u>	<u>\$102,289</u>		<u>\$76,439</u>	<u>\$ 16,703</u>	<u>\$ 9,147</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$2,789</i>					
	<i>Group change %:</i>				<i>2.8%</i>					
<b>Property Services (4000s)</b>										
<b>Other Services (5000s)</b>										
5800,5802-5880	Travel & Conference	\$46,480	(\$14,059)	(\$4,050)	\$32,421	-30.2%	\$16,729	\$ 2,108	\$ 13,584	\$ -
5801	Mileage Reimbursement	\$6,000	\$0	\$0	\$6,000		\$2,500	\$ -	\$ 3,500	\$ -
5900	Other Purchased Services	\$5,600	\$472	\$50	\$6,072	8.4%	\$3,881	\$ 2,192	\$ -	\$ (0)
		<u>\$58,080</u>	<u>(\$13,587)</u>	<u>(\$4,000)</u>	<u>\$44,493</u>		<u>\$23,109</u>	<u>\$ 4,300</u>	<u>\$ 17,084</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$13,587)</i>					
	<i>Group change %:</i>				<i>-23.4%</i>					
<b>Supplies &amp; Materials (6000's)</b>										

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6110 Materials	\$4,600	\$0	\$0	\$4,600		\$2,936	\$ 288	\$ 1,376	\$ -
	6120 Office Materials	\$5,825	(\$814)	\$0	\$5,011	-14.0%	\$1,907	\$ 1,185	\$ 1,919	\$ -
	6410 Books	\$49,974	(\$0)	\$0	\$49,974	0.0%	\$32,500	\$ -	\$ 17,473	\$ -
		<u>\$60,399</u>	<u>(\$814)</u>	<u>\$0</u>	<u>\$59,585</u>		<u>\$37,343</u>	<u>\$ 1,473</u>	<u>\$ 20,769</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$814)					
	<i>Group change %:</i>				-1.3%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$19,810	\$2,700	\$2,700	\$22,510	13.6%	\$11,914	\$ 10,550	\$ 46	\$ -
		<u>\$19,810</u>	<u>\$2,700</u>	<u>\$2,700</u>	<u>\$22,510</u>		<u>\$11,914</u>	<u>\$ 10,550</u>	<u>\$ 46</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$2,700					
	<i>Group change %:</i>				13.6%					
	<b>Total:</b>	<u><u>\$1,210,357</u></u>	<u><u>(\$5,186)</u></u>	<u><u>\$0</u></u>	<u><u>\$1,205,171</u></u>		<u><u>\$482,351</u></u>	<u><u>\$ 612,845</u></u>	<u><u>\$ 109,975</u></u>	<u><u>\$ (1)</u></u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
<b>District Wide</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$63,520	(\$63,520)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Turnover Savings	(\$189,200)	\$189,200	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Salary Differential	\$200,425	(\$180,915)	\$0	\$19,510	-90.3%	\$0	\$ -	\$ 9,573	\$ 9,937
		\$74,745	(\$55,235)	\$0	\$19,510		\$0	\$ -	\$ 9,573	\$ 9,937
	<i>Group \$ transfer in/(transfer out):</i>				(\$55,235)					
	<i>Group change %:</i>				-73.9%					
<b>Other Services (5000s)</b>										
	5200 General Liability Insurance	\$91,100	\$17,440	\$0	\$108,540	19.1%	\$108,540	\$ -	\$ -	\$ (0)
		\$91,100	\$17,440	\$0	\$108,540		\$108,540	\$ -	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$17,440					
	<i>Group change %:</i>				19.1%					
<b>Revenues (9000's)</b>										
	9207 Regular Ed. Tuition	\$ (35,000)	(\$8,584)	\$0	(\$43,584)		(\$17,060)	\$ (26,524)	\$ -	\$ 0
	9990 Unallocated	\$ -	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$ (35,000)	(\$8,584)	\$ -	(\$43,584)		\$ (17,060)	\$ (26,524)	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$8,584)					
	<i>Group change %:</i>				0.0%					
	<b>Total:</b>	<b>\$130,845</b>	<b>(\$46,379)</b>	<b>\$0</b>	<b>\$84,466</b>		<b>\$91,480</b>	<b>\$ (26,524)</b>	<b>\$ 9,573</b>	<b>\$ 9,937</b>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Repor Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
<b>District Administration</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$621,975	\$13,769	\$0	\$635,744	2.2%	\$268,969	\$ 366,776	\$ -	\$ -
	Non Certified Staff	\$394,853	\$13,127	\$0	\$407,980	3.3%	\$187,299	\$ -	\$ 220,680	\$ -
	Overtime	\$1,000	\$0	\$0	\$1,000		\$103	\$ -	\$ 897	\$ -
	Non Certified Stipends	\$6,000	\$0	\$0	\$6,000		\$2,500	\$ -	\$ 3,500	\$ -
		<u>\$1,023,828</u>	<u>\$26,896</u>	<u>\$0</u>	<u>\$1,050,724</u>		<u>\$458,871</u>	<u>\$ 366,776</u>	<u>\$ 225,078</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$26,896					
	<i>Group change %:</i>				2.6%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3303 Management Services	\$15,000	(\$1,635)	(\$500)	\$13,365	-10.9%	\$6,942	\$ 5,752	\$ 671	\$ 0
	3306 Legal Fees	\$50,000	\$0	\$0	\$50,000		\$37,260	\$ 12,741	\$ 7,260	\$ (7,260)
	3309 Professional Technical Services	\$16,000	\$274	\$2,774	\$16,274	1.7%	\$4,965	\$ 11,309	\$ -	\$ -
		<u>\$81,000</u>	<u>(\$1,361)</u>	<u>\$2,274</u>	<u>\$79,639</u>		<u>\$49,166</u>	<u>\$ 29,802</u>	<u>\$ 7,931</u>	<u>\$ (7,260)</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,361)					
	<i>Group change %:</i>				-1.7%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$750	(\$106)	\$0	\$644	-14.1%	\$0	\$ -	\$ 644	\$ -
		<u>\$750</u>	<u>(\$106)</u>	<u>\$0</u>	<u>\$644</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 644</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$106)					
	<i>Group change %:</i>				-14.1%					
<b>Other Services (5000s)</b>										
	5400 Postage	\$2,500	(\$251)	(\$5)	\$2,249	-10.0%	\$928	\$ 1,321	\$ -	\$ (0)
	5500 Advertising	\$8,000	(\$2,050)	(\$550)	\$5,950	-25.6%	\$137	\$ -	\$ 5,813	\$ -
	5501 Printing	\$1,250	(\$1,250)	(\$42)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$12,500	\$109	\$0	\$12,609	0.9%	\$5,109	\$ -	\$ 7,500	\$ -
		<u>\$24,250</u>	<u>(\$3,442)</u>	<u>(\$597)</u>	<u>\$20,808</u>		<u>\$6,174</u>	<u>\$ 1,321</u>	<u>\$ 13,313</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$3,442)					24

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	<i>Group change %:</i>				-14.2%					
<b>Supplies &amp; Materials (6000's)</b>										
	6120 Office Materials	\$16,185	\$26	\$861	\$16,211	0.2%	\$6,812	\$ 8,748	\$ 650	\$ 0
		<u>\$16,185</u>	<u>\$26</u>	<u>\$861</u>	<u>\$16,211</u>		<u>\$6,812</u>	<u>\$ 8,748</u>	<u>\$ 650</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$26					
	<i>Group change %:</i>				0.2%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$24,554	\$322	\$50	\$24,876	1.3%	\$18,323	\$ 6,553	\$ -	\$ -
	8900 <i>Other Objects</i>	\$12,395	\$423	\$95	\$12,818	3.4%	\$3,822	\$ 8,112	\$ 885	\$ -
		<u>\$36,949</u>	<u>\$745</u>	<u>\$145</u>	<u>\$37,694</u>		<u>\$22,145</u>	<u>\$ 14,665</u>	<u>\$ 885</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$745					
	<i>Group change %:</i>				2.0%					
	<b>Total:</b>	<u><u>\$1,182,962</u></u>	<u><u>\$22,758</u></u>	<u><u>\$2,683</u></u>	<u><u>\$1,205,720</u></u>		<u><u>\$543,168</u></u>	<u><u>\$ 421,312</u></u>	<u><u>\$ 248,501</u></u>	<u><u>\$ (7,260)</u></u>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Employee Benefits</b>										
<b>Benefits (2000's)</b>										
	2000 Health Insurance	\$6,801,846	\$0	\$0	\$6,801,846		\$2,834,103	\$ -	\$ 3,967,744	\$ -
	2001 Social Security	\$547,021	\$6,459	\$0	\$553,480	1.2%	\$188,015	\$ -	\$ 365,465	\$ (0)
	2002 Medicare	\$454,317	\$0	\$0	\$454,317		\$136,268	\$ -	\$ 318,049	\$ -
	2003 Workers Compensation	\$230,275	(\$20,800)	\$0	\$209,475	-9.0%	\$209,475	\$ -	\$ -	\$ -
	2004 Unemployment Compensation	\$46,332	(\$15,568)	\$0	\$30,764	-33.6%	\$2,764	\$ 28,000	\$ -	\$ -
	2005 Early Retirement Incentive	\$138,527	\$28,820	\$0	\$167,347	20.8%	\$167,347	\$ -	\$ -	\$ (0)
	2007 Pension Contributions	\$888,163	\$13,614	\$0	\$901,777	1.5%	\$321,137	\$ -	\$ 580,639	\$ 0
	2010 Tuition Reimbursement	\$75,000	(\$20,000)	\$0	\$55,000	-26.7%	\$1,717	\$ -	\$ 53,283	\$ 0
	2011 Life Insurance	\$92,700	(\$2,000)	\$0	\$90,700	-2.2%	\$37,459	\$ 53,241	\$ -	\$ -
	2012 Disability Insurance	\$18,928	\$640	\$0	\$19,568	3.4%	\$8,036	\$ 11,532	\$ -	\$ -
	2014 Sick Bank	\$45,000	\$0	\$0	\$45,000		\$0	\$ -	\$ 45,000	\$ -
		<u>\$9,338,109</u>	<u>(\$8,835)</u>	<u>\$0</u>	<u>\$9,329,274</u>		<u>\$3,906,321</u>	<u>\$ 92,773</u>	<u>\$ 5,330,180</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$8,835)</i>					
	<i>Group change %:</i>				<i>-0.1%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3303 Management Services	\$7,500	(\$1,044)	\$73	\$6,456	-13.9%	\$6,456	\$ -	\$ -	\$ 0
		<u>\$7,500</u>	<u>(\$1,044)</u>	<u>\$73</u>	<u>\$6,456</u>		<u>\$6,456</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,044)</i>					
	<i>Group change %:</i>				<i>-13.9%</i>					
<b>Property Services (4000s)</b>										
	<b>Total:</b>	<u><b>\$9,345,609</b></u>	<u><b>(\$9,879)</b></u>	<u><b>\$73</b></u>	<u><b>\$9,335,730</b></u>		<u><b>\$3,912,777</b></u>	<u><b>\$ 92,773</b></u>	<u><b>\$ 5,330,180</b></u>	<u><b>\$ 0</b></u>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Facilities</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$1,260,767	(\$19,198)	\$0	\$1,241,569	-1.5%	\$474,096	\$ 704,238	\$ 63,235	\$ 0
	Overtime	\$134,376	\$15,055	\$0	\$149,431	11.2%	\$70,833	\$ -	\$ 78,598	\$ 0
	Non Certified Stipends	\$68,530	(\$2,014)	\$0	\$66,516	-2.9%	\$23,469	\$ 39,048	\$ 4,000	\$ (0)
		<u>\$1,463,673</u>	<u>(\$6,157)</u>	<u>\$0</u>	<u>\$1,457,516</u>		<u>\$568,397</u>	<u>\$ 743,286</u>	<u>\$ 145,833</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$6,157)</i>					
	<i>Group change %:</i>				<i>-0.4%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3304 License Fees-Facilities	\$3,500	\$0	\$0	\$3,500		\$435	\$ -	\$ 3,065	\$ -
	3309 Professional Technical Services	\$4,250	\$0	\$0	\$4,250		\$1,540	\$ 1,540	\$ 1,170	\$ -
		<u>\$7,750</u>	<u>\$0</u>	<u>\$0</u>	<u>\$7,750</u>		<u>\$1,975</u>	<u>\$ 1,540</u>	<u>\$ 4,235</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Property Services (4000s)</b>										
	4200 Cleaning Services	\$597,008	(\$5,152)	\$0	\$591,856	-0.9%	\$242,607	\$ 349,250	\$ -	\$ (0)
	4202 Rubbish Removal	\$78,245	(\$13,280)	\$0	\$64,965	-17.0%	\$22,657	\$ 42,308	\$ -	\$ -
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$5,250		\$1,500	\$ 3,400	\$ 350	\$ -
	4204 Exterminator	\$8,000	\$0	\$0	\$8,000		\$3,100	\$ 2,900	\$ 2,000	\$ -
	4302 Equipment Repairs	\$65,728	(\$5,476)	\$0	\$60,252	-8.3%	\$26,755	\$ 846	\$ 32,651	\$ -
	4400 Equipment Rental	\$21,110	\$0	\$0	\$21,110		\$8,153	\$ 8,633	\$ 4,325	\$ -
	4401 Rental of Facilities	\$20,575	\$0	\$0	\$20,575		\$1,684	\$ 2,091	\$ -	\$ 16,800
	4500 Repair Allowance	\$127,000	(\$995)	(\$1,574)	\$126,005	-0.8%	\$83,578	\$ 27,001	\$ 15,426	\$ -
	4508 Generator Repairs	\$3,420	\$0	\$0	\$3,420		\$2,424	\$ 996	\$ -	\$ (0)
	4509 Septic Cleaning	\$7,511	(\$11)	(\$11)	\$7,500	-0.1%	\$6,183	\$ 1,317	\$ -	\$ -
	4510 Asbestos Abatement	\$5,000	\$0	\$0	\$5,000		\$0	\$ -	\$ 5,000	\$ -
	4511 Elevator Contract	\$14,350	\$0	\$0	\$14,350		\$8,830	\$ 5,520	\$ -	\$ (0)
	4512 Emergency Lights	\$11,570	(\$5,528)	(\$900)	\$6,042	-47.8%	\$0	\$ -	\$ 6,042	\$ -
	4513 Generator Contract	\$7,430	\$0	\$0	\$7,430		\$3,715	\$ 3,715	\$ -	\$ -
	4514 Fire Alarm System	\$30,000	(\$2,883)	\$0	\$27,118	-9.6%	\$0	\$ 18,270	\$ 8,848	\$ -
	4515 Fire Protection System	\$9,025	\$0	\$0	\$9,025		\$479	\$ 3,071	\$ 5,475	\$ -
	4516 UST Testing	\$6,896	(\$696)	\$0	\$6,200	-10.1%	\$0	\$ 6,200	\$ -	\$ -

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Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$2,394	\$ 2,465	\$ -	\$ (0)
	4518 Sewer System Plant Maintenance	\$127,769	\$0	\$0	\$127,769		\$52,194	\$ 75,575	\$ -	\$ -
	4530 Parks & Recreation	\$63,806	\$0	\$0	\$63,806		\$9,238	\$ 54,568	\$ -	\$ -
	4531 Drain System	\$5,575	\$0	\$0	\$5,575		\$753	\$ 420	\$ 4,403	\$ -
	4533 Glass Replacement	\$5,000	\$0	\$0	\$5,000		\$0	\$ 4,000	\$ 1,000	\$ -
	4534 Roof Repair	\$6,500	\$6,035	\$6,035	\$12,535	92.8%	\$5,613	\$ 6,460	\$ 462	\$ -
	4535 Window Treatments	\$3,000	(\$900)	\$0	\$2,100	-30.0%	\$0	\$ -	\$ 2,100	\$ -
	4536 Air Filter HVAC System	\$4,500	\$0	\$0	\$4,500		\$0	\$ -	\$ 4,500	\$ -
	4538 Chiller Contract	\$12,000	\$0	\$0	\$12,000		\$8,567	\$ 1,407	\$ 2,026	\$ -
	4539 Energy Management System	\$20,310	\$0	\$0	\$20,310		\$20,310	\$ -	\$ -	\$ -
	4540 Athletic Facilities Repairs	\$8,000	\$0	\$0	\$8,000		\$385	\$ -	\$ 7,615	\$ -
	4542 Contracted Services	\$22,850	\$6,001	\$0	\$28,851	26.3%	\$28,851	\$ -	\$ -	\$ -
	4543 Paving	\$6,500	\$4,800	\$0	\$11,300	73.8%	\$11,300	\$ -	\$ -	\$ -
	4600 Special Projects	\$24,500	(\$550)	(\$1)	\$23,950	-2.2%	\$12,077	\$ 2,475	\$ -	\$ 9,398
	4602 Tree Service	\$11,000	\$0	\$0	\$11,000		\$5,500	\$ -	\$ 5,500	\$ -
	4603 Exterior Lighting	\$2,800	(\$2,800)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4604 Snow Plowing	\$12,500	\$0	\$0	\$12,500		\$0	\$ -	\$ 12,500	\$ -
	4605 Signage	\$2,500	\$0	\$0	\$2,500		\$270	\$ -	\$ 2,230	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
	4610 Playground Repairs	\$5,000	\$0	\$0	\$5,000		\$1,840	\$ -	\$ 3,160	\$ -
	4702 Locks/Keys	\$8,500	\$0	\$0	\$8,500		\$2,085	\$ 3,915	\$ 2,500	\$ -
	4705 United Alarm	\$650	\$0	\$0	\$650		\$0	\$ -	\$ 650	\$ -
		\$1,379,236	(\$21,435)	\$3,549	\$1,357,801		\$573,040	\$ 626,803	\$ 131,762	\$ 26,197
	<i>Group \$ transfer in/(transfer out):</i>				(\$21,435)					
	<i>Group change %:</i>				-1.6%					
<b>Other Services (5000s)</b>										
	5205 Property Insurance	\$109,405	(\$15,333)	\$0	\$94,072	-14.0%	\$94,072	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$1,250	\$ -	\$ 1,750	\$ -
	5900 Other Purchased Services	\$15,585	\$1	\$0	\$15,586	0.0%	\$15,586	\$ -	\$ -	\$ -
		\$127,990	(\$15,333)	\$0	\$112,658		\$110,908	\$ -	\$ 1,750	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$15,333)					
	<i>Group change %:</i>				-12.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6130 Maintenance Materials	\$177,144	(\$8,454)	(\$10,282)	\$168,690	-4.8%	\$96,018	\$ 21,877	\$ 50,795	\$ -
	6131 Custodial Materials	\$77,000	\$0	\$0	\$77,000		\$36,861	\$ 27,954	\$ 12,186	\$ -
	6510 Heating	\$394,630	(\$4,546)	(\$3,460)	\$390,084	-1.2%	\$56,979	\$ 333,105	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6520 Electricity	\$818,717	\$3,259	\$3,259	\$821,976	0.4%	\$326,242	\$ 495,734	\$ -	\$ -
	6530 Propane gas	\$5,000	(\$148)	(\$148)	\$4,852	-3.0%	\$763	\$ 4,089	\$ -	\$ 0
		<b>\$1,472,491</b>	<b>(\$9,889)</b>	<b>(\$10,631)</b>	<b>\$1,462,602</b>		<b>\$516,863</b>	<b>\$ 882,759</b>	<b>\$ 62,980</b>	<b>\$ 0</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$9,889)</i>					
	<i>Group change %:</i>				<i>-0.7%</i>					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$1,480	\$0	\$0	\$1,480		\$730	\$ -	\$ 750	\$ -
	8900 Other Objects	\$14,000	(\$3,716)	(\$573)	\$10,284	-26.5%	\$4,036	\$ 4,601	\$ 1,648	\$ -
		<b>\$15,480</b>	<b>(\$3,716)</b>	<b>(\$573)</b>	<b>\$11,764</b>		<b>\$4,766</b>	<b>\$ 4,601</b>	<b>\$ 2,398</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$3,716)</i>					
	<i>Group change %:</i>				<i>-24.0%</i>					
<b>Revenues (9000's)</b>										
	9208 Revenue from Town for Fields	\$ (38,350)	\$0	\$0	(\$38,350)		\$ (11,447)	\$ -	\$ (26,903)	\$ -
		<b>\$ (38,350)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$ (38,350)</b>		<b>\$ (11,447)</b>	<b>\$ -</b>	<b>\$ (26,903)</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0%</i>					
	<b>Total:</b>	<b>\$4,428,270</b>	<b>(\$56,529)</b>	<b>(\$7,656)</b>	<b>\$4,371,741</b>		<b>\$1,764,501</b>	<b>\$ 2,258,989</b>	<b>\$ 322,055</b>	<b>\$ 26,198</b>

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Special Education</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$3,827,398	(\$47,536)	\$0	\$3,779,862	-1.2%	\$1,148,144	\$ 2,398,932	\$ 232,787	\$ 0
	Non Certified Staff	\$1,461,728	\$10,247	(\$17,803)	\$1,471,975	0.7%	\$531,472	\$ 751,331	\$ 189,171	\$ -
	Overtime	\$250	\$0	\$0	\$250	0.0%	\$24	\$ -	\$ 226	\$ -
	Non Certified Stipends	\$31,900	(\$4,760)	(\$4,760)	\$27,140	-14.9%	\$0	\$ -	\$ 27,140	\$ -
		<u>\$5,321,276</u>	<u>(\$42,049)</u>	<u>(\$17,803)</u>	<u>\$5,279,227</u>		<u>\$1,679,640</u>	<u>\$ 3,150,263</u>	<u>\$ 449,324</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$42,049)</i>					
	<i>Group change %:</i>				<i>-0.8%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
3220/3221	3210 Contracted Services Educational	\$422,470	(\$50,010)	\$3,195	\$372,460	-11.8%	\$91,238	\$ 281,222	\$ -	\$ (0)
	Consulting Services	\$82,800	(\$13,395)	(\$595)	\$69,405	-16.2%	\$27,921	\$ 32,940	\$ 8,544	\$ -
	3235 Testing	\$53,000	(\$5,000)	(\$1,685)	\$48,000	-9.4%	\$42,650	\$ -	\$ 5,350	\$ -
	3306 Legal Fees	\$40,000	\$0	\$0	\$40,000		\$23,115	\$ 16,886	\$ -	\$ -
		<u>\$598,270</u>	<u>(\$68,405)</u>	<u>\$915</u>	<u>\$529,865</u>		<u>\$184,924</u>	<u>\$ 331,048</u>	<u>\$ 13,894</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$68,405)</i>					
	<i>Group change %:</i>				<i>-11.4%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$1,250	(\$1,250)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4400 Equipment Rental	\$1,250	(\$1,250)	(\$1,000)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$2,500</u>	<u>(\$2,500)</u>	<u>(\$1,000)</u>	<u>\$0</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,500)</i>					
	<i>Group change %:</i>				<i>-100.0%</i>					
<b>Other Services (5000s)</b>										
	5600 Tuition	\$1,476,009	\$338,288	\$32,253	\$1,814,297	22.9%	\$1,115,233	\$ 1,763,340	\$ -	\$ (1,064,276)
	5605 Tuition-ESS	\$275,400	(\$400)	\$0	\$275,000		\$82,500	\$ 192,500	\$ -	\$ -
	5801 Mileage Reimbursement	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
		\$1,754,409	\$334,888	\$32,253	\$2,089,297		\$1,197,733	\$ 1,955,840	\$ -	\$ (1,064,276)
	<i>Group \$ transfer in/(transfer out):</i>				\$334,888					
	<i>Group change %:</i>				19.1%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$37,350	(\$17,350)	(\$3,571)	\$20,000	-46.5%	\$11,052	\$ 1,965	\$ 6,983	\$ -
	6120 Office Materials	\$719	(\$554)	(\$235)	\$165	-77.1%	\$165	\$ -	\$ -	\$ 0
	6410 Books	\$6,500	(\$5,400)	(\$1,400)	\$1,100	-83.1%	\$0	\$ 36	\$ 1,064	\$ -
		\$44,569	(\$23,304)	(\$5,206)	\$21,265		\$11,217	\$ 2,001	\$ 8,047	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$23,304)					
	<i>Group change %:</i>				-52.3%					
<b>Equipment (7000's)</b>										
	7300 Equipment	\$15,000	(\$2,666)	\$0	\$12,334	-17.8%	\$9,778	\$ 977	\$ 1,578	\$ 0
		\$15,000	(\$2,666)	\$0	\$12,334		\$9,778	\$ 977	\$ 1,578	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,666)					
	<i>Group change %:</i>				-18%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$2,000	(\$2,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$2,000	(\$2,000)	\$0	\$0		\$0	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,000)					
	<i>Group change %:</i>				-100.0%					
<b>Revenues (9000's)</b>										
	9205 Excess Cost SPED	\$ (558,087)	\$0	\$0	(\$558,087)		\$0	\$ -	\$ (725,410)	\$ 167,323
	9206 Pre School Tuition SPED	\$ (82,500)	(\$5,000)	(\$5,000)	(\$87,500)	6.1%	(\$49,700)	\$ -	\$ (37,800)	\$ -
		\$ (640,587)	(\$5,000)	(\$5,000)	\$ (645,587)		\$ (49,700)	\$ -	\$ (763,210)	\$ 167,323
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,000)					
	<i>Group change %:</i>				1%					
<b>Total:</b>		<b>\$7,097,437</b>	<b>\$188,964</b>	<b>\$4,159</b>	<b>\$7,286,401</b>		<b>\$3,033,592</b>	<b>\$ 5,440,129</b>	<b>\$ (290,367)</b>	<b>\$ (896,952)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Pupil Services</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$1,647,903	\$456	(\$1,923)	\$1,648,359	0.0%	\$470,437	\$ 1,170,249	\$ 7,673	\$ (0)
	Non Certified Staff	\$785,640	(\$62,426)	\$388	\$723,214	-7.9%	\$230,536	\$ 492,678	\$ -	\$ (0)
	Overtime	\$0	\$0	\$0	\$0	0.0%	\$0	\$ -	\$ -	\$ -
	Certified Stipends	\$29,442	\$5,800	\$0	\$35,242	19.7%	\$13,756	\$ 21,485	\$ -	\$ 0
	Non Certified Stipends	\$40,985	\$458	\$0	\$41,443	1.1%	\$12,118	\$ 29,326	\$ -	\$ (0)
		<u>\$2,503,970</u>	<u>(\$55,712)</u>	<u>(\$1,535)</u>	<u>\$2,448,258</u>		<u>\$726,847</u>	<u>\$ 1,713,738</u>	<u>\$ 7,673</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$55,712)</i>					
	<i>Group change %:</i>				<i>-2.2%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3239 Other Pupil Services	\$201,740	(\$33,965)	(\$3,165)	\$167,775	-16.8%	\$38,949	\$ 111,708	\$ 17,117	\$ -
		<u>\$201,740</u>	<u>(\$33,965)</u>	<u>(\$3,165)</u>	<u>\$167,775</u>		<u>\$38,949</u>	<u>\$ 111,708</u>	<u>\$ 17,117</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$33,965)</i>					
	<i>Group change %:</i>				<i>-16.8%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$1,075	(\$550)	\$0	\$525	-51.2%	\$359	\$ -	\$ 166	\$ -
		<u>\$1,075</u>	<u>(\$550)</u>	<u>\$0</u>	<u>\$525</u>		<u>\$359</u>	<u>\$ -</u>	<u>\$ 166</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$550)</i>					
	<i>Group change %:</i>				<i>-51.2%</i>					
<b>Other Services (5000s)</b>										
	5400 Postage	\$0	\$864	\$0	\$864	100.0%	\$216	\$ 648	\$ -	\$ -
	5501 Printing	\$2,800	(\$100)	(\$100)	\$2,700	-3.6%	\$364	\$ -	\$ 2,336	\$ -

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Nov-17  
Period: 5 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	5801 Mileage Reimbursement	\$1,000	\$0	\$0	\$1,000		\$1,000	\$ -	\$ -	\$ -
		\$3,800	\$764	(\$100)	\$4,564		\$1,580	\$ 648	\$ 2,336	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$764					
	<i>Group change %:</i>				20.1%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$14,900	(\$1,000)	(\$1,000)	\$13,900	-6.7%	\$4,394	\$ 231	\$ 9,274	\$ -
		\$14,900	(\$1,000)	(\$1,000)	\$13,900		\$4,394	\$ 231	\$ 9,274	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,000)					
	<i>Group change %:</i>				-6.7%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$510	\$100	\$100	\$610	19.6%	\$605	\$ -	\$ 5	\$ -
		\$510	\$100	\$100	\$610		\$605	\$ -	\$ 5	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$100					
	<i>Group change %:</i>				19.6%					
	<b>Total:</b>	<b>\$2,725,995</b>	<b>(\$90,363)</b>	<b>(\$5,700)</b>	<b>\$2,635,632</b>		<b>\$772,735</b>	<b>\$ 1,826,326</b>	<b>\$ 36,572</b>	<b>\$ (1)</b>

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Nov-17  
Period: 5 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
<b>Transportation</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$237,331	(\$516)	(\$1,403)	\$236,815	-0.2%	\$92,842	\$ 13,228	\$ 130,745	\$ 0
		\$237,331	(\$516)	(\$1,403)	\$236,815		\$92,842	\$ 13,228	\$ 130,745	\$ 0
	Group \$ transfer in/(transfer out):				(\$516)					
	Group change %:				-0.2%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3303 Management Services	\$1,500	(\$702)	\$0	\$798	-46.8%	\$328	\$ 432	\$ 38	\$ (0)
		\$1,500	(\$702)	\$0	\$798		\$328	\$ 432	\$ 38	\$ (0)
	Group \$ transfer in/(transfer out):				(\$702)					
	Group change %:				-46.8%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$25,000	\$3,650	\$1,400	\$28,650	14.6%	\$24,160	\$ 4,163	\$ 327	\$ (0)
		\$25,000	\$3,650	\$1,400	\$28,650		\$24,160	\$ 4,163	\$ 327	\$ (0)
	Group \$ transfer in/(transfer out):				\$3,650					
	Group change %:				14.6%					
<b>Other Services (5000s)</b>										
	5100 Regular Transportation	\$1,265,064	(\$6,480)	\$0	\$1,258,584	-0.5%	\$624,862	\$ 633,705	\$ 18	\$ 0
	5101 SPED Transportation	\$46,714	\$36,802	\$7,194	\$83,516	78.8%	\$32,073	\$ 51,382	\$ 61	\$ (0)
	5205 Property Insurance	\$9,322	\$224	\$0	\$9,546	2.4%	\$9,546	\$ -	\$ -	\$ -
		\$1,321,100	\$30,546	\$7,194	\$1,351,646		\$666,481	\$ 685,086	\$ 79	\$ 0
	Group \$ transfer in/(transfer out):				\$30,546					
	Group change %:				2.3%					
<b>Supplies &amp; Materials (6000's)</b>										
	6270 Diesel Fuel	\$86,350	\$0	\$0	\$86,350		\$21,701	\$ 64,649	\$ -	\$ -
		\$86,350	\$0	\$0	\$86,350		\$21,701	\$ 64,649	\$ -	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	<b>Total:</b>	<b>\$1,671,281</b>	<b>\$32,978</b>	<b>\$7,191</b>	<b>\$1,704,259</b>		<b>\$805,511</b>	<b>\$ 767,559</b>	<b>\$ 131,190</b>	<b>\$ (0)</b>

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Nov-17  
Period: 5 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Technology</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$630,156	\$14,071	\$0	\$644,227	2.2%	\$264,107	\$ 203,086	\$ 177,034	\$ -
	Overtime	\$3,000	\$3,000	\$0	\$6,000	100.0%	\$2,467	\$ -	\$ 3,533	\$ -
		<u>\$633,156</u>	<u>\$17,071</u>	<u>\$0</u>	<u>\$650,227</u>		<u>\$266,574</u>	<u>\$ 203,086</u>	<u>\$ 180,567</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$17,071					
	<i>Group change %:</i>				2.7%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3220/3221 Consulting Services	\$25,000	(\$7,200)	(\$3,560)	\$17,800	-28.8%	\$17,800	\$ -	\$ -	\$ -
	3309 Professional Technical Services	\$67,119	(\$13,684)	(\$9,450)	\$53,435	-20.4%	\$34,064	\$ 9,370	\$ 10,001	\$ 0
		<u>\$92,119</u>	<u>(\$20,884)</u>	<u>(\$13,010)</u>	<u>\$71,235</u>		<u>\$51,864</u>	<u>\$ 9,370</u>	<u>\$ 10,001</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$20,884)					
	<i>Group change %:</i>				-22.7%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$21,300	\$0	\$0	\$21,300		\$4,912	\$ 9,126	\$ 7,262	\$ -
	4400 Equipment Rental	\$374,246	\$0	\$0	\$374,246		\$91,896	\$ 227,585	\$ 54,766	\$ -
		<u>\$395,546</u>	<u>\$0</u>	<u>\$0</u>	<u>\$395,546</u>		<u>\$96,808</u>	<u>\$ 236,711</u>	<u>\$ 62,027</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Other Services (5000s)</b>										
	5300 Communications	\$170,220	(\$1,855)	\$0	\$168,365	-1.1%	\$57,620	\$ 110,745	\$ -	\$ -
5800,5802-5880	Travel & Conference	\$6,800	\$0	\$0	\$6,800		\$2,813	\$ 2,232	\$ 1,755	\$ -
	5801 Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$1,250	\$ -	\$ 1,750	\$ -
		<u>\$180,020</u>	<u>(\$1,855)</u>	<u>\$0</u>	<u>\$178,165</u>		<u>\$61,683</u>	<u>\$ 112,977</u>	<u>\$ 3,505</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,855)					
	<i>Group change %:</i>				-1.0%					

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Nov-17  
Period: 5 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$27,250	\$1,234	\$0	\$28,484	4.5%	\$18,744	\$ 9,263	\$ 476	\$ (0)
	6140 Software	\$361,812	\$16,265	\$0	\$378,077	4.5%	\$343,387	\$ 11,544	\$ 23,146	\$ 0
		<u>\$389,062</u>	<u>\$17,499</u>	<u>\$0</u>	<u>\$406,561</u>		<u>\$362,131</u>	<u>\$ 20,807</u>	<u>\$ 23,622</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$17,499					
	<i>Group change %:</i>				4.5%					
<b>Equipment (7000's)</b>										
	7300 Equipment	\$224,074	\$29,501	\$13,010	\$253,575	100.0%	\$227,512	\$ 24,899	\$ 1,164	\$ 1
		<u>\$224,074</u>	<u>\$29,501</u>	<u>\$13,010</u>	<u>\$253,575</u>		<u>\$227,512</u>	<u>\$ 24,899</u>	<u>\$ 1,164</u>	<u>\$ 1</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$29,501					
	<i>Group change %:</i>				100%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$3,510	\$0	\$0	\$3,510		\$1,635	\$ 50	\$ 1,825	\$ -
		<u>\$3,510</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,510</u>		<u>\$1,635</u>	<u>\$ 50</u>	<u>\$ 1,825</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Revenues (9000's)</b>										
	9200 Technology Revenue	\$ (61,556)	\$0	\$0	(\$61,556)		(\$26,439)	\$ -	\$ (35,117)	\$ -
		<u>\$ (61,556)</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$61,556)</u>		<u>\$ (26,439)</u>	<u>\$ -</u>	<u>\$ (35,117)</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
	<b>Total:</b>	<b>\$1,855,931</b>	<b>\$41,332</b>	<b>\$0</b>	<b>\$1,897,263</b>		<b>\$1,041,768</b>	<b>\$ 607,900</b>	<b>\$ 247,595</b>	<b>\$ 1</b>

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Nov-17  
Period: 5 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Security</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$315,020	\$6,067	\$0	\$321,087	1.9%	\$103,268	\$ 217,820	\$ -	\$ (1)
	Overtime	\$20,500	\$0	\$0	\$20,500		\$6,523	\$ -	\$ 13,977	\$ -
	Non Certified Stipends	\$27,225	(\$2,165)	\$0	\$25,060	-8.0%	\$1,359	\$ -	\$ 23,701	\$ -
		\$362,745	\$3,902	\$0	\$366,647		\$111,149	\$ 217,820	\$ 37,678	\$ (1)
	<i>Group \$ transfer in/(transfer out):</i>				\$3,902					
	<i>Group change %:</i>				1.1%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$80,789	(\$24,278)	\$0	\$56,511	-30.1%	\$9,531	\$ 45,780	\$ -	\$ 1,200
		\$80,789	(\$24,278)	\$0	\$56,511		\$9,531	\$ 45,780	\$ -	\$ 1,200
	<i>Group \$ transfer in/(transfer out):</i>				(\$24,278)					
	<i>Group change %:</i>				-30.1%					
<b>Property Services (4000s)</b>										
	4701 Security System Monitoring	\$20,940	(\$804)	\$0	\$20,136	-3.8%	\$11,360	\$ 8,776	\$ -	\$ -
		\$20,940	(\$804)	\$0	\$20,136		\$11,360	\$ 8,776	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$804)					
	<i>Group change %:</i>				-3.8%					
<b>Other Services (5000s)</b>										
5800,5802-5880	Travel & Conference	\$2,500	(\$2,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$2,500	(\$2,500)	\$0	\$0		\$0	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,500)					
	<i>Group change %:</i>				-100.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6132 Security Materials	\$10,000	\$10,100	\$4,000	\$20,100	101.0%	\$19,799	\$ 98	\$ 203	\$ (0)
		\$10,000	\$10,100	\$4,000	\$20,100		\$19,799	\$ 98	\$ 203	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$10,100					
	<i>Group change %:</i>				101.0%					
	<b>Total:</b>	<b>\$476,974</b>	<b>(\$13,580)</b>	<b>\$4,000</b>	<b>\$463,394</b>		<b>\$151,839</b>	<b>\$ 272,473</b>	<b>\$ 37,882</b>	<b>\$ 1,200</b>

**WESTON PUBLIC SCHOOLS  
INTERNAL SERVICES FUND  
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended	Actual 2018
<b>STATEMENT OF REVENUES AND EXPENDITURES</b>	
Fund Balance -July 1, 2017	\$ 2,305,331
Revenues:	
General Fund Appropriation (July-June)	\$ 2,834,103
Contributions:	
Employee Cost Sharing	\$ 341,785
Retiree/COBRA Contributions	\$ 114,310
State Teachers Retirement Reimbursement (TRB)	\$ 11,680
Reimbursements	\$ -
Total Contributions	\$ 467,774
Total Revenues (A)	\$ 3,301,877
Expenditures	
Aetna Medical & RX:	
Claims	\$ 2,714,387
Administrative Fees	\$ 53,203
Stop Loss	\$ 279,642
District Portion of H.S.A. Deductible	\$ 558,325
Delta Dental:	
Claims	\$ 130,153
Administrative Fees	\$ 9,315
Affordable Care Act Taxes	\$ 3,325
EAP	\$ 2,092
HRA Admin Fees	\$ 21,375
Benefit Advisory	\$ 9,875
Medical Supplement	\$ 8,230
OPEB	\$ -
Total Health Plan Costs (B)	\$ 3,789,922
Net Change (A-B)	\$ (488,045)
Net Change in IBNR:	
June 30th, 2017 IBNR	\$ 836,875
June 30th, 2018 IBNR	\$ (836,875)
	\$ -
Net Change	\$ (488,045)
Fund balance June 30, 2018	\$ 1,817,286

<b>Balance Sheet:</b>	
Assets:	
Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 3,142,206
Year End Accounts Payable	\$ -
Net Change	\$ (488,045)
Total Assets	\$ 2,654,161
Liabilities:	
Accrued FY 2017 IBNR	\$ 836,875
Year End Accounts Payable	\$ -
Total Liabilities	\$ 836,875
Beg Year Fund Balance	\$ 2,305,331
End of Year Net Change	\$ (488,045)
Total Fund Balance	\$ 1,817,286
Total Liabilities + Fund Balance	\$ 2,654,161

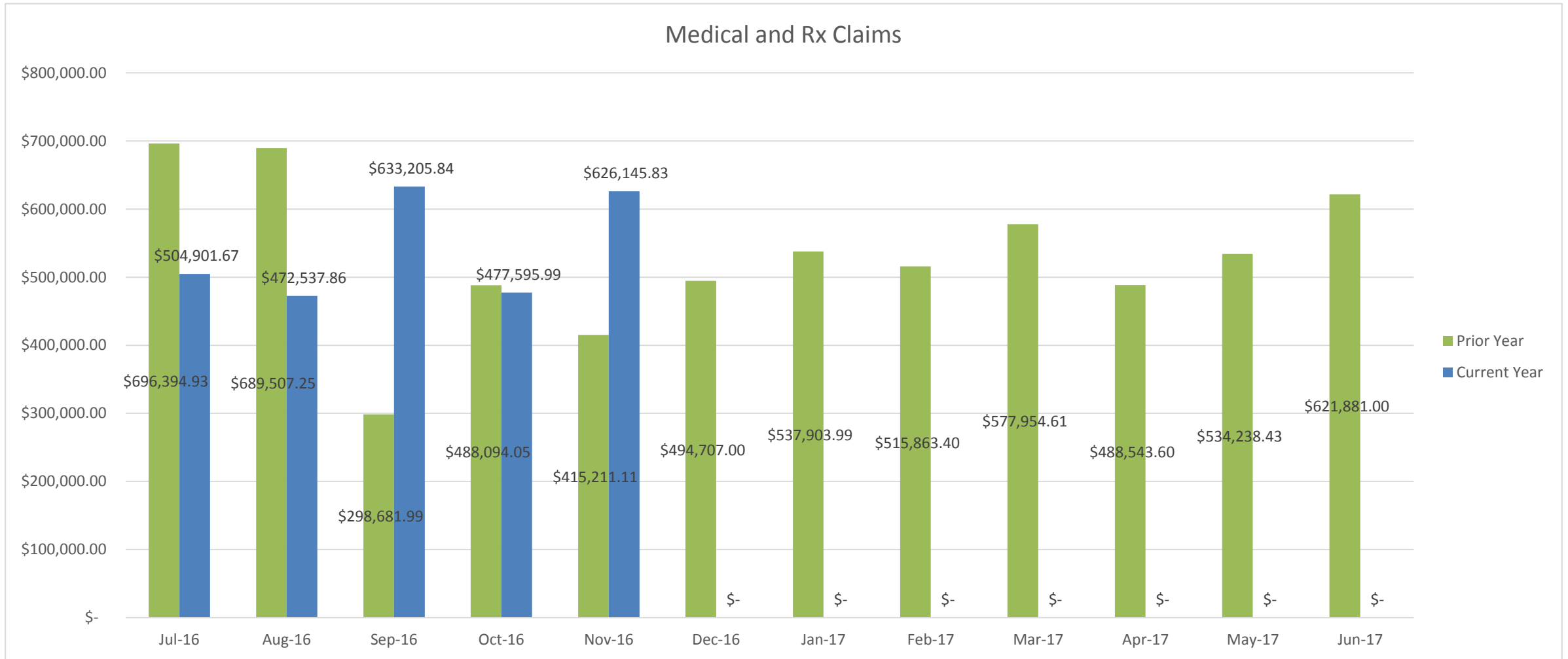
**WESTON PUBLIC SCHOOLS  
INTERNAL SERVICES FUND  
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended	Actual 2018	Pro-Forma*
<b>STATEMENT OF REVENUES AND EXPENDITURES</b>		
Fund Balance -July 1, 2017	\$ 2,305,331	\$ 2,305,331
Revenues:		
General Fund Appropriation (July-June)	\$ 2,834,103	\$ 6,801,846
Contributions:		
Employee Cost Sharing	\$ 341,785	\$ 1,136,759
Retiree/COBRA Contributions	\$ 114,310	\$ 278,000
State Teachers Retirement Reimbursement (TRB)	\$ 11,680	\$ 55,000
Reimbursements	\$ -	\$ -
Total Contributions	\$ 467,774	\$ 1,469,759
Total Revenues (A)	\$ 3,301,877	\$ 8,271,605
Expenditures		
Aetna Medical & RX:		
Claims	\$ 2,714,387	\$ 6,678,799
Administrative Fees	\$ 53,203	\$ 106,842
Stop Loss	\$ 279,642	\$ 664,819
District Portion of H.S.A. Deductible	\$ 558,325	\$ 558,325
Delta Dental:		
Claims	\$ 130,153	\$ 351,723
Administrative Fees	\$ 9,315	\$ 22,308
Affordable Care Act Taxes	\$ 3,325	\$ 6,474.70
EAP	\$ 2,092	\$ 8,370
HRA Admin Fees	\$ 21,375	\$ 23,120
Benefit Advisory	\$ 9,875	\$ 39,500
Medical Supplement	\$ 8,230	\$ 24,200
OPEB	\$ -	\$ -
Total Health Plan Costs (B)	\$ 3,789,922	\$ 8,484,481
Net Change (A-B)	\$ (488,045)	\$ (212,877)
Net Change in IBNR:		
June 30th, 2017 IBNR	\$ 836,875	\$ 836,875
June 30th, 2018 IBNR	\$ (836,875)	\$ (836,875)
	\$ -	\$ -
Net Change	\$ (488,045)	\$ (212,877)
Fund balance June 30, 2018	\$ 1,817,286	\$ 2,092,454
Fund Balance as % of Claims		31.33%

\*Pro Forma Financial Statement is based on certain assumptions and projections including medical and dental claims meet anticipated claims. As the year progresses actual claim information will replace projected claim information above.

**WESTON PUBLIC SCHOOLS  
INSURANCE FUNDS**

Month	Medical and RX				Delta Dental			
	Expected Claims	Actual Claims	% of Total Actuals Claims	Variance	Expected Claims	Actual Claims	% of Total	Variance
Jul-17	\$ 566,345	\$ 504,902	19%	\$ 61,443	\$ 31,653	\$ 32,571	25%	\$ (918)
Aug-17	\$ 566,345	\$ 472,538	17%	\$ 93,807	\$ 31,653	\$ 27,103	21%	\$ 4,550
Sep-17	\$ 566,345	\$ 633,206	23%	\$ (66,861)	\$ 31,653	\$ 25,361	19%	\$ 6,292
Oct-17	\$ 566,345	\$ 477,596	18%	\$ 88,749	\$ 31,653	\$ 17,670	14%	\$ 13,983
Nov-17	\$ 566,345	\$ 626,146	23%	\$ (59,801)	\$ 31,653	\$ 27,448	21%	\$ 4,205
Dec-17	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Jan-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Feb-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Mar-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Apr-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
May-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Jun-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Total	\$ 6,796,136	\$ 2,714,387	100%	\$ 4,081,749	\$ 379,834	\$ 130,153	100%	\$ 249,681



**WESTON PUBLIC SCHOOLS  
INTERNAL SERVICES FUND  
FOR HEALTH BENEFITS PROGRAM**

<b>Reserve Model: Market Standard Target Values</b>	
Medical IBNR:	12.50% Approx 1.5 Months.
ASO Claim Corridor:	12.50% 1/2 Full Corridor
Budget Stabilization:	<u>5.00%</u>
	30.00%
<b>Fund balance June 30, 2018</b>	<b>\$ 1,817,286</b>
<b>Fiscal Year End June 30th, 2018</b>	
Projected Claims	\$ 6,678,799
<b>Reserve Targets:</b>	
ASO Corridor:	\$ 834,850
IBNR	\$ 834,850
Stabilization:	<u>\$ 333,940</u>
<b>Combined Reserve:</b>	<b>\$ 2,003,640</b>
<b>Excess in Fund Balance</b>	<b>\$ (186,354)</b>

<b>Fund Balance as of 6/30/17</b>	<b>\$ 2,305,331</b>
Actual Claims FY 2017	\$ 6,358,981
ASO Corridor	\$ 794,873
IBNR	\$ 845,625
Stablization	<u>\$ 317,949</u>
<b>Total</b>	<b>\$ 1,958,447</b>
<b>Excess in Fund Balance</b>	<b>\$ 346,884</b>

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject: WPS Calendar Committee Process and Schedule for 2018**

**Submitted by: William McKersie**

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

An important responsibility of the Board of Education is to review and formally adopt the annual school calendar. This memorandum outlines the process and timeline for developing and finalizing the annual school calendar.

The Superintendent would be interested in hearing any preliminary feedback at the December 18, 2017 BOE meeting about possible changes to the annual school calendar. This input would help guide the work of the Calendar Committee in producing an acceptable final product.

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



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

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## MEMORANDUM

December 13, 2017

TO: Weston Board of Education  
FROM: William S. McKersie, Ph.D.  
RE: WPS Calendar Committee Process and Schedule for 2018

### **Background**

An important responsibility of the Board of Education is to review and formally adopt the annual school calendar. This memorandum outlines the process and timeline for developing and finalizing the annual school calendar.

Typically, the Board of Education is voting early each spring on school calendars two years ahead of implementation. During the review, the BOE may also revise the already approved school calendar for the upcoming year. Thus, in Spring 2018, the BOE will adopt the annual school calendar for 2019-2020, and will consider any necessary modifications for the 2018-2019 calendar.

The guidelines and parameters on developing an annual school calendar now rest solely with each school district. Recent laws requiring adherence to regional calendars developed in coordination with Regional Educational Service Centers (i.e., CES) have been rescinded. Specifically, according to CES, “CT Public Act 17-220 provides that, beginning with the 2017-2018 school year, Boards of Education may, but no longer must, adopt the uniform regional school calendar. This change returns local control to calendar decisions (Chris LaBelle, Associate Executive Director of CES, Email dated November 6, 2017).

### **Process**

The Superintendent establishes a Calendar Committee each year to recommend an annual school calendar. The Committee in Spring 2018 will have two charges:

1. Consider necessary modifications to the Approved 2018-2019 Calendar.  
Modifications to existing calendars are made only for major, widely recognized reasons.
2. Develop the Proposed 2019-2020 Calendar for review and adoption by the BOE

The Calendar Committee includes the following members:

- Superintendent, Chair of the Committee
- Assistant Superintendent
- Two Parent Representatives (selected by the PTO)
- Two WTA Representatives (selected by the WTA)
- 2 AFSCME Representatives (selected by AFSCME)
- One WAA Representative (selected by WAA)
- One BOE Representative (appointed by BOE Chair)

### **Schedule**

The school calendar will be developed based on the following timeline.

#### **Early January:**

- Request representatives from each group listed as Committee Members

#### **Late January:**

- Schedule two meetings of the Calendar Committee for Mid-February and Early March to review any potential changes to the Approved 2018-2019 Calendar and to develop the Proposed 2019-2020 Calendar

#### **March 19, 2018 BOE Meeting:**

- Discussion of Approved 2018-2019 Calendar and Proposed 2019-2020 Calendar

#### **April 23, 2018 BOE Meeting:**

- Discussion and Vote on Adds/Deletes/Changes to 2018-2019 Approved Calendar
- Discussion and Vote on Proposed 2019-2020 Calendar

### **Preliminary Analysis**

The Calendar Committee will fully review the Current 2017-18 Calendar for guidance in considering revisions to the Approved 2018-2019 and developing the Proposed 2019-2020 Calendar. At present, the majority of feedback to the Superintendent supports using the Current 2017-18 Calendar as a good model in terms of start and end dates, vacation days, professional development days, delayed/early releases for parent conferences, and incorporation of estimated inclement weather days (seven days). Per state statute, we must provide 180 days of actual school sessions (defined as even a partial day of school).

The Superintendent would be interested in hearing any preliminary feedback at the December 18, 2017 BOE meeting about possible changes to the annual school calendar. This input would help guide the work of the Calendar Committee in producing an acceptable final product.

# 2017-2018 School Calendar

# Weston Public Schools

July 4	Independence Day
August 28-30	Professional Development
August 31	First Day of School
September 4	Labor Day
September 21	Rosh Hashanah
September 30	Yom Kippur
October 9	Columbus Day
November 1	K-5 Delayed Opening/Parent Conferences
November 2	K-5 Early Dismissal/Parent Conferences
November 3	K-5 Early Dismissal/Parent Conferences
November 7	Election Day/Professional Development
November 11	Veterans Day
November 22-24	Thanksgiving Recess
December 25-January 1	Winter Recess
January 1	New Year's Day
January 15	Martin Luther King Day
February 15-19	February Recess
February 19	Presidents' Day
March 15	K-5 Early Dismissal/Parent Conferences
March 16	K-5 Early Dismissal/Parent Conferences
March 29	Professional Development
March 30	Good Friday
March 31	Passover
April 9-13	Spring Recess
May 28	Memorial Day
June 12	Early Dismissal
June 13	District's Projected Last Day of School, Special Early Dismissal as Follows: WMS and WHS: 10:00 a.m. Dismissal HES and WIS: 10:45 a.m. Dismissal
June 14	District Teacher Day

**JULY**

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**AUGUST (1)**

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**SEPTEMBER (19)**

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**OCTOBER (21)**

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**NOVEMBER (18)**

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**JANUARY (21)**

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**MARCH (20)**

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**APRIL (16)**

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**MAY (22)**

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**JUNE (9)**

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180 School Days    187 Teacher Days









Approved by the Board of Education on April 18, 2016 and update approved on April 24, 2017.

The Weston Board of Education reserves the right to modify the school calendar.

Scheduled Early Dismissals: HES/WIS: 12:35 p.m., WMS/WHs: 11:45 a.m.

Scheduled Late Arrivals: HES/WIS: 10:30 a.m., WMS/WHs: 9:45 a.m.

\*\*For each lost school day due to inclement weather, we add an additional school day to the end of the year up until June 22.

First Day of School		No Students or Teachers, BOE Offices Open	
Projected last Day of School		No Students or Teachers, BOE Offices Closed	
District Teacher Day — No Students		Early Dismissal — See Legend at Left	
Regional Teacher Day — No Students		Delayed Opening — See Legend at Left	

# 2018-2019 School Calendar

# Weston Public Schools

July 4	Independence Day
August 23-27	Professional Development
August 28	First Day of School
September 3	Labor Day
September 10	Rosh Hashanah
September 19	Yom Kippur
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November 11	Veterans Day
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November 2	K-5 Early Dismissal/Parent Conferences
November 5	K-5 Delayed Opening/Parent Conferences
November 21-23	Thanksgiving Recess
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January 1	New Year's Day
January 21	Martin Luther King Day
February 14	K-12 Early Dismissal/Professional Development
February 14-18	February Recess
February 18	Presidents' Day
March 14	K-5 Early Dismissal/Parent Conferences
March 15	K-5 Early Dismissal/Parent Conferences
March 18	Professional Development
April 15-19	Spring Recess
April 19	Good Friday
April 21	Passover
May 27	Memorial Day
June 10	Early Dismissal
June 11	District's Projected Last Day of School, Special Early Dismissal as Follows: WMS and WHS: 10:00 a.m. Dismissal HES and WIS: 10:45 a.m. Dismissal
June 12	District Teacher Day

**JULY**

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**SEPTEMBER (17)**

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**OCTOBER (22)**

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**NOVEMBER (18)**

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**JUNE (7)**

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**WESTON BOARD OF EDUCATION**  
**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject: Second Reading – New Policy 4116, Evaluation, Termination, and Non-Renewal of Athletic Coaches**

**Submitted by: Lewis Brey**

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

New proposed policy regarding evaluation, termination, and non-renewal of athletic coaches. The language (except for minor changes discussed by the Policy Committee) was recommended by Shipman & Goodwin, LLP.

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

## Personnel

### Evaluation, Termination, and Non-Renewal of Athletic Coaches

It is the policy of the Weston Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) shall conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department of Education who is hired by the Board to act as a coach for a sport season and shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)). The term “athletic coach” shall not include other assistant coaches and volunteer coaches. However, other assistant coaches and volunteer coaches must also adhere to the expectations listed above.

The Superintendent of Schools may adopt administrative regulations in accordance with this policy.

#### I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

#### II. Employment of an Athletic Coach

- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific athletic coaching positions may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years.
- B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such athletic coach of

the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.

- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
  - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
  - 2) because the sport has been canceled.
- D. If a decision to terminate an athletic coach's employment is made during the athletic season, the Superintendent shall remove the athletic coach from duty during the pendency of any hearing conducted pursuant to this policy.

### **III. Hearing Procedures:**

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply

expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The athletic coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the athletic coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e  
Conn. Gen. Stat. § 10-149d

ADOPTED: \_\_\_\_\_

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject: Second Reading – Changes to Board of Education Bylaw 9120, Officers**

**Submitted by: Lewis Brey**

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

**Changes to this Bylaw have been made to reflect the requirements of Connecticut State Law, revisions to the Town of Weston Charter, and Board practice.**

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

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

**Bylaws of the Board**

**Officers**

The officers of the Weston Board of Education shall be the chairperson, vice-chairperson and secretary/treasurer. ~~In a non-election year, officers shall be elected by the member of the Board during the month of January. In an election year, o~~Officers shall be elected not later than one month after the date on which the newly elected members take office. In a non-election year, officers shall be elected in the month of November.

Bylaw adopted by the ~~B~~board: March 5, 1991  
Revised: February 10, 2003  
Revised: April 21, 2014  
Revised: \_\_\_\_\_

**Minutes  
Facilities Committee  
December 1, 2017**

Present:

Ellen Uzenoff, Committee Chair  
Gina Albert, Committee Member  
Sara Spaulding, Committee Member  
Dr. William McKersie, Superintendent of Schools  
Richard Rudl, Director of Finance and Operations  
Joseph Olenik, Director of Facilities

Public:

Samantha Nestor, Weston Resident  
Tony Pesco, Weston Resident  
Richard Silverstein, Weston Resident  
Carrie Silverstein, Weston Resident

The meeting was called to order by Ms. Uzenoff at 9:04 a.m.

The Committee discussed the following items regarding the 10 year facilities study update:

- The Committee discussed how best to proceed with reviewing the 10 year facilities study. Dr. McKersie suggested that the first phase should entail the Committee members understanding the prioritization and lead organizing principles recommended by Silver Petrucelli. Specifically, the BOE should first review and analyze the recommended ordering of facility work (i.e., WMS first, followed by WHS, WIS, HES and other campus needs). Similarly, the BOE should analyze the two lead organizing principles for prioritizing work: STEAM as content priority and enrollment levels as a critical driver. Phase two would entail finalizing the prioritization of the repairs brought to light in the report. The final phase would be making the firm decision as to which projects to move forward with and then discussing this with the entire Board. Additionally, he reported that the vast majority of priority work flagged in the report would not appear in a Capital Budget any earlier than FY20, with the most expensive work occurring in later Fiscal Year. Exceptions are the inclusion of Knee Wall as a possible project in FY19, as well as lighting modifications.
  
- The Committee agreed that they would review the middle school portion of the report at the January meeting, and would invite Dr. Ken Craw, the District's Asst. Superintendent,

Dan Doak, the middle school Principal, and Dave Ungar, the Town's Parks and Recreation Director, to attend as well in order to hear their recommendations. Dr. McKersie, Mr. Rudl, and Mr. Olenik would also provide feedback.

The Committee discussed the following items regarding the WIS knee wall study update:

- Dr. McKersie reported that this project is now officially a Town project, and up to them to work through, but it is up to the Board to ensure that the work is completed properly. The District does have some concerns with how the Town's Building Committee is proceeding with the project, and Dr. McKersie is going to meet with First Selectman Chris Spaulding to review these concerns. Ms. Uzenoff added that the guidelines that are currently being worked on between the Building Committee and the BOE needs to be finalized, and should be included in Dr. McKersie's conversations with Mr. Spaulding.

The Committee discussed the following items regarding the FY19 Draft capital budget:

- Mr. Rudl reviewed the draft of the FY19 capital budget. The projects have been divided into three tiers, by order of importance. The following projects have been earmarked as tier one projects, assuming the WIS knee wall project is completed in 2019, installation of a hybrid PBX phone system, refinishing the gym floor at the high school, and replacing the turf field and goal posts. If the knee wall project does not get done next summer, then in addition to the projects above, the following will also be requested for next year, computerizing all facility drawings, manuals and bid documents, upgrading to LED lighting at the high and intermediate schools, replacing the South House cafeteria floor at the elementary school, and replacing the backhoe for the grounds and maintenance departments. Mr. Rudl added that the installation of the PBX phone system will offer the District a quick return on investment, and result in an annual reduction of approximately \$65,000 in the operating budget.
- Ms. Albert inquired if the cost of expanding the generator capacity at the high school, a tier three project, may be able to be shared with the Town as the school is used as an emergency shelter. The Committee felt that this could be a possibility and should be explored.
- The Committee agreed to move the capital budget to the Finance Committee for review.

The Committee discussed the following items regarding the path behind the WIS leading to Parade Ground Court:

- Dr. McKersie reported that this project is currently on hold until the spring, as no work can be done on the path in the winter. Additionally, he reported that he has spoken to the new police chief to express the concerns that some residents have mentioned in keeping the path open. Once the Board commits to next steps, the Chief will explore what options

there are to monitoring the area. Dr. McKersie added that he has received a letter from the Silversteins, whose property is most affected by keeping the path open, and Lewis Brey, the District's Internal Counsel, is currently reviewing the letter and will respond to them directly.

- Mr. Richard Silverstein and Ms. Carrie Silverstein  
18 Parade Ground Ct.  
The Silversteins spoke in opposition to keeping the path open.

The Committee discussed the following regarding the video streaming update:

- Mr. Olenik reported that he met with the local cable TV provider and they are able to install a wireless system for this project, and the antenna can be installed on the scoreboard, which will save the District money. Additionally, the District's Athletic Director has received complete funding for the project.

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

- The Committee approved the November minutes.

There being no further business to discuss, the Committee adjourned at 10:35 a.m.

Respectfully submitted,

Andrew Galli  
Administrative Assistant to the Director of Finance and Operations

**Minutes  
Finance Committee  
December 8, 2017**

Present:

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

Public:

Ellen Uzenoff, Weston Resident  
Denise Harvey, Weston Resident  
Samantha Nestor, Weston Resident

The meeting was called to order by Ms. Blechinger at 8:15 a.m.

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

- Mr. Rudl reported that the projected current fund balance for the FY 2018 budget is a deficit of (\$866,880) and encumbrances total \$25,242,584, against a budget of \$49,907,522.
- Mr. Rudl informed the Committee that the report reflects transfers totaling \$93,875. Of these transfers, five are in excess of \$5,000. These include \$32,253 to partially address the SPED tuition overage, \$13,010 for a replacement projector in the high school auditorium, \$7,194 to cover the reimbursement agreement for transportation for an outplaced student, \$6,500 for inclusion professional development, and \$5,574 for roof repairs at the high school.
- Regarding the Internal Services Fund, Mr. Rudl reported that the current fund balance is \$1,817,286, and the negative net change is now (\$488,045). Claims did spike in November, to a total of \$626,146, which was nearly \$60,000 higher than anticipated. Mr. Rudl is still anticipating a healthy fund balance of approximately \$2.1 million by the end of the year, but a net change of negative (\$212,877)

- Mr. Rudl reported that the projected negative year-end balance is (\$866,880). The SPED out-of-district tuition accounts for a total shortfall of (\$1,064,276), and district administration legal fees accounts for (\$7,260) of the shortfall for a total shortfall of (\$1,071,536). The District budgeted \$50,000 for legal fees for the fiscal year, and has spent \$37,000 to date. Mr. Rudl identified several potential surplus areas, including \$167,323 in excess cost, for an aggregate surplus amount of \$204,656. Excess Cost is not submitted to the State until December. The anticipated surplus excess cost is based on a preliminary excess cost submission calculation, and the actual amount will be known in February.

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

- Mr. Rudl reported that the current projected Special Education out-of-district tuition balance is \$2.8 million, representing a shortfall of (\$1.4 million). Three unilateral placements in November accounted for the increase from the October report. Taking into account the transfers approved by the Board in October, and the recommended transfers in the November financial report, would reduce the shortfall by \$338,000, to a total of (\$1,064,276). Additionally, the excess cost reimbursement as well as money taken from other surplus areas could reduce the total potential shortfall further to (\$867,621).

The Committee discussed the following items regarding the FY19 Draft Capital Budget:

- Mr. Rudl reviewed the draft of the FY19 capital budget. The projects have been divided into three tiers, by order of importance. The following projects have been earmarked as tier one projects, assuming the WIS knee wall project is completed in the summer of 2018, installation of a hybrid PBX phone system, refinishing the gym floor at the high school, and replacing the turf field and goal posts. If the knee wall project does not get done next summer, then in addition to the projects above, the following will also be requested for next year, computerizing all facility drawings, manuals and bid documents, upgrading to LED lighting at the high and intermediate schools, replacing the South House cafeteria floor at the elementary school, and replacing the backhoe for the grounds and maintenance departments. Mr. Rudl added that the installation of the PBX phone system will offer the District a quick return on investment, and result in an annual reduction of approximately \$65,000 in the operating budget.

- Regarding computerizing all the facilities documents, Ms. Albert inquired if the Town may also want to have their documents computerized and help pay for some of the costs of the project. Mr. Rudl reported that the Town Administrator would make the decision to participate or not, and would be responsible for investigating the costs for the Town.

The Committee discussed the following items regarding the accounting for the theater budget:

- Mr. Rudl informed the Committee that he is recommending that the theater budget have its own account. Currently all funds are deposited into the Student Activity account, but for more accurate internal controls, it would be better to keep them as part of the operating budget, broken down by schools. This way whenever one of the theater groups needs to make a purchase, they will need to submit a requisition and then have it approved, similar to the process in place for all other accounts.

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

- The Committee approved the November minutes.

The Committee discussed the following regarding other business:

- Ms. Blechinger requested that a schedule of standing monthly finance agenda items be created.

There being no further business to discuss, the meeting adjourned at 9:27 a.m.

The next meeting will be held on January 12.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

## **Policy Committee Meeting**

November 14, 2017 8:30 AM

Central Office Conference Room

### **Attendance Taken at 8:40 AM:**

#### Present Members:

Gina Albert

Jacqueline Blechinger

Daniel McNeill

### **1. Call to Order**

#### Discussion:

Daniel McNeill call to order at 8:41. In attendance were Lewis Brey, Director of Human Resources, Lisa Deorio, Principal, Weston High School, Mark Berkowitz, Director of Athletics, Daniel Doak, Principal, Weston Middle School and Ellen Uzenoff, member of the public.

### **2. Approval of Minutes**

#### Discussion:

Correct one name.

All voted in favor

### **3. Discussion of policies, regulations, and bylaws**

#### **3.A. Discussion regarding Policy 5114, Student Discipline, and Policy and Administrative Regulation 5131.6, Alcohol, Tobacco, E-Cigarettes, and Vapor Products, concerning reports by students of the use of alcohol and drugs.**

#### Discussion:

These policies and regulations were brought to the meeting to begin a Board discussion around the issue of on alcohol and drug use among the students.

Discussion points were:

1. The Board's policies and the SRO "Angel" Policy.
2. Training for staff members who are working with students asking for help.
3. Ways to provide help to students when they come forward.
4. Ways to encourage students to seek help for their friends.

#### **3.B. New Policy Evaluation, Termination, and Non-Renewal of Athletic Coaches.**

#### Discussion:

This policy is from Shipman and Goodwin, they gave us their interpretation of the statute. This policy applies to only Head Coaches, and Assistant Coaches if they are also a Head Coach in another team (eg. JV Freshman). After some minor language changes, this will go before the Board at the November meeting for a First Reading.

#### **3.C. New Policy and Administrative Regulation Fundraising Activities**

#### Discussion:

This new policy and regulation to govern student fundraising was also recommended by Shipman and Goodwin. Mr. Brey will make some minor language changes then present it back to the Committee at its next meeting.

### **3.D. Bylaw 9120, Officers**

Discussion:

This bylaw was changed to reflect the current Town Charter and state law. It will be presented to the Board of Education for a First Reading at the November meeting.

### **4. Discussion of policies, regulations, and bylaws in future meetings**

Discussion:

- Mandatory reporting of abuse with adults with mental disabilities
- SRO Policy
- Non-resident tuition
- December meeting will include a discussion about WEF Recognition

### **5. Adjourn**

Mr. McNeill adjourned the meeting at 9:58

DRAFT

**Policy Committee Meeting**

November 28, 2017 8:30 AM

Central Office Conference Room

**Attendance Taken at 8:33 AM:**

Present Board Members:

Jacqueline Blechinger

Daniel McNeill

Samantha Nestor

**1. Call to Order**

Discussion:

Call to order 8:39am by Daniel McNeill. In attendance were William McKersie, Superintendent of Schools, Lewis Brey, Director of Human Resources and Internal Counsel, Gina Albert and Sara Spaulding, members of the public.

**2. Approval of Minutes**

Discussion:

Minutes adopted.

**3. Discussion of policies, regulations, and bylaws**

**3.A. New Policy and Administrative Regulation - Fundraising Activities**

Discussion:

This policy and regulation were presented by Mr. Lewis Brey. The policy will govern fundraising activities by students. After some changes in language to the policy, regulation, and the form, this item will go before the Board at the December meeting for a First Reading.

**3.B. New Policy - Credit for Online Courses**

Discussion:

This is also a new policy. This policy will outline how a student may request approval to take a course online. This policy will be edited and returned to the committee in December for further discussion.

**3.C. Administrative Regulation 5118, Non-Resident Attendance and Tuition Fees**

Discussion:

The committee reviewed the current Non-Resident Attendance and Tuition Fees regulation. This regulation will return to the committee for another review after more research is completed.

**3.D. New Policy - Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder**

Discussion:

This policy was taken off the agenda, and Mr. Brey will consult with outside counsel regarding the policy.

**4. Discussion of policies, regulations, and bylaws in future meetings**

**5. Adjourn**

Discussion:

McNeill adjourned 10:02 am

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** December 18, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** December Principals' Report

**Submitted by:** Kenneth Crow

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

December Principals' Report for Board review.

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

# WESTON PUBLIC SCHOOLS REPORT

December 18, 2017



Weston High School

Lisa Deorio, Principal

## *In this issue...Principal's Update*

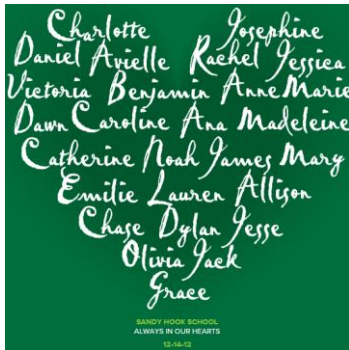
*Academic Programs*

*Athletics*

*Co-Curricular Programs*

*Alumni News*

## PRINCIPAL'S UPDATE



The month of December is an incredibly busy time at Weston High School as we celebrate 26 Days of Kindness in memory of the victims of Sandy Hook. This year, in addition to the individual acts of kindness, our clubs participated in a variety of activities. Students collected baby products for Malta House, our Baking Club gave away free treats, Young Progressives Club and Student Government ran a joint operation that called "food pantry pick-ups", and student drivers went to a total of 40 houses all over Weston to pick up food for the Weston food pantry collecting over 300 items. Student Government also provided hot chocolate and cookies for everyone. The WHS staff donated gift cards to Weston Social Services. The spirit of giving was truly evident.

WHS is fortunate to have Weston's Teacher of the Year and Weston's Paraprofessional of the Year in our schools. Pictured on the left is science teacher, Stacey Greenberg, who was honored at the last Board of Education meeting. On the right is special education paraprofessional, Helene Lepore, accompanied by Director of Pupil Services Lois Pernice, who was honored at the state ceremony.



## ACADEMIC PROGRAMS

English students engaged in mini-lessons of reading and analyzing "kindness" poetry. All English teachers, in support of 26 Days of Kindness, selected poems that reiterated the schoolwide goal to treat those around us with compassion. Poems studied in classes included *Kindness* by Naomi Shihab Nye and *Amendment* by Christina Davis. One senior English student commented that the poem she read,

“moved me so much and reminded all of us that we need to treat each other like we want to be treated.”

English classes participated in the English Department’s annual film analysis unit this month. The intent of this unit is to develop and sharpen our students’ visual literacy skills. All English classes met in the auditorium to view Hayao Miyazaki’s Academy Award winning film, *Spirited Away*. After each viewing, students examined directorial choices as they related to characters, themes, and storytelling; analyzed the purpose of the visual metaphors; and engaged in focused evaluation of selected screen shots. Each course will have a common final assessment where students will be expected to demonstrate their ability to be thoughtful and analytical viewers.

The Writing Center continues to be a popular resource for students and teachers with 81 students visiting last month. Approximately 53% of those students were first time visitors. Mrs. Davies and Mrs. Gleason also visited 16 classes, working with many different academic subjects to help students enhance their writing. From freshman Biology and Modern World Studies to AP US History and AP Latin, students reviewed thesis statements and revised rhetorical analysis papers. As we begin to look forward to midterms, we urge all students to make appointments to meet with the Writing Center teachers and review their work!



Math students were involved in a variety of hands-on learning experiences this month. Pictured are Algebra I students engaged in a Barbie Bungee activity related to linear functions. Geometry classes measured the heights of tall objects around campus by using the concept of similar triangles. Honors Geometry students learned how to formulate an argument based on logic and facts as part of their study of proofs. Pre-calculus students will begin their “Get a Life” project, which relates to their study of exponential functions.



Personal Finance students attended the Financial Reality Fair at Western Connecticut State University. The purpose of the fair was for students to use their knowledge of how to set up and work within a budget. They were given a worksheet that assigned them a career, salary, credit score, student loans, forced savings, and credit card debt. Students had to go from booth to booth and make decisions on everything from buying furniture to buying a car within their monthly budget. This was a wonderful experience in how to put into action the skills learned in class.

Music classes were busy preparing for our concert series this month, which began on December 5 with the band program. Concert Band, Symphonic Band, Wind Ensemble, and Jazz Ensemble presented a varied program with music from classical to popular. The Orchestra and Choir presented their concert on December 14, and featured winds from the Wind Ensemble in this combined concert.

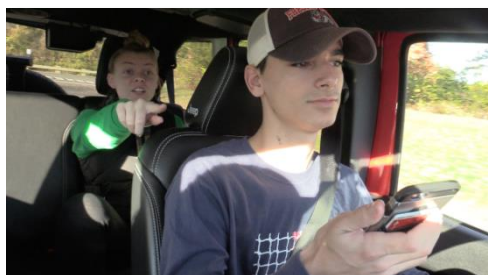


Senior Jane Paknia traveled to Florida with the National Association for Music Education (NAfME) National Honor Bands Festival. Top musicians from each state in the country performed together. Jane performed under the baton of nationally acclaimed conductor T. Andre Feagin. This is the highest honor a high school student can achieve at the national music level. Jane is also a member of the Lincoln Center Jazz Band under the direction of internationally acclaimed musician Todd Stohl.



Physics students spent several days designing and implementing an experiment in which they found coefficient of friction between materials of interest in their unit on forces. They incorporated their findings into a letter sent to someone who would benefit from learning of these results. Some of the recipients of letters included sneaker companies as well as scientists in Japan. One interesting element of this laboratory experiment is that many of these materials had never been tested before. Our students might be the first to find this precise coefficient of friction value.

Environmental science students participated in another program given by Animal Embassy. Students were treated to visits with an American alligator, two chinchillas, a three-legged wood turtle, an African bullfrog, an Amazon tree boa, and an eagle-owl, among other animals. Chris Evers of Animal Embassy talked with the students about conservation methods, and how monitoring endangered species is a way of evaluating environmental health.



Advanced Videography students have been working on the Connecticut DMV Teen Safe Driving PSA contest. This year the videos must engage an audience in seeing and understanding positive examples of how to prevent tragedies, crashes, injuries, and deaths. Studies show that positive reinforcement has a stronger and sounder effect on changing or influencing behavior.

Facing History and Ourselves students visited the 9/11 Museum and Memorial this month. As part of the unit on Historical Legacies and Memory, students explored the purposes of both the memorial and museum along with the artistic and design choices of the creators. Students will use insight from this field trip when they design their own memorials to the Holocaust in a few weeks.



AP Psychology and Animal Behavior students attended a presentation given by the Westport K-9 Unit officers and dogs. The students saw how the officers employ the use of classical and operant conditioning to train both Atlas and Kodak, who work daily patrols and in the narcotics unit. The students were amazed to see the impacts of positive

reinforcement in the shaping of the dogs' behavior, and now have a stronger understanding of course material as a result of this experience. Special thank you to Weston School Resource Officer Joe Mogollon for working to set up the presentation.



We are proud to announce that School Resource Officer Mogollon's web page is now available at the following link: <https://sro.westonps.org>. We encourage all families to visit this page as it has a great deal of information and resources.

Vipin Thekk, Director of Ashoka and founder of Parenting Change Makers, presented to both the Weston Administrative Team and 75 district parents on November 28. The focus of the presentation was to bring to light ways in which educators and parents can foster the essential 21<sup>st</sup> century skills of empathy, leadership, teamwork, and the concept of change making.

Parenting Change Makers is a parent-led initiative aimed at creating ideas, tools, and practices to support children to be change makers, thereby evolving parenting practices of the 21<sup>st</sup> century. The presentations were both highly regarded and created a lot of energy to continue our parenting programming that aligns with our District goal of Emotional Intelligence. The parent presentation was filmed and will be put on the district website, once the appropriate edits are finalized. Stay tuned for continued programming.

## ATHLETICS



We are so proud of our football team for being recognized for their sportsmanship. WHS Football was awarded the SWC Sportsmanship Award as well as the Colonial Football Officials Association Award for their exemplary sportsmanship. Our team had a successful season, missing the state tournament by the narrowest of margins. On a similar note, Girls' Volleyball was also recognized with the SWC Sportsmanship Award. Every fall team received outstanding sportsmanship recognition from our league. Our girls' soccer team had a great run in the CIAC Class M State Tournament making it all the

way to the State semifinals before falling 3-2 to the eventual State Champions, Granby Memorial.

## CO-CURRICULAR PROGRAMS

Circle of Friends held a Bake Sale on November 20 to raise funds to support the Unified Sports program. We would like to give a shout out to Club presidents, Juliana Koller, Charlotte Glick and Rachel Gelfand for organizing the fundraiser. Circle of Friends hosted an after school holiday party on December 18 for Unified Sports.

Unified Sports meets Monday after school in the gym. Our team is off to a great start this year under the leadership of Coach Tom Curley and student leaders Ben Averick, Chris Fruhbeis, and Sam Parks. Winter activities include fitness training, basketball, yoga, and bowling.

LLC Maker Space: The 'Hats for Homeless Knitting Project' returned for its second year in the Library Learning Commons Makerspace. Yarn generously donated by the community has yielded 46 hats this season, all knitted by students and staff from Weston High School as well as the Weston Public Schools Central Office. All hats will be donated to the Midnight Run in January.



Spanish Club visited the Open Door Shelter in South Norwalk and assisted in a program that gave free haircuts to people in need. Spanish club members also organized and separated the bags of clothes sent in by donors. Pictured are Sra. Davidow, Claire Magee, Eliza Banbury, Alicia Salcedo, and Parsia Daghoghi.



Thomas Bogaev also supported the Open Door Shelter in at his exhibition at the Rockwell Gallery in Wilton. Proceeds from his photographs went to support the work at this important organization.

Latin Club and Latin Honors Society held their second annual Toga for the Day Fundraiser. Students put money toward the name of a teacher they want to see wear a toga for a day. The teacher with the most money wears the toga and picks the charity to which all the money is donated. This year, Mr. Risoli won, and \$150 was donated to the Tyler Byrne Education Fund.



### ALUMNI NEWS

Sebastian Forero, Class of 2017, recently sent calculus teacher, Ms. Michelangelo the following email thanking her for everything she taught him last year:



*"(I) wanted to email you and tell you that everything you taught me in calculus I have been having to use here in Wisconsin and it makes my life so much easier. I even taught my TA and all my other classmates one day the curve graph you used to have on the board. You know like where  $F'(x) > 0$  and  $F''(x) > 0$  then the curve on  $F(x)$  is going in a certain direction. Well one day I showed my TA and classmates the 4 possible curves and I heard them all writing it down in their notes. And then out of nowhere today my TA decided during our review session for our exam tomorrow to include the curves I learned from you. It was really funny. Looks like he really liked the way you teach. Thanks for being a great math teacher Ms. Michelangelo."*

As a freshman at MIT, Hamilton Forsythe, Class of 2017, is making conference-wide headlines. In his first career game, he came off the bench to lead all scorers with 29 points, 24 of which came from beyond the three point line. In the ensuing eight games, Hamilton has continued to garner attention throughout NCAA Division III Basketball, as he leads the 8th ranked Engineers in several categories including points per game, free throw percentage, and three point field goal percentage.



*In this issue... Eighth Grade Students Share Learning With Hurlbutt Students*

*Music Department News*

*Wonder*

*Math 8 Students Study Linear Relationships*

*Emotional Intelligence Update*

*Seventh-Grade Astronomy Unit*

*Physical Education Highlights*

### **EIGHTH GRADE STUDENTS SHARE LEARNING WITH HURLBUTT STUDENTS**

In eighth grade social studies classes, students have been studying the intellectual and philosophical origins of the American Revolution. They recently analyzed the Declaration of Independence, translated the Declaration's preamble into kid-friendly language, and turned that work into children's books. The top books were shared with an authentic audience, Miss Greenberg's 2<sup>nd</sup> grade class at HES. Miss Greenberg's students will practice their opinion writing skills by writing about their favorite parts of each book. The eighth graders are looking forward to receiving this feedback.

### **MUSIC DEPARTMENT NEWS**

On Saturday, December 2, many students from our middle school music program auditioned for the Connecticut Music Educators Association Western Region Honor Band, Jazz Band, and Choir. We are excited to announce that 12 students were accepted based on their audition and will be representing Weston Middle School at this festival in March. These students include Karl Schulz for Jazz Band, Gabe Paknia and Matthew Schreder for Band, and Kennedy Boehme, Robert Burns-Min, Lola Connelly, Jonah Frimmer, Konstantina Gotouhidis, Isabel Kusek, Michael Lagana, Audrey Mbwa-Mboma, and William Stammer for Choir. Congratulations to all!

It's concert season! The Weston Music Department's annual winter concerts took place during the first few weeks of December, to wonderful success. Music students from all grades performed music that they have been preparing since the start of the school year. The orchestra featured pieces such as Mahler's *Symphony No. 1, Mvt. 3*, performed by the 8th Grade Orchestra, and Richard Meyer's *Cincopations* by the Chamber Orchestra. The WMS Bands performed concert repertoire such as *Eagle Mountain Overture*, *Alpha Squadron*, and *American Frontier*. In celebration of the holiday season, the



seventh grade band performed a spirited arrangement of three traditional Jewish folk songs in David Marshall's arrangement of *Hanukkah Holiday*, while the eighth-grade band played an arrangement of Vince Guaraldi's classic music from *Christmas Time with Charlie Brown*. On Wednesday, December 13, the choir impressed their audience with Andre Thomas's *I hear America Singing*, and Aaron Copland's *Old American Songs*. Congratulations to faculty and students on a successful concert season.

## WONDER



Sixth grade students visited the Prospector Theater in Ridgefield, which is a non-profit organization dedicated to providing meaningful employment to adults with disabilities. Employees of the Prospector, known as Prospects, led tours and discussed the various ways that the theater works to fulfill its mission. Following this experience, students viewed a private screening of the movie, *Wonder*, based on The New York Times bestselling and powerful novel of the same name. Many students and staff read the novel in preparation for the trip.

*Wonder* tells the story of a boy with a rare genetic facial deformity who struggles to find acceptance as he attends school for the first time. The Prospector Theater was an ideal venue for our students to view this film as both the film and the theater serve to build empathy for others.



## MATH 8 STUDENTS STUDY LINEAR RELATIONSHIPS

Math 8 students are deep into their study of linear relationships. They recently completed a performance-based assessment in which they had to research data they presumed to have a linear relationship. They collected the real world data and performed mathematical analyses to determine the best mathematical model for their data.

One of our math teachers, Ms. Howard, recently attended the ATOMIC (Associated Teachers of Mathematics in Connecticut) convention for math teachers. She participated in three workshop sessions and brought back some fresh ideas for the department.

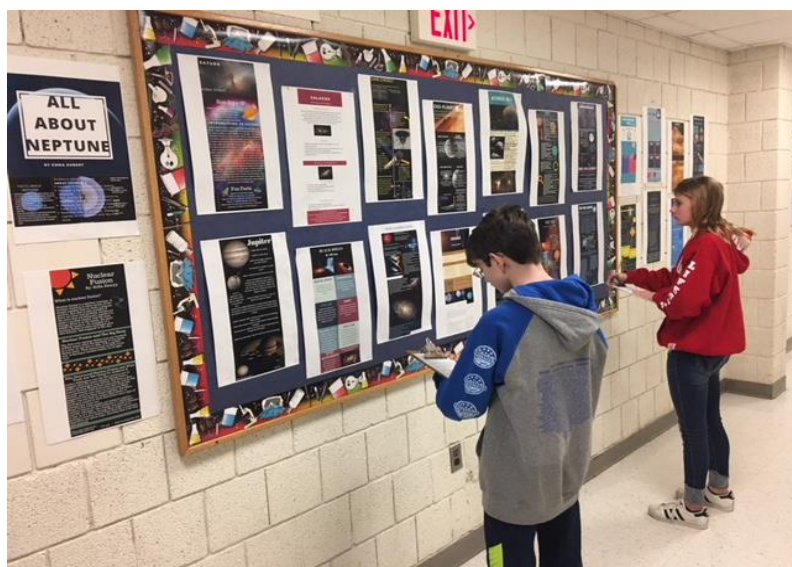
## EMOTIONAL INTELLIGENCE UPDATE

Students have been working on Team Charters in their advisory groups. These charters are part of our work with students in the area of emotional intelligence. Students have been asked how they would like to feel in school and what we all can do to support those feelings. Students suggested feeling words such as motivated, respected, happy, appreciated, inspired, chill, etc. Students will incorporate these words in a door decorating contest later this month. Teachers are currently nominating students to serve on a student advisory council to help plan future advisory activities, many of which will continue our focus on emotional intelligence.

## SEVENTH-GRADE ASTRONOMY UNIT

The Seventh Grade Adventurers and Explorers astronomy unit culminated with a research and presentation project. The topics ranged from individual planets to dark energy. An emphasis was

placed on technology, such that students in learning to think like scientists, identify and explain the instruments, measurements, and/or mathematical models that validate the information in the literature. Gary Webster, Learning Commons Tech Integrator, taught nine science classes how to use Canva graphic design software to create an infographic, and continued to support students as needed until their products were complete. The attractive format caught the eye of our superintendent for a Weston Wow!



## PHYSICAL EDUCATION HIGHLIGHTS



We are now immersed in our “winter rotations”. Students are participating in swimming, volleyball, and floor hockey. In addition, grade eight students are spending time in the fitness room learning about strength training. The goal for our swimming units is for our students to become proficient in the freestyle, backstroke, and breaststroke. In volleyball and floor hockey, the focus is on hand-eye coordination and perceptual movement patterns. Our strength training unit is an introduction. Our students will learn important muscle groups, how to work them, and most importantly how to be safe while performing strengthening exercises and using fitness equipment.

*In this issue...Grade Three Opinion Writing  
Grade Four Information Reading Unit  
Grade Five Information Reading Unit  
Hour of Code  
The WIS LLC  
WIS PRIDE*

### GRADE THREE OPINION WRITING



In third grade, our students engaged in an opinion writing unit in which they investigated issues of personal importance in order to convince a designated audience. Students generated many different opinion-based ideas and worked within a framework for writing to include their claim, reasons, and evidence. Ultimately, students chose a personal opinion to write a speech, petition, or essay to convince their audience of something change worthy. In one classroom, students invited administrators in to share their reasons and evidence for why third graders need a movement break outside in the morning. Reasons included recess being later for third graders this year, lots of academic time in the morning, and research that shows students need movement in order to learn more effectively. This was an incredibly valuable experience for students to learn the power of their voice in generating change in their world!

### GRADE FOUR INFORMATION READING UNIT

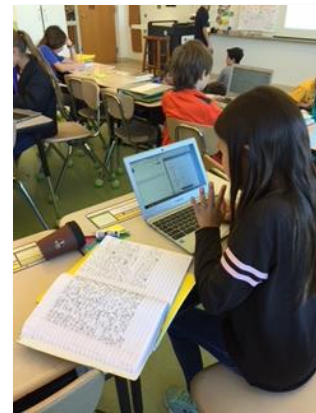


This month, our fourth grade students finished their first information reading unit of the year. In this unit, students learned how to summarize and analyze non-fiction text by focusing on main ideas and text structures such as cause and effect, compare and contrast,

problem and solution, and narrative. Students worked in research teams to investigate different aspects of weather and its relationship to natural disasters, including floods, hurricanes, tornadoes, blizzards, and earthquakes. By investigating multiple sources on a topic, students were able to synthesize information across texts, articles, and videos. Finally, groups presented their findings to their classmates. This unit was an incredibly engaging way to launch our fourth graders into the world of information reading and research on real-world topics of significance.

## GRADE FIVE INFORMATION READING UNIT

Our fifth grade students have just finished an engaging reading unit on informational text complexity. The unit taught students all the ways text becomes more difficult to summarize, analyze, and synthesize information about a topic within one text and across multiple texts. Students chose a topic of interest to research and investigated multiple sources to build knowledge and become ‘experts’. Finally, students led seminars for their classmates to teach about their expertise and receive feedback from their peers on their work. Students truly enjoyed teaching their classmates about their topics and reflecting on how their research skills have grown.



## HOUR OF CODE



Computer Science Education Week is a world-wide learning event that takes place during the second week of December each year. WIS students celebrated this event by taking part in Hour of Code activities. At each grade level, students were presented with age-appropriate, self-paced activities that encourage computational thinking and logical sequencing, encouraging them to “think like a programmer.”

Grade 3: The Hour of Code activity for third graders at WIS was LightBot. This activity introduces young students to basic computer programming concepts in an age-appropriate way by having them use simple commands, and *patterns* of commands to guide an on-screen robot through a series of mazes. The maze challenges become more difficult as students master the various levels. It is wonderful to hear students’ problem-solving conversations, and watch their collaborative efforts and level of engagement!

Grade 4: Fourth graders also programmed onscreen robots through a map for their Hour of Code experience, but rather than using drag and drop commands, they were encouraged to type the code to direct the robot themselves. The environment they worked in was RoboMind Academy. Again, the activity called upon students to recognize patterns to create repeated “loops” of robot activity. Mazes became increasingly more challenging as students demonstrated mastery of basic programming commands.

Grade 5: The grade five Hour of Code was a bit more advanced. This year Google partnered with the popular online programming application called Scratch (MIT) to set up activity where students used the Scratch programming environment to create and animate their own Google Doodle. Using drag and drop coding blocks, students created and animated characters called Sprites, which were the six letters of the Google logo. For many fifth graders, this was a first experience with Scratch programming. The activity was self-paced, with students choosing the tutorial videos that most interested them to



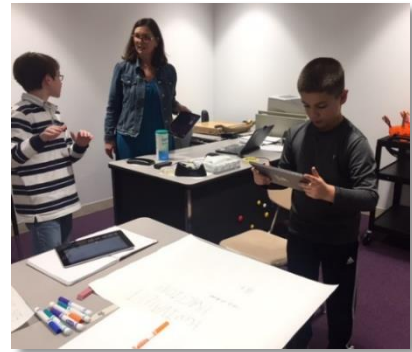
support their learning. Ask your fifth grader about this experience. They may want to set up a free Scratch account with parental permission to further explore programming and animation.

### THE WIS LLC

The WIS LLC has had a busy month. In addition to hosting book exchange, all fourth grade classes received instruction on how to evaluate online resources for trustworthiness; the WIS Student Council met and decided to begin running Town Hall sessions with the classes they represent (great civics lessons are instore for all WIS students!); and the WIS MakerMasters (a group of fifth grade students ‘hired’ to help out in the makerspace) held their first meeting.



Fifth grade classes also started cycling through the makerspace to learn how to produce stop motion movies. Stop motion movies are a popular form of online communication and are often used to demonstrate a process. Fifth graders were instructed in how to produce a stop motion movie with iPads. Students were then tasked with creating a stop motion movie to teach a peer how to



convert a fraction to a decimal—a concept in their current math unit. During this activity, students were fully engaged as they experimented with stop motion to demonstrate their math thinking. Teachers were able to easily identify students who were struggling with the concept and correct their thinking. We are confident students and teachers will use stop motion in the future to reinforce their teaching and learning.

### WIS PRIDE

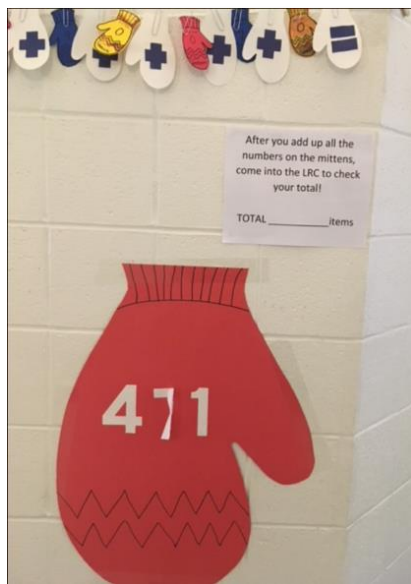
Throughout the year, our staff has been on the lookout for respectful behavior and Paws are being awarded to groups of students who exhibit PRIDE behavior. For every 25 Paws that are awarded, we hold a schoolwide celebration. This month our students earned 50 Paws! The Student Council led a schoolwide survey to choose the activity for the celebration, and the students chose to have 20 minutes of “Drop Everything and Play.” Students brought in a variety of games to share with their classmates and teacher, and classes happily spent Friday afternoon enjoying their well-deserved reward. We are so proud of our students for their respectful behavior and continue to encourage them to show PRIDE behavior not only at WIS but in all aspects of their lives.



*In this issue...Hurlbutt Celebrates a Positive School Climate  
Teaching and Learning  
Veterans Day at Hurlbutt*

### HURLBUTT CELEBRATES A POSITIVE SCHOOL CLIMATE

Our December PBIS (Positive Behavioral Interventions and Support) assembly brought out the true holiday spirit in our students and staff. In the spirit of kindness, kindergarten teacher, Mrs. Hannigan organized Hurlbutt's annual mitten drive. Students and staff brought in 471 new hats, mittens and gloves to help families from a neighboring town. Our buddy classes worked together to decorate a collection box. Our main hallway was decorated with paper mittens indicating how many we collected throughout the drive. As we collected, it was a great opportunity for our students to put their math skills to use in a real life application. The excitement continued to build as we got closer and closer to the assembly. We couldn't wait for the big reveal to find out how many mittens we collected. Mrs. Hannigan delivered all of these items to a school in Connecticut that has families in need of these winter items. The recipients were very appreciative of our generosity and kindness. This schoolwide community event was a great example for our students of how our kindness can positively impact the world around us.



During the month of November, our students filled the honeyhive twice! For our second celebration, we had Alphabet Day. During Alphabet Day, classes decide which letter of the alphabet they want to represent and students dressed in something that embodies that letter. Many classes chose the letter P so that they could wear pajamas to school! What really impressed us was the level of creativity our students generated in preparing for the event. Many students chose pajamas that also represented the letter P in their designs. We saw pajamas that also showed planets, patterns, and puppies. Students quickly realized that they could wear pink, purple, and of course, we had many princesses throughout the school. While a fun event, it also gave our students practice with categorizing, thinking creatively, and compromising when their class may have chosen a letter that was not someone's first choice. This was certainly a successful day for all.

### TEACHING AND LEARNING

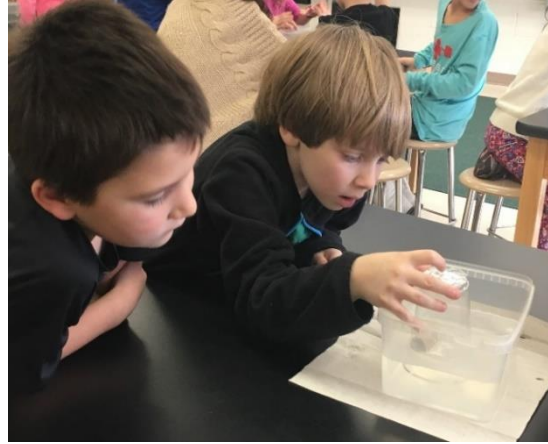
Our first grade classes, who are studying animal defenses, had the opportunity to meet some wildlife up close and personal through the Animal Embassy Animal Defense Program. Naturalist Chris Evers founded the Animal Embassy, and their organization is dedicated to exotic animal rescue & adoption and environmental education. Through PTO funding, we were able to bring this engaging and exciting program to Hurlbutt.



Our program was a hands-on, educational, and interactive experience that allowed students to connect with the natural world in the school environment. Our first graders learned how animals use physical and behavioral adaptations to protect themselves in the wild. Students used their critical thinking and observation skills to notice how animals adapted to habitats. Science vocabulary such as camouflage, adaptations, habitats, and of course the names of the animals were introduced throughout the program. The highlight of the event was meeting all of the animals and interacting with them in the science lab.

Through the generous support of our PTO, we continue to host scientists from the *High Touch High Tech* science programs. This program provides enrichment to our science curriculum through hands-on experiments. Our second graders recently participated in a program and learned about states of matter in coordination with this science unit of study. Engaging experiments captured our students' attention as they explored the properties of matter. They weighed air to learn that air really does take up space and have weight. After learning about solids, liquids, and gases, they participated in experiments designed to demonstrate how matter changes states. Together as a class they watched water transform into a snowman's hand! These programs have become favorite annual events for our students and staff and we are grateful to the PTO for funding these enriching activities.

Our first graders who are studying the Sunshine and Shadows unit of study were immersed in the High Touch High Tech of Connecticut program, *The Shadow Knows*©. In an engaging hands-on experience, students investigated shadows using a light source. They even used shadows to learn about the motion of the sun. Our budding scientists experimented with blocking light sources and used science vocabulary including opaque, translucent, and transparent. They were so proud to be using these scientific words as they worked cooperatively to create shadows. Through keen observational skills, they noticed and discussed how cool shadows can be.



### VETERANS DAY AT HURLBUTT

Every year our students and staff honor the brave men and women who serve or have served in the armed forces. Throughout the school day we engaged our entire community in age-appropriate ways to make personal connections to this important day. June Smith, kindergarten paraeducator, created a stunning display in the main lobby that honored individuals our families identified as a veteran. This year the theme was “Popping Up to Thank a Veteran.”

The remembrance poppy was inspired by the World War I poem, *In Flanders Fields*. Poppies have become a symbol commonly used on Veterans Day to remember each service member. Mrs. Smith with the help of school staff, created a poppy for each service member associated with our school community. Students were so proud to see their parents, grandparents, neighbors and school security officers proudly displayed in the hall. Our students also wore red, white and blue on this special day to show their patriotic spirit and to honor all veterans. We start each day at Hurlbutt with the Pledge of Allegiance, and to commemorate Veterans Day, we said the pledge with current service members. Kindergarten teacher, Meg Hanngan shared a video of her sister, Ensign Lauren Cebulski and other members of the navy saying the Pledge of Allegiance. It was an exciting moment for our students to connect with current service members around the world.

