

# Board of Education Regular Meeting

Monday, October 22, 2018 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. Security

B. Collective Bargaining

## III. RESUME PUBLIC SESSION

## IV. PLEDGE OF ALLEGIANCE

### A. RECOGNITION

1. Lacrosse Storage Shed Donation

## V. APPROVAL OF MINUTES

## VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

## VII. PUBLIC COMMENT

## VIII. NEW BUSINESS

A. Gauging Student Progress Report

B. Third FY 2018 Financial Update and Approval of  
Transfers

C. FY 20 Budget Calendar Approval

D. FY 20 Budget Assumptions

E. Discussion and Vote on Space Utilization Phase  
Two Study

F. Discussion and Vote Regarding Roofing

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

1. Fundraising

## IX. SUPERINTENDENT'S REPORT

A. District Update

## X. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CAFE

I. Weston Education Foundation

**XI. WRITTEN REPORTS**

A. Principals' Reports

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

A. Regular Session on November 19 at 7:30 p.m.

B. Review of Pending Agenda Items for Next Meeting

**XIII. ADJOURNMENT**



Weston Lacrosse Club  
westonlax.com

October 10, 2018

William S. McKersie, Ph.D.  
Superintendent  
Weston Public Schools  
24 School Road  
Weston, CT 06883  
williammckersie@westonps.org

Dear Dr McKersie:

As part of our continuing support of the high school lacrosse program, the Weston Lacrosse Club (WLC) would like to donate to the Weston Public Schools a Keter Fusion 7'x9' storage shed for the shared use of Weston varsity lacrosse and Weston youth lacrosse.

The WLC will be responsible for building a shed foundation and assembling the shed.

The approximate value of the shed \$1275.

Thanks for your help in facilitating this donation.

Best regards,

Mallory Brooks  
President, WLC

**Board of Education Regular Meeting**

September 17, 2018 7:30 PM  
Weston Middle School Library

**Attendance Taken at 7:34 PM:**

Present Board Members:

Gina Albert  
Sara Spaulding  
Daniel McNeill  
Samantha Nestor  
Anthony Pesco

Absent Board Members:

Ellen Uzenoff  
Jacqueline Blechinger

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

**II. EXECUTIVE SESSION**

**II.A. Discussion of Correspondence from the Board of Education's Outside Legal Counsel Subject to the Attorney-Client Privilege**

**II.B. Discussion of Correspondence from the Board of Education's Internal Legal Counsel Subject to the Attorney-Client Privilege**

**II.C. Matters Pertaining to Security**

**III. RESUME PUBLIC SESSION**

**IV. PLEDGE OF ALLEGIANCE**

**V. RECOGNITION**

**V.A. 2019 National Merit Scholarship Semifinalists**

Discussion:

Mrs. Lisa Deorio, Principal of Weston High School, said a few words regarding the three 2019 National Merit Scholarship Semifinalists.

**Motion Passed:** Move that the Weston Board of Education recognize Owen Tanzer, Carolyn Zech, and Kayla Zhang as semifinalists in the 2019 National Merit Scholarship Competition; passed with a motion by Daniel McNeill and a second by Anthony Pesco.

**5 Yeas - 0 Nays.**

**VI. APPROVAL OF MINUTES**

**Motion Passed:** Move that the Weston Board of Education approve the minutes of the August 27 Regular Meeting; passed with a motion by Daniel McNeill and a second by Samantha Nestor.

**5 Yeas - 0 Nays.**

## **VII. PUBLIC COMMENT**

Discussion:  
No comments.

## **VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS**

Discussion:  
Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction introduced the two new Board of Education Student Representatives, Camryn Kirk and David Tamburri. Both highlighted new faculty to WHS and spoke about the new courses added to the curriculum this year, specifically AP Environmental Science and Science Research. School began at WHS with the Trojan Kick-Off Pep Rally and all are looking forward to Homecoming during the week of October 22.

## **IX. NEW BUSINESS**

### **IX.A. Recognize New Youth Services Director for Town of Weston**

Discussion:  
Dr. Christopher Spaulding, First Selectman of Weston, introduced Laura Cleary, the new Youth Services Director for Weston.

### **IX.B. Resignations**

**Motion Passed:** Move that the Weston Board of Education acknowledge the resignation of Lori Harjes; passed with a motion by Sara Spaulding and a second by Samantha Nestor.

**5 Yeas - 0 Nays.**

### **IX.C. FY 2018 Year-End Financial Report**

Discussion:  
Mr. Rudl, Director of Finance and Operations, reviewed the year-End Financial Report. End-of-year transfers totaling \$202,411 were presented for approval with nine in excess of \$5,000.

**Motion Passed:** Move that the Weston Board of Education approve the final financial report and transfers presented by Mr. Rudl for the fiscal year ending June 30, 2018; passed with a motion by Anthony Pesco and a second by Daniel McNeill.

**5 Yeas - 0 Nays.**

### **IX.D. Second FY 2019 Financial Update and Approval of Transfers**

Discussion:  
Mr. Rudl, Director of Finance and Operations, provided a monthly financial update. Transfers totaling \$812,307 were presented for approval. Of these transfers, there were 19 in excess of \$5,000.

**Motion Passed:** Move that the Weston Board of Education approve the transfers as presented by Mr. Rudl in the second FY 2019 financial update; passed with a motion by Samantha Nestor and a second by Anthony Pesco.

**5 Yeas - 0 Nays.**

#### **IX.E. Discussion of Space Utilization Study**

Discussion:

The Committee reviewed the Space Utilization Study. As the process progresses, the First Selectman and members from the Town Board of Finance and Building Committee to be included. The Board discussed Phase Two of the study.

#### **IX.F. Discussion Regarding Weston Lacrosse Storage Shed**

Discussion:

Weston Youth Lacrosse requested to install or have use of a storage shed for their equipment. The District currently has 12 storage sheds on campus. It was agreed that Weston Youth Lacrosse would be able to donate money for a shed and be responsible to maintain and repair it as necessary. The Board of Education would accept the donation on behalf of the BOE.

#### **IX.G. School Resource Officer Memorandum of Understanding Approval**

**Motion Passed:** Move that the Weston Board of Education approve the Memorandum of Understanding between the Weston Police Department and the Weston Board of Education regarding the School Resource Officer Program and authorize the Chairperson and Superintendent to execute the agreement; passed with a motion by Sara Spaulding and a second by Daniel McNeill.

**5 Yeas - 0 Nays.**

#### **X. SUPERINTENDENT'S REPORT**

**X.A. District Update**

#### **XI. COMMITTEE REPORTS**

**XI.A. Communications Committee**

**XI.B. Curriculum Committee**

**XI.C. Facilities Committee**

**XI.D. Finance Committee**

**XI.E. Policy Committee**

**XI.F. Negotiations Committee**

**XI.G. CES**

**XI.H. CABE**

**XI.I. Weston Education Foundation**

#### **XII. WRITTEN REPORTS**

**XII.A. Principals' Reports**

#### **XIII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION**

XIII.A. Regular Session on October 22, 2018 at 7:30 p.m.

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

XIV. ADJOURNMENT

**Motion Passed:** passed with a motion by Sara Spaulding and a second by Samantha Nestor.

**5 Yeas - 0 Nays.**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Superintendent

DRAFT



# Weston Public Schools Gauging Progress Report

Academic Year: 2017-18

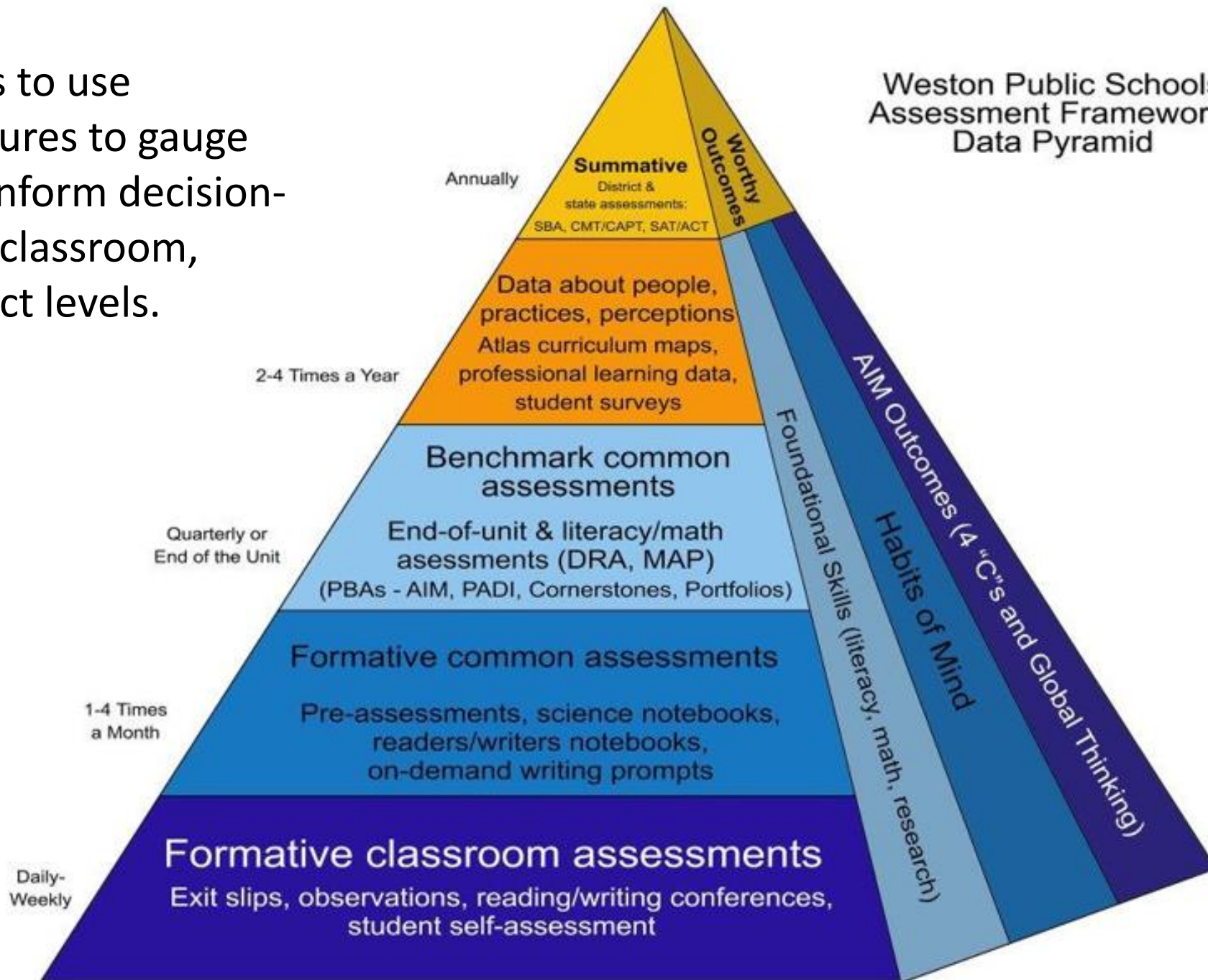
October 22, 2018

# Rationale for Gauging Progress

- Informs continuous improvement efforts to strengthen programs and services to meet the needs of our students;
- Enables us to identify areas of strength and in need of improvement;
- Informs teacher professional development planning;
- Provides valuable information to support curriculum renewal process; and,
- Informs the budget process by establishing priorities for instructional improvement.

Weston strives to use multiple measures to gauge progress and inform decision-making at the classroom, school & district levels.

## Weston Public Schools Assessment Framework- Data Pyramid



# Contents of this Report - Key Headlines

## External Assessments

- **Smarter Balanced Assessments** - In 2018, the percentage of students in Weston achieving Level 3 and Above in grades 3-8 in math and ELA increased or was maintained when compared to the previous year, with the exception of sixth grade math.
- **School Day SAT** – Weston’s very high performance on the School Day SAT continues to group WHS with the top performing high schools in CT.

## Internal Assessment

- **Writing Portfolios** – Student writing portfolios in grades 8 & 10 are evaluated by a team of assessors. The successful completion of the writing portfolio process is a student graduation requirement. In 2018, 88% of sophomores achieved a score of Proficient or Higher on the WHS Writing Rubric.

# Caveats

- **Summative Assessments** – These measures typically receive the most attention in education and are often misused to compare and rank districts. Examining Weston’s grouping within the top tier schools is of greater value. Often, there is very little difference in performance for top-ranking schools.
- **Multiple Measures** – The assessments presented in this report need to be viewed in context and in conjunction with other measures. Page three of the report lists several other measures used in Weston to gauge progress.
- **Cohort Sizes** - Student cohort sizes are relatively small in Weston with the number of students ranging from 140 to 200. Small fluctuations in the number of students meeting or exceeding the standard level from year-to-year may result in large fluctuations in Weston’s results.

# Smarter Balanced Assessments

## DRG A Math Comparison - % Level 3 or Above

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
Darien	84.8	82.3	76.6	82.6	83.7	78.2	81.3
Easton	83.5	76.0	79.4	81.9	67.8	66.0	75.5
New Canaan	90.2	92.6	88.8	87.4	81.9	86.2	87.8
Redding	81.9	83.5	76.3	74.4	72.6	79.2	77.9
Ridgefield	82.1	78.5	76.1	60.6	73.6	64.2	72.3
<b>Weston</b>	<b>79.5</b>	<b>78.7</b>	<b>74.0</b>	<b>58.1</b>	<b>75.9</b>	<b>82.9</b>	<b>74.7</b>
Westport	83.8	83.7	85.7	74.9	83.8	79.5	81.8
Wilton	71.2	71.0	73.4	79.6	75.6	67.3	73.2
<b>DRG A Average</b>	<b>81.5</b>	<b>81.3</b>	<b>79.1</b>	<b>72.5</b>	<b>77.2</b>	<b>76.6</b>	<b>78.0</b>
<b>State Average</b>	<b>53.8</b>	<b>51.3</b>	<b>45.0</b>	<b>43.9</b>	<b>44.1</b>	<b>42.6</b>	<b>46.7</b>

# Smarter Balanced: Math % Level 3 or Above

<b>Grade</b>	<b>2015 (With PT)</b>	<b>2016 (With PT)</b>	<b>2017 (With PT)</b>	<b>2018 (With PT)</b>
<b>8</b>	59	65	79	83
<b>7</b>	76	75	69	77
<b>6</b>	65	65	72	58
<b>5</b>	69	73	66	74
<b>4</b>	73	74	72	79
<b>3</b>	83	80	80	79

# Smarter Balanced: Math Performance Levels

## WIS Grades 3-5

2018 Overall SBA Results Analysis						
	Grade 3		Grade 4		Grade 5	
Students at or above goal	120	79%	137	79%	134	74%
Students below goal	31	21%	37	21%	47	26%
All Students						
Total Count	151		174		181	
Level 1	9	6%	6	3%	11	6%
Level 2	22	15%	31	18%	36	20%
Level 3	64	42%	66	38%	52	29%
Level 4	56	37%	71	41%	82	45%

# Smarter Balanced: Math Performance Levels

## WMS Grades 6-8

2018 Overall SBA Results Analysis						
	Grade 6		Grade 7		Grade 8	
Students at or above goal	111	58%	142	77%	160	83%
Students below goal	79	42%	44	23%	33	17%
All Students						
Total Count	191		186		193	
Level 1	24	13%	10	5%	12	6%
Level 2	55	29%	34	18%	21	11%
Level 3	57	30%	63	34%	47	24%
Level 4	54	28%	79	43%	113	59%

# Smarter Balanced Assessments

## DRG A ELA Comparison - % Level 3 or Above

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
Darien	79.8	81.6	85.1	85.0	85.1	83.8	83.4
Easton	75.0	85.3	93.1	89.4	87.6	81.4	85.3
New Canaan	86.2	91.3	90.6	88.7	87.1	86.2	88.3
Redding	71.1	89.0	82.5	72.5	84.0	74.6	79.0
Ridgefield	82.4	82.1	89.9	75.3	82.7	74.3	81.8
<b>Weston</b>	<b>76.8</b>	<b>81.0</b>	<b>75.1</b>	<b>76.6</b>	<b>83.4</b>	<b>81.3</b>	<b>79.1</b>
Westport	83.8	83.2	91.0	77.0	82.7	83.8	83.5
Wilton	76.3	77.9	87.2	84.2	74.8	81.2	80.3
<b>DRG A Average</b>	<b>78.9</b>	<b>84.1</b>	<b>86.1</b>	<b>79.1</b>	<b>82.5</b>	<b>80.2</b>	<b>82.0</b>
<b>State Average</b>	<b>53.1</b>	<b>54.9</b>	<b>58.4</b>	<b>54.3</b>	<b>55.0</b>	<b>56.1</b>	<b>55.3</b>

# Smarter Balanced: ELA % Level 3 or Above

<b>Grade</b>	<b>2015 (With PT)</b>	<b>2015* (No PT)</b>	<b>2016 (No PT)</b>	<b>2017 (No PT)</b>	<b>2018 (No PT)</b>
<b>8</b>	72	70	78	73	81
<b>7</b>	78	72	85	72	84
<b>6</b>	77	72	78	77	77
<b>5</b>	86	81	84	78	75
<b>4</b>	82	79	76	76	81
<b>3</b>	76	69	74	70	76

# Smarter Balanced: ELA Performance Levels

## WIS Grades 3-5

2018 Overall SBA Results Analysis						
	Grade 3		Grade 4		Grade 5	
Students at or above goal	116	76%	141	81%	136	75%
Students below goal	35	24%	33	19%	45	25%
All Students						
Total Count	151		174		181	
Level 1	7	5%	11	6%	14	8%
Level 2	28	19%	22	13%	31	17%
Level 3	49	32%	54	31%	56	31%
Level 4	67	44%	87	50%	80	44%

# Smarter Balanced: ELA Performance Levels

## WMS Grades 6-8

2018 Overall SBA Results Analysis						
	Grade 6		Grade 7		Grade 8	
Students at or above goal	147	77%	156	84%	158	81%
Students below goal	45	23%	31	16%	36	19%
All Students						
Total Count	192		187		194	
Level 1	14	7%	10	5%	11	6%
Level 2	31	16%	21	11%	25	13%
Level 3	86	45%	85	46%	85	43%
Level 4	61	32%	71	38%	73	38%

# CT School Day SAT 2018 – DRG A Comparison

District	Subject	% Level 1 Not Met	% Level 2 Approaching	% Level 3 Met	% Level 4 Exceeded	% Level 3 & 4	Average Score
Weston	ELA	3.5	4	45.2	47.2	92.5	608
	Math	5.5	16.6	41.7	36.2	77.9	598
Darien	ELA	2.7	6	46.7	44.7	91.3	603
	Math	5	13.7	42	39.3	81.3	607
Regional 09	ELA	5	9.1	50.7	35.2	85.8	581
	Math	3.7	24.2	47.9	24.2	72.1	576
New Canaan	ELA	4.3	6	40.7	49	89.7	604
	Math	4	17.2	42.4	36.4	78.8	604
Ridgefield	ELA	4.5	5.8	46.9	42.7	89.7	599
	Math	4	18.3	45.4	32.4	77.7	594
Westport	ELA	4.4	4.2	42.5	48.8	91.3	609
	Math	3.4	17	44.2	35.5	79.6	610
Wilton	ELA	4.2	6.4	41.8	47.6	89.4	603
	Math	4.8	21	41	33.2	74.2	594
State of CT	ELA	20	17.6	45.1	17.3	62.4	516
	Math	23.2	36.5	29.2	11.1	40.3	503

# School Day SAT Math Section – Class of 2019

## Performance level by Subgroup

Gender	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and above
Total	202	5	17	42	36	78
Female	97	10	16	46	28	74
Male	105	1	18	38	43	81

# School Day SAT ELA Section – Class of 2019

## Performance Level by Subgroup

Gender	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and above
Total	202	3	4	45	48	93
Female	97	5	5	48	42	90
Male	105	2	3	43	52	95

# 2018 8<sup>th</sup> Grade Writing Portfolio Results

Performance Level	# of Students	%
Exemplary	0	0
Distinguished	16	8
Commendable	55	28
Proficient	93	47
Emerging	31	16
Limited	*	1
<b>Total</b>	<b>196</b>	<b>100</b>
<b>Percentage proficient or higher:</b>	<b>83</b>	
<b>Percentage emerging or limited:</b>	<b>16</b>	


Weston Public Schools

## WMS Writing Portfolio

2018

196 students at Weston Middle School submitted writing portfolios eighth grade

**Portfolio Contents: Four Interdisciplinary Writing Genres**



■ Reflective Letter ■ Argumentative Writing  
■ Student Choice ■ Informal Writing


"In my opinion writing is a skill that everyone needs to have to succeed in the future. Writing gives me an opportunity to present my opinion in persuasive essays."  
—from sample Reflective Letter, Proficient

"One of my main goals is to improve my argument writing. I love the opportunities that argument writing poses, allowing you to speak your opinions and also to listen to other writers perspectives."  
—from sample Reflective Letter, Distinguished

**Comparison of Critical Thinking between Score Points**

**"Proficient" Analytical Paper**


"It's time to take action and stand up for our future. Limiting the amount of screen-time in school will enable us to decrease the amount of negative situations. Eliminating these factors can steer us towards a supporting and overall promising future for all humankind."



This proficient argumentative paper presents an original idea and encourages a call to action.

**"Distinguished" Analytical Paper**

"The moment has come to make a change, time is limited. The children of this world are becoming obsessed with technology, and soon, there will be no way to stop it. The warnings of science fiction emphasize the essential reality that the misuse of technology has devastating effects on intellectual development."

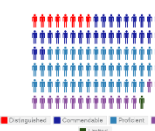


This distinguished argumentative paper presents an important original idea synthesizing several texts and the relevant themes they develop.

**Portfolio Assessment Feedback**

Each portfolio was assessed holistically on a 6-point rubric. Each student also received narrative score feedback on his/her strengths and goal areas as a writer.

**Aggregate Rubric Scores**




Eighty-three percent of students scored at proficient or higher on the 2018 WMS Writing Portfolio.

**Sample Narrative Feedback**

"Your story has incredible potential. It's creative and I enjoyed all of the extrapolation of current events from today's world—like the release of new smart phones and international turmoil. To improve, slow your plot down and expand your imagery. This will make your story more vivid and will do more to immerse the reader in the experience."  
As you continue to make progress as a writer, remember that it takes time to transfer your ideas effectively to paper and that before you write, it's always a good idea to have a clear plan, no matter what the assignment is, or if the assignment is "on-the-spot" in class or done at home. Having an outline will enhance the purpose and organization of the piece and keep you focused.  
You have interesting ideas and this is a very important element for a student of writing. You seem to value your ideas which is very admirable. Keep bringing effort and energy to your work and you will achieve success! I wish you the best!"

**Project Goals for 2018-2019**

Seventh and eighth grade English language arts and social studies teachers, along with their respective CTLs, will use portfolio data and benchmark assessment data to inform instruction and assessment design.

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\*data suppressed to protect confidentiality when data point represents 5 students or fewer

# 2018 10<sup>th</sup> Grade Writing Portfolio Results

Performance Level	# of Students	%
Exemplary	*	1
Distinguished	15	8
Commendable	48	27
Proficient	96	53
Emerging	19	11
Limited	*	1
<b>Total</b>	<b>181</b>	<b>100</b>
<b>Percentage proficient or higher:</b>	<b>88</b>	
<b>Percentage emerging or limited:</b>	<b>12</b>	

\*data suppressed to protect confidentiality when data point represents 5 students or fewer


Weston Public Schools

## WHS Writing Portfolio

2018

181 sophomores at Weston High School participated in the Grade 10 Writing Portfolio.

**Portfolio Contents: Four Interdisciplinary Writing Genres**



Reflective Letter Analytical Paper  
Creative/Personal Narrative Issue Writing


“What I do know for certain is that, no matter how much improvement I need as an author, and no matter how many times I fail to deliver an effective piece, I will always retain my passion for writing, and thus will always write.”  
— from sample “exemplary” reflective letter

“The Sophomore Writing Portfolio has been a really cool and interesting assignment for me to do. This is because I have been able to see myself grow as a writer and see all the improvements I have made to my writing since the beginning of freshman year.”  
— from sample “proficient” reflective letter

**Comparison of Critical Thinking between Score Points**

**“Proficient” Analytical Paper**


“Quite obviously Gene is very insecure about himself. Thinking that he is being taken advantage of by Finny, Gene feels that Finny might actually be trying to take control over him on a daily basis.”



This Proficient analytical paper presents a defensible interpretation of A Separate Peace.

**“Distinguished” Analytical Paper**

“Our reality -- our delusions -- our ‘separate peace’, should never grow so ludicrous as Finny’s belief that war is a fiction, but neither should our subjectivity be so utterly disregarded as in Brinker’s extraction of truth.”




This Distinguished analytical paper presents and defends an important thematic concept of A Separate Peace.

**Portfolio Assessment Feedback**

Each portfolio was assessed holistically on a 6-point rubric. Each student also received narrative score feedback on his/her strengths and goal areas as a writer.

**Aggregate Rubric Scores**




**Sample Narrative Feedback**

“I’d like to commend you on the substance and breadth of your writing in this portfolio. Together, these pieces demonstrate a level of skill that is clearly the result of deep, sustained commitment to the art and craft of writing. While, as you mention in your reflective letter, writing might not be your favorite task in school, you manage to communicate clearly and effectively in a variety of formats for a variety of purposes.”

My main piece of advice is to continue trying to find your own “way in” to the academic writing tasks you are assigned to complete. It is clear that your personal engagement with the subject matter can elevate your writing to a higher level. This can also lead to more personally fulfilling experiences with writing.”

**Project Goals for 2018-2019**

All students will meet the district standard for writing by the time they graduate. The Writing Center coordinators identified struggling writers and will employ grade-specific strategies to support these students as they work towards writing proficiency.

powered by 



## Gauging Progress 2018-19

There will be a strong emphasis on gauging progress in reading with all students as part of our district's focus on inclusion. Both general and special education teachers will be using information gleaned from reading data to differentiate instruction and help students meet with success.

- Convene district reading team to review current screening measures and interventions used to help students improve.
- Leverage the district's data warehousing system for collecting and analyzing this data, allowing Weston educators to easily access the information as they differentiate instruction.
- Support teachers with the common planning time for general and special education teachers to collaboratively plan instruction based on student needs.

# Questions



What questions do you have about the student achievement results presented in the Gauging Progress Report?



**Weston Public Schools  
Gauging Progress Report  
Academic Year: 2017-2018**



**Presented to: Weston Board of Education  
October 22, 2018**

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## Introduction

The following report highlights student performance in the Weston Public Schools for the 2017-2018 academic year. It provides a snapshot of how students in grades K-12 students are performing in reading, writing and math as indicated by the annual state assessments and Weston's writing portfolio process. There are several reasons why it is important to gauge student progress and report out to the community on a periodic basis. Our ongoing efforts to gauge progress:

- Informs our continuous improvement efforts to strengthen programs and services to meet the needs of our students;
- Enables us to identify areas of strength and areas of growth for improvement;
- Informs our teacher professional development plan;
- Provides valuable information to support our curriculum renewal process; and
- Informs the budget process by establishing priorities for instructional improvement.

For the 2017-2018 Gauging Progress Report, performance results for foundational skills in literacy and math are presented here. Not included in this report are results for science achievement. The CSDE conducted a field test of the Next Generation Science Standards in grades five, eight and eleven; however, results will not be made available to districts. The first official administration of the new science assessment will take place in the spring 2019.

## Multiple Measures

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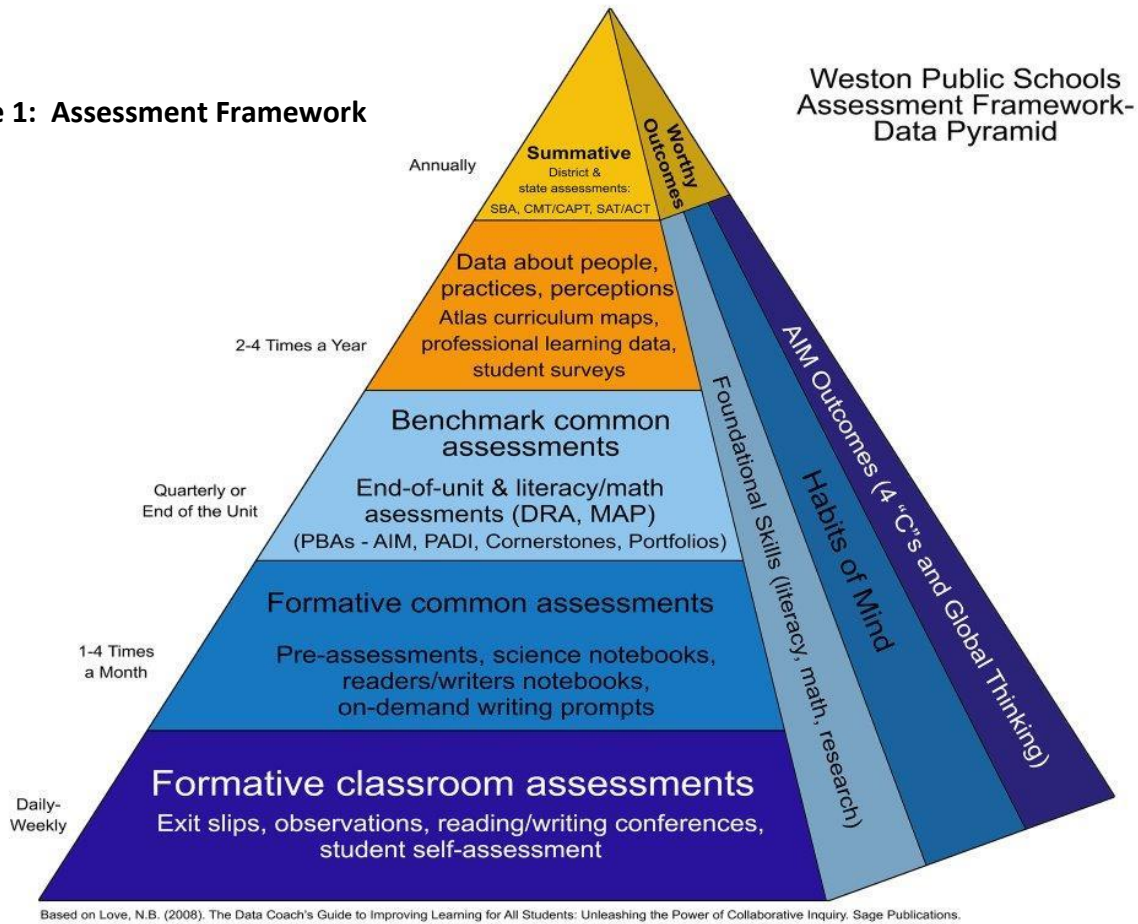
*Why is it important to employ multiple measures in order to make informed claims regarding student performance?*

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Weston's approach to assessment is to employ multiple measures to gauge progress and inform decision-making at the classroom, school, and district levels. Doctors would not make a decision regarding a patient's health based on a single measure. They use collective results from blood work, medical tests, and the patient's history to determine a diagnosis and an appropriate course of treatment. Unfortunately, in education, the use of multiple measures is not always used to assess progress and inform decisions. In Weston, the district strives to employ multiple measures to gauge progress for important outcomes.

Figure one illustrates the different types of assessment that make up Weston's assessment framework. Summative assessments, benchmark assessments, and formative assessments comprise a well-balanced assessment system and are highlighted on the front face of the pyramid. These assessments differ from each other in several ways. They are administered with varying frequencies and are employed for different purposes.

**Figure 1: Assessment Framework**



Summative assessments, shown at the top of the pyramid in figure one, are the measures that receive the most attention in education because they are used for accountability purposes. These measures are often misused to compare and rank districts. In isolation, these assessments, which are usually administered annually, provide a limited view of student performance and need to be viewed in the appropriate context and in conjunction with other measures.

Benchmark assessments, which may include both standardized (e.g. NWEA) and non-standardized assessments, are implemented with greater frequency and are used to gauge student progress in order to inform instruction at the classroom, school, and district levels. Weston has invested heavily in creating its own benchmark assessments consisting of end-of-unit performance assessments, portfolios, and cornerstone assessments to measure worthy outcomes. Collectively, these assessments have provided students with greater opportunities to apply their learning.

Formative assessments are used at the classroom level to guide day-to-day instructional decision making. Teachers will use information gleaned from formative assessments, such as pre-assessments, exit slips, and classroom observations to plan instruction and differentiate classroom experiences based on student readiness levels, interest, and learning styles. See

**Table 1: Sample Types of Assessment**

Assessment	Type	Grade(s)	Frequency	Purpose
Cornerstone	Benchmark	2 & 5	Annual	Cornerstones are engaging, cross-disciplinary tasks requiring students to apply their thinking to real-life situations. Cornerstones are employed by the district to benchmark student performance and to inform instruction.
<a href="#">CT School Day SAT</a>	Summative	11	Annual	The SAT is a college readiness standardized assessment consisting of evidence-based reading/writing and math sections. It does not include the optional essay component.
Developmental Reading Assessment (DRA)	Benchmark, Formative	K-5	Fall, Winter, Spring	Assessment of a child's reading capabilities. This tool is used by instructors to identify a student's reading level, accuracy, fluency, and comprehension. (Note: The district is transitioning to using the Fountas & Pennell reading assessments in lieu of the DRA).
<a href="#">Advanced Placement</a>	Summative	11-12	Spring	Advanced Placement courses refer to rigorous college-level courses taken in high school. At the end of the course, students may take an AP exam to demonstrate mastery of the content.
Performance Assessment	Benchmark	All K-12 Subjects	End-of-Unit	Authentic assessment engaging students in tasks that approximate real-life experiences. Embedded into units of instruction, they are employed to produce deep learning and as part of a feedback loop to adjust their instruction.
<a href="#">Progress Report Standards</a>	Benchmark	K-5	Fall, Winter, Spring	Weston standards of performance for content-based skills, interpersonal skills, and intrapersonal skills. Rubrics are used to assign ratings for the standards using multiple sources of information.
<a href="#">Smarter Balanced</a>	Summative	3-8	Annual	Standardized assessment of CT Core Standards in literacy and math consisting of a computer adaptive test and performance task (math only).
Writing Portfolio	Benchmark	8, 10	Annual	Students build electronic writing portfolios by revising selected pieces and reflecting on their progress as writers. Writing portfolios are evaluated by a team of assessors, including teachers from across the disciplines and writing experts from outside of Weston.
<a href="#">ACT</a>	Summative	10-12	Annual	The ACT is a college readiness assessment that tests English, math, reading, and science. The science section covers biology, chemistry, physics and earth science content.

table one for a sample listing of the multiple measures used by the district and their intended purpose in assessing outcomes.

# Results

## How are the results presented on the following pages and what do they illustrate?

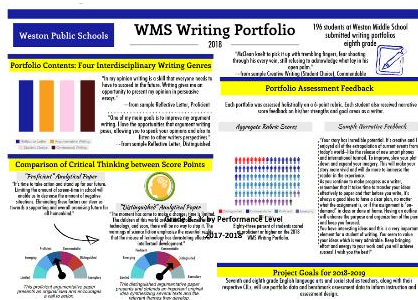
For the SBA and School Day SAT results, several tables representing aggregate and disaggregated data have been generated to communicate results. Tag lines included at the bottom of these tables orient the reader to the information. This is the predominant approach to display the results for reading and math.

However, this approach does not work as well when reporting out on progress on the writing portfolio process. Wagner & Dintersmith (2015) call for a different approach, one that is more qualitative in nature, to communicate student achievement for complex skills. An infographic was created as a visual representation to highlight our students progress in writing. Each infographic consists of:

- A brief description of the task along with a visual representation of the data for the total number of students performing at various score points;
- Brief excerpts of student work illustrating the difference between a complex response and a proficient response; and,
- A description of project goals we are working towards during the 2016-2017 school year.

Along with the writing portfolio infographic, the corresponding rubric that was provided to students at the beginning of the learning process (figure 2) is included in this report. It is helpful to refer to the rubric for information regarding student expectations and how levels of performance are delineated.

**Figure 2: Infographic and corresponding rubric**



**Grade 8 Writing Portfolio Rubric**

	Voice, Audience, & Purpose	Thinking	Organization	Language	Mechanics
<b>EXEMPLARY</b>	Purpose is fulfilled in a creative and ambitious way with an original voice strongly supports the needs of the audience	<ul style="list-style-type: none"> <li>Claims are clear, defensible, and original</li> <li>Claims are strongly supported by relevant, credible, and reliable evidence</li> <li>Highly analytical thinking shows sophistication of original ideas and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful introduction prepares the reader for the remainder of the piece</li> <li>Body paragraphs are clearly organized around focused main ideas supported by specific details</li> <li>Artful transitions occur between sentences and between paragraphs</li> <li>Conclusion revisits thesis and main points, and/or pushes the reader to think beyond</li> </ul>	Sophisticated word choice and syntax, exceptionally well-written sentences	Very few or no mechanical errors exist
<b>DISTINGUISHED</b>	Purpose is fulfilled in a focused and consistent way with a compelling voice clearly supports the needs of the audience	<ul style="list-style-type: none"> <li>Claims are clear and defensible</li> <li>Claims are supported by relevant, credible, and reliable evidence</li> <li>Thinking shows skillful development of important original ideas and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful introduction prepares the reader for the remainder of the piece</li> <li>Body paragraphs are mostly organized around clear main ideas supported by specific details</li> <li>Thoughtful transitions occur between sentences and between paragraphs</li> <li>Conclusion addresses thesis and main points, and/or pushes the reader to think beyond</li> </ul>	Appropriate, diverse word choice, strong sentence variety including use of sophisticated structures	Few mechanical errors exist

### **Cohort Sizes**

It is important to note that student cohort sizes are relatively small in Weston with the number of students in the various grade levels ranging anywhere from 140 to 200 students. As a result, small fluctuations in the number of students meeting or exceeding the standard level on assessments may result in large fluctuations (up or down) in the percentage of students achieving goal. For example, a 5 % shift in the percentage of students achieving a benchmark in a cohort of 200 students may only equate to 10 students.



## Section # 1: Smarter Balanced Assessments

- Mathematics
  - DRG A Comparison
  - Weston Trend Comparison
  - Math Performance Levels
  - SBA Growth Data – DRG A
  
- English Language Arts
  - DRG A Comparison
  - Weston Trend Comparison
  - ELA Performance Levels
  - SBA Growth Data – DRG A
  
- Summary Report

**Smarter Balanced Assessments  
DRG A Math Comparison - % Level 3 or Above  
2017-2018**

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
Darien	84.8	82.3	76.6	82.6	83.7	78.2	81.3
Easton	83.5	76.0	79.4	81.9	67.8	66.0	75.5
New Canaan	90.2	92.6	88.8	87.4	81.9	86.2	87.8
Redding	81.9	83.5	76.3	74.4	72.6	79.2	77.9
Ridgefield	82.1	78.5	76.1	60.6	73.6	64.2	72.3
Weston	79.5	78.7	74.0	58.1	75.9	82.9	74.7
Westport	83.8	83.7	85.7	74.9	83.8	79.5	81.8
Wilton	71.2	71.0	73.4	79.6	75.6	67.3	73.2
DRG A Average	81.5	81.3	79.1	72.5	77.2	76.6	78.0
State Average	53.8	51.3	45.0	43.9	44.1	42.6	46.7

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*The District Reference Group (DRG) "A" chart lists the results for the eight districts in our DRG. It shows the percentage of students scoring at Level 3 or above for 2017-18. The DRG "A" and State averages are noted as well for additional points of reference.*

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**Smarter Balanced Assessments  
Weston Trend Comparison – Math  
% at Level 3 and Above**

Grade	2015 (With PT)	2016 (With PT)	2017 (With PT)	2018 (With PT)
8	59	65	79	83
7	76	75	69	77
6	65	65	72	58
5	69	73	66	74
4	73	74	72	79
3	83	80	80	79

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*This chart presents four years of SBA data for math. Follow the same color from the 2015 column to the 2018 column to see how cohorts progressed. Keep in mind that students enter and exit cohorts, so these trends do not represent matched cohorts.*

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**Smarter Balanced Assessments  
Math Performance Levels Grades 3-5  
May 2018**

2018 Overall SBA Results Analysis						
	Grade 3		Grade 4		Grade 5	
Students at or above goal	120	79%	137	79%	134	74%
Students at or below goal	31	21%	37	21%	47	26%
All Students						
<b>Total Count</b>	<b>151</b>		<b>174</b>		<b>181</b>	
Level 1	9	6%	6	3%	11	6%
Level 2	22	15%	31	18%	36	20%
Level 3	64	42%	66	38%	52	29%
Level 4	56	37%	71	41%	82	45%
Regular Ed Students						
<b>Total Count</b>	<b>141</b>		<b>156</b>		<b>164</b>	
Level 1	*	4%	0	0%	6	4%
Level 2	18	13%	23	15%	30	18%
Level 3	62	44%	65	42%	51	31%
Level 4	56	39%	68	43%	77	47%
SPED Students						
<b>Total Count</b>	<b>10</b>		<b>18</b>		<b>17</b>	
Level 1	*	40%	*	33%	*	29%
Level 2	*	40%	*	44%	*	35%
Level 3	*	20%	*	6%	*	6%
Level 4	*	0%	*	17%	*	29%
Male Students						
<b>Total Count</b>	<b>81</b>		<b>95</b>		<b>94</b>	
Level 1	*	5%	*	3%	*	4%
Level 2	8	10%	13	14%	15	16%
Level 3	35	43%	32	34%	26	28%
Level 4	34	42%	47	49%	49	52%
Female Students						
<b>Total Count</b>	<b>70</b>		<b>79</b>		<b>87</b>	
Level 1	*	7%	*	4%	7	8%
Level 2	14	20%	18	23%	21	24%
Level 3	29	41%	34	43%	26	30%
Level 4	22	32%	24	30%	33	38%

\*data suppressed to protect confidentiality when data point represents 5 students or fewer.

**Smarter Balanced Assessments  
Math Performance Levels Grades 6-8  
May 2018**

2018 Overall SBA Results Analysis						
	Grade 6		Grade 7		Grade 8	
Students at or above goal	111	58%	142	77%	160	83%
Students at or below goal	79	42%	44	23%	33	17%
All Students						
<b>Total Count</b>	<b>191</b>		<b>186</b>		<b>193</b>	
Level 1	24	13%	10	5%	12	6%
Level 2	55	29%	34	18%	21	11%
Level 3	57	30%	63	34%	47	24%
Level 4	54	28%	79	43%	113	59%
Regular Ed Students						
<b>Total Count</b>	<b>172</b>		<b>167</b>		<b>173</b>	
Level 1	11	6%	*	1%	*	2%
Level 2	52	30%	28	17%	15	8%
Level 3	55	32%	61	36%	43	25%
Level 4	54	32%	77	46%	112	65%
SPED Students						
<b>Total Count</b>	<b>19</b>		<b>19</b>		<b>20</b>	
Level 1	13	68%	9	48%	9	45%
Level 2	*	21%	6	32%	6	30%
Level 3	*	11%	*	10%	*	20%
Level 4	0	0%	*	10%	*	5%
Male Students						
<b>Total Count</b>	<b>96</b>		<b>88</b>		<b>107</b>	
Level 1	12	13%	6	7%	7	7%
Level 2	25	27%	12	14%	14	13%
Level 3	23	24%	33	37%	27	25%
Level 4	35	36%	37	42%	59	55%
Female Students						
<b>Total Count</b>	<b>95</b>		<b>98</b>		<b>86</b>	
Level 1	12	13%	*	4%	*	6%
Level 2	30	31%	22	22%	7	8%
Level 3	34	36%	30	31%	20	23%
Level 4	19	20%	42	43%	54	63%

\*data suppressed to protect confidentiality when data point represents 5 students or fewer.

**SBA Growth Data – 2017-18**  
**DRG A Comparison**  
**Matched Cohort**

District	Math
	Average % of Target Achieved
Darien	81.4
Easton	64.7
New Canaan	81.0
Redding	75.7
Ridgefield	67.9
Westport	83.7
Weston	77.3
Wilton	74.1

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*Weston's average percentage of growth target achieved was 77.3% for math. This percentage is similar to our DRG A counterparts.*

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**Smarter Balanced Assessments**  
**DRG A ELA Comparison - % Level 3 or Above**  
**2017-2018**

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall
Darien	79.8	81.6	85.1	85.0	85.1	83.8	83.4
Easton	75.0	85.3	93.1	89.4	87.6	81.4	85.3
New Canaan	86.2	91.3	90.6	88.7	87.1	86.2	88.3
Redding	71.1	89.0	82.5	72.5	84.0	74.6	79.0
Ridgefield	82.4	82.1	89.9	75.3	82.7	74.3	81.8
Weston	76.8	81.0	75.1	76.6	83.4	81.3	79.1
Westport	83.8	83.2	91.0	77.0	82.7	83.8	83.5
Wilton	76.3	77.9	87.2	84.2	74.8	81.2	80.3
DRG A Average	78.9	84.1	86.1	79.1	82.5	80.2	82.0
State Average	53.1	54.9	58.4	54.3	55.0	56.1	55.3

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*The District Reference Group (DRG) “A” chart lists the results for the eight districts in our DRG. It shows the percentage of students scoring at Level 3 or above for 2017-18. The DRG “A” and State averages are noted as well for additional points of reference.*

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**Smarter Balanced Assessments  
Weston Trend Comparison - ELA  
Percent at Level 3 and Above**

<b>Grade</b>	<b>2015 (With PT)</b>	<b>2015* (No PT)</b>	<b>2016 (No PT)</b>	<b>2017 (No PT)</b>	<b>2018 (No PT)</b>
<b>8</b>	72	70	78	73	81
<b>7</b>	78	72	85	72	84
<b>6</b>	77	72	78	77	77
<b>5</b>	86	81	84	78	75
<b>4</b>	82	79	76	76	81
<b>3</b>	76	69	74	70	76

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*This chart presents four years of SBA data for ELA. Follow the same color from the 2015 column to the 2018 column to see how cohorts progressed. Keep in mind that students enter and exit cohorts, so these trends do not represent matched cohorts.*

*\*Note: The 2015 ELA scores in this column are the unofficial results from the CSDE when the ELA Performance Task (PT) was excluded from the overall results. This is the data point the CSDE used to compare to the 2016 results.*

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**Smarter Balanced Assessments  
ELA Performance Levels Grades 3-5  
May 2018**

2018 Overall SBA Results Analysis						
	Grade 3		Grade 4		Grade 5	
Students at or above goal	116	76%	141	81%	136	75%
Students at or below goal	35	24%	33	19%	45	25%
All Students						
<b>Total Count</b>	<b>151</b>		<b>174</b>		<b>181</b>	
Level 1	7	5%	11	6%	14	8%
Level 2	28	19%	22	13%	31	17%
Level 3	49	32%	54	31%	56	31%
Level 4	67	44%	87	50%	80	44%
Regular Ed Students						
<b>Total Count</b>	<b>141</b>		<b>156</b>		<b>164</b>	
Level 1	*	3%	*	2%	9	5%
Level 2	25	18%	17	11%	24	15%
Level 3	47	33%	51	33%	54	33%
Level 4	65	46%	85	54%	77	47%
SPED Students						
<b>Total Count</b>	<b>10</b>		<b>18</b>		<b>17</b>	
Level 1	*	30%	8	44%	5	29%
Level 2	*	30%	*	28%	7	41%
Level 3	*	20%	*	17%	*	12%
Level 4	*	20%	*	11%	*	18%
Male Students						
<b>Total Count</b>	<b>81</b>		<b>95</b>		<b>94</b>	
Level 1	*	4%	8	8%	7	7%
Level 2	14	17%	12	13%	13	14%
Level 3	28	35%	30	32%	35	37%
Level 4	36	44%	45	47%	39	42%
Female Students						
<b>Total Count</b>	<b>70</b>		<b>79</b>		<b>87</b>	
Level 1	*	6%	*	4%	7	8%
Level 2	14	20%	10	13%	18	21%
Level 3	21	30%	24	30%	21	24%
Level 4	31	44%	42	53%	41	47%

\*data suppressed to protect confidentiality when data point represents 5 students or fewer.

**Smarter Balanced Assessments  
ELA Performance Levels Grades 6-8  
May 2018**

2018 Overall SBA Results Analysis						
	Grade 6		Grade 7		Grade 8	
Students at or above goal	147	77%	156	84%	158	81%
Students at or below goal	45	23%	31	16%	36	19%
All Students						
Total Count	192		187		194	
Level 1	14	7%	10	5%	11	6%
Level 2	31	16%	21	11%	25	13%
Level 3	86	45%	85	46%	85	43%
Level 4	61	32%	71	38%	73	38%
Regular Ed Students						
Total Count	173		167		173	
Level 1	7	4%	4	2%	*	3%
Level 2	25	14%	14	8%	18	10%
Level 3	81	47%	79	48%	78	45%
Level 4	60	35%	70	42%	72	42%
SPED Students						
Total Count	19		20		20	
Level 1	7	37%	6	30%	6	30%
Level 2	6	32%	7	35%	7	35%
Level 3	*	26%	6	30%	6	30%
Level 4	*	5%	*	5%	*	5%
Male Students						
Total Count	96		88		107	
Level 1	11	11%	6	7%	9	8%
Level 2	15	16%	12	14%	15	14%
Level 3	42	44%	46	52%	50	47%
Level 4	28	29%	24	27%	33	31%
Female Students						
Total Count	96		99		86	
Level 1	*	3%	*	4%	*	2%
Level 2	16	17%	9	9%	10	12%
Level 3	44	46%	39	39%	34	40%
Level 4	33	34%	47	48%	40	46%

\*data suppressed to protect confidentiality when data point represents 5 students or fewer.

**SBA Growth Data – 2017-18**  
**DRG A Comparison**  
**Matched Cohort**

District	ELA
	Average % of Target Achieved
Darien	69.8
Easton	66.2
New Canaan	73.8
Redding	68.3
Ridgefield	64.6
Westport	71.4
Weston	68.2
Wilton	69.3

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*Weston's average percentage of growth target achieved was 68.2% for ELA. This percentage is similar to our DRG A counterparts.*

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# Smarter Balanced Assessments

## Summary Report

All students in grades 3-8 were expected to take the SBA in ELA and Math. This was the fourth administration of the SBA since its inception. The 2018 SBA consisted of computer-adaptive tests designed to measure achievement in relation to the Connecticut Common Core Standards for ELA and Math. There was a performance task component for math, but not for ELA.

SBA is one of the multiple measures we use to monitor student achievement in ELA and Math. These results serve as a point of comparison as we look at the improved performance (growth over time). With the 2017-18 scores, we now have four years of cohort data to monitor student progress since the inception of the SBA.

There are four achievement levels for the SBA:

- Level 4 Exceeds the achievement standard
- Level 3 Meets the achievement standard
- Level 2 Approaching the achievement standard
- Level 1 Does not meet the achievement standards

### Results

In examining these test results, we focus on the growth of students from year to year. We pay close attention to how cohorts of students are progressing in literacy and math. The CSDE reports the average percentage of growth targets achieved by district. This metric evaluates the amount of growth made by the same students from year-to-year based on the scale scores.

These results only include students who took the test in both 2017 and 2018. This is referred to as a matched cohort comparison. It does not include students who were new to the district in 2018. Weston's average percentage of target achieved was 68.2% for ELA and 77.3% for math. These percentages are similar our DRG A counterparts.

Based on the 2018 SBA results, there are three key positive headlines for Weston:

1. Overall, the percentage of students in Weston achieving *Level 3 and above* in grades 3-8 in ELA increased by 4.7% when compared to 2017. In math, our scores also improved by 1.2%.
2. The percentage of students achieving *Level 3 and above* at each grade level either increased or was maintained in both ELA and math when compared to 2017, with the exception of sixth grade math.
3. A significantly higher percentage of eighth grade students achieved *Level 3 and above* in both ELA (81%) and math (83%) when compared to their performance as seventh graders in 2017.

## Mathematics

There was a notable improvement in the math scores for grades 7 and 8. The percentage of students achieving *Level 3 and above* increased significantly as compared to the previous year.

- Grade 7 – 77% (+5%); Grade 8 – 83% (+14%)

The 14% increase in achievement in eighth grade math is an outstanding improvement and one that we can trace back to some very specific strategies employed by the eighth grade teachers. These teachers embedded SBA-type problem solving into instruction and assessments throughout the school year. This was accomplished with little impact on the existing curriculum or the classroom environment.

While the scores in grades 4 and 5 held relatively steady as compared to the previous year, we are addressing an unusual trend with the grade 6 cohort. As these students have progressed from third to sixth grade, the grade 6 SBA scores have steadily declined each year from 83% achieving *level 3 and above* in 2015 to 58 % achieving *Level 3 and above* in 2018. This represents a 25% decrease over a three-year period.

Several strategies are being employed in the 2018-19 school year to address these results and support all students in achieving their growth targets.

- Include at least one SBA-type question per formal assessment (quiz or test).
- Embed at least three SBA-type problems/activities per unit in daily instruction, classwork and warm ups.
- Strategically administer three Interim Assessment Blocks (IABs) throughout the course of the year following aligned units. IABs are brief formative assessments, or dipsticks, used to inform classroom instruction.

## English/Language Arts

We are seeing a very positive trend with the ELA scores. For grades 4, 7 and 8, the percentage of students scoring at *Level three and above* increased significantly when compared to the previous year. In grades 5 and 6, the scores have remained relatively steady as compared to the previous year.

- Grade 4 – 81% (+11%); Grade 7 – 83% (+6%); Grade 8 – 81% (+9%)

Like math, these gains can be traced back to specific strategies employed by the ELA and social studies teachers. It is important to stress that teachers have not narrowed the curriculum or used traditional test prep to achieve these results. They have used the results of formative assessments to inform instruction. For example, in grades 7 and 8, students weren't properly embedding evidence in supporting their claims, so teachers in both English and social studies placed additional emphasis on this skill throughout the year. This approach had a positive impact on student performance.



## Section #2: School Day SAT

- DRG A Comparison
- Math Section Performance by Subgroup
- Reading and Writing Section Performance by Subgroup
- Summary Report

## CT School Day SAT 2017-2018

### DRG A Comparison

District	Subject	Total # Tested	Participation Rate	% Level 1 Not Met	% Level 2 Approaching	% Level Met	% Level 4 Exceeded	% Level 3 & 4	Average Score
Weston	ELA	202	97.1	3.5	4	45.2	47.2	92.5	608
	Math	202	97.1	5.5	16.6	41.7	36.2	77.9	598
Darien	ELA	301	90.4	2.7	6	46.7	44.7	91.3	603
	Math	301	90.4	5	13.7	42	39.3	81.3	607
Regional 09	ELA	221	97.4	5	9.1	50.7	35.2	85.8	581
	Math	221	97.4	3.7	24.2	47.9	24.2	72.1	576
New Canaan	ELA	302	96.8	4.3	6	40.7	49	89.7	604
	Math	302	96.8	4	17.2	42.4	36.4	78.8	604
Ridgefield	ELA	379	94.8	4.5	5.8	46.9	42.7	89.7	599
	Math	379	94.8	4	18.3	45.4	32.4	77.7	594
Westport	ELA	475	98.8	4.4	4.2	42.5	48.8	91.3	609
	Math	475	98.8	3.4	17	44.2	35.5	79.6	610
Wilton	ELA	311	97.2	4.2	6.4	41.8	47.6	89.4	603
	Math	311	97.2	4.8	21	41	33.2	74.2	594
State of CT	ELA	37922	95.2	20	17.6	45.1	17.3	62.4	516
	Math	37922	95.2	23.2	36.5	29.2	11.1	40.3	503

## CT School Day SAT Math Section – Class of 2019

### Performance Level by Subgroup

April 2018

Gender	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and above
Total	202	5	17	42	36	78
Female	97	10	16	46	28	74
Male	105	1	18	38	43	81

Subgroup	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and above
Total	202	5	17	42	36	78
SPED	16	25	44	25	6	31
Gen Ed	186	4	14	44	38	82

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*There are two components of the CT School Day SAT. There is a math section and an evidence-based reading and writing (EBRW) section. The assessment did not include the essay section.*

*The State benchmark for achieving goal in math is 530, while the benchmark for EBRW is 480, out of a possible score of 800. 78% percent of students achieved the State benchmark in Weston for math.*

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**CT School Day SAT**  
**Evidence Based Reading and Writing Section – Class of 2019**  
**Performance Level by Subgroup**  
**April 2018**

<b>Gender</b>	<b>Number Tested</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 3 and above</b>
<b>Total</b>	202	3	4	45	48	93
<b>Female</b>	97	5	5	48	42	90
<b>Male</b>	105	2	3	43	52	95

<b>Subgroup</b>	<b>Number Tested</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 3 and above</b>
<b>Total</b>	202	3	4	45	48	93
<b>SPED</b>	16	6	19	50	25	75
<b>Gen Ed</b>	186	3	3	45	49	94

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*There are two components of the CT School Day SAT. There is a math section and an evidence-based reading and writing (ERBW) section. The assessment did not include an essay section.*

*The State benchmark for achieving goal in math is 530, while the benchmark for EBRW is 480 out of a possible score of 800. 93% percent of students achieved the State benchmark in Weston for ERBW.*

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## School Day SAT

### Discussion

This was the third year that the Connecticut State Department of Education (CSDE) administered the School Day SAT to all juniors in Connecticut in math and evidence-based reading and writing (EBRW). Weston juniors continued to demonstrate very strong performance in math and literacy in relation to the State and DRG A.

- The percentage of Weston students scoring at *Level 3 or above* in grade 11 was:  
EBRW: 92.6% (State: 60%) – Weston ranked 2<sup>nd</sup> overall in the State  
Math: 77.7 % (State: 40.3%) – Weston ranked 5<sup>th</sup> overall in the State
- The mean score for Weston juniors on the 200-800 SAT scale was:  
ELA: 608 (State: 516) – Weston ranked 2<sup>nd</sup> overall in the State  
Math: 598 (State: 503) – Weston ranked 4<sup>th</sup> overall in the State  
Total: 1206 (State: 1019) – Weston ranked tied for 3<sup>rd</sup> overall in the State

While Weston’s rankings are highlighted here, frankly there is very little difference in performance for the top 10 performing schools in the state. Take for example the performance of the DRG A districts on the EBRW. Most DRG A high schools had 88.0% to 92.6% of their students achieving at or above the state benchmark, which is within a narrow range.

#### Benchmark scores

The SAT college and career readiness benchmark scores are 480 for EBRW and 530 for math, which the CSDE uses to calculate the percentage of juniors meeting *Level 3 or above*. According to the College Board, “The SAT benchmark scores represent a 75% likelihood of a student achieving at least a C grade in a first-semester, credit-bearing college course in a related subject.” Therefore, it is highly likely that students taking a first-semester course in literature or history will achieve a satisfactory grade of a C or better. The same can be said for performance in college math courses.

The CSDE applies these college and career benchmark scores in determining the percentages of juniors at *Level 3 or above*. The standard that CT has adopted is slightly higher than what the College Board publishes as their benchmark for juniors (EBRW- 460; Math - 510). Therefore, if any Weston junior scored at Level 2 with a score of 510 or 520 on the math section, then one could reasonably infer that those students are also on target for being college ready.

From this point of view, an additional 11 Weston juniors are on track to meet the college and career standards for math established by the College Board. This would raise the percentage of students on track from 77.7% to 83.1% for math. Similarly, this approach would increase the percentage of juniors from 92.7% to 95% for EBRW. In other words, these juniors are also on target to reach the benchmark standards during their senior year.

### Participation Rate

Weston's participation rate of 97.2% met the CSDE requirements that at least 95% of all juniors must complete the test for accountability purposes. This participation rate includes outplaced students. It is interesting to note that 35 of the 205 (17%) Weston students ultimately decided to cancel their scores. There may be a variety of factors for canceling scores considering the potential for results being reported to colleges. For example, students may have determined that they did not perform at their best on the School Day SAT and preferred to cancel those scores. Or, students may have been more invested in preparing for the ACT and chose to suppress the School Day SAT scores.

### Gender

There were 97 girls and 108 boys in the junior class who completed the School Day SAT. The disaggregated results are shown previously on page 21. A slightly higher percentage (~5%) of boys achieved the benchmark for both EBRW and Math. Differences in performance that represent 10% gaps or greater are typically cause for further analysis. The slight difference we see here in this most recent test administration does not appear to be indicative of a trend.

Overall, the performance of our juniors demonstrates that they are achieving at high levels on the School Day SAT and are well positioned for success in college. Another important takeaway is that our performance continues to group Weston High School with the top performing high schools in the state. The relative ranking of WHS should not be the primary focus when looking at the School Day SAT results due to slight fluctuations that are expected from year to year, rather our continued grouping within the top tier schools in Connecticut is of greater value.

The School Day SAT is only one of several measures we employ at the school level for monitoring student progress at Weston High School. At the November Board of Education Meeting, Mrs. Deorio, Mrs. Starzyk and Dr. Craw will also present a statistical analysis of the SAT, ACT, and AP results for the Class of 2018 as part of the college acceptances. This presentation will provide a more comprehensive picture of student achievement at Weston High School.



## Section # 3: Writing Portfolio

- Grade 8 Writing Portfolio
  - Grade 8 Infographic
  - Performance Level
  - Description of Portfolio Contents
  - Grade 8 Writing Portfolio Rubric
  
- Grade 10 Writing Portfolio
  - Grade 10 Infographic
  - Performance Level
  - Description of Portfolio Contents
  - Grade 10 Writing Portfolio Rubric
  
- Summary Report

## Portfolio Contents: Four Interdisciplinary Writing Genres



■ Reflective Letter    ■ Argumentative Writing  
■ Student Choice    ■ On-demand Writing

"In my opinion writing is a skill that everyone needs to have to succeed in the future. Writing gives me an opportunity to present my opinion in persuasive essays."

~from sample Reflective Letter, Proficient

"One of my main goals is to improve my argument writing. I love the opportunities that argument writing poses, allowing you to speak your opinions and also to listen to other writers perspectives."

~from sample Reflective Letter, Distinguished

"McClean knelt to pick it up with trembling fingers, fear shooting through his every vein, still refusing to acknowledge what lay in his open palm."

~from sample Creative Writing (Student Choice), Commendable

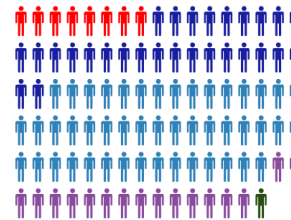


## Portfolio Assessment Feedback

Each portfolio was assessed holistically on a 6-point rubric. Each student also received narrative score feedback on his/her strengths and goal areas as a writer.

### Aggregate Rubric Scores

### Sample Narrative Feedback



■ Distinguished    ■ Commendable    ■ Proficient    ■ Emerging  
■ Limited

Eighty-three percent of students scored at proficient or higher on the 2018 WMS Writing Portfolio.

"Your story has incredible potential. It's creative and I enjoyed all of the extrapolation of current events from today's world--like the release of new smart phones and international turmoil. To improve, slow your plot down and expand your imagery. This will make your story more vivid and will do more to immerse the reader in the experience. As you continue to make progress as a writer, remember that it takes time to transfer your ideas effectively to paper and that before you write, it's always a good idea to have a clear plan, no matter what the assignment is, or if the assignment is "on-demand" in class or done at home. Having an outline will enhance the purpose and organization of the piece and keep you focused. You have interesting ideas and this is a very important element for a student of writing. You seem to value your ideas which is very admirable. Keep bringing effort and energy to your work and you will achieve success! I wish you the best!"

## Comparison of Critical Thinking between Score Points

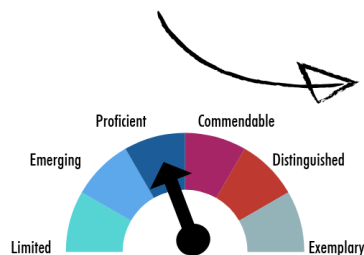
### "Proficient" Analytical Paper

"It's time to take action and stand up for our future. Limiting the amount of screen-time in school will enable us to decrease the amount of negative situations. Eliminating these factors can steer us towards a supporting and overall promising future for all humankind."

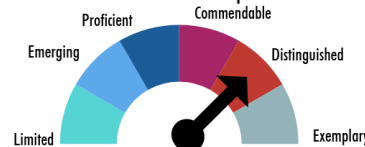


### "Distinguished" Analytical Paper

"The moment has come to make a change; time is limited. The children of this world are becoming obsessed with technology, and soon, there will be no way to stop it. The warnings of science fiction emphasize the essential reality that the misuse of technology has devastating effects on intellectual development."



This proficient argumentative paper presents an original idea and encourages a call to action.



This distinguished argumentative paper presents and defends an important original idea synthesizing several texts and the relevant themes they develop.

## Project Goals for 2018-2019

Seventh and eighth grade English language arts and social studies teachers, along with their respective CILs, will use portfolio data and benchmark assessment data to inform instruction and assessment design.

**Writing Portfolio**  
**Grade 8 - % by Performance Level**  
**2017-2018**

<b>Performance Level</b>	<b># of Students</b>	<b>%</b>
Exemplary	0	0
Distinguished	16	8
Commendable	55	28
Proficient	93	47
Emerging	31	16
Limited	*	1
<b>Total</b>	196	100
Percentage proficient or higher:	83	
Percentage emerging or limited:	16	

\*data suppressed to protect confidentiality when data point represents 5 students or fewer

## Description of Grade 8 Writing Portfolio Contents

By April 20, 2018, you must submit an assessable portfolio, which is one that contains all four components listed below. All pieces listed below must be typed and must be clean – meaning no stray marks, grades, or handwritten corrections. All pieces will be assessed as part of the portfolio reading process.

To choose your pieces, think of yourself as a writer. Which pieces showcase your best work in all dimensions of writing, from thinking to mechanics? You are expected to revise the first three pieces listed below so to exhibit your best work.

### **1. A Reflective Letter**

In this piece, you will introduce yourself, and your writing, to the assessment team. It is your chance to use strong voice to present how you have grown as a writer, how you have developed the portfolio of writing that follows, and/or how writing fits into your life overall. We will work on this letter later in the year once you have made choices and revisions to the other pieces described below.

### **2. An Analytical/Persuasive Process Piece**

In this piece, you will demonstrate your ability to make a claim and use and cite credible, relevant evidence to support that claim.

Possible examples of such pieces include a DBQ, a Theme Essay, a Character Analysis, a Research Paper, a Persuasive Essay, and an Argumentative Essay.

### **3. Student Choice**

For this part of your portfolio, you can select any writing you that you think best represents your abilities. You can certainly include another analytical piece, but you might also choose something creative if you enjoy that mode of writing. This is a chance for you to represent your unique voice and abilities.

### **4. An On-Demand Piece**

The on-demand piece you choose must be a timed, in-class assignment. Your teachers will provide you with the opportunity to write on several prompts related to your writing portfolio. You will choose one of these prompts and include it with your writing portfolio.

## Grade 8 Writing Portfolio Rubric

	Voice, Audience, & Purpose	Thinking	Organization	Language	Mechanics
<b>EXEMPLARY</b>	Purpose fulfilled in a creative and ambitious way with an original voice strongly supports the needs of the audience	<ul style="list-style-type: none"> <li>● Claims are clear, defensible, and original</li> <li>● Claims are strongly supported by relevant, credible, and reliable evidence</li> <li>● Highly analytical thinking shows sophistication of original ideas and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>● Meaningful introduction prepares the reader for the remainder of the piece</li> <li>● Body paragraphs are clearly organized around focused main ideas supported by specific details</li> <li>● Artful transitions occur between sentences and between paragraphs</li> <li>● Conclusion revisits thesis and main points, and/or pushes the reader to think beyond</li> </ul>	Sophisticated word choice and artful, exceptionally well-written sentences	Very few or no mechanical errors exist
<b>DISTINGUISHED</b>	Purpose is fulfilled in a focused and consistent way with a compelling voice clearly supports the needs of the audience	<ul style="list-style-type: none"> <li>● Claims are clear and defensible</li> <li>● Claims are supported by relevant, credible, and reliable evidence</li> <li>● Thinking shows skillful development of important original ideas and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>● Purposeful introduction prepares the reader for the remainder of the piece</li> <li>● Body paragraphs are mostly organized around clear main ideas supported by specific details</li> <li>● Thoughtful transitions occur between sentences and between paragraphs</li> <li>● Conclusion addresses thesis and main points, and/or pushes the reader to think beyond</li> </ul>	Appropriate, diverse word choice; Strong sentence variety including use of sophisticated structures	Few mechanical errors exist
<b>COMMENDABLE</b>	Purpose is generally fulfilled in a clear and consistent way with a focused voice shows a strong awareness of audience	<ul style="list-style-type: none"> <li>● Claims are clear and defensible</li> <li>● Claims are mostly supported by appropriate, credible, and reliable evidence</li> <li>● Thinking shows consistent evidence of important original ideas and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction mostly prepare the reader for the remainder of the piece</li> <li>● Body paragraphs are generally organized around clear main ideas supported by details</li> <li>● Transitions occur between sentences and between paragraphs</li> <li>● Conclusion acknowledges thesis and main points, and/or attempts to push the reader to think beyond</li> </ul>	Appropriate word choice, with consistent control of sentence sentences with some diversity	Mechanical errors do not distract the reader or interfere with meaning.

<b>PROFICIENT</b>	Piece maintains an adequate focus and generally supports the needs of the audience	<ul style="list-style-type: none"> <li>● Claims are generally clear and defensible</li> <li>● Claims are mostly supported by appropriate and reliable evidence</li> <li>● Thinking shows evidence of attempts at original ideas and defensible interpretations</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction attempts to prepare the reader for the remainder of the piece</li> <li>● Body paragraphs are generally organized around clear main ideas supported by details</li> <li>● Transitions occur between most sentences and between most paragraphs</li> <li>● Conclusion summarizes thesis and main points, and/or attempts to push the reader to think beyond</li> </ul>	Generally effective word choice with some sentence variety, although there is not diversity or consistent control	Few mechanical errors interfere with meaning
<b>EMERGING</b>	Purpose is not consistently clear, with inadequate consideration of audience's needs	<ul style="list-style-type: none"> <li>● Claims are generally unclear and/or are not defensible</li> <li>● Claims are not supported by proper evidence</li> <li>● Thinking shows some attempts at original ideas and somewhat defensible interpretations</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction is incomplete or not fully developed</li> <li>● Body paragraphs are not clearly organized around main ideas supported by details</li> <li>● Transitions occur between some sentences and between some paragraphs</li> <li>● Conclusion attempts to summarize thesis and main points, and/or attempts to push the reader to think beyond</li> </ul>	Attempts effective word choice with little sentence variety	Mechanical errors interfere with meaning
<b>LIMITED</b>	Purpose of piece is unclear, and an inconsistent voice shows poor awareness of audience and purpose	<ul style="list-style-type: none"> <li>● Claims are unclear</li> <li>● Claims are not supported by relevant, credible, and reliable evidence</li> <li>● Thinking does not demonstrate evidence of original ideas or interpretations</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction does not prepare the reader for the remainder of the piece</li> <li>● Body paragraphs are not clearly organized around clear main ideas supported by details</li> <li>● Transitions between some sentences and between some paragraphs are few</li> <li>● Conclusion does not attempt to summarize thesis and main points, and does not attempt to push the reader to think beyond</li> </ul>	Generally ineffective word choice with no sentence variety, or structural errors significantly interfere with meaning	Mechanical errors significantly distract the reader or interfere with meaning

## Portfolio Contents: Four Interdisciplinary Writing Genres



■ Reflective Letter ■ Analytical Piece  
■ Creative/Personal Narrative ■ Timed Writing

"What I do know for certain is that, no matter how much improvement I need as an author, and no matter how many times I fail to deliver an effective piece, I will always retain my passion for writing, and thus will always write."  
~ from sample "exemplary" reflective letter

"The Sophomore Writing Portfolio has been a really cool and interesting assignment for me to do. This is because I have been able to see myself grow as a writer and see all the improvements I have made to my writing since the beginning of freshman year."  
~ from sample "proficient" reflective letter

"She ran onto the bridge and stopped. Suddenly, gazing at this road to the other side, a tidal wave of suffocating silence washed over small Pamela. When it passed, she followed cautiously the retreating tide to the center of the bridge, her hand dragging on the rusted railing to the right, her feet rolling from heel to toe in each step."  
~ sample from an exemplary creative piece



## Portfolio Assessment Feedback

Each portfolio was assessed holistically on a 6-point rubric. Each student also received narrative score feedback on his/her strengths and goal areas as a writer.

### Aggregate Rubric Scores



■ Exemplary ■ Distinguished ■ Commendable ■ Proficient  
■ Emerging ■ Limited

88% of students scored at proficient or higher on the WHS Writing Portfolio. This is a 12% improvement for this cohort since their grade 8 portfolio.

### Sample Narrative Feedback

"I'd like to commend you on the substance and breadth of your writing in this portfolio. Together, these pieces demonstrate a level of skill that is clearly the result of deep, sustained commitment to the art and craft of writing. While, as you mention in your reflective letter, writing might not be your favorite task in school, you manage to communicate clearly and effectively in a variety of formats for a variety of purposes.

My main piece of advice is to continue trying to find your own "way in" to the academic writing tasks you are assigned to complete. It is clear that your personal engagement with the subject matter can elevate your writing to a higher level. This can also lead to more personally fulfilling experiences with writing."

## Comparison of Critical Thinking between Score Points

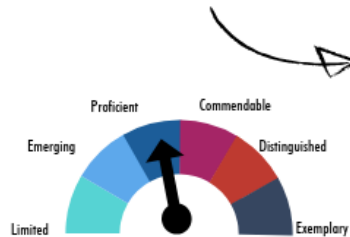
### "Proficient" Analytical Paper

"Quite obviously Gene is very insecure about himself. Thinking that he is being taken advantage of by Finny, Gene feels that Finny might actually be trying to take control over him on a daily basis."



### "Distinguished" Analytical Paper

"Our reality -- our delusions -- our 'separate peace', should never grow so ludicrous as Finny's belief that war is a fiction, but neither should our subjectivity be so utterly disregarded as in Brinker's extraction of truth."



This Proficient analytical paper presents a defensible interpretation of *A Separate Peace*.



This Distinguished analytical paper presents and defends an important thematic concept of *A Separate Peace*.

## Project Goals for 2018-2019

All students will meet the district standard for writing by the time they graduate. The Writing Center coordinators identified struggling writers and will employ grade-specific strategies to support these students as they work towards writing proficiency.

**Writing Portfolio**  
**Grade 10 - % by Performance Level**  
**2017-2018**

<b>Performance Level</b>	<b># of Students</b>	<b>%</b>
Exemplary	*	1
Distinguished	15	8
Commendable	48	27
Proficient	96	53
Emerging	19	11
Limited	*	1
<b>TOTAL</b>	181	100
Percentage proficient or higher:	88	
Percentage emerging or limited:	12	

\*data suppressed to protect confidentiality when data point represents 5 students or fewer

## Description of Grade 10 Writing Portfolio Contents

By Monday, May 7, you must submit an assessable portfolio, which is one that contains all four components listed below. All pieces must be typed and clean – meaning no stray marks, grades, or handwritten corrections. All pieces will be assessed as part of the portfolio reading process.

We encourage you to demonstrate the strengths of your writing across the curriculum. Therefore, your pieces may be selected from any subject area, and your portfolio must include writing from at least two different subject areas. The reflective letter (#1) will be written as part of the portfolio preparation process in this class.

### 1. A Reflective Letter

In this piece, you will introduce yourself and your writing to the assessment team. It is your chance to use a strong voice to present how you have grown as a writer, how you have developed the portfolio of writing that follows, and/or how writing fits into your life overall. We will work on this letter later in the semester once you have made choices and revisions to the other pieces described below.

### 2. An Analytical Piece

You may choose any analytical piece of writing, from any subject area, for this category. Whatever the subject area, in an analytical piece, you will have used examples for support to articulate conclusions about writing or visual text(s). The primary purpose of writing that satisfies this category is to support a claim with strong textual evidence. A substantial analytical piece is usually at least one page in length.

### 3. A Creative or Personal Narrative

You may choose either a creative or a personal narrative, from any subject area, for this category. Works submitted here may be fiction, nonfiction, poetry, a simulated experience, journalism, or autobiography. Typically such pieces are not dependent on a central premise or thesis supported by textual evidence. The primary purpose of writing that satisfies this category is to demonstrate the student's unique voice as developed through the effective use of language as a tool for communication.

### 4. An In-Class Timed Writing

This piece is written in one class period and not revised after that point. We will discuss this category further later in the semester.

### Grade 10 Writing Portfolio Rubric

	Purpose	Thinking	Organization	Language	Mechanics
<b>EXEMPLARY</b>	Purpose is fulfilled in a creative, ambitious, and original way and strongly supports needs or interests of the audience	Rigorous, highly analytical thinking shows sophistication of original ideas and interpretations	Organization reflects the intricacies of the ideas in a nuanced and complex way	Student's mastery of language is evident in employment of sophisticated vocabulary and artful, exceptionally well-written sentences	Very few or no mechanical errors are present
<b>DISTINGUISHED</b>	Piece has a clear and consistent purpose and clearly supports needs or interests of the audience	Thinking shows skillful development of important original ideas and defensible interpretations	Organization reflects a consistent and nuanced understanding of how structure communicates meaning	Employment of appropriate, diverse vocabulary and varied, deliberately designed sentences is evidence of student's control of language	Few mechanical errors are present
<b>COMMENDABLE</b>	Piece has a clear and consistent purpose and generally supports needs or interests of the audience	Thinking shows consistent evidence of important original ideas and defensible interpretations	Organization reflects a consistent understanding of how structure communicates meaning	Employment of vocabulary and sentence structure is appropriate, with consistent control and some diversity	Mechanical errors do not distract the reader or interfere with meaning
<b>PROFICIENT</b>	Piece maintains an adequate focus and purpose and generally supports needs or interests of the audience	Thinking shows evidence of attempts at original ideas and defensible interpretations	Organization reflects an understanding of how structure communicates meaning, although there are inconsistencies	Employment of vocabulary and sentence structure is appropriate, although there is not diversity or consistent control	Mechanical errors generally do not distract the reader or interfere with meaning
<b>EMERGING</b> <i>(approaching proficiency)</i>	Purpose of piece is not consistently clear, and audience considerations appear to have been limited	Thinking shows some evidence of attempts at original ideas and somewhat defensible interpretations	Organization does not adequately support piece's meaning	Vocabulary and sentence structure do not demonstrate sufficient evidence of student's control of language	Mechanical errors distract the reader or interfere with meaning
<b>LIMITED</b>	Purpose of piece is unclear, and audience considerations appear to have been ignored	Thinking does not demonstrate evidence of original ideas or interpretations	Organization is ineffective or confusing	Vocabulary and sentence structure contain significant errors	Mechanical errors significantly distract the reader or interfere with meaning

## **Writing Portfolios Grades 8 & 10 Summary Report**

### Portfolio Process

Portfolios can serve as both an assessment tool but also as part of the learning process to improve performance. There are several purposes of the writing portfolio process. It benchmarks student progress as a writer and provides the system with information regarding areas of relative strength and weakness. Receiving grade levels use the information gleaned from the results to inform instruction and to guide goal setting and conferencing.

Our middle and high school teachers created an electronic writing portfolio process aligned with Weston's goal of improving communication abilities. Currently, students in grades 8 and 10 build writing portfolios by revising selected pieces and reflecting on their progress as writers. English and social studies teachers assist students in improving their writing through conferencing and providing descriptive feedback in relation to our writing rubrics. We had considered situating the high school's writing portfolio in the junior year, but due to the overwhelming amount of external standardized assessments they are required to take, we placed it in the sophomore year.

Once completed, student writing portfolios are evaluated by a team of assessors, including teachers from across the disciplines and writing experts from outside of Weston. We see strong benefits of aligning the expectations for writing across the middle and high schools. Our teachers have collaborated within and across grades to discuss writing standards and benchmark student performance. This has helped demystify how writing is taught for both students and teachers. It also gives us a way to examine student growth from a longitudinal perspective.

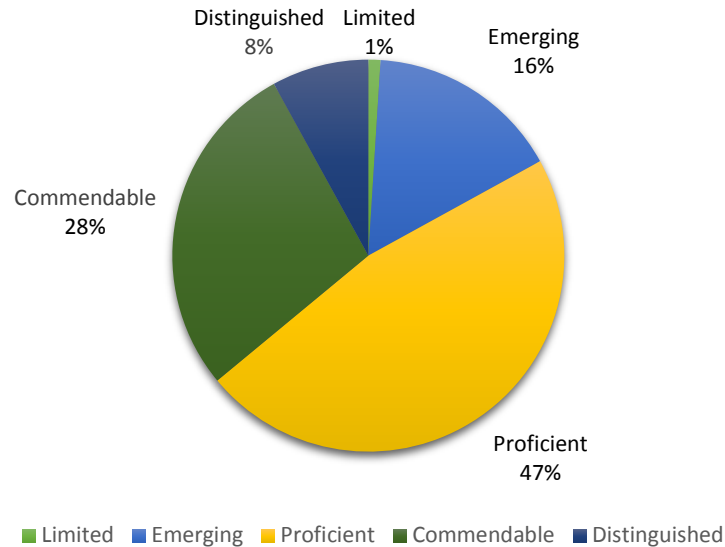
The successful completion of a writing portfolio has become a high school graduation requirement. The Weston Board of Education revised the graduation policy to include having students achieve a rigorous standard on the [WHS writing rubric](#) to ensure they are prepared to write for different purposes and audiences. This requirement is supported by the operation of the WHS Writing Center staffed with certified English teachers.

### Grade 8 Writing Portfolio

In May 2018, scorers assessed 196 Grade 8 Writing Portfolios using the WMS writing rubric based upon five key dimensions of writing: purpose, thinking, organization, language, and mechanics. Overall scores were holistic, taking into account all dimensions of writing as embedded in all four portfolio pieces: the reflective letter, the analytical/persuasive piece, a creative writing, and the on-demand timed writing.

The results indicated that 83% of students scored in the proficient range or higher. Students scoring at the limited and emerging levels will receive additional support from their so this ninth grade teacher and WHS Writing Center to assist these students in improving their writing.

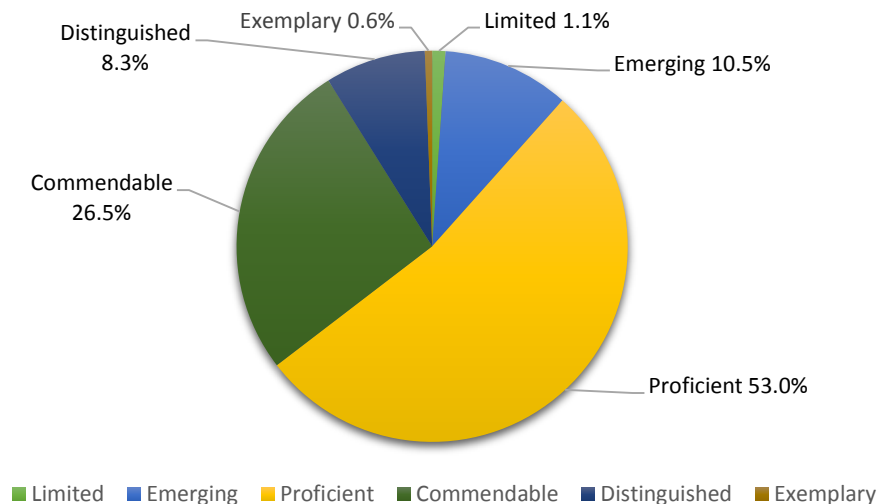
**Figure 3: 8<sup>th</sup> Grade Writing Portfolio Results by Level**



Grade 10 Writing Portfolio

The spring 2018 portfolio process was the fourth year of implementation of the tenth grade writing portfolio. The results indicated that 88% of our students achieved a score of proficient or higher. When compared to the 2014 pilot year results of 70% of students achieving proficient or higher, this result still represents a positive growth trajectory. The implementation of the WHS Writing Center combined with the efforts of teachers across the curriculum has contributed to overall strong results.

**Figure 4: 10<sup>th</sup> Grade Writing Portfolio Results by Level**



## References

Love, Nancy & Stiles, Katherine. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press: Thousand Oaks, CA.

Wagner, Tony, & Dintersmith, Ted. (2015). *Most Likely to Succeed: Preparing Our Students for the Innovation Era*. Scribner: New York, NY.

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Period 3 of 12  
July 2018-September 2018**

The financial report for the FY 2019 Operating Budget can be found on pages 4 through 36 of this document. The financial information presented in this section of the report includes the adopted budget, special appropriations, adjusted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget expenditures, encumbrances, anticipated expenditures that have not been encumbered, and the total projected expenditures by object, which is the sum of the previous three columns. The Internal Services report for dental insurance can be found on pages 37-38.

FY 2019 Budget	\$	51,444,906
FY 2019 Supplemental Appropriations	\$	38,910
FY 2019 Adjusted Budget	\$	51,483,816
FY 2019 YTD Actuals	\$	10,735,120
FY 2019 Encumbrances	\$	37,696,777
FY 2019 SPED Encumbrance Holds	\$	343,500
FY 2019 Anticipated	\$	2,854,368
FY 2019 Balance Excluding SPED Encumbrance Holds	\$	197,552
FY 2019 Balance Including SPED Encumbrance Holds	\$	(145,948)

There are transfers totaling \$28,227 before the Board of Education for its approval. Of these transfers there are 2 in excess of \$5,000.

**Technology:**

To:	Overtime (Technology)	\$	6,000	
From:	Equipment Repairs (Technology)			\$ 2,500
From:	Dues, Fees, Memberships (Technology)			\$ 510
From:	Other Professional Technical Services (Technology)			\$ 1,560
From:	Management Services (Employee Benefits)			\$ 624
From:	Disability Insurance (Employee Benefits)			\$ 806

*Overtime to address technology projects as one position remains vacant*

To:	Non Certified Salaries (Technology)	\$	5,050	
From:	Certified Salaries (HES)			\$ 1,057
From:	Certified Salaries (WIS)			\$ 1,585
From:	Non Certified Salaries (WIS)			\$ 181
From:	Turnover			\$ 2,227

*Replacement Technician hired at a higher step than Technician who left the district.*

**Facilities:**

To:	Repair Allowance (Facilities)	\$	3,055	
From:	Maintenance Materials (Facilities)			\$ 3,055

*Wiring Repair*

To:	Repair Allowance (Facilities)	\$	3,250	
From:	Maintenance Materials (Facilities)			\$ 3,250

*Fire alarm repairs*

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To:	Equipment Repair (Facilities)	\$	1,039	
From:	Equipment Rental (Facilities)			\$ 1,039
	<i>Repair to lawn mower</i>			
To:	Other Professional Technical Services (Facilities)	\$	810	
From:	Maintenace Materials (Facilities)			\$ 810
	<i>Remediation testing</i>			
<b>Pupil Services:</b>				
To:	Non Certified Salaries (PPS)	\$	3,000	
From:	Certified Salaries (PPS)			\$ 3,000
	<i>Substitute Nurse coverage</i>			
To:	Certified Stipends (PPS)	\$	1,400	
From:	Certified Salaries (SPED)			\$ 1,400
	<i>PPS Team Leader</i>			
To:	Overtime (PPS)	\$	225	
From:	Equipment Repair (PPS)			\$ 225
	<i>Overtime for Nurse</i>			
To:	Certified Stipends (PPS)	\$	100	
From:	Other Pupil Services (PPS)			\$ 100
	<i>SAT Proctor Payment</i>			
<b>Weston High School:</b>				
To:	Certified Stipends (WHS)	\$	2,700	
From:	Certified Salaries (WHS)			\$ 2,700
	<i>Aspiring Scholars</i>			
To:	Certified Stipends (WHS)	\$	1,256	
From:	Certified Salaries (WHS)			\$ 1,256
	<i>Student government stipends</i>			
To:	Non Certified Salaries (WHS)	\$	125	
From:	Certified Salaries (WHS)			\$ 125
	<i>Non certified substitute</i>			

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**District Administration:**

To:	Other Objects (District Administration)	\$	215	
From:	Office Materials (District Administration)			\$ 215

*Summer picnic*

**Weston Intermediate School:**

To:	Books (WIS)	\$	1	
From:	Materials (WIS)			\$ 1

*Math books*

**WESTON PUBLIC SCHOOLS  
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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>WESTON PUBLIC SCHOOLS</b>											
<b>Salaries &amp; Wages (1000s)</b>											
	Certified Staff	\$24,769,907	\$0	(\$69,452)	(\$11,123)	\$24,700,455	-0.3%	\$3,442,558	\$20,739,976	\$517,921	\$ 0
	Non Certified Staff	\$6,359,029	\$15,978	\$60,450	\$7,994	\$6,419,479	1.0%	\$1,319,365	\$4,819,316	\$307,759	\$ (26,961)
	Overtime	\$173,340	\$0	\$12,016	\$6,225	\$185,356	6.9%	\$41,779	\$0	\$143,577	\$ (0)
	Certified Stipends	\$819,582	\$0	\$6,660	\$5,456	\$826,242	0.8%	\$89,210	\$149,446	\$587,586	\$ (0)
	Non Certified Stipends	\$259,967	\$0	(\$15,444)	\$0	\$244,523	-5.9%	\$30,192	\$118,930	\$95,401	\$ (1)
	Turnover Savings	(\$137,271)	\$0	\$118,251	(\$2,227)	(\$19,020)	-86.1%	\$0	\$0	\$0	\$ (19,020)
	Salary Differential	\$87,030	\$0	(\$87,030)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		<b>\$32,331,584</b>	<b>\$15,978</b>	<b>\$25,452</b>	<b>\$6,325</b>	<b>\$32,357,036</b>		<b>\$4,923,104</b>	<b>\$ 25,827,668</b>	<b>\$ 1,652,245</b>	<b>\$ (45,982)</b>
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$25,452</i>					
	<i>Group change %:</i>					<i>0.1%</i>					
<b>Benefits (2000's)</b>											
	2000 Health Insurance	\$7,357,280	\$0	\$155,712	\$0	\$7,512,992	2.1%	\$1,925,798	\$5,508,445	\$78,750	\$ (0)
	2022 Premium Cost Share	(\$1,312,771)	\$0	(\$11,953)	\$0	(\$1,324,724)	0.9%	(\$199,196)	\$0	(\$1,125,527)	\$ (0)
	2001 Social Security	\$556,730	\$0	\$4,536	\$0	\$561,266	0.8%	\$125,838	\$0	\$435,429	\$ (0)
	2002 Medicare	\$457,884	\$0	(\$10,201)	\$0	\$447,683	-2.2%	\$74,026	\$0	\$373,657	\$ 0
	2003 Workers Compensation	\$238,335	\$0	(\$2,559)	\$0	\$235,776	-1.1%	\$235,776	\$0	\$0	\$ -
	2004 Unemployment Compensation	\$37,066	\$0	(\$13,057)	\$0	\$24,009	-35.2%	\$2,664	\$21,345	\$0	\$ (0)
	2005 Early Retirement Incentive	\$167,347	\$0	\$80,214	\$0	\$247,561	47.9%	\$247,561	\$0	\$0	\$ (0)
	2007 Pension Contributions	\$903,900	\$0	\$6,961	\$0	\$910,861	0.8%	\$179,475	\$0	\$731,386	\$ -
	2010 Tuition Reimbursement	\$80,000	\$0	(\$10,000)	\$0	\$70,000	-12.5%	\$0	\$0	\$70,000	\$ -
	2011 Life Insurance	\$94,554	\$0	(\$47,054)	\$0	\$47,500	-49.8%	\$15,285	\$32,215	\$0	\$ -
	2012 Disability Insurance	\$19,306	\$0	(\$4,806)	(\$806)	\$14,500	-24.9%	\$911	\$13,589	\$0	\$ -
	2014 Sick Bank	\$45,000	\$0	\$0	\$0	\$45,000		\$0	\$0	\$45,000	\$ -
		<b>\$8,644,631</b>	<b>\$0</b>	<b>\$147,793</b>	<b>(\$806)</b>	<b>\$8,792,424</b>		<b>\$2,608,137</b>	<b>\$ 5,575,594</b>	<b>\$ 608,694</b>	<b>\$ (1)</b>
	<i>Group \$ transfer in/(transfer out):</i>					<i>\$147,793</i>					
	<i>Group change %:</i>					<i>1.7%</i>					
<b>Professional &amp; Technical Services (3000s)</b>											
	3210 Contracted Services Educational	\$388,625	\$0	\$0	\$0	\$388,625		\$21,344	\$149,733	\$217,548	\$ -
	3220/3221 Consulting Services	\$150,700	\$0	(\$2,640)	\$0	\$148,060	-1.8%	\$21,900	\$33,766	\$92,394	\$ -
	3235 Testing	\$96,600	\$0	\$0	\$0	\$96,600		\$31,828	\$6,140	\$58,632	\$ -
	3239 Other Pupil Services	\$177,075	\$0	(\$2,425)	(\$100)	\$174,650	-1.4%	\$5,310	\$144,773	\$24,567	\$ -
	3303 Management Services	\$78,855	\$0	\$569	(\$624)	\$79,424	0.7%	\$27,642	\$46,782	\$5,000	\$ 0

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	3304 License Fees-Facilities	\$3,500	\$0	\$0	\$0	\$3,500		\$1,915	\$175	\$1,410	\$ -
	3306 Legal Fees	\$105,000	\$0	\$15,000	\$0	\$120,000	14.3%	\$10,254	\$109,746	\$15,000	\$ (15,000)
	3308 Police/Fire	\$64,020	\$22,932	\$0	\$0	\$86,952	35.8%	\$0	\$0	\$86,952	\$ -
	3309 Professional Technical Services	\$139,419	\$0	(\$4,610)	(\$750)	\$134,809	-3.3%	\$44,087	\$42,103	\$73,320	\$ (24,700)
	3310 Sports Officials	\$48,649	\$0	\$0	\$0	\$48,649		\$48,649	\$0	\$0	\$ -
		\$1,252,443	\$22,932	\$28,826	(\$1,474)	\$1,281,269		\$212,929	\$ 533,217	\$ 574,823	\$ (39,700)
	<i>Group \$ transfer in/(transfer out):</i>					\$28,826					
	<i>Group change %:</i>					2.3%					
<b>Property Services (4000s)</b>											
	4200 Cleaning Services	\$602,979	\$0	(\$5,204)	\$0	\$597,775	-0.9%	\$149,444	\$448,331	\$0	\$ -
	4202 Rubbish Removal	\$78,245	\$0	\$0	\$0	\$78,245		\$7,231	\$43,969	\$3,820	\$ 23,225
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$0	\$5,250		\$308	\$4,942	\$0	\$ -
	4204 Exterminator	\$8,000	\$0	\$0	\$0	\$8,000		\$2,238	\$4,762	\$1,000	\$ -
	4302 Equipment Repairs	\$158,738	\$0	(\$5,568)	(\$1,686)	\$153,170	-3.5%	\$38,562	\$68,703	\$45,905	\$ 0
	4400 Equipment Rental	\$435,487	\$0	(\$47,834)	(\$1,039)	\$387,653	-11.0%	\$30,411	\$350,967	\$6,275	\$ 0
	4401 Rental of Facilities	\$4,675	\$0	(\$128)	\$0	\$4,547	-2.7%	\$1,067	\$3,480	\$0	\$ -
	4500 Repair Allowance	\$127,000	\$0	\$6,290	\$6,305	\$133,290	5.0%	\$36,611	\$55,676	\$41,003	\$ -
	4508 Generator Repairs	\$3,420	\$0	\$0	\$0	\$3,420		\$0	\$0	\$3,420	\$ -
	4509 Septic Cleaning	\$50,825	\$0	(\$4,802)	\$0	\$46,023	-9.4%	\$2,146	\$40,570	\$3,307	\$ -
	4510 Asbestos Abatement	\$5,000	\$0	\$0	\$0	\$5,000		\$0	\$0	\$5,000	\$ -
	4511 Elevator Contract	\$14,350	\$0	\$0	\$0	\$14,350		\$7,324	\$5,463	\$1,563	\$ -
	4512 Emergency Lights	\$11,570	\$0	(\$11,570)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4513 Generator Contract	\$8,230	\$0	\$0	\$0	\$8,230		\$0	\$4,700	\$3,530	\$ -
	4514 Fire Alarm System	\$30,000	\$0	\$0	\$0	\$30,000		\$0	\$0	\$30,000	\$ -
	4515 Fire Protection System	\$9,605	\$0	\$0	\$0	\$9,605		\$8,074	\$1,200	\$331	\$ -
	4516 UST Testing	\$6,896	\$0	\$0	\$0	\$6,896		\$0	\$6,896	\$0	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$0	\$4,858		\$1,233	\$3,625	\$0	\$ -
	4518 Sewer System Plant Maintenance	\$89,579	\$0	\$0	\$0	\$89,579		\$24,507	\$65,072	\$0	\$ -
	4530 Parks & Recreation	\$73,954	\$0	\$0	\$0	\$73,954		\$9,307	\$64,647	\$0	\$ -
	4531 Drain System	\$5,575	\$0	\$0	\$0	\$5,575		\$738	\$1,263	\$3,575	\$ -
	4533 Glass Replacement	\$5,000	\$0	\$0	\$0	\$5,000		\$0	\$4,890	\$110	\$ -
	4534 Roof Repair	\$7,000	\$0	\$0	\$0	\$7,000		\$0	\$0	\$7,000	\$ -
	4535 Window Treatments	\$3,000	\$0	\$0	\$0	\$3,000		\$0	\$0	\$3,000	\$ -
	4536 Air Filter HVAC System	\$4,500	\$0	(\$168)	\$0	\$4,332	-3.7%	\$1,877	\$1,483	\$973	\$ -
	4538 Chiller Contract	\$13,150	\$0	\$0	\$0	\$13,150		\$7,328	\$0	\$5,822	\$ -
	4539 Energy Management System	\$21,020	\$0	\$0	\$0	\$21,020		\$21,020	\$0	\$0	\$ -
	4540 Athletic Facilities Repairs	\$8,000	\$0	\$0	\$0	\$8,000		\$1,300	\$4,795	\$1,905	\$ -
	4542 Contracted Services	\$22,850	\$0	\$19,151	\$0	\$42,001	83.8%	\$0	\$42,001	\$0	\$ -
	4543 Paving	\$8,500	\$0	\$2,000	\$0	\$10,500	23.5%	\$10,500	\$0	\$0	\$ -
	4600 Special Projects	\$20,000	\$0	\$0	\$0	\$20,000		\$0	\$10,664	\$9,336	\$ -
	4602 Tree Service	\$7,500	\$0	\$0	\$0	\$7,500		\$0	\$0	\$7,500	\$ -
	4603 Exterior Lighting	\$0	\$0	\$0	\$0	\$0	#DIV/0!	\$0	\$0	\$0	\$ -

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	4604 Snow Plowing	\$12,500	\$0	\$0	\$0	\$12,500		\$0	\$0	\$12,500	\$ -
	4605 Signage	\$2,500	\$0	(\$1,500)	\$0	\$1,000	-60.0%	\$0	\$898	\$102	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	\$0	\$0	\$3,000		\$0	\$0	\$3,000	\$ -
	4610 Playground Repairs	\$5,000	\$0	\$0	\$0	\$5,000		\$0	\$0	\$5,000	\$ -
	4701 Security System Monitoring	\$21,570	\$0	\$0	\$0	\$21,570		\$0	\$21,570	\$0	\$ -
	4702 Locks/Keys	\$8,500	\$0	\$0	\$0	\$8,500		\$631	\$5,369	\$2,500	\$ -
	4705 United Alarm	\$650	\$0	(\$650)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		<b>\$1,908,476</b>	<b>\$0</b>	<b>(\$49,982)</b>	<b>\$3,580</b>	<b>\$1,858,494</b>		<b>\$361,857</b>	<b>\$ 1,265,935</b>	<b>\$ 207,476</b>	<b>\$ 23,225</b>
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$49,982)</i>					
	<i>Group change %:</i>					<i>-2.6%</i>					
<b>Other Services (5000s)</b>											
	5100 Regular Transportation	\$1,300,548	\$0	\$0	\$0	\$1,300,548		\$643,487	\$651,588	\$5,472	\$ 0
	5101 SPED Transportation	\$92,182	\$0	\$0	\$0	\$92,182		\$9,758	\$314	\$82,109	\$ -
	5104 Athletic Transportation	\$87,143	\$0	\$0	\$0	\$87,143		\$0	\$66,353	\$20,790	\$ -
	5105 Extra Curricular Transportation	\$8,465	\$0	\$0	\$0	\$8,465		\$0	\$0	\$8,465	\$ -
	5200 General Liability Insurance	\$112,340	\$0	(\$13,521)	\$0	\$98,819	-12.0%	\$93,719	\$5,100	\$0	\$ (0)
	5202 Athletic Insurance	\$29,939	\$0	(\$7,410)	\$0	\$22,529	-24.8%	\$22,529	\$0	\$0	\$ -
	5205 Property Insurance	\$107,763	\$0	\$2,518	\$0	\$110,281	2.3%	\$110,281	\$0	\$0	\$ -
	5300 Communications	\$106,055	\$0	\$0	\$0	\$106,055		\$1,541	\$70,849	\$33,665	\$ -
	5400 Postage	\$22,533	\$0	(\$511)	\$0	\$22,022	-2.3%	\$6,619	\$15,007	\$397	\$ (0)
	5500 Advertising	\$8,000	\$0	\$0	\$0	\$8,000		\$0	\$3,078	\$4,922	\$ -
	5501 Printing	\$21,633	\$0	(\$250)	\$0	\$21,383	-1.2%	\$0	\$326	\$21,057	\$ 0
	5600 Tuition	\$2,654,155	\$0	\$408	\$0	\$2,654,563	0.0%	\$661,246	\$2,292,131	\$2,755	\$ (301,569)
	5605 Tuition-ESS	\$280,908	\$0	(\$408)	\$0	\$280,500	-0.1%	\$56,100	\$224,400	\$0	\$ -
	5800,5802-5880 Travel & Conference	\$60,682	\$0	\$0	\$0	\$60,682		\$12,688	\$11,783	\$36,211	\$ -
	5801 Mileage Reimbursement	\$30,355	\$0	(\$18,000)	\$0	\$12,355	-59.3%	\$1,598	\$0	\$10,757	\$ -
	5900 Other Purchased Services	\$24,285	\$0	\$21	\$0	\$24,306	0.1%	\$417	\$20,003	\$3,885	\$ -
		<b>\$4,946,986</b>	<b>\$0</b>	<b>(\$37,153)</b>	<b>\$0</b>	<b>\$4,909,833</b>		<b>\$1,619,985</b>	<b>\$ 3,360,932</b>	<b>\$ 230,486</b>	<b>\$ (301,570)</b>
	<i>Group \$ transfer in/(transfer out):</i>					<i>(\$37,153)</i>					
	<i>Group change %:</i>					<i>-0.8%</i>					
<b>Supplies &amp; Materials (6000's)</b>											
	6110 Materials	\$546,796	\$0	(\$2,463)	(\$1)	\$544,333	-0.5%	\$78,169	\$187,042	\$279,122	\$ 0
	6120 Office Materials	\$36,210	\$0	(\$992)	(\$215)	\$35,218	-2.7%	\$4,803	\$12,442	\$17,973	\$ (0)
	6130 Maintenance Materials	\$179,444	\$0	(\$11,992)	(\$7,115)	\$167,452	-6.7%	\$33,664	\$75,998	\$57,790	\$ -
	6131 Custodial Materials	\$77,000	\$0	\$0	\$0	\$77,000		\$14,854	\$44,685	\$17,461	\$ -
	6132 Security Materials	\$12,500	\$0	\$6,350	\$0	\$18,850	50.8%	\$10,254	\$8,581	\$15	\$ 0
	6140 Software	\$458,548	\$0	\$5,976	\$0	\$464,524	1.3%	\$385,755	\$50,351	\$28,419	\$ (0)
	6270 Diesel Fuel	\$99,160	\$0	\$0	\$0	\$99,160		\$16,821	\$25,799	\$56,541	\$ -
	6410 Books	\$163,126	\$0	\$1	\$1	\$163,127	0.0%	\$66,862	\$22,918	\$73,347	\$ 0
	6510 Heating Oil	\$370,893	\$0	\$0	\$0	\$370,893		\$21,489	\$349,404	\$0	\$ (0)
	6520 Electricity	\$817,228	\$0	\$0	\$0	\$817,228		\$188,450	\$535,118	\$0	\$ 93,660

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Object Series	Account	FY Adopted Budget Budget	FY 2019 Supplemental	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	6530 Propane gas	\$5,000	\$0	(\$1,500)	\$0	\$3,500	-30.0%	(\$126)	\$3,500	\$126	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>	\$2,765,905	\$0	(\$4,620)	(\$7,330)	\$2,761,285		\$820,995	\$ 1,315,838	\$ 530,794	\$ 93,659
	<i>Group change %:</i>					(\$4,620)					
						-0.2%					
<b>Equipment (7000's)</b>											
	7300 Equipment	\$505,966	\$0	\$17,011	\$0	\$522,977	3.4%	\$327,679	\$155,415	\$39,882	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>	\$505,966	\$0	\$17,011	\$0	\$522,977		\$327,679	\$ 155,415	\$ 39,882	\$ 0
	<i>Group change %:</i>					\$17,011					
						3%					
<b>Other Objects (8000's)</b>											
	8100 Dues, Fees and Memberships	\$90,139	\$0	(\$352)	(\$510)	\$89,787	-0.4%	\$60,653	\$8,834	\$20,300	\$ -
	8900 Other Objects	\$26,395		(\$1,295)	\$215	\$25,100	-4.9%	\$8,083	\$15,151	\$1,866	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>	\$116,534	\$0	(\$1,647)	(\$295)	\$114,887		\$68,736	\$ 23,985	\$ 22,166	\$ 1
	<i>Group change %:</i>					(\$1,647)					
						-1.4%					
<b>Revenues (9000's)</b>											
	9200 Technology Revenue	(\$52,129)	\$0	(\$77,388)	\$0	(\$129,517)	148.5%	(\$123,540)	\$0	(\$5,977)	\$ -
	9201 Participation Fees, Athletics	(\$84,555)	\$0	\$0	\$0	(\$84,555)		\$0	\$0	(\$84,555)	\$ -
	9202 Gate Receipts, Athletics	(\$13,500)	\$0	\$0	\$0	(\$13,500)		\$0	\$0	(\$13,500)	\$ -
	9205 Excess Cost SPED	(\$591,917)	\$0	\$0	\$0	(\$591,917)		\$0	\$0	(\$716,335)	\$ 124,418
	9206 Pre School Tuition SPED	(\$96,000)	\$0	\$0	\$0	(\$96,000)		(\$44,250)	\$0	(\$51,750)	\$ -
	9207 Regular Ed. Tuition	(\$19,438)	\$0	(\$9,382)	\$0	(\$28,820)	48.3%	(\$10,512)	(\$18,307)	\$0	\$ (0)
	9208 Revenue from Town for Fields	(\$44,580)	\$0	\$0	\$0	(\$44,580)		\$0	\$0	(\$44,580)	\$ -
	9209 Parking Fees	(\$30,000)	\$0	\$0	\$0	(\$30,000)		(\$30,000)	\$0	\$0	\$ -
	9210 Theater Receipts	(\$78,000)	\$0	\$0	\$0	-\$78,000		\$0	\$0	(\$78,000)	\$ -
	9212 Facility Use Rental	(\$17,500)	\$0	\$0	\$0	(\$17,500)		\$0	\$0	(\$17,500)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>	\$ (1,027,619)	\$ -	\$ (86,770)	\$ -	\$ (1,114,389)		\$ (208,302)	\$ (18,307)	\$ (1,012,197)	\$ 124,418
	<i>Group change %:</i>					\$ (86,770)					
						8%					
<b>Total:</b>		<b>\$51,444,906</b>	<b>\$38,910</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$51,483,816</b>		<b>\$10,735,120</b>	<b>\$ 38,040,277</b>	<b>\$ 2,854,368</b>	<b>\$ (145,948)</b>

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Hurlbutt Elementary</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$2,942,559	(\$12,964)	(\$1,057)	\$2,929,595	-0.4%	\$346,428	\$ 2,503,053	\$ 80,114	\$ 0
	Non Certified Staff	\$322,919	(\$2,838)	\$0	\$320,081	-0.9%	\$50,367	\$ 269,714	\$ -	\$ -
	Overtime	\$1,500	\$0	\$0	\$1,500		\$151	\$ -	\$ 1,349	\$ -
	Certified Stipends	\$19,021	(\$86)	\$0	\$18,935	-0.5%	\$1,858	\$ 14,243	\$ 2,834	\$ -
		<u>\$3,285,999</u>	<u>(\$15,888)</u>	<u>(\$1,057)</u>	<u>\$3,270,111</u>		<u>\$398,804</u>	<u>\$ 2,787,010</u>	<u>\$ 84,297</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$15,888)					
	<i>Group change %:</i>				-0.5%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		<u>\$250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$250</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 250</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$1,590	\$0	\$0	\$1,590		\$528	\$ -	\$ 1,062	\$ -
		<u>\$1,590</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,590</u>		<u>\$528</u>	<u>\$ -</u>	<u>\$ 1,062</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Other Services (5000s)</b>										
	5105 Extra Curricular Transportation	\$350	\$0	\$0	\$350		\$0	\$ -	\$ 350	\$ -
	5400 Postage	\$100	\$0	\$0	\$100		\$0	\$ -	\$ 100	\$ -
	5501 Printing	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -
	5800,5802-5880 Travel & Conference	\$750	\$0	\$0	\$750		\$0	\$ -	\$ 750	\$ -
	5801 Mileage Reimbursement	\$300	\$0	\$0	\$300		\$0	\$ -	\$ 300	\$ -

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**OPERATING FUND BUDGET**

Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Series		Budget				Variance %				
		\$2,000	\$0	\$0	\$2,000		\$0	\$ -	\$ 2,000	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$54,132	\$0	\$0	\$54,132		\$24,184	\$ 15,128	\$ 14,819	\$ 0
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$1,437	\$ 77	\$ 485	\$ -
	6410 Books	\$18,250	\$0	\$0	\$18,250		\$2,670	\$ 797	\$ 14,783	\$ -
		<u>\$74,382</u>	<u>\$0</u>	<u>\$0</u>	<u>\$74,382</u>		<u>\$28,292</u>	<u>\$ 16,003</u>	<u>\$ 30,087</u>	<u>\$ 0</u>
	<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	\$738	\$0	\$0	\$738		\$0	\$ -	\$ 738	\$ -
		<u>\$738</u>	<u>\$0</u>	<u>\$0</u>	<u>\$738</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 738</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Total:</b>		<u><u>\$3,364,959</u></u>	<u><u>(\$15,888)</u></u>	<u><u>(\$1,057)</u></u>	<u><u>\$3,349,071</u></u>		<u><u>\$427,623</u></u>	<u><u>\$ 2,803,013</u></u>	<u><u>\$ 118,435</u></u>	<u><u>\$ 0</u></u>

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**OPERATING FUND BUDGET**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Weston Intermediate School</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$3,601,337	(\$29,320)	(\$1,585)	\$3,572,017	-0.8%	\$465,509	\$ 3,031,472	\$ 75,036	\$ 0
	Non Certified Staff	\$242,970	(\$3,282)	(\$181)	\$239,688	-1.4%	\$38,137	\$ 201,551	\$ -	\$ -
	Overtime	\$750	\$0	\$0	\$750		\$43	\$ -	\$ 707	\$ -
	Certified Stipends	\$25,802	(\$87)	\$0	\$25,715	-0.3%	\$1,914	\$ 14,187	\$ 9,614	\$ -
		<u>\$3,870,859</u>	<u>(\$32,688)</u>	<u>(\$1,766)</u>	<u>\$3,838,171</u>		<u>\$505,603</u>	<u>\$ 3,247,210</u>	<u>\$ 85,357</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$32,688)</i>					
	<i>Group change %:</i>				<i>-0.8%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$315	\$0	\$0	\$315	100.0%	\$0	\$ -	\$ 315	\$ -
	3309 Professional Technical Services	\$900	\$0	\$0	\$900	100.0%	\$0	\$ -	\$ 900	\$ -
		<u>\$1,215</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,215</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 1,215</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>100.0%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$1,805	\$0	\$0	\$1,805		\$0	\$ -	\$ 1,805	\$ -
		<u>\$1,805</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,805</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 1,805</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Other Services (5000s)</b>										
	5501 Printing	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -
	5800,5802-5880 Travel & Conference	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -
	5801 Mileage Reimbursement	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		<u>\$1,250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,250</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 1,250</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<i>Group change %:</i>					0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$38,141	(\$1)	(\$1)	\$38,140	0.0%	\$13,864	\$ 5,724	\$ 18,552	\$ 0
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$153	\$ 776	\$ 1,070	\$ -
	6410 Books	\$38,830	\$1	\$1	\$38,831	0.0%	\$17,863	\$ 8,992	\$ 11,976	\$ 0
		<u>\$78,971</u>	<u>\$0</u>	<u>\$0</u>	<u>\$78,971</u>		<u>\$31,880</u>	<u>\$ 15,491</u>	<u>\$ 31,599</u>	<u>\$ 0</u>
	<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	\$1,066	\$0	\$0	\$1,066		\$218	\$ -	\$ 848	\$ -
		<u>\$1,066</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,066</u>		<u>\$218</u>	<u>\$ -</u>	<u>\$ 848</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
	<b>Total:</b>	<u><b>\$3,955,166</b></u>	<u><b>(\$32,688)</b></u>	<u><b>(\$1,766)</b></u>	<u><b>\$3,922,478</b></u>		<u><b>\$537,701</b></u>	<u><b>\$ 3,262,701</b></u>	<u><b>\$ 122,075</b></u>	<u><b>\$ 1</b></u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Weston Middle School</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$4,524,390	(\$52,647)	\$0	\$4,471,743	-1.2%	\$586,787	\$ 3,813,791	\$ 71,165	\$ 0
	Non Certified Staff	\$191,778	\$1,909	\$0	\$193,687	1.0%	\$32,910	\$ 160,777	\$ -	\$ 0
	Overtime	\$0	\$0	\$0	\$0	0.0%	\$0	\$ -	\$ -	\$ -
	Certified Stipends	\$88,280	\$0	\$0	\$88,280		\$2,913	\$ 20,889	\$ 64,478	\$ -
		<u>\$4,804,448</u>	<u>(\$50,738)</u>	<u>\$0</u>	<u>\$4,753,710</u>		<u>\$622,610</u>	<u>\$ 3,995,457</u>	<u>\$ 135,643</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$50,738)</i>					
	<i>Group change %:</i>				<i>-1.1%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$1,610	\$0	\$0	\$1,610		\$0	\$ -	\$ 1,610	\$ -
	3309 Professional Technical Services	\$3,920	\$0	\$0	\$3,920		\$0	\$ 950	\$ 2,970	\$ -
		<u>\$5,530</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,530</u>		<u>\$0</u>	<u>\$ 950</u>	<u>\$ 4,580</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>										
	4302 Equipment Repairs	\$4,220	\$0	\$0	\$4,220		\$0	\$ -	\$ 4,220	\$ -
		<u>\$4,220</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,220</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 4,220</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Other Services (5000s)</b>										
	5105 Extra Curricular Transportation	\$8,115	\$0	\$0	\$8,115		\$0	\$ -	\$ 8,115	\$ -
	5400 Postage	\$297	\$0	\$0	\$297		\$0	\$ -	\$ 297	\$ -
	5501 Printing	\$3,250	\$0	\$0	\$3,250		\$0	\$ -	\$ 3,250	\$ -
	5600 Tuition	\$2,755	\$0	\$0	\$2,755		\$0	\$ -	\$ 2,755	\$ -
	5800,5802-5880 Travel & Conference	\$1,020	\$0	\$0	\$1,020		\$0	\$ -	\$ 1,020	\$ -
	5801 Mileage Reimbursement	\$555	\$0	\$0	\$555		\$0	\$ -	\$ 555	\$ -
		<u>\$15,992</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,992</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 15,992</u>	<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 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
6110	Materials	\$67,115	(\$0)	\$0	\$67,115	0.0%	\$619	\$ 23,321	\$ 43,175	\$ -
6120	Office Materials	\$3,669	(\$752)	\$0	\$2,917	-20.5%	\$662	\$ 367	\$ 1,888	\$ -
6410	Books	\$24,432	\$0	\$0	\$24,432	0.0%	\$4,990	\$ 7,488	\$ 11,955	\$ -
		<u>\$95,216</u>	<u>(\$752)</u>	<u>\$0</u>	<u>\$94,464</u>		<u>\$6,270</u>	<u>\$ 31,176</u>	<u>\$ 57,018</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$752)					
	<i>Group change %:</i>				-0.8%					
<b>Equipment (7000's)</b>										
7300	Equipment	\$11,068	\$752	\$0	\$11,820	6.8%	\$0	\$ 11,820	\$ -	\$ -
		<u>\$11,068</u>	<u>\$752</u>	<u>\$0</u>	<u>\$11,820</u>		<u>\$0</u>	<u>\$ 11,820</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$752					
	<i>Group change %:</i>				7%					
<b>Other Objects (8000's)</b>										
8100	Dues, Fees and Memberships	\$8,084	\$0	\$0	\$8,084		\$675	\$ 140	\$ 7,269	\$ -
		<u>\$8,084</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,084</u>		<u>\$675</u>	<u>\$ 140</u>	<u>\$ 7,269</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Total:</b>		<u><u>\$4,944,558</u></u>	<u><u>(\$50,738)</u></u>	<u><u>\$0</u></u>	<u><u>\$4,893,820</u></u>		<u><u>\$629,555</u></u>	<u><u>\$ 4,039,542</u></u>	<u><u>\$ 224,722</u></u>	<u><u>\$ 0</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 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Weston High School</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$6,136,285	\$106,470	(\$4,081)	\$6,242,755	1.7%	\$810,215	\$ 5,352,787	\$ 79,753	\$ 0
	Non Certified Staff	\$276,353	(\$4,019)	\$125	\$272,334	-1.5%	\$48,784	\$ 223,550	\$ -	\$ 0
	Overtime	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
	Certified Stipends	\$97,605	\$3,956	\$3,956	\$101,561	4.1%	\$3,956	\$ -	\$ 97,605	\$ (0)
		<b>\$6,510,493</b>	<b>\$106,407</b>	<b>\$0</b>	<b>\$6,616,900</b>		<b>\$862,955</b>	<b>\$ 5,576,337</b>	<b>\$ 177,608</b>	<b>\$ (0)</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$106,407</i>					
	<i>Group change %:</i>				<i>1.6%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$2,070	\$0	\$0	\$2,070		\$0	\$ -	\$ 2,070	\$ -
	3309 Professional Technical Services	\$11,880	\$0	\$0	\$11,880		\$1,070	\$ 125	\$ 10,685	\$ -
		<b>\$13,950</b>	<b>\$0</b>	<b>\$0</b>	<b>\$13,950</b>		<b>\$1,070</b>	<b>\$ 125</b>	<b>\$ 12,755</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	\$7,690	\$0	\$0	\$7,690		\$0	\$ -	\$ 7,690	\$ -
	4400 Equipment Rental	\$3,625	\$0	\$0	\$3,625		\$0	\$ -	\$ 3,625	\$ -
		<b>\$11,315</b>	<b>\$0</b>	<b>\$0</b>	<b>\$11,315</b>		<b>\$0</b>	<b>\$ -</b>	<b>\$ 11,315</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Other Services (5000s)</b>										
	5100 Regular Transportation	\$3,500	\$0	\$0	\$3,500		\$0	\$ -	\$ 3,500	\$ -
	5400 Postage	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
	5501 Printing	\$14,133	\$0	\$0	\$14,133		\$0	\$ -	\$ 14,133	\$ 0
	5600 Tuition	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
	5800,5802-5880 Travel & Conference	\$2,000	\$0	\$0	\$2,000		\$0	\$ -	\$ 2,000	\$ -
	5801 Mileage Reimbursement	\$2,750	\$0	\$0	\$2,750		\$0	\$ -	\$ 2,750	\$ -
	5900 Other Purchased Services	\$1,200	\$0	\$0	\$1,200		\$0	\$ -	\$ 1,200	\$ -

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised Budget	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
		\$23,583	\$0	\$0	\$23,583		\$0	\$ -	\$ 23,583	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
6110	Materials	\$134,830	(\$3)	\$0	\$134,827	0.0%	\$19,358	\$ 50,014	\$ 65,455	\$ -
6120	Office Materials	\$7,172	\$0	\$0	\$7,172		\$73	\$ -	\$ 7,099	\$ -
6410	Books	\$23,527	(\$0)	\$0	\$23,527	0.0%	\$10,382	\$ 4,299	\$ 8,845	\$ -
		\$165,529	(\$3)	\$0	\$165,526		\$29,814	\$ 54,314	\$ 81,399	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$3)					
	<i>Group change %:</i>				0.0%					
<b>Equipment (7000's)</b>										
7300	Equipment	\$3,180	\$0	\$0	\$3,180		\$0	\$ -	\$ 3,180	\$ -
		\$3,180	\$0	\$0	\$3,180		\$0	\$ -	\$ 3,180	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
<b>Other Objects (8000's)</b>										
8100	Dues, Fees and Memberships	\$14,536	\$3	\$0	\$14,539	0.0%	\$9,170	\$ 100	\$ 5,269	\$ -
8900	Other Objects	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$14,536	\$3	\$0	\$14,539		\$9,170	\$ 100	\$ 5,269	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$3					
	<i>Group change %:</i>				0.0%					
<b>Revenues (9000's)</b>										
9209	Parking Fees	\$ (30,000)	\$ -	\$0	(\$30,000)		(\$30,000)	\$ -	\$ -	\$ -
		\$ (30,000)	\$0	\$0	(\$30,000)		\$ (30,000)	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
<b>Total:</b>		<b>\$6,712,586</b>	<b>\$106,408</b>	<b>\$0</b>	<b>\$6,818,993</b>		<b>\$873,009</b>	<b>\$ 5,630,875</b>	<b>\$ 315,108</b>	<b>\$ 0</b>

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Series		Budget				Variance %				
<b>Athletics</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$157,718	\$0	\$0	\$157,718		\$42,463	\$ 115,255	\$ -	\$ -
	Non Certified Staff	\$55,236	\$9	\$0	\$55,245	0.0%	\$12,111	\$ 43,133	\$ -	\$ 0
	Certified Stipends	\$383,655	\$0	\$0	\$383,655		\$63,302	\$ -	\$ 320,353	\$ -
	Non Certified Stipends	\$85,782	\$0	\$0	\$85,782		\$10,737	\$ 37,636	\$ 37,409	\$ -
		<u>\$682,391</u>	<u>\$9</u>	<u>\$0</u>	<u>\$682,400</u>		<u>\$128,613</u>	<u>\$ 196,025</u>	<u>\$ 357,762</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$9					
	<i>Group change %:</i>				0.0%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3239 Other Pupil Services	\$3,500	\$0	\$0	\$3,500		\$0	\$ -	\$ 3,500	\$ -
	3308 Police/Fire	\$2,980	\$0	\$0	\$2,980		\$0	\$ -	\$ 2,980	\$ -
	3310 Sports Officials	\$48,649	\$0	\$0	\$48,649		\$48,649	\$ -	\$ -	\$ -
		<u>\$55,129</u>	<u>\$0</u>	<u>\$0</u>	<u>\$55,129</u>		<u>\$48,649</u>	<u>\$ -</u>	<u>\$ 6,480</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$20,000	\$0	\$0	\$20,000		\$0	\$ 15,000	\$ 5,000	\$ -
		<u>\$20,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,000</u>		<u>\$0</u>	<u>\$ 15,000</u>	<u>\$ 5,000</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Other Services (5000s)</b>										
	5104 Athletic Transportation	\$87,143	\$0	\$0	\$87,143		\$0	\$ 66,353	\$ 20,790	\$ -
	5202 Athletic Insurance	\$29,939	(\$7,410)	\$0	\$22,529	-24.8%	\$22,529	\$ -	\$ -	\$ -
5800,5802-5880	Travel & Conference	\$5,100	\$0	\$0	\$5,100		\$4,500	\$ 600	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
Series		Budget				Variance %				
		\$122,182	(\$7,410)	\$0	\$114,772		\$27,029	\$ 66,953	\$ 20,790	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$7,410)					
	<i>Group change %:</i>				-6.1%					
<b>Supplies &amp; Materials (6000's)</b>										
6110	Materials	\$57,750	\$0	\$0	\$57,750		\$991	\$ 5,389	\$ 51,370	\$ -
		\$57,750	\$0	\$0	\$57,750		\$991	\$ 5,389	\$ 51,370	\$ -
	<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	\$17,635	\$0	\$0	\$17,635		\$17,635	\$ -	\$ -	\$ -
		\$17,635	\$0	\$0	\$17,635		\$17,635	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Revenues (9000's)</b>										
9201	Participation Fees, Athletics	\$ (84,555)	\$0	\$0	(\$84,555)		\$0	\$ -	\$ (84,555)	\$ -
9202	Gate Receipts, Athletics	\$ (13,500)	\$0	\$0	(\$13,500)		\$0	\$ -	\$ (13,500)	\$ -
9212	Facility Use Rental	\$ (17,500)	\$0	\$0	(\$17,500)		\$0	\$ -	\$ (17,500)	\$ -
		\$ (115,555)	\$0	\$0	(\$115,555)		\$ -	\$ -	\$ (115,555)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
<b>Total:</b>		<b>\$839,532</b>	<b>(\$7,401)</b>	<b>\$0</b>	<b>\$832,131</b>		<b>\$222,918</b>	<b>\$ 283,367</b>	<b>\$ 325,847</b>	<b>\$ 0</b>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Theater</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Stipends	\$86,702	\$0	\$0	\$86,702		\$0	\$ -	\$ 86,702	\$ -
		<u>\$86,702</u>	<u>\$0</u>	<u>\$0</u>	<u>\$86,702</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 86,702</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3308 Police/Fire	\$1,295	\$0	\$0	\$1,295		\$0	\$ -	\$ 1,295	\$ -
	3309 Professional Technical Services	\$13,850	\$0	\$0	\$13,850		\$0	\$ 300	\$ 13,550	\$ -
		<u>\$15,145</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,145</u>		<u>\$0</u>	<u>\$ 300</u>	<u>\$ 14,845</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$48,250	\$0	\$0	\$48,250		\$0	\$ -	\$ 48,250	\$ -
		<u>\$48,250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$48,250</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 48,250</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Revenues (9000's)</b>										
	9210 Theater Receipts	\$ (78,000)	\$0	\$ -	\$ (78,000)		\$0	\$ -	\$ (78,000)	\$ -
		<u>\$ (78,000)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$ (78,000)</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ (78,000)</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
	<b>Total:</b>	<b>\$72,097</b>	<b>\$0</b>	<b>\$0</b>	<b>\$72,097</b>		<b>\$0</b>	<b>\$ 300</b>	<b>\$ 71,797</b>	<b>\$ -</b>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Copy Center</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$49,730	\$3,034	\$0	\$52,764	6.1%	\$10,670	\$ 38,006	\$ 4,089	\$ (0)
		<u>\$49,730</u>	<u>\$3,034</u>	<u>\$0</u>	<u>\$52,764</u>		<u>\$10,670</u>	<u>\$ 38,006</u>	<u>\$ 4,089</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$3,034					
	<i>Group change %:</i>				6.1%					
<b>Property Services (4000s)</b>										
	4400 Equipment Rental	\$127,152	\$3,907	\$0	\$131,059	3.1%	\$25,099	\$ 105,960	\$ -	\$ (0)
		<u>\$127,152</u>	<u>\$3,907</u>	<u>\$0</u>	<u>\$131,059</u>		<u>\$25,099</u>	<u>\$ 105,960</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$3,907					
	<i>Group change %:</i>				3.1%					
<b>Other Services (5000s)</b>										
	5400 Postage	\$18,836	\$0	\$0	\$18,836		\$6,382	\$ 12,455	\$ -	\$ (0)
		<u>\$18,836</u>	<u>\$0</u>	<u>\$0</u>	<u>\$18,836</u>		<u>\$6,382</u>	<u>\$ 12,455</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$17,895	(\$2,395)	\$0	\$15,500	-13.4%	\$2,886	\$ 12,614	\$ -	\$ -
		<u>\$17,895</u>	<u>(\$2,395)</u>	<u>\$0</u>	<u>\$15,500</u>		<u>\$2,886</u>	<u>\$ 12,614</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,395)					
	<i>Group change %:</i>				-13.4%					
	<b>Total:</b>	<u><u>\$213,613</u></u>	<u><u>\$4,546</u></u>	<u><u>\$0</u></u>	<u><u>\$218,159</u></u>		<u><u>\$45,036</u></u>	<u><u>\$ 169,035</u></u>	<u><u>\$ 4,089</u></u>	<u><u>\$ (1)</u></u>

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Curriculum &amp; Instruction</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$851,165	(\$25,835)	\$0	\$825,330	-3.0%	\$152,731	\$ 637,368	\$ 35,231	\$ 0
	Non Certified Staff	\$65,216	\$1,630	\$0	\$66,846	2.5%	\$17,997	\$ 48,849	\$ -	\$ -
	Certified Stipends	\$88,780	(\$948)	\$0	\$87,832	-1.1%	\$9,988	\$ 71,945	\$ 5,900	\$ -
		<u>\$1,005,161</u>	<u>(\$25,153)</u>	<u>\$0</u>	<u>\$980,008</u>		<u>\$180,715</u>	<u>\$ 758,162</u>	<u>\$ 41,131</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$25,153)</i>					
	<i>Group change %:</i>				<i>-2.5%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
3220/3221	Consulting Services	\$55,700	(\$10,140)	\$0	\$45,560	-18.2%	\$3,200	\$ 17,421	\$ 24,939	\$ -
3235	Testing	\$43,600	\$0	\$0	\$43,600		\$27,928	\$ 5,940	\$ 9,732	\$ -
		<u>\$99,300</u>	<u>(\$10,140)</u>	<u>\$0</u>	<u>\$89,160</u>		<u>\$31,128</u>	<u>\$ 23,361</u>	<u>\$ 34,671</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$10,140)</i>					
	<i>Group change %:</i>				<i>-10.2%</i>					
<b>Property Services (4000s)</b>										
<b>Other Services (5000s)</b>										
5800,5802-5880	Travel & Conference	\$41,750	\$0	\$0	\$41,750		\$6,767	\$ 5,623	\$ 29,360	\$ -
5801	Mileage Reimbursement	\$6,000	(\$6,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
5900	Other Purchased Services	\$7,500	\$0	\$0	\$7,500		\$417	\$ 4,398	\$ 2,685	\$ -
		<u>\$55,250</u>	<u>(\$6,000)</u>	<u>\$0</u>	<u>\$49,250</u>		<u>\$7,184</u>	<u>\$ 10,021</u>	<u>\$ 32,045</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$6,000)</i>					
	<i>Group change %:</i>				<i>-10.9%</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 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6110 Materials	\$55,664	\$0	\$0	\$55,664		\$2,679	\$ 52,437	\$ 549	\$ (0)
	6120 Office Materials	\$4,800	\$0	\$0	\$4,800		\$56	\$ 1,294	\$ 3,450	\$ -
	6410 Books	\$54,487	\$0	\$0	\$54,487		\$30,957	\$ -	\$ 23,530	\$ 0
		<u>\$114,951</u>	<u>\$0</u>	<u>\$0</u>	<u>\$114,951</u>		<u>\$33,692</u>	<u>\$ 53,730</u>	<u>\$ 27,529</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$12,810	\$0	\$0	\$12,810		\$9,269	\$ -	\$ 3,541	\$ -
		<u>\$12,810</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,810</u>		<u>\$9,269</u>	<u>\$ -</u>	<u>\$ 3,541</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
	<b>Total:</b>	<b><u>\$1,287,472</u></b>	<b><u>(\$41,293)</u></b>	<b><u>\$0</u></b>	<b><u>\$1,246,179</u></b>		<b><u>\$261,989</u></b>	<b><u>\$ 845,274</u></b>	<b><u>\$ 138,917</u></b>	<b><u>\$ 0</u></b>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>District Administration</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$635,745	\$20,304	\$0	\$656,049	3.2%	\$176,629	\$ 479,420	\$ -	\$ -
	Non Certified Staff	\$410,749	\$10,252	\$0	\$421,001	2.5%	\$139,701	\$ 379,188	\$ (97,888)	\$ -
	Overtime	\$1,000	\$0	\$0	\$1,000		\$283	\$ -	\$ 717	\$ -
	Non Certified Stipends	\$6,000	\$0	\$0	\$6,000		\$1,500	\$ -	\$ 4,500	\$ -
		<u>\$1,053,494</u>	<u>\$30,556</u>	<u>\$0</u>	<u>\$1,084,050</u>		<u>\$318,112</u>	<u>\$ 858,609</u>	<u>\$ (92,671)</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$30,556					
	<i>Group change %:</i>				2.9%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3303 Management Services	\$15,000	(\$522)	\$0	\$14,478	-3.5%	\$5,325	\$ 5,653	\$ 3,500	\$ -
	3306 Legal Fees	\$50,000	\$0	\$0	\$50,000		\$0	\$ 50,000	\$ -	\$ -
	3309 Professional Technical Services	\$12,500	\$10,140	\$0	\$22,640	81.1%	\$5,380	\$ 17,061	\$ 24,900	\$ (24,700)
		<u>\$77,500</u>	<u>\$9,618</u>	<u>\$0</u>	<u>\$87,118</u>		<u>\$10,705</u>	<u>\$ 72,713</u>	<u>\$ 28,400</u>	<u>\$ (24,700)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$9,618					
	<i>Group change %:</i>				12.4%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$750	(\$106)	\$0	\$644	-14.1%	\$0	\$ 644	\$ -	\$ 0
		<u>\$750</u>	<u>(\$106)</u>	<u>\$0</u>	<u>\$644</u>		<u>\$0</u>	<u>\$ 644</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$106)					
	<i>Group change %:</i>				-14.1%					
<b>Other Services (5000s)</b>										
	5400 Postage	\$2,500	(\$575)	\$0	\$1,925	-23.0%	\$237	\$ 1,688	\$ -	\$ -
	5500 Advertising	\$8,000	\$0	\$0	\$8,000		\$0	\$ 3,078	\$ 4,922	\$ -
	5501 Printing	\$1,250	(\$250)	\$0	\$1,000	-20.0%	\$0	\$ -	\$ 1,000	\$ -
	5801 Mileage Reimbursement	\$12,500	(\$6,000)	\$0	\$6,500	-48.0%	\$1,598	\$ -	\$ 4,902	\$ -
		<u>\$24,250</u>	<u>(\$6,825)</u>	<u>\$0</u>	<u>\$17,425</u>		<u>\$1,835</u>	<u>\$ 4,766</u>	<u>\$ 10,824</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$6,825)					
	<i>Group change %:</i>				-28.1%					

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Supplies &amp; Materials (6000's)</b>										
	6120 Office Materials	\$15,850	(\$240)	(\$215)	\$15,610	-1.5%	\$2,421	\$ 9,928	\$ 3,262	\$ (0)
		\$15,850	(\$240)	(\$215)	\$15,610		\$2,421	\$ 9,928	\$ 3,262	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$240)					
	<i>Group change %:</i>				-1.5%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$29,630	\$0	\$0	\$29,630		\$22,988	\$ 6,375	\$ 268	\$ -
	8900 Other Objects	\$12,395	\$240	\$215	\$12,635	1.9%	\$4,353	\$ 8,281	\$ -	\$ 1
		\$42,025	\$240	\$215	\$42,265		\$27,340	\$ 14,656	\$ 268	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				\$240					
	<i>Group change %:</i>				0.6%					
	<b>Total:</b>	<b>\$1,213,869</b>	<b>\$33,243</b>	<b>\$0</b>	<b>\$1,247,112</b>		<b>\$360,414</b>	<b>\$ 961,316</b>	<b>\$ (49,918)</b>	<b>\$ (24,699)</b>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>District Wide</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$63,520	(\$63,520)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Turnover Savings	(\$137,271)	\$118,251	(\$2,227)	(\$19,020)	-86.1%	\$0	\$ -	\$ -	\$ (19,020)
	Salary Differential	\$87,030	(\$87,030)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$13,279	(\$32,299)	(\$2,227)	(\$19,020)		\$0	\$ -	\$ -	\$ (19,020)
	<i>Group \$ transfer in/(transfer out):</i>				(\$32,299)					
	<i>Group change %:</i>				-243.2%					
<b>Other Services (5000s)</b>										
	5200 General Liability Insurance	\$112,340	(\$13,521)	\$0	\$98,819	-12.0%	\$93,719	\$ 5,100	\$ -	\$ (0)
		\$112,340	(\$13,521)	\$0	\$98,819		\$93,719	\$ 5,100	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$13,521)					
	<i>Group change %:</i>				-12.0%					
<b>Revenues (9000's)</b>										
	9207 Regular Ed. Tuition	\$ (19,438)	(\$9,382)	\$0	(\$28,820)		(\$10,512)	\$ (18,307)	\$ -	\$ (0)
	9990 Unallocated	\$ -	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$ (19,438.00)	\$ (9,382)	\$ -	\$ (28,820)		\$ (10,512)	\$ (18,307)	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$9,382)					
	<i>Group change %:</i>				0.0%					
	<b>Total:</b>	<b>\$106,181</b>	<b>(\$55,202)</b>	<b>(\$2,227)</b>	<b>\$50,979</b>		<b>\$83,207</b>	<b>\$ (13,207)</b>	<b>\$ -</b>	<b>\$ (19,021)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Employee Benefits</b>										
<b>Benefits (2000's)</b>										
	2000 Health Insurance	\$7,357,280	\$155,712	\$0	\$7,512,992	2.1%	\$1,925,798	\$ 5,508,445	\$ 78,750	\$ (0)
	2022 Premium Cost Share	(\$1,312,771)	(\$11,953)	\$0	(\$1,324,724)		(\$199,196)	\$ -	\$ (1,125,527)	\$ (0)
	2001 Social Security	\$556,730	\$4,536	\$0	\$561,266	0.8%	\$125,838	\$ -	\$ 435,429	\$ (0)
	2002 Medicare	\$457,884	(\$10,201)	\$0	\$447,683	-2.2%	\$74,026	\$ -	\$ 373,657	\$ 0
	2003 Workers Compensation	\$238,335	(\$2,559)	\$0	\$235,776	-1.1%	\$235,776	\$ -	\$ -	\$ -
	2004 Unemployment Compensation	\$37,066	(\$13,057)	\$0	\$24,009	-35.2%	\$2,664	\$ 21,345	\$ -	\$ (0)
	2005 Early Retirement Incentive	\$167,347	\$80,214	\$0	\$247,561	47.9%	\$247,561	\$ -	\$ -	\$ (0)
	2007 Pension Contributions	\$903,900	\$6,961	\$0	\$910,861	0.8%	\$179,475	\$ -	\$ 731,386	\$ -
	2010 Tuition Reimbursement	\$80,000	(\$10,000)	\$0	\$70,000	-12.5%	\$0	\$ -	\$ 70,000	\$ -
	2011 Life Insurance	\$94,554	(\$47,054)	\$0	\$47,500	-49.8%	\$15,285	\$ 32,215	\$ -	\$ -
	2012 Disability Insurance	\$19,306	(\$4,806)	(\$806)	\$14,500	-24.9%	\$911	\$ 13,589	\$ -	\$ -
	2014 Sick Bank	\$45,000	\$0	\$0	\$45,000		\$0	\$ -	\$ 45,000	\$ -
		<b>\$8,644,631</b>	<b>\$147,793</b>	<b>(\$806)</b>	<b>\$8,792,424</b>		<b>\$2,608,137</b>	<b>\$ 5,575,594</b>	<b>\$ 608,694</b>	<b>\$ (1)</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$147,793</i>					
	<i>Group change %:</i>				<i>1.7%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3303 Management Services	\$62,855	\$1,091	(\$624)	\$63,946	1.7%	\$22,317	\$ 41,129	\$ 500	\$ 0
		<b>\$62,855</b>	<b>\$1,091</b>	<b>(\$624)</b>	<b>\$63,946</b>		<b>\$22,317</b>	<b>\$ 41,129</b>	<b>\$ 500</b>	<b>\$ 0</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$1,091</i>					
	<i>Group change %:</i>				<i>1.7%</i>					
<b>Property Services (4000s)</b>										
	<b>Total:</b>	<b>\$8,707,486</b>	<b>\$148,884</b>	<b>(\$1,430)</b>	<b>\$8,856,370</b>		<b>\$2,630,454</b>	<b>\$ 5,616,723</b>	<b>\$ 609,194</b>	<b>\$ (0)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Facilities</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$1,247,826	(\$12,499)	\$0	\$1,235,327	-1.0%	\$279,353	\$ 941,187	\$ 14,787	\$ 0
	Overtime	\$137,400	\$5,102	\$0	\$142,502	3.7%	\$28,521	\$ -	\$ 113,981	\$ -
	Non Certified Stipends	\$70,158	(\$13,083)	\$0	\$57,075	-18.6%	\$12,513	\$ 44,563	\$ -	\$ (0)
		<u>\$1,455,384</u>	<u>(\$20,480)</u>	<u>\$0</u>	<u>\$1,434,904</u>		<u>\$320,386</u>	<u>\$ 985,749</u>	<u>\$ 128,768</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$20,480)</i>					
	<i>Group change %:</i>				<i>-1.4%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3304 License Fees-Facilities	\$3,500	\$0	\$0	\$3,500		\$1,915	\$ 175	\$ 1,410	\$ -
	3309 Professional Technical Services	\$4,250	\$810	\$810	\$5,060	19.1%	\$1,210	\$ 3,850	\$ -	\$ -
		<u>\$7,750</u>	<u>\$810</u>	<u>\$810</u>	<u>\$8,560</u>		<u>\$3,125</u>	<u>\$ 4,025</u>	<u>\$ 1,410</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$810</i>					
	<i>Group change %:</i>				<i>10.5%</i>					
<b>Property Services (4000s)</b>										
	4200 Cleaning Services	\$602,979	(\$5,204)	\$0	\$597,775	-0.9%	\$149,444	\$ 448,331	\$ -	\$ -
	4202 Rubbish Removal	\$78,245	\$0	\$0	\$78,245		\$7,231	\$ 43,969	\$ 3,820	\$ 23,225
	4203 Mop & Mat Service	\$5,250	\$0	\$0	\$5,250		\$308	\$ 4,942	\$ -	\$ -
	4204 Exterminator	\$8,000	\$0	\$0	\$8,000		\$2,238	\$ 4,762	\$ 1,000	\$ -
	4302 Equipment Repairs	\$65,728	(\$2,737)	\$1,039	\$62,991	-4.2%	\$24,886	\$ 28,661	\$ 9,443	\$ -
	4400 Equipment Rental	\$21,110	\$3,024	(\$1,039)	\$24,134	14.3%	\$5,312	\$ 17,423	\$ 1,400	\$ -
	4401 Rental of Facilities	\$4,675	(\$128)	\$0	\$4,547	-2.7%	\$1,067	\$ 3,480	\$ -	\$ -
	4500 Repair Allowance	\$127,000	\$6,290	\$6,305	\$133,290	5.0%	\$36,611	\$ 55,676	\$ 41,003	\$ -
	4508 Generator Repairs	\$3,420	\$0	\$0	\$3,420		\$0	\$ -	\$ 3,420	\$ -
	4509 Septic Cleaning	\$50,825	(\$4,802)	\$0	\$46,023	-9.4%	\$2,146	\$ 40,570	\$ 3,307	\$ -
	4510 Asbestos Abatement	\$5,000	\$0	\$0	\$5,000		\$0	\$ -	\$ 5,000	\$ -
	4511 Elevator Contract	\$14,350	\$0	\$0	\$14,350		\$7,324	\$ 5,463	\$ 1,563	\$ -
	4512 Emergency Lights	\$11,570	(\$11,570)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4513 Generator Contract	\$8,230	\$0	\$0	\$8,230		\$0	\$ 4,700	\$ 3,530	\$ -
	4514 Fire Alarm System	\$30,000	\$0	\$0	\$30,000		\$0	\$ -	\$ 30,000	\$ -
	4515 Fire Protection System	\$9,605	\$0	\$0	\$9,605		\$8,074	\$ 1,200	\$ 331	\$ -
	4516 UST Testing	\$6,896	\$0	\$0	\$6,896		\$0	\$ 6,896	\$ -	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$1,233	\$ 3,625	\$ -	\$ -
	4518 Sewer System Plant Maintenance	\$89,579	\$0	\$0	\$89,579		\$24,507	\$ 65,072	\$ -	\$ -
	4530 Parks & Recreation	\$73,954	\$0	\$0	\$73,954		\$9,307	\$ 64,647	\$ -	\$ -
	4531 Drain System	\$5,575	\$0	\$0	\$5,575		\$738	\$ 1,263	\$ 3,575	\$ -
	4533 Glass Replacement	\$5,000	\$0	\$0	\$5,000		\$0	\$ 4,890	\$ 110	\$ -
	4534 Roof Repair	\$7,000	\$0	\$0	\$7,000		\$0	\$ -	\$ 7,000	\$ -
	4535 Window Treatments	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
	4536 Air Filter HVAC System	\$4,500	(\$168)	\$0	\$4,332	-3.7%	\$1,877	\$ 1,483	\$ 973	\$ -
	4538 Chiller Contract	\$13,150	\$0	\$0	\$13,150		\$7,328	\$ -	\$ 5,822	\$ -
	4539 Energy Management System	\$21,020	\$0	\$0	\$21,020		\$21,020	\$ -	\$ -	\$ -
	4540 Athletic Facilities Repairs	\$8,000	\$0	\$0	\$8,000		\$1,300	\$ 4,795	\$ 1,905	\$ -
	4542 Contracted Services	\$22,850	\$19,151	\$0	\$42,001	83.8%	\$0	\$ 42,001	\$ -	\$ -
	4543 Paving	\$8,500	\$2,000	\$0	\$10,500	23.5%	\$10,500	\$ -	\$ -	\$ -
	4600 Special Projects	\$20,000	\$0	\$0	\$20,000		\$0	\$ 10,664	\$ 9,336	\$ -
	4602 Tree Service	\$7,500	\$0	\$0	\$7,500		\$0	\$ -	\$ 7,500	\$ -
	4604 Snow Plowing	\$12,500	\$0	\$0	\$12,500		\$0	\$ -	\$ 12,500	\$ -
	4605 Signage	\$2,500	(\$1,500)	\$0	\$1,000	-60.0%	\$0	\$ 898	\$ 102	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
	4610 Playground Repairs	\$5,000	\$0	\$0	\$5,000		\$0	\$ -	\$ 5,000	\$ -
	4702 Locks/Keys	\$8,500	\$0	\$0	\$8,500		\$631	\$ 5,369	\$ 2,500	\$ -
	4705 United Alarm	\$650	(\$650)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$1,379,519	\$3,707	\$6,305	\$1,383,226		\$323,082	\$ 870,779	\$ 166,139	\$ 23,225
	<i>Group \$ transfer in/(transfer out):</i>				\$3,707					
	<i>Group change %:</i>				0.3%					
<b>Other Services (5000s)</b>										
	5205 Property Insurance	\$97,835	\$2,862	\$0	\$100,697	2.9%	\$100,697	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5900 Other Purchased Services	\$15,585	\$21	\$0	\$15,606	0.1%	\$0	\$ 15,606	\$ -	\$ -
		\$116,420	(\$117)	\$0	\$116,303		\$100,697	\$ 15,606	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$117)					
	<i>Group change %:</i>				-0.1%					
<b>Supplies &amp; Materials (6000's)</b>										
	6130 Maintenance Materials	\$179,444	(\$11,992)	(\$7,115)	\$167,452	-6.7%	\$33,664	\$ 75,998	\$ 57,790	\$ -
	6131 Custodial Materials	\$77,000	\$0	\$0	\$77,000		\$14,854	\$ 44,685	\$ 17,461	\$ -
	6510 Heating	\$370,893	\$0	\$0	\$370,893		\$21,489	\$ 349,404	\$ -	\$ (0)
	6520 Electricity	\$817,228	\$0	\$0	\$817,228		\$188,450	\$ 535,118	\$ -	\$ 93,660

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6530 Propane gas	\$5,000	(\$1,500)	\$0	\$3,500	-30.0%	(\$126)	\$ 3,500	\$ 126	\$ (0)
		\$1,449,565	(\$13,492)	(\$7,115)	\$1,436,073		\$258,332	\$ 1,008,705	\$ 75,377	\$ 93,659
	Group \$ transfer in/(transfer out):				(\$13,492)					
	Group change %:				-0.9%					
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$1,480	\$155	\$0	\$1,635	10.5%	\$300	\$ 1,335	\$ -	\$ -
	8900 Other Objects	\$14,000	(\$1,535)	\$0	\$12,465	-11.0%	\$3,730	\$ 6,870	\$ 1,866	\$ -
		\$15,480	(\$1,380)	\$0	\$14,100		\$4,030	\$ 8,205	\$ 1,866	\$ -
	Group \$ transfer in/(transfer out):				(\$1,380)					
	Group change %:				-8.9%					
<b>Revenues (9000's)</b>										
	9208 Revenue from Town for Fields	\$ (44,580)	\$0	\$0	(\$44,580)		\$ -	\$ -	\$ (44,580)	\$ -
		\$ (44,580)	\$0	\$0	\$ (44,580)		\$ -	\$ -	\$ (44,580)	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
	<b>Total:</b>	<b>\$4,379,538.00</b>	<b>(\$30,953)</b>	<b>\$0</b>	<b>\$4,348,585</b>		<b>\$1,009,652</b>	<b>\$ 2,893,069</b>	<b>\$ 328,980</b>	<b>\$ 116,885</b>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Special Education</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$4,121,593	\$3,405	(\$1,400)	\$4,124,998	0.1%	\$635,253	\$ 3,313,123	\$ 176,623	\$ -
	Non Certified Staff	\$1,588,452	(\$17,580)	\$0	\$1,570,872	-1.1%	\$299,546	\$ 1,117,857	\$ 180,431	\$ (26,962)
	Overtime	\$250	\$0	\$0	\$250	0.0%	\$0	\$ -	\$ 250	\$ -
	Non Certified Stipends	\$31,900	(\$1,100)	\$0	\$30,800	-3.4%	\$0	\$ -	\$ 30,800	\$ -
		<u>\$5,742,195</u>	<u>(\$15,275)</u>	<u>(\$1,400)</u>	<u>\$5,726,920</u>		<u>\$934,799</u>	<u>\$ 4,430,980</u>	<u>\$ 388,104</u>	<u>\$ (26,962)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$15,275)</i>					
	<i>Group change %:</i>				<i>-0.3%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
3220/3221	3210 Contracted Services Educational	\$388,625	\$0	\$0	\$388,625		\$21,344	\$ 149,733	\$ 217,548	\$ -
	Consulting Services	\$70,000	\$0	\$0	\$70,000		\$550	\$ 7,705	\$ 61,745	\$ -
	3235 Testing	\$53,000	\$0	\$0	\$53,000		\$3,900	\$ 200	\$ 48,900	\$ -
	3306 Legal Fees	\$55,000	\$15,000	\$0	\$70,000	27.3%	\$10,254	\$ 59,746	\$ 15,000	\$ (15,000)
		<u>\$566,625</u>	<u>\$15,000</u>	<u>\$0</u>	<u>\$581,625</u>		<u>\$36,048</u>	<u>\$ 217,384</u>	<u>\$ 343,193</u>	<u>\$ (15,000)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$15,000</i>					
	<i>Group change %:</i>				<i>2.6%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$750	\$0	\$0	\$750		\$0	\$ -	\$ 750	\$ -
	4400 Equipment Rental	\$1,250	\$0	\$0	\$1,250		\$0	\$ -	\$ 1,250	\$ -
		<u>\$2,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,000</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 2,000</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
<b>Other Services (5000s)</b>										
	5600 Tuition	\$2,651,400	\$408	\$0	\$2,651,808	0.0%	\$661,246	\$ 2,292,131	\$ -	\$ (301,569)
	5605 Tuition-ESS	\$280,908	(\$408)	\$0	\$280,500		\$56,100	\$ 224,400	\$ -	\$ -
	5801 Mileage Reimbursement	\$1,500	\$0	\$0	\$1,500		\$0	\$ -	\$ 1,500	\$ -

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
		\$2,933,808	\$0	\$0	\$2,933,808		\$717,346	\$ 2,516,531	\$ 1,500	\$ (301,569)
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$26,969	\$0	\$0	\$26,969		\$4,183	\$ 10,222	\$ 12,565	\$ -
	6120 Office Materials	\$719	\$0	\$0	\$719		\$0	\$ -	\$ 719	\$ -
	6140 Software	\$26,989	\$0	\$0	\$26,989		\$17,091	\$ 2,520	\$ 7,378	\$ -
	6410 Books	\$3,600	\$0	\$0	\$3,600		\$0	\$ 1,343	\$ 2,257	\$ -
		\$58,277	\$0	\$0	\$58,277		\$21,273	\$ 14,085	\$ 22,919	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
<b>Equipment (7000's)</b>										
	7300 Equipment	\$34,430	\$0	\$0	\$34,430		\$1,438	\$ 614	\$ 32,378	\$ -
		\$34,430	\$0	\$0	\$34,430		\$1,438	\$ 614	\$ 32,378	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
<b>Revenues (9000's)</b>										
	9205 Excess Cost SPED	\$ (591,917)	\$0	\$0	(\$591,917)		\$0	\$ -	\$ (716,335)	\$ 124,418
	9206 Pre School Tuition SPED	\$ (96,000)	\$0	\$0	(\$96,000)		(\$44,250)	\$ -	\$ (51,750)	\$ -
		\$ (687,917)	\$0	\$0	(\$687,917)		\$ (44,250)	\$ -	\$ (768,085)	\$ 124,418
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
<b>Total:</b>		<b>\$8,649,418</b>	<b>(\$275)</b>	<b>(\$1,400)</b>	<b>\$8,649,143</b>		<b>\$1,666,654</b>	<b>\$ 7,179,593</b>	<b>\$ 22,009</b>	<b>\$ (219,113)</b>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Pupil Services</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Certified Staff	\$1,735,596	(\$15,346)	(\$3,000)	\$1,720,251	-0.9%	\$226,544	\$ 1,493,707	\$ -	\$ -
	Non Certified Staff	\$715,628	\$8,011	\$3,000	\$723,639	1.1%	\$107,583	\$ 615,368	\$ 688	\$ 0
	Overtime	\$0	\$225	\$225	\$225	100.0%	\$0	\$ -	\$ 225	\$ -
	Certified Stipends	\$29,737	\$3,825	\$1,500	\$33,562	12.9%	\$5,280	\$ 28,182	\$ 100	\$ -
	Non Certified Stipends	\$42,387	(\$367)	\$0	\$42,020	-0.9%	\$5,289	\$ 36,731	\$ -	\$ (0)
		<b>\$2,523,348</b>	<b>(\$3,651)</b>	<b>\$1,725</b>	<b>\$2,519,697</b>		<b>\$344,695</b>	<b>\$ 2,173,989</b>	<b>\$ 1,013</b>	<b>\$ (0)</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$3,651)</i>					
	<i>Group change %:</i>				<i>-0.1%</i>					
<b>Professional &amp; Technical Services (3000s)</b>										
	3239 Other Pupil Services	\$173,575	(\$2,425)	(\$100)	\$171,150	-1.4%	\$5,310	\$ 144,773	\$ 21,067	\$ -
		<b>\$173,575</b>	<b>(\$2,425)</b>	<b>(\$100)</b>	<b>\$171,150</b>		<b>\$5,310</b>	<b>\$ 144,773</b>	<b>\$ 21,067</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,425)</i>					
	<i>Group change %:</i>				<i>-1.4%</i>					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$775	(\$225)	(\$225)	\$550	-29.0%	\$414	\$ -	\$ 136	\$ -
		<b>\$775</b>	<b>(\$225)</b>	<b>(\$225)</b>	<b>\$550</b>		<b>\$414</b>	<b>\$ -</b>	<b>\$ 136</b>	<b>\$ -</b>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$225)</i>					
	<i>Group change %:</i>				<i>-29.0%</i>					
<b>Other Services (5000s)</b>										
	5400 Postage	\$800	\$64	\$0	\$864	8.0%	\$0	\$ 864	\$ -	\$ -
	5501 Printing	\$2,000	\$0	\$0	\$2,000		\$0	\$ 326	\$ 1,674	\$ -

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-18  
Period: 3 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	5801 Mileage Reimbursement	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -
		\$3,300	\$64	\$0	\$3,364		\$0	\$ 1,190	\$ 2,174	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$64					
	<i>Group change %:</i>				1.9%					
<b>Supplies &amp; Materials (6000's)</b>										
	6110 Materials	\$14,900	(\$64)	\$0	\$14,836	-0.4%	\$2,700	\$ 1,344	\$ 10,792	\$ -
		\$14,900	(\$64)	\$0	\$14,836		\$2,700	\$ 1,344	\$ 10,792	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$64)					
	<i>Group change %:</i>				-0.4%					
<b>Equipment (7000's)</b>										
	7300 Equipment		\$0			#DIV/0!	(\$2,800)	\$ 2,270	\$ 530	\$ -
		\$0	\$0		\$0		(\$2,800)	\$ 2,270	\$ 530	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>									
<b>Other Objects (8000's)</b>										
	8100 Dues, Fees and Memberships	\$650	\$0	\$0	\$650		\$0	\$ -	\$ 650	\$ -
		\$650	\$0	\$0	\$650		\$0	\$ -	\$ 650	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0.0%					
	<b>Total:</b>	<b>\$2,716,548</b>	<b>(\$6,301)</b>	<b>\$1,400</b>	<b>\$2,710,247</b>		<b>\$350,319</b>	<b>\$ 2,323,566</b>	<b>\$ 36,362</b>	<b>\$ (0)</b>

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-18  
Period: 3 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2019 \$ Expended	FY 2019 Encumbered	FY 2019 Anticipated	FY 2019 Balance
<b>Transportation</b>										
<b>Salaries &amp; Wages (1000s)</b>										
	Non Certified Staff	\$289,573	\$2,651	\$0	\$292,224	0.9%	\$63,313	\$ 70,118	\$ 158,793	\$ -
		\$289,573	\$2,651	\$0	\$292,224		\$63,313	\$ 70,118	\$ 158,793	\$ -
	Group \$ transfer in/(transfer out):				\$2,651					
	Group change %:				0.9%					
<b>Professional &amp; Technical Services (3000s)</b>										
	3303 Management Services	\$1,000	\$0	\$0	\$1,000		\$0	\$ -	\$ 1,000	\$ -
		\$1,000	\$0	\$0	\$1,000		\$0	\$ -	\$ 1,000	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
<b>Property Services (4000s)</b>										
	4302 Equipment Repairs	\$25,000	\$0	\$0	\$25,000		\$12,444	\$ 12,045	\$ 511	\$ 0
		\$25,000	\$0	\$0	\$25,000		\$12,444	\$ 12,045	\$ 511	\$ 0
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
<b>Other Services (5000s)</b>										
	5100 Regular Transportation	\$1,297,048	\$0	\$0	\$1,297,048		\$643,487	\$ 651,588	\$ 1,972	\$ 0
	5101 SPED Transportation	\$92,182	\$0	\$0	\$92,182		\$9,758	\$ 314	\$ 82,109	\$ -
	5205 Property Insurance	\$9,928	(\$344)	\$0	\$9,584	-3.5%	\$9,584	\$ -	\$ -	\$ -
		\$1,399,158	(\$344)	\$0	\$1,398,814		\$662,830	\$ 651,903	\$ 84,082	\$ 0
	Group \$ transfer in/(transfer out):				(\$344)					
	Group change %:				0.0%					
<b>Supplies &amp; Materials (6000's)</b>										
	6270 Diesel Fuel	\$99,160	\$0	\$0	\$99,160		\$16,821	\$ 25,799	\$ 56,541	\$ -
		\$99,160	\$0	\$0	\$99,160		\$16,821	\$ 25,799	\$ 56,541	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	<b>Total:</b>	<b>\$1,813,891</b>	<b>\$2,307</b>	<b>\$0</b>	<b>\$1,816,198</b>		<b>\$755,407</b>	<b>\$ 759,865</b>	<b>\$ 300,926</b>	<b>\$ 0</b>

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-18  
Period: 3 of 12**

Object	Account	FY Adopted Budget	FY 2019	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Supplemental	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Technology</b>											
<b>Salaries &amp; Wages (1000s)</b>											
	Non Certified Staff	\$651,307	\$15,978	\$58,275	\$5,050	\$725,560	11.4%	\$181,095	\$ 497,606	\$ 46,859	\$ 0.00
	Overtime	\$5,000	\$0	\$6,000	\$6,000	\$11,000	120.0%	\$9,972	\$ -	\$ 1,028	\$ (0)
		<u>\$656,307</u>	<u>\$15,978</u>	<u>\$64,275</u>	<u>\$11,050</u>	<u>\$736,560</u>		<u>\$191,067</u>	<u>\$ 497,606</u>	<u>\$ 47,887</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>					\$80,253					
	<i>Group change %:</i>					12.2%					
<b>Professional &amp; Technical Services (3000s)</b>											
	3220/3221 Consulting Services	\$25,000	\$0	\$7,500	\$0	\$32,500	30.0%	\$18,150	\$ 8,640	\$ 5,710	\$ -
	3309 Professional Technical Services	\$92,119	\$0	(\$15,560)	(\$1,560)	\$76,559	-16.9%	\$36,427	\$ 19,817	\$ 20,315	\$ -
		<u>\$117,119</u>	<u>\$0</u>	<u>(\$8,060)</u>	<u>(\$1,560)</u>	<u>\$109,059</u>		<u>\$54,577</u>	<u>\$ 28,457</u>	<u>\$ 26,025</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>					(\$8,060)					
	<i>Group change %:</i>					-6.9%					
<b>Property Services (4000s)</b>											
	4302 Equipment Repairs	\$30,430	\$0	(\$2,500)	(\$2,500)	\$27,930	-8.2%	\$290	\$ 12,353	\$ 15,287	\$ -
	4400 Equipment Rental	\$282,350	\$0	(\$54,765)	\$0	\$227,585	-19.4%	\$0	\$ 227,585	\$ -	\$ 0
		<u>\$312,780</u>	<u>\$0</u>	<u>(\$57,265)</u>	<u>(\$2,500)</u>	<u>\$255,515</u>		<u>\$290</u>	<u>\$ 239,938</u>	<u>\$ 15,287</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>					(\$57,265)					
	<i>Group change %:</i>					-18.3%					
<b>Other Services (5000s)</b>											
	5300 Communications	\$106,055	\$0	\$0	\$0	\$106,055		\$1,541	\$ 70,849	\$ 33,665	\$ -
5800,5802-5880	Travel & Conference	\$7,062	\$0	\$0	\$0	\$7,062		\$1,421	\$ 5,560	\$ 81	\$ (0)
	5801 Mileage Reimbursement	\$3,000	\$0	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$116,117</u>	<u>\$0</u>	<u>(\$3,000)</u>	<u>\$0</u>	<u>\$113,117</u>		<u>\$2,963</u>	<u>\$ 76,409</u>	<u>\$ 33,746</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>					(\$3,000)					
	<i>Group change %:</i>					-2.6%					
<b>Supplies &amp; Materials (6000's)</b>											

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-18  
Period: 3 of 12**

Object	Account	FY Adopted Budget	FY 2019	Cumulative	Current Report	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Supplemental	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6110 Materials	\$31,150	\$0	\$0	\$0	\$31,150		\$6,706	\$ 10,849	\$ 13,596	\$ -
	6140 Software	\$431,559	\$0	\$5,976	\$0	\$437,535	1.4%	\$368,664	\$ 47,830	\$ 21,041	\$ (0)
		\$462,709	\$0	\$5,976	\$0	\$468,685		\$375,369	\$ 58,679	\$ 34,637	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>					\$5,976					
	<i>Group change %:</i>					1.3%					
<b>Equipment (7000's)</b>											
	7300 Equipment	\$457,288	\$0	\$16,259	\$0	\$473,547	100.0%	\$329,042	\$ 140,711	\$ 3,794	\$ 0
		\$457,288	\$0	\$16,259	\$0	\$473,547		\$329,042	\$ 140,711	\$ 3,794	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>					\$16,259					
	<i>Group change %:</i>					100%					
<b>Other Objects (8000's)</b>											
	8100 Dues, Fees and Memberships	\$3,510	\$0	(\$510)	(\$510)	\$3,000	-14.5%	\$398	\$ 884	\$ 1,718	\$ -
		\$3,510	\$0	(\$510)	(\$510)	\$3,000		\$398	\$ 884	\$ 1,718	\$ -
	<i>Group \$ transfer in/(transfer out):</i>					(\$510)					
	<i>Group change %:</i>					-14.5%					
<b>Revenues (9000's)</b>											
	9200 Technology Revenue	\$ (52,129)	\$ -	(\$77,388)	\$0	(\$129,517)	148.5%	(\$123,540)	\$ -	\$ (5,977)	\$ -
		\$ (52,129)	\$ -	(\$77,388)	\$0	(\$129,517)		\$ (123,540)	\$ -	\$ (5,977)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>					(\$77,388)					
	<i>Group change %:</i>					148%					
<b>Total:</b>		<b>\$2,073,701</b>	<b>\$15,978</b>	<b>(\$59,713)</b>	<b>\$6,480</b>	<b>\$2,029,966</b>		<b>\$830,166</b>	<b>\$ 1,042,683</b>	<b>\$ 157,117</b>	<b>\$ 0</b>

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-18  
Period: 3 of 12**

Object	Account	FY Adopted Budget	FY 2019	Cumulative Budget	Current Report Budget	Revised	Line	FY 2019	FY 2019	FY 2019	FY 2019
Series		Budget	Supplemental	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
<b>Security</b>											
<b>Salaries &amp; Wages (1000s)</b>											
	Non Certified Staff	\$251,292	\$0	(\$1,082)	\$0	\$250,210	-0.4%	\$37,798	\$ 212,412	\$ -	\$ 0
	Overtime	\$27,190	\$0	\$689	\$0	\$27,879	2.5%	\$2,810	\$ -	\$ 25,069	\$ 0
	Non Certified Stipends	\$23,740	\$0	(\$894)	\$0	\$22,846	-3.8%	\$153	\$ -	\$ 22,693	\$ -
		<u>\$302,222</u>	<u>\$0</u>	<u>(\$1,287)</u>	<u>\$0</u>	<u>\$300,935</u>		<u>\$40,761</u>	<u>\$ 212,412</u>	<u>\$ 47,762</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):					(\$1,287)					
	Group change %:					-0.4%					
<b>Professional &amp; Technical Services (3000s)</b>											
	3308 Police/Fire	\$55,500	\$22,932	\$0	\$0	\$78,432	41.3%	\$0	\$ -	\$ 78,432	\$ -
		<u>\$55,500</u>	<u>\$22,932</u>	<u>\$0</u>	<u>\$0</u>	<u>\$78,432</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 78,432</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):					\$22,932					
	Group change %:					41.3%					
<b>Property Services (4000s)</b>											
	4701 Security System Monitoring	\$21,570	\$0	\$0	\$0	\$21,570		\$0	\$ 21,570	\$ -	\$ -
		<u>\$21,570</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$21,570</u>		<u>\$0</u>	<u>\$ 21,570</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):					\$0					
	Group change %:					0.0%					
<b>Other Services (5000s)</b>											
	5800,5802-5880	\$2,500	\$0	\$0	\$0	\$2,500		\$0	\$ -	\$ 2,500	\$ -
		<u>\$2,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,500</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 2,500</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):					\$0					
	Group change %:					0.0%					
<b>Supplies &amp; Materials (6000's)</b>											
	6132 Security Materials	\$12,500	\$0	\$6,350	\$0	\$18,850	50.8%	\$10,254	\$ 8,581	\$ 15	\$ 0
		<u>\$12,500</u>	<u>\$0</u>	<u>\$6,350</u>	<u>\$0</u>	<u>\$18,850</u>		<u>\$10,254</u>	<u>\$ 8,581</u>	<u>\$ 15</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):					\$6,350					
	Group change %:					50.8%					
	<b>Total:</b>	<b>\$394,292</b>	<b>\$22,932</b>	<b>\$5,063</b>	<b>\$0</b>	<b>\$422,287</b>		<b>\$51,015</b>	<b>\$ 242,563</b>	<b>\$ 128,708</b>	<b>\$ 0</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, 2018	\$ 1,842,092
Revenues:	
General Fund Appropriation (July-June)	\$ 52,500
Reimbursements	\$ -
Total Contributions	\$ 52,500
Total Revenues (A)	\$ 52,500
Expenditures	
Additional IBNR Run-out	\$ 13,195
Delta Dental:	
Claims	\$ 91,474
Administrative Fees	\$ 5,667
Total Health Plan Costs (B)	\$ 110,337
Net Change (A-B)	\$ (57,837)
Fund balance June 30, 2019	\$ 1,784,255

<b>Balance Sheet:</b>	
Assets:	
Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 1,842,092
Year End Accounts Payable	\$ -
Net Change	\$ (57,837)
Total Assets	\$ 1,784,255
Liabilities:	
Year End Accounts Payable	\$ -
Total Liabilities	\$ -
Beg Year Fund Balance	\$ 1,842,092
End of Year Net Change	\$ (57,837)
Total Fund Balance	\$ 1,784,255
Total Liabilities + Fund Balance	\$ 1,784,255

**WESTON PUBLIC SCHOOLS  
INSURANCE FUNDS**

Month	Delta Dental			
	Expected Claims	Actual Claims	% of Total	Variance
Jul-17	\$ 26,250	\$ 32,424	35%	\$ (6,174)
Aug-17	\$ 26,250	\$ 24,492	27%	\$ 1,758
Sep-17	\$ 26,250	\$ 34,558	38%	\$ (8,308)
Oct-17	\$ 26,250		0%	\$ 26,250
Nov-17	\$ 26,250		0%	\$ 26,250
Dec-17	\$ 26,250		0%	\$ 26,250
Jan-18	\$ 26,250		0%	\$ 26,250
Feb-18	\$ 26,250		0%	\$ 26,250
Mar-18	\$ 26,250		0%	\$ 26,250
Apr-18	\$ 26,250		0%	\$ 26,250
May-18	\$ 26,250		0%	\$ 26,250
Jun-18	\$ 26,250		0%	\$ 26,250
Total	\$ 315,000	\$ 91,474	100%	\$ 223,526

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date: October 22, 2018**

**Information Only**

**Action Requested**

**Agenda Item Subject: FY 20 Budget Calendar**

**Submitted by: Richard Rudl**

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

**FY 20 Budget Calendar for discussion and approval.**

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  
Budget Calendar  
FY 2020  
(Updated October 12, 2018 – Changes Highlighted)**

10/03/18 (Wed.)	Leadership Team receives DRAFT copy of Budget Calendar
10/05/18 (Fri.)	Director of Finance and Operations opens MUNIS budget module to schools and departments
10/09/18 (Tues.)	Director of Finance and Operations meets with Principals and Dir. of Facilities & Security to discuss framework of budget
10/5-10/26/18 (Fri.) – (Fri.)	Schools and Departments to schedule meetings with the Director of Finance and Operations, if necessary
10/12/18 (Fri.)	Board of Education Finance Committee Meeting Reviews Budget Assumptions and Calendar
10/22/18 (Mon.)	Board of Education receives and takes action on DRAFT copy of Budget Assumptions and Budget Calendar
10/31/18 (Wed.)	Budget request due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available)
11/7/18 (Wed.)	Director of Finance and Operations disseminates a “Working Copy” for the district’s budget request by Program/Cost Center
11/7-11/14 (Wed-Wed.)	Superintendent and Director of Finance meet with Principals and Central Office Administrators individually to discuss Budget Request
11/15/18 (Thurs.)	Cabinet Members, Principals, and the Director of Facilities & Security meet to discuss working copy of the budget
11/27/18 (Tues.)	Administrative team submission date for Budget Narrative(s) & Pictures
12/3-12/6 (Mon-Thurs.)	Superintendent and Director of Finance and Operations review status of budget development
12/05/18 (Wed.)	Leadership Team discusses draft budget
12/14/18 (Fri.)	Board of Education Finance Committee Meeting

1/04/19 (Fri.)	FY 2020 Administrative Budget Request delivered to Board of Education
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01/09/19 BOE Workshop to discuss FY 2020 Budget Request (9am to 1pm)  
(Wed.)

01/10/19 BOE questions to be submitted to Superintendent by end-of-day  
(Thurs.)

01/11/19 BOE Finance Committee Meeting  
(Fri.)

01/16/19 Written responses to Board of Education questions to be distributed  
(Wed.)

01/17/19 Budget Presentation – Weston Middle School Library (Televised)  
(Thurs.) Budget Presentation of FY 2020 Requested Operating and Capital Budgets  
7:00 P.M.

01/22/19 Hold for additional Budget Question & Answer session if needed – Weston Middle  
(Tues.) School Library (Televised), 6:00 P.M. (Followed by January 22, 2019 BOE Meeting, 7:30 p.m.  
Weston Middle School.)

01/24/19 Board of Education Meeting – Weston Middle School Library (Televised)  
(Thurs.) 6:00-9:00 P.M. Approval and Adoption of the Budget

1/31/19 Board of Education transmits budget request to the Board of Selectmen  
(Thurs.) (Charter requires by February 3<sup>rd</sup>)

2/6/19 Board of Selectmen review Board of Education budget request  
(Tues.) 7:30 P.M.

2/20/19 Board of Selectman review Board of Education budget request (if necessary)  
(Tues.) and continue review of Board of Selectman's request (if necessary).  
Board of Selectmen votes on and transmits First Selectman's and Board of  
Education budgets to Board of Finance. Board also nominates moderator for Annual Town  
Budget Meeting. Regular Board of Selectman's meeting.  
7:30 P.M.

2/25/19 Deliver Budget Books to Board of Finance, if not already done so  
(Mon.)

3/7/19 Board of Finance reviews Board of Education budget request  
(Wed.) 7:30 P.M.

3/8/19 Board of Finance reviews Board of Education budget request (if necessary)  
(Thurs.) 7:30 P.M.

3/15/19 Publish Notice of Public Hearing on budget  
(Thurs.) (Charter requires 10 days prior to Public Hearing)

3/27/19 Board of Finance holds Public Hearing on budget request.  
(Tues.) (Charter requires at least two weeks prior to Annual Budget Meeting)

8:00 P.M. - Weston Middle School Library

3/28/19  
(Wed.) Additional Public Hearing on budget request (if necessary)  
8:00 P.M. - Weston Middle School Library

4/2/19  
(Tues.) Board of Finance Budget Deliberation Meeting  
7:30 P.M.

4/12/19  
(Thurs.) Publish and Post Notice of Annual Town Budget Meeting  
(Charter requires at least five days prior to meeting)

4/17/19  
(Wed.) Annual Town Budget Meeting  
8:00 P.M. - Weston High School Auditorium

4/25/19  
(Thurs.) Proposed Referendum

5/3/19  
(Thurs.) Board of Finance meets after Town Meeting

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 10/22/18

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the FY20 Budget Assumptions.

**Submitted by:** Richard Rudl

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

**Following are the assumptions for the FY20 budget. We are recommending approval of the assumptions.**

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  
Budget Assumptions  
FY 2020**

The following factors will be considered in developing the Superintendent's Recommended FY 2020 Operating Budget:

1. The Administration will recommend a FY 2020 Operating Budget framed by the action steps to Develop Global Citizens:
  1. Academic Excellence
  2. Digital Learning
  3. Healthy Learning Environment
  4. Gauging District Progress
  5. Resources for Learning
2. Dual attention to high-leverage investments and opportunities to be more cost-effective will shape the budget development process and Recommended FY 2020 Operating Budget.

A. Areas for consideration as investments will include:

I. Teaching and Learning, with attention to:

- i. Academic Excellence
- ii. Healthy Learning Environment
- iii. Digital Learning
- iv. Gauging Student Progress.

II. Facilities, with attention to:

- i. Investment in maintaining our facilities and preventative maintenance for all facilities.
- ii. Identifying and outlining an approach to implementing the recommendations of the Facility Master Plan.

B. Areas for possible cost containment include:

I. Staffing:

- i. Review current staffing models for cost efficiencies where possible.

II. Programs:

- i. Review program offerings to find efficiencies where possible. When a new program is added, we will strive to find a comparable financial saving.

III. Operations:

- i. Review all areas of operations for efficiency and improvements that could yield financial savings.

3. Review current and projected Enrollment Data for impact on staffing levels. Listed below are the FY 2019 actual enrollment numbers as of October 1, 2018, and FY 2020 projected student enrollment figures. The district relies on demographers to forecast enrollment for kindergarten through grade 12. Our Special Education Department forecasts enrollment for all students in our pre-school program and those that are placed in educational facilities outside the Weston Public Schools.

Neither the pre-school nor the out-of-district placement students are included in the kindergarten through grade 12 enrollment numbers below.

Grade	Actual Enrollment October 1, 2018	Milone & MacBroom Projected Enrollment 2019-2020	Change
K	109	128	+19
1	128	123	-5
2	154	135	-19
<b>Hurlbutt Elementary School Total</b>	<b>391</b>	<b>386</b>	<b>-5</b>
3	163	166	3
4	164	175	11
5	180	169	-11
<b>Intermediate School Total</b>	<b>507</b>	<b>510</b>	<b>3</b>
6	188	187	-1
7	200	192	-8
8	194	202	8
<b>Middle School Total</b>	<b>582</b>	<b>581</b>	<b>-1</b>
9	203	198	-5
10	207	199	-8
11	185	205	20
12	207	184	-23
<b>High School Total</b>	<b>802</b>	<b>786</b>	<b>-16</b>
<b>In-District Total (K-12)</b>	<b>2282</b>	<b>2263</b>	<b>-19</b>
<b>Pre-School</b>	<b>27</b>	<b>27</b>	<b>0</b>
<b>Total Enrollment</b>	<b>2323</b>	<b>2290</b>	<b>-19</b>

Budget class sizes based on the following Board of Education guidelines: kindergarten and grade 1 class sizes range from 18-20, while grades 2 through 12 typically range from 20-24 per class. However, at the high school level, especially where a class may be a singleton, class sizes may exceed 24 on occasion.

Note: There are 27 students that attend our schools through the Open Choice program. These students are reflected in the enrollment numbers presented above. The decision to accept additional Open Choice students is enrollment driven and will be made in late August or earlier if possible. As space permits additional students might be added which can increase the revenue received

through the Open Choice grant. Students will not be accepted if additional classroom teachers are required.

4. Include costs associated with employee contracts.
  - I. WAA: 2.75% GWI plus step
  - II. WTA: 2.35% inclusive of step
  - III. AFSCME: 2.25% GWI plus step
  - IV. The salaries for employees that are not affiliated with a union are typically determined in June 2018. The budget will include an allocation of \$82,020 to fund these salary increases as determined.
5. The cost of consumable goods and services will be based on existing contracts or increase by a projected CPI of 2.2%. (CPI taken from the Bureau of Labor & Statistics and is based on CPI for the Northeast less food and energy, Year over Year for the data published through August of 2018).
6. Meet all Federal and State mandates that pertain to Connecticut School Districts.
7. Carefully monitor and examine the immediate and long-term impact to the Weston Public Schools of any State of Connecticut adopted budget.
8. Maintain a high-quality professional development program in order to successfully implement the district's instructional goals.
9. Continue to maintain and monitor current Pupil Personnel Services and Special Education programs and services for their efficacy, as well as explore possible new quality programs and services that can address the social-emotional needs of students in a manner that also supports their academic progression in district.
10. Examine areas of the budget that have historically caused financial pressures during the year and identify potential solutions.
11. Consider near and long-term cost efficient opportunities as they emerge.

WESTON PUBLIC SCHOOLS  
SPACE FEASIBILITY UTILIZATION  
STUDY

BOARD OF EDUCATION – OCTOBER 22, 2018

1

# WESTON PUBLIC SCHOOLS SPACE UTILIZATION STUDY



# 10-YEAR FACILITIES & UTILIZATION STUDY (PHASE 1 STUDY)

- The study was commissioned by the Weston Board of Education to determine and assess the current conditions of **all school facilities**.
- Draft report was issued on November 3, 2017.
- The 10-Year Facilities & Utilization Study presented:
  1. Analysis on long-term needs for each facility and building on the Weston Public School campus (i.e., HES, WIS, WMS, WHS, Central Office, Annex, Bus Depot).
  2. Analysis of campus and building facility usage based on current and anticipated curricular and co-curricular goals, programs and needs.
  3. Short and long-term enrollment projections incorporating comprehensive modeling of demographic, economic and housing trends.
  4. 10-Year capital recommendations ranked in order of importance to maintain and upkeep the existing facilities.
  5. Three conceptual options to address the Middle School facility and its educational needs over the next 10 years.
  6. Conceptual options to balance the dual needs for improved district administration offices and ample teaching and learning spaces in the schools.

# SPACE UTILIZATION FEASIBILITY STUDY (PHASE 2 STUDY)

- Phase 1 of the Facility & Utilization Study operates with the assumption that the current number and arrangement of campus facilities and buildings remain the same. This is a well-reasoned assumption based on district goals, programs and needs, as well as current and anticipated enrollment.
- However, given the extensive, multi-year financial investments associated with any major capital work, the Facilities Committee wants to examine a full range of scenarios as to the number and arrangement of campus facilities and buildings.
- **The Facilities Committee recommends a Phase 2 study to examine whether the district's goals, programs and needs (curricular and co-curricular) can occur within the confines of three schools.** The study would review the optimal use of current buildings and square footage to determine what would be required to offer a robust and cutting-edge curricular and co-curricular program in three facilities. The study would analyze the requirements presented by current and anticipated enrollment, both in terms of student counts and diverse learning and developmental needs.
- Two reconfiguration scenarios would be examined to provide a full range of options for building usage:
  - Scenario 1—WMS Reallocation: Reconfigure the campus so that the square footage of Weston Middle School is reallocated to WHS, WIS and HES
  - Scenario 2—HES Reallocation: Reconfigure the campus so that the square footage of Hurlbutt is reallocated to WHS, WIS and WMS

# SPACE UTILIZATION FEASIBILITY STUDY (PHASE 2 STUDY)

## Questions to Examine in the Phase 2 Study:

1. What are the curricular and co-curricular elements that will need to be moved and/or retained with either Scenario 1 or 2?
  - Scenario 1: What elements from WMS must be moved or retained?
  - Scenario 2: What elements from HES must be moved or retained?
2. For Scenario 1, to what extent are WHS, WIS and HES readily expandable to absorb the WMS square footage and necessary curricular and co-curricular elements?
3. For Scenario 2, to what extent are WHS, WMS and WIS expandable to absorb the HES square footage and necessary curricular and co-curricular elements?
4. For Scenario 2, is it possible to expand WIS to allow for a Pre-K to 5 configuration in one facility?

# SPACE UTILIZATION FEASIBILITY STUDY (PHASE 2 STUDY)

## Questions to Examine in the Phase 2 Study (Continued):

5. For either scenario, what is the impact of having schools with enrollment ranging from a minimum of 600 to as much as 925? Schools of this size for the elementary and middle school grades would be uncommonly large relative to similar districts.
6. For either scenario, changing the grade configuration may become a necessity. What is the curricular and co-curricular effect of changing the grade configuration amongst buildings?
7. What is the current space being used for now, given that current enrollment is smaller than when the schools were built? What is the allocation of space across all curricular and co-curricular needs, including special education, music, art, world language, STEM?
8. What are the anticipated PPS/Special Education needs? How can space be most effectively used to meet the needs of PPS/Special Education?

# NEXT STEPS

If the BOE approves moving forward with the Phase 2 study, several steps would commence.

1. Form a Strategic Facilities Planning Committee:
  - a) Superintendent
  - b) Assistant Superintendent of Curriculum & Instruction
  - c) Assistant Superintendent of PPS
  - d) Director of Finance and Operations
  - e) Director of Facilities and Security
  - f) Principals
  - g) BOE Facility Committee Representative
  - h) PTO Representative
2. Solicit input from the First Selectman, who may then solicit feedback from his designees on what questions they would like to see addressed in the Phase 2 study.
3. Solicit input from the Chairman of Board of Finance, who may then solicit feedback from his designees on what questions they would like to see addressed in the Phase 2 study.
4. The Strategic Facilities Planning Committee would develop and implement a work plan to address the critical inquiry and research questions, including those listed in this presentation (Slides #5-6) and those raised by the BOE, First Selectman (or designee) and Chairman of the Board of Finance (or designee).

# NEXT STEPS

5. The Strategic Facilities Planning Committee would create a draft proposal on space reconfiguration options for converting the district from a four school to three school campus. Draft proposal would include:
  - A. Curricular and co-curricular elements which would need to be relocated and the cost.
  - B. Possible grade reconfiguration options to accommodate space reconfiguration and its possible educational impact.
  - C. Cost estimates for space reconfiguration in three buildings.
6. The Strategic Facilities Planning Committee would evaluate the most viable options from the Phase 1 and Phase 2 studies and present summary analysis to the Facilities Committee of the Board of Education.
7. Following Facility Committee review and deliberation, the Strategic Facilities Planning Committee would create, with the assistance of a consultant, Educational Specifications (ED Specs) for the recommended option to be reviewed and potentially adopted by the Board of Education.
8. Present recommended option and Educational Specifications to Public, Board of Selectman and Board of Finance for additional input.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 10/22/18

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval to request that remaining funds from the knee wall project be re-purposed for additional roof repairs at WIS and WHS.

**Submitted by:** Richard Rudl

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

The WIS knee wall repairs have been completed under budget, but additional repairs are required on both the WIS and WHS roofs. At the request of the Town Administrator, we are requesting that the available funds from the knee wall project be re-purposed for these repairs, and then brought to the Board of Finance for possible approval.

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

# SILKTOWN ROOFING

27 Pleasant Street  
Manchester, CT 06040  
Office: 860-647-0198 Fax: 860-646-0775  
\*An Equal Opportunity/Affirmative Action Employer\*

October 9, 2018

Weston Building Committee  
Re: Weston High School  
95 School Road  
Weston, CT 06883

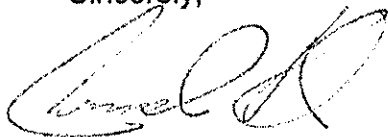
To whom it may concern:

The following roof condition report and scopes of work are a result of our visits to the Weston High School in August, 2018.

Please note that this report is based on visual examination of the roofs and their surrounding areas. It is not based on subjective observations. This report has not considered any engineering data regarding weight or structural limitations. Please refer to the drawing as a guide.

If you have any questions concerning any of the information, please do not hesitate to call us at (860) 647-0198. Thank you.

Sincerely,



Jim Barba  
Maintenance Operations

Weston High School

95 School Road

Weston, Ct. 06883

Condition:

Built-up roof areas: Good Condition with some repairs required

EPDM roof areas: Very Good Condition with some repairs required

Sarnafil Roof Areas: Very Good Condition with some repairs required

Comments:

- The built-up roof Sections are identified by the double lower case letters (aa-jj).
- The Sarnafil roofs Sections are identified by the numbers (1-13).
- The EPDM roof Sections are identified by the upper case letters (A-Y).

Recommended repairs are as follows:

1. Built-up roof sections- all of the fields are in good condition. All of the repairs necessary in these sections have to do with expansion joints, penetration pockets and perimeter flashing with one exception where the RTU on section aa appears to be crushing the support rail and should be inspected by others. Section jj has already been repaired under a JM warranty request.

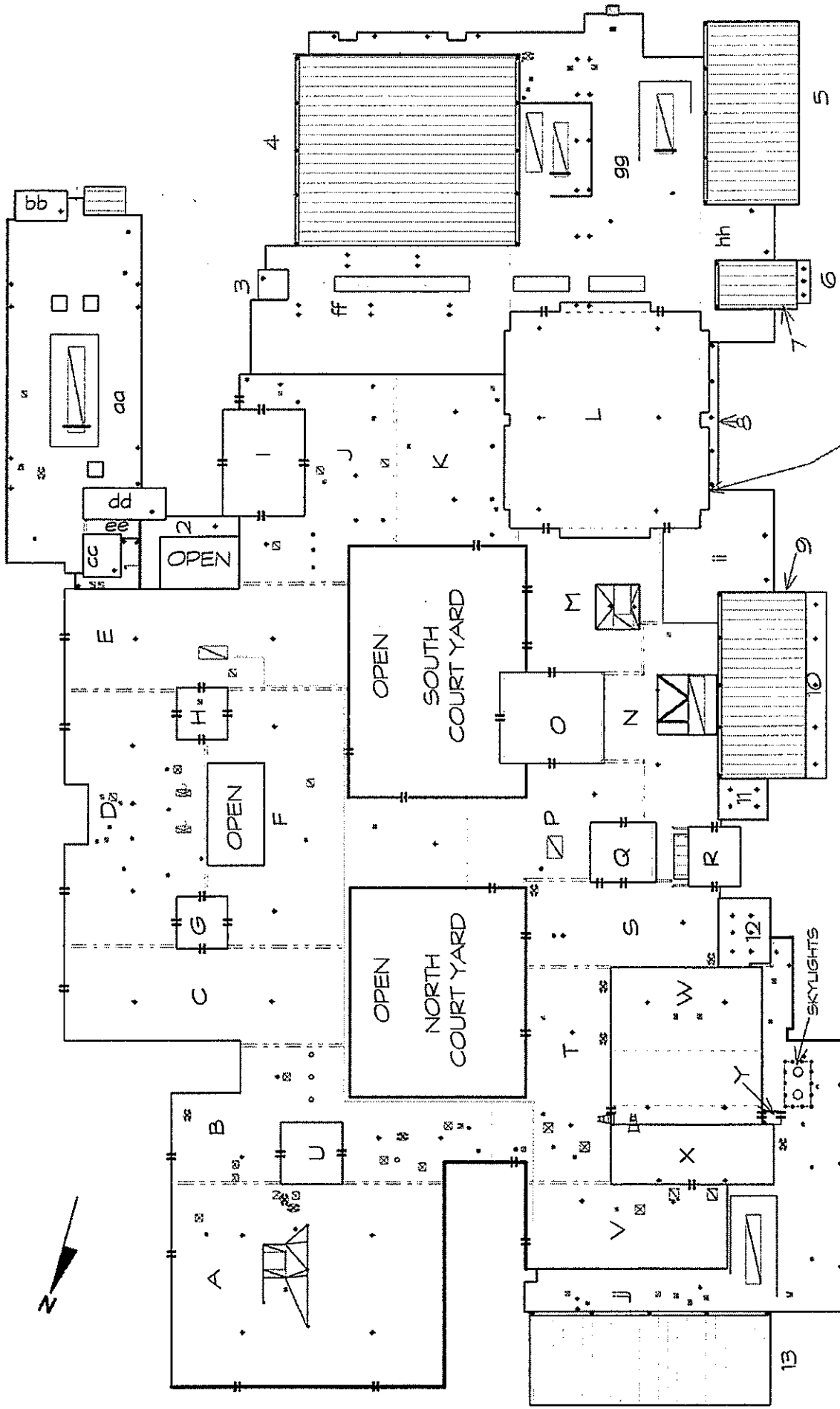
The cost to do above items one through six is Twelve Thousand Eight Hundred Twenty-five and 00/100 Dollars (\$12,825.00) plus applicable taxes.

2. EPDM roof sections- all of the fields are in very good condition. Sections A-F, M, N, P, S, T, V, W, X AND Y has already been repaired under a JM warranty request. The remaining EPDM roof sections are all elevated and require an addition ladder to access. All of the repairs necessary are related to corner and scupper flashing.

The cost to do above item two is Seven Thousand One Hundred Ninety-five and 00/100 Dollars (\$7,195.00) plus applicable taxes.

3. Sarnafil roof sections-all of the fields are in very good condition. There is debris in the gutter areas on every roof that needs to be removed. Roof #13 needs the most repairs since the Lightning rod and cable has been displaced by the snow and caused holes down near the gutter area. The lightning rod and cable should be reattached by a licensed installer. There are multiple voids on these roofs, mainly in the gutter area the need to be repaired. All of these roofs require an additional ladder to access. There are holes in the roof #8 caused by concrete deteriorating and falling on the roof the needs to be repaired. The concrete should be addressed by a qualified mason. There is displaced piece of metal coping on the north side of roof #4 that needs to be refastened.

The cost to do above item three is Seven Thousand Four Hundred Seventy-five and 00/100 Dollars (\$7,475.00) plus applicable taxes.



CONCRETE REPAIR NEEDED

WESTON HIGH SCHOOL  
 115 SCHOOL ROAD  
 WESTON, CT.

- = ROOF PITCH CHANGE
- SCUPPER
- ROOF DRAIN
- PLUMBING PIPE VENT
- INTERIOR EXPANSION JOINT
- ROOF HATCH
- UNIT ON SLEEPERS
- UNIT ON CURB
- ROUND SKYLIGHT
- CHIMNEY

<b>SUMMARY OF PROPOSED ROOF MAINTENANCE EXPENDITURES FOR THE YEAR 2018</b>	
<b>WESTON HIGH SCHOOL</b>	<b>\$27,485.00</b>
<b>TOTAL</b>	<b>\$27,485.00</b>



ROOF CONDITION REPORT AND  
MAINTENANCE PROPOSAL FOR  
WESTON INTERMEDIATE SCHOOL  
95 SCHOOL STREET  
WESTON, CT.

JULY, 2018

PREPARED BY  
SILKTOWN ROOFING INC.  
27 PLEASANT STREET  
MANCHESTER, CT

# SILKTOWN ROOFING

27 Pleasant Street  
Manchester, CT 06040  
Office: 860-647-0198 Fax: 860-646-0775  
\*An Equal Opportunity/Affirmative Action Employer\*

July 23, 2018

Weston Building Committee  
Re: Weston Intermediate School  
95 School Road  
Weston, CT 06883

To whom it may concern:

The following roof condition report and scopes of work are a result of our visits to the Weston Intermediate School in July, 2018.

Please note that this report is based on visual examination of the roofs and their surrounding areas. It is not based on subjective observations. This report has not considered any engineering data regarding weight or structural limitations.

If you have any questions concerning any of the information, please do not hesitate to call us at (860) 647-0198. Thank you.

Sincerely,



Jim Barba  
Maintenance Operations

Weston Intermediate School

95 School Road

Weston, Ct. 06883

Condition:

Built-up roof areas: The roof is in very good condition but some maintenance should be done.

Sarnafil Roof Areas: Very Good Condition

Comments:

- The built-up roofs in Sections A, aa, B, C, G, M, H, and K age is unknown(Please refer to Pictures #1, #2, #4, #5, #10, #11, #15, #24, #27- #29, #32, #52-#55, #58-#61,#63, #68-#71, #76, #79- #81).
- The Sarnafil roofs in Sections D, E, F, I, J, L, N AND O are approximately ten years old. Sections E, F and L have ribs that have been heat welded on to give the appearance of a standing seam metal roof. Repairs were not required at the time of this inspection.
- All of the seams in the cap sheet wall flashing highlighted in red on the drawing with the picture locations need attention and should be repaired (Please refer to Picture #6-#9, #12, #14, #16, #17, #26, #30, #31, #37, #39, #41, #43-#45, #50, #62, #64, #65 and #72-#74).
- There are voids in curb and chimney flashing that should be repaired (Please refer to Picture #20-#23, #66 and #82).
- All debris should be removed from the roof (Please refer to Picture #13 and #57).
- There are holes and voids in expansion joints that should be repaired (Please refer to Picture #25, #75 and #78).
- All of the penetration pockets at Section H, screen Section 1 and one penetration pocket in Section B should be repaired should be repaired (Please refer to Picture #19and #47-#49).
- All wind scoured areas should be repaired (Please refer to Picture #31, #38 and #51).

- There is a detached condensation pipe at Screen Section 1 in Section H and should be reattached by a qualified mechanic (Please refer to Picture #46).

Recommended repairs are as follows:

1. Repair all of the seams in the cap sheet wall flashing highlighted in red on the drawing with the picture locations with fabric set in alternate layers of flashing cement (Refer to Picture #6-#9, #12, #14, #16, #17, #30, #37, #39, #41, #43-#45, #50, #62, #64, #65 and #72-#74).
2. Repair the voids in curb and chimney flashing with fabric set in alternate layers of flashing cement (Refer to Picture #20-#23, #66 and #82).
3. Clean up and dispose of all debris from the roof (Refer to Picture #13 and #57).
4. Repair the expansion joints (Refer to Picture #25, #75 and #78).
5. Clean and/or all penetration pockets specified at Section H, screen Section 1 and the one penetration pocket in Section B with one part pourable sealer (Refer to Picture #19 and #47-#49).
6. Reset the existing gravel in modified bitumen adhesive at wind scoured areas (Refer to Picture #31, #38 and #51).

The cost to do above items one through six is Fourteen Thousand Eight Hundred Twenty-five and 00/100 Dollars (\$14,825.00) plus applicable taxes.

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

**Meeting Date:** October 22, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject: First Reading** – Policy 1324/5147, Soliciting Funds From and By Students

**Submitted by:** Lewis Brey

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

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

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

**Community Relations/Students**

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

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

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

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

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

Legal References:

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

ADOPTED: November 6, 1989 (1324) \_\_\_\_\_ (5147)

REVISED: \_\_\_\_\_

**Students**

**FUNDRAISING ACTIVITIES**

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

**Criteria for Fundraising Activities:**

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

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

### **Prior approval required:**

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

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

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

### **Use of Crowdfunding Activities**

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

In addition to following the procedures outlined below for the handling of funds and record-keeping, the following additional regulations apply to funds received from crowdfunding activities. Any funds received from crowdfunding activities must be deposited directly into a school activity fund and may not first be received by the employee, student, parent group or other fundraising group. Crowdfunding activities

must comply with all Board of Education policies, regulations and procedures, and shall not include photos of students or the sharing of any confidential student information.

**Handling of Funds and Record-Keeping:**

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

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

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

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

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

**WESTON PUBLIC SCHOOLS**  
**Weston, Connecticut**

**WESTON PUBLIC SCHOOLS  
FUNDRAISING APPROVAL REQUEST FORM**

Name of Organization:

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

Brief Description of Fundraising Activity:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Adult Responsible for Fundraising Activity (“Sponsor”):

\_\_\_\_\_

Contact Information for Sponsor: Tel# \_\_\_\_\_

Email Address: \_\_\_\_\_

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

Anticipated Funds to be Solicited: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

Signature of Superintendent (if needed): \_\_\_\_\_

**Parent/Guardian Authorization:**

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

**Name of Student:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Home Phone Number:**

\_\_\_\_\_ **Cell:** \_\_\_\_\_ **Work:** \_\_\_\_\_

## **Communications Committee Meeting**

May 24, 2018 9:00 AM

Central Office Conference Room

### **Attendance Taken at 9:00 AM:**

#### Present Board Members:

Sara Spaulding  
Samantha Nestor  
Anthony Pesco

#### Members of Public:

Gina Albert  
Ellen Uzenoff  
Daniel McNeill

#### Others in Attendance:

Kenneth Craw, Assistant Superintendent of Curriculum and Instruction

### **1. Review Survey Draft**

#### Discussion:

The Committee discussed the reasons why a survey is important to the District. Knowing how parents obtain their information, the channels they use to get their information and how they would like to receive information are key to the survey. The Town of Weston has a survey committee and will create a different survey from the Town's perspective.

### **2. Review Swift (What, How, and Integration Opportunities)**

#### Discussion:

A review of the new SWIFT K-12 alert systems was reviewed with the Committee. The reports able to be generated from the system are much more sophisticated than our previous system.

### **3. School Ranking Communications, Overview**

#### Discussion:

The Committee discussed the school ranking communications. Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, joined the meeting to discuss the metrics behind school rankings. Advanced placement participation is a driver in the rankings.

### **4. Social Media**

#### Discussion:

The Committee discussed the use of social media and the idea that "social" is two-way communications and "media" is used to push out information. The District needs to close the gap on missed opportunities to communicate all good news in information from the District.

**5. Town of Weston Marketing & Communications Advisory Committee (MCAC)**

Discussion:

The Town of Weston Marketing and Communications Advisory Committee is working on a presentation for realtors and a tactical plan to be used by the Town. Board Member Samantha Nestor is on the Advisory Committee.

**6. Review Plan for Communications Plan**

Discussion:

Due to time constraints, the Communications Plan will be reviewed at the next meeting.

**7. Next Steps**

**8. Next Meeting**

Discussion:

The Committee will meet in June, 2018. The meeting was adjourned at 11:05 a.m.

---

Chairperson

---

Superintendent

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 22, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** 2018-2019 Communications Committee Action Plan

**Submitted by:** William McKersie

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

The Communications Committee finalized an action plan during their meeting on October 11, 2018 for the current school year.

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



# **Weston Board of Education Communications Committee**

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Committee Members: Sara Spaulding (Chair), Samantha Nestor, Anthony Pesco

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## **2018-2019 Communications Committee Action Plan**

1. Social Media Pilot
2. Communication Analytics
  - a. Email Correspondence
  - b. Social Networking
3. Communication Re: Key Events
  - a. FY 20 Budget
  - b. Space Utilization Study
  - c. School Start/End Times
  - d. Other Events To Be Determined
4. Communications Survey
  - a. Conduct During Second Half of Year

**Minutes  
Facilities Committee  
October 4, 2018**

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

Guests:

Michael Rizzo, Assistant Superintendent for Pupil Personnel Services  
Lisa Deorio, Weston High School Principal  
Andre Santelli, Foodservice Director

Public:

Anthony Pesco, Weston Resident

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

The Committee discussed the following items regarding the summer projects update:

- Mr. Olenik reported that all projects are basically complete. The video streaming cameras for both the soccer field and gym were completed and the door buzzers at each school are now functioning properly, allowing the security guards to unlock the doors from their stations. Once the installation of the new phone system is complete, the secretaries at each of the schools will also be able to unlock the doors from their desks. The installation of the sound system on the softball field is being delayed due to the fact that CL&P is requiring the installation of a new pole. Mr. Olenik is currently working with them to remedy the situation.

The Committee discussed the following regarding the space utilization study:

- The Committee reviewed the proposed space utilization study, which had been introduced at the September 17, 2018 BOE Meeting. The Committee discussed the

analytical focus on the feasibility of a three versus four school campus. The Committee concluded that the new study should be explicitly described as a review of the feasibility of three schools providing the required space for the district to continue and advance all high priority curricular and co-curricular programs. The analysis should examine the costs of ensuring that a three school campus provides ample space for high quality curricular and co-curricular programs. The Committee stressed that the analysis of a three school campus should be seen as a review of all options as the BOE and other town governing bodies consider major expenditures to improve district facilities. The Committee agreed to move forward with the study, and to bring it to the full Board of Education for approval. If approved at the Board level, the next step would be to form a work group to work with Silver Petrucelli and determine the specifics of the study, and to investigate further the academic and space needs of the District.

The Committee discussed the following regarding Food Rescue program:

- Mr. Santelli reported that he met with the Fairfield County director of Food Rescue and they created a roll-out plan if the District decided to move forward with the program. Volunteers wouldn't actually have to enter any of the buildings, the food could be left outside for them to pick up, and this could also present an opportunity for students to volunteer and bring all the food to one central location on campus. The only costs that would be incurred by the District would be for some food packaging, which would cost about \$8 per week. The Committee agreed to move forward with the program and work out the logistics of making it work.

The Committee discussed the following regarding flooding and water seepage:

- Mr. Olenik informed the Committee that during the previous week's torrential downpours, water seeped into the elementary school library through the outside doors, causing a portion of the rug to become saturated. The facilities department rented and placed industrial size fans and de-humidifiers in the area to dry it out quickly. Additionally, Mr. Olenik had a professional disaster clean up company come in and clean the carpets. There was also a leak in a science room at the high school which was caused by a bad drain, and has since been repaired. Water also entered the high school from vents located above some of the exterior doors, so Mr. Olenik will look into changing those. There was also a leak in the middle school, but that was caused because the covering for an A/C unit blew away and allowed water to enter, it was not a roof leak.

The Committee discussed the following regarding air conditioned classrooms throughout the District:

- The Committee reviewed maps of the schools which indicated rooms which contained air conditioning. Based on the past summer's heat wave, it was the middle school and high school which had the greatest need for air conditioning. Air conditioning for the

middle school can be addressed in the space utilization study, so the high school should be the main focus. Ms. Deorio added that when NEASC (New England Association of Schools and Colleges) was on campus most recently, one of the areas that they wanted additional information on was climate control in the buildings. As the District builds the capital budget for 2020, air conditioning needs will be tiered into it, and it will be discussed during the budget meetings. Mr. Olenik added that he will contact Ms. Kaddis, the elementary school Principal, for clarification on which rooms in that school have window units.

The Committee discussed the following regarding car charging stations at the high school:

- Ms. Deorio reported that a new teacher at the high school is very interested in exploring the possibility of installing car charging stations at the school. She added that since the high school has become a Green Leaf school, this would be very appropriate, and it could be something that clubs may want to fundraise for. The Committee agreed that if charging stations are installed, users should pay for their usage. The Committee also agreed to move forward with exploring what options are available and what type of work is involved in installing them and that the Town should be contacted as they tried to install charging stations at the library, and may have useful information.

The Committee discussed the following regarding the September minutes:

- The Committee approved the September minutes.

The Committee discussed the following regarding other business:

- Mr. Rudl reported that the District will be going out to bid for cleaning services the following week, and a bid review committee will be formed to interview the potential contractors.
- Mr. Olenik reported that the District received a letter from the United States EPA regarding 2012 PCB remediation in the middle school. The District never submitted a deed restriction for the site to the EPA, or a monitoring and maintenance plan. The Facilities Department received a proposal to submit testing results and a maintenance and management plan to the US EPA. The school needs to be retested because it's been six years since it was tested last and that will be used to develop the maintenance plan they are looking for. The deed restriction portion was forwarded to the District's Internal Counsel on 6/20/18 for review and action.
- Mr. Olenik reported that during a routine maintenance inspection by the facilities department, some sections of rotting steam pipes were discovered at the elementary school. The facilities department is in the process of replacing the faulty sections and it will be completed in time for the heating season.

There being no further business to discuss, the Committee adjourned at 10:50 a.m.

The next meeting is scheduled for November 1, 2018.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

DRAFT

**Minutes  
Finance Committee  
October 12, 2018**

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

Guests:

Michael Rizzo, Assistant Superintendent for Pupil Personnel Services

The meeting was called to order by Ms. Blechinger at 8:19 a.m.

The Committee discussed the following items regarding the monthly financial update including internal services fund (for dental):

- Mr. Rudl reported a projected fund balance for FY 2019 of \$197,552 excluding SPED encumbrance holds and negative (\$145,948) including SPED encumbrance holds. Encumbrances total \$37,696,777 and SPED encumbrance holds total \$343,500 against a budget of \$51,444,906.
- Mr. Rudl informed the Committee that the report reflects transfers totaling \$28,227. Of these transfers, two are in excess of \$5,000. These include \$6,000 for additional overtime for technology, and \$5,050 for staff turnover within technology.
- Mr. Rudl reported that there is a potential shortfall of (\$387,251) to the budget. The accounts contributing to this shortfall include out of district tuition/settlements (special education), special education legal fees, an additional special education para educator, the cost to conduct the space utilization study, and staff turnover. Mr. Rudl added however that there are potential areas of savings which can partially offset the deficits. Those areas include possible excess cost reimbursement (which would be known in February), savings in electricity, and savings in trash removal. Taking these into account would lower the shortfall to (\$145,948). Additionally, there are encumbrance holds of \$343,500 for potential special education unilateral placements. If these do not materialize, the projected deficit will be reduced.

- Regarding the Internal Services Fund, which now only includes dental, Mr. Rudl reported that the current fund balance is \$1,784,255.

The Committee discussed the following regarding the monthly financial update on PPS/SPED:

- Mr. Rudl reported that regarding special education out of district tuition and unilateral agreements for FY 2019, actual costs are \$661,246, but projected costs are \$1,948,631, with encumbrance holds totaling \$343,500 for a total projection of \$2,953,377. This is against a budget of \$2,651,808, resulting in a negative variance of (\$301,569).

The Committee discussed the following regarding a review of the FY20 budget pro forma:

- Mr. Rudl shared with the Committee a pro forma financial statement which is based on a series of assumptions to show a same service budget projection for the next three years, up to FY22. Mr. Rudl added that these forecasts are estimates only, and should not be considered firm, especially considering that the District currently does not have any contractual agreements with any of the bargaining units beyond 2020, and the fact that the assumptions used to create the pro forma may not hold true. Additionally, Mr. Rudl noted that the District's Internal Counsel remarked that exclusion of GWI if applicable upon negotiations significantly distorts out year projections. Predetermining, or appearing to predetermine, future negotiated increases would constitute a prohibited labor practice under State of Connecticut law. Likewise, using assumptions for future increases may violate these legal requirements. However, if the budgets were to be created today, the FY20 budget would represent a 5.55% increase over FY19. The FY21 budget would represent a 2.57% increase over the FY20 budget, and the FY22 budget would see a 2.5% increase over FY21.

The Committee discussed the following regarding the FY20 budget calendar:

- The Committee reviewed the budget and made changes to the schedule and added an additional workshop to allow added time for the Board of Education to review the budget before the evening meetings in January. These changes will be brought to the next Board of Education meeting for their approval.

The Committee discussed the following regarding the FY20 budget assumptions:

- Mr. Rudl shared the FY20 budget assumptions with the Committee. The Committee suggested that the goals portion of the assumptions should highlight the constraints that the budget is up against. Other than that, they approved the assumptions and it will now go to the full Board for their approval.

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

- The Committee approved the September minutes.

The Committee discussed the following regarding other business:

- Mr. Rudl reported that the firm that completed the repairs on the Weston Intermediate School knee wall project performed an evaluation at the request of the Town's Building Committee on the intermediate and high school roofs. Some of the items they noted were under warranty and they provided the repairs, but they also found some additional items at both schools which were not under warranty. The Town has suggested using the available balance from the knee wall project (approximately \$58,000) to address those repairs. The Town Administrator recommended that the Board of Education vote to request that the available funds from the knee wall project be re-purposed for these additional repairs. Once this is done, it can be brought to the Board of Finance for consideration and possible approval.

There being no further business to discuss, the meeting adjourned at 9:59 a.m.

The next meeting will be held on November 16<sup>th</sup>.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

## **Policy Committee Meeting**

June 06, 2018 8:30 AM

Central Office Conference Room

### Members Present:

Daniel McNeill

Samantha Nestor

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

Daniel McNeill called the meeting to order at 8:38. In attendance were William McKersie, Ph.D., Superintendent of Schools, Lewis Brey, Director of Human Resources and Internal Counsel, Jen Ryan, HR Specialist and Gina Albert, member of the public.

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

Discussion:

Approval of minutes from April and May 2018 Samantha Nestor made the motion. All were in favor.

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

#### **3.A. Policy and Administrative Regulation 5111, Admission/Placement**

Discussion:

Mr. Brey introduced the policy and regulation by stating that there were no changes to the policy, however the regulation needed language updating in regards to early kindergarten admission. The regulation needs to give more discretion to the superintendent to allow early admissions and more flexibility in dealing with residency issues on a case by case basis. Mr. Brey will Add stronger language about the appeal process and then bring it back to committee for review.

#### **3.B. Policy 5112, Ages of Attendance**

Discussion:

This policy was discussed to see if the committee wanted to make any changes to the 2011 policy.

#### **3.C. Policy 1112, News Media Relations**

Discussion:

Mr. Brey presented Policy 1112 to the committee to update it as it does not accurately state what Weston's current practice is, as it was written in 1989. It was decided that the policy should start at the Communication Committee meeting then be provided to the Policy Committee with recommended changes.

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

Discussion:

WPS - Healthy Community (ie. alcohol use of adults at events on WPS property). And to review all the policies that pertain to it, as well as review City and State laws about open beverage containers.

### **5. Adjourn 9:41**

## **Policy Committee Meeting**

September 11, 2018 8:30 AM  
Central Office Conference Room

### Members Present:

Daniel McNeill  
Samantha Nestor

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

Daniel McNeill called the meeting to order at 8:42. In attendance were William McKersie, Ph.D., Superintendent of Schools, Lewis Brey, Director of Human Resources and Internal Counsel, Jen Ryan, HR Specialist.

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

#### Discussion:

Both June and September Minutes will be presented at the October policy meeting.

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

#### **3.A. Discussion of the memorandum of understanding between the Board of Education and the Weston Police Department regarding the school resource officer program.**

#### Discussion:

Mr. Brey introduced the SRO MOU and stated that only simple changes have been made to reflect that Weston will have two SRO's. The MOU will be moved to a vote at the full Board meeting, once the Police Commission signs it.

### **4. Discussion of policies, regulations, and bylaws to be discussed during the 2018/2019 school year.**

#### Discussion:

Mr. Brey presented a list of future discussion topics for the policy committee. The committee discussed reviewing the Civility, Homework, Graduation Requirements, and Private Technological Devices policies in the upcoming year.

### **5. Adjourn**

#### Discussion:

9:30

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 10, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Principals' Report

**Submitted by:** Kenneth Crow

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

October 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

October 22, 2018



Weston High School

Lisa Deorio, Principal

*In this issue... Principal's Update*  
*Academic Programs*  
*Awards and Recognitions*  
*Co-Curricular Programs & Athletics*  
*Club News*  
*Alumni News*

## PRINCIPAL'S UPDATE



On October 5, Assistant Principal Mr. Filip, science teacher Mr. Aitkenhead, and Principal Mrs. Deorio chaperoned a group of students who participated in the No Barriers Summit in New York City. The mission of the No Barriers Summit is “to unleash the potential of the human spirit through transformative

experiences, tools, and inspiration, and help people embark on a quest to contribute their absolute best to the world.” No Barriers was co-founded by WHS alumnus Erik Weihenmayer. Erik is the author of *Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See: My Story*, and *No Barriers: A Blind Man's Journey to Kayak the Grand Canyon*.

The morning of Wednesday, October 10, was the school-based administration of the PSAT for all sophomores and juniors. There are several reasons why we give this test during the school day. First, it serves as an appropriate practice for sophomore and junior students and provides data to the individual students about their strengths and challenges. In addition, our school will receive a school-wide profile of our student performance that helps us plan appropriate instruction. The PSAT/NMSQT provides junior students with the opportunity to qualify for the National Merit Scholarship program. Lastly, students who take the PSAT/NMSQT also have the opportunity to be included in the College Board's student search service. Participants in this free service may receive materials from colleges and governmental scholarship programs informing them of educational and financial aid opportunities

While sophomores and juniors were taking the PSAT, there was a special program for freshmen. The Looking In Theater, a student improv group from the greater Hartford area, came to Weston High School. These student-actors presented dramatic scenes dealing with important social issues facing teenagers today. The presentation also involved a series of short dramatic scenes followed by a discussion in which the actors answer questions as their characters.

Seniors were encouraged to go to the Library Learning Commons in the morning. English teachers were available to work on their college essays, as well as members of the school counseling staff who assisted with linking their common applications. In addition, many seniors met with different college representatives in our College and Career Center that morning.

**Homecoming week** will run from Monday, October 22 to Friday, October 26. We encourage all students and faculty to participate in the following events:

- Monday: Pajama Day,  
Sporting Events - Girls' Swim and Dive, Girls' Volleyball, Badminton at 7:00 p.m.
- Tuesday: Tropical Tuesday  
Halloween Movie Night at 6:00 p.m.
- Wednesday: Wear your Gold, Celebrate Weston High School's 50<sup>th</sup> Anniversary  
Sporting Events - Girls' Dive and Boys' Soccer
- Thursday: Throwback Thursday, Freshmen - Prehistoric, Sophomores - Electric 80's, Juniors - Future, Seniors - Disco
- Friday: Weston Day  
Powder Puff  
Sporting Event - Boys' Football

## ACADEMIC PROGRAMS

The Writing Center had a very busy month in September! Mrs. Eisenman, Mrs. Gleason, and Mrs. Opidee met with 96 students to individually revise and edit their writing in scheduled conferences. The teachers visited 46 English and social studies classes to introduce the center and conference with students. Seniors finalized college essays while freshmen and juniors crafted thesis statements for their document based questions in history. All students are encouraged to make appointments as soon as possible and email the writing teachers listed above with any questions or concerns.

Weston High School parent and mindfulness educator, Hilary Misiano, worked with Mrs. Klein's Introduction to Psychology class as part of their unit on positive psychology. Ms. Misiano explained the impact that stress has on our brains and then guided the class through several exercises including mindful eating, mindful breathing, and a body scan.



Students in the PLTW Civil Engineering and Architecture class played along to a game of "Kahoot" to review for an upcoming test on the history of architecture. At the end of the 2017-2018 school year, students in the Civil Engineering and Architecture class took part in a bench build for students at Marvin Elementary School located in Norwalk, Connecticut. Pictured is the class with the thank you note they recently received from Marvin Elementary.

## AWARDS & RECOGNITIONS

Congratulations to our school co-president, senior David Tamburri on his appointment to the 2018-2019 State Student Advisory Council on Education (SSACE). In 1998, the CT State Legislature created the State Student Advisory Council on Education (SSACE) to give Connecticut students a

voice in educational planning and enable the State Board of Education, the commissioner of education, state department of education personnel, the governor, and state legislators to become familiar with high school students' perspectives on key issues. SSACE meets regularly with the education commissioner, and on occasion with the Governor, to reflect student opinion on matters of concern to the State's high schools, standardized testing, and instituting programs that promote health and wellness.



At the Board of Education meeting in September, three seniors were named as semifinalists in the National Merit Scholarship Program. Pictured here is Carolyn Zech. Not pictured: Owen Tanzer and Kayla Zhang.

### CO-CURRICULAR PROGRAMS & ATHLETICS

Weston Athletics is proud to announce that we have partnered with the NFHS Network and are now broadcasting many of our Trojan athletic events LIVE. If parents, family members and friends, can't attend games, the live action can be watched from anywhere—including a phone, tablet, computer or smart TV. All competitions on the lower turf field and in the new gym, along with football games will be televised.

The WHS Library Learning Commons has a new display showcasing all that our makerspace has to offer. Students can try their hand at anime using the new Wacom tablets, or make a cool case with decorative duct tape and a Ziploc bag. Animation, professional video editing, e-learning platforms, invention, engineering, puzzles, Arduino, 3-D printing, coding, paper crafts and knitting are among the many things our students can use in the makerspace. **PLAY - TINKER - CREATE AND EXPLORE!**



Unified Sports has started this year, and the meets are held every Monday afternoon in the old gym. Students from both Weston Middle School and Weston High School participate in soccer, Zumba, bowling, basketball, floor hockey, track and conditioning activities, which vary by season. Unified Sports started in 2008 as an outreach of Special Olympics. The primary goal of Unified is to foster inclusion, acceptance and respect. Currently over 85% of Connecticut high schools have Unified Sports teams. Weston High School has had a team since spring, 2014. The Booster Club has graciously provided funding to support our team. The team hosted Brookfield in soccer on October 15, had a schoolwide Zumba event on October 22, and had a Halloween party on October 29 hosted by the Circle of Friends Club.

Students who would like to become involved should contact coach, Tom Curley, [tomcurley@westonps.org](mailto:tomcurley@westonps.org), coordinator, Nancy Johnston, [nancyjohnston@westonps.org](mailto:nancyjohnston@westonps.org), or students Chris Fruhbeis, [christopherfruhbeis@students.westonps.org](mailto:christopherfruhbeis@students.westonps.org) and Sam Parks, [samuelparks@students.westonps.org](mailto:samuelparks@students.westonps.org).

## CLUB NEWS



Builders Beyond Borders students spent Saturday, September 29, at Earthplace in Westport where they raked and mulched, making improvements to the trails. Students have also been collecting gently used shoes as part of an initiative that creates micro businesses in developing countries using these

shoes. Our new AP Environmental Teacher, Mr. Aitkenhead, will travel with Builders in April 2019.



In honor of October as national domestic violence awareness month, members of Weston High School's Teen Peace Works presented the Domestic Violence Crisis Center (DVCC) with \$1,000 donation from the Sherlock Family Foundation of Weston. Students presented DVCC's new Executive Director, Kevin Shippy with the donation at Teen Peace Works' first meeting of the school year.



The Weston Against Cancer Committee has been very busy. During the last weekend of September, students hosted a fundraiser at Saugatuck Sweets, an ice cream shop in Westport, where they received a portion of the store's proceeds from that weekend. The committee also sponsored a boy's soccer game on October 5, where the varsity team showed their purple spirit with purple socks during the game against Newtown. Weston Against Cancer members also sold baked goods and showed their purple pride!

**WHS Company** is busy at work rehearsing its fall production *Almost, Maine* by John Cariani. Set in a fictional town in northern Maine, the play weaves together a series of vignettes that occur in the same hour on the same evening, just as the Northern Lights appear in the New England sky. Love is found, lost, repaired, and embraced in this funny, quirky, heartwarming series of tales. Directed by Nancy Ponturo (*Hamlet, All My Sons*), and starring a cast of both familiar and new faces on the Company stage, this play is certain to win over audiences. Performance dates are November 9, 10 and 11, 2018. Tickets can be purchased at <https://www.whscompany.com>.

*In this issue... Eighth Grade Health Happenings**Seventh Grade Leaders Continue Anti-Litter Campaign**Seventh Graders Use a Stream Table to Model a Geologic Process**Calling All Mathletes!**Jazz Auditions**Tri-M Kicks Off Music Mentors Program**New Opportunities for Students during Extended Learning Time**Professional Development Update***EIGHTH GRADE HEALTH HAPPENINGS**

Eighth Grade Students who are taking health this trimester are currently working on their substance abuse unit. Students have focused on the opiate crisis as well as the impact of drugs and alcohol on our society. Topics include vaping, marijuana, and alcohol. Our school resource officer, Jason Kim, visited 8th grade health classes. Students are asked continue conversations at home with their families.

**Seventh Grade Leaders Continue Anti-Litter Campaign**

Jaden Rosenberg and Henry McElligott began picking up trash during recess last year. This year this have officially started an anti-litter campaign and have been model citizens during recess. Helpers are Jake Spaulding and Jacob Greenblatt.

**SEVENTH GRADERS USE A STREAM TABLE TO MODEL A GEOLOGIC PROCESS**

Thinking like a scientist involves developing and using models to better understand processes that are too big or too small, or happened too long ago to observe directly. Seventh Graders are investigating a specific channel on Mars. We want to figure out which geologic process, flowing water or flowing lava, created this phenomena. Students here are using a stream table to see what happens when water flows down a slope. Will a channel form? Will it be straight or branched? Will the channel remain after the water stops flowing? Will the flowing water move sand from the top of the slope to the bottom? Could sedimentary rock form from compacted and cemented sediment? As the investigation progressed over time, the most compelling evidence was a photograph that Curiosity rover returned to

Earth of sedimentary rock found in a triangular-shaped landform at the bottom of the channel. That convinced most of us that water formed at least one specific channel on Mars.



### **CALLING ALL MATHLETES!**

Fairfield County Junior Math League will be starting up practices on Mondays after school under the direction of Mrs. Harasiuk. Our first competition will be held in January. If you'd like to know more about the middle school math team, please come to the informational meeting and practice on Monday, October 29 in room B-8. The meeting is 2:30-3:15 p.m.

### **JAZZ AUDITIONS**

Students had the opportunity to audition for one of the WMS jazz groups. Ms. Soboleski and Mr. Holmes worked with the students after school.



### **TRI-M KICKS OFF MUSIC MENTORS PROGRAM**

Tri-M is kicking off their fifth year of the Music Mentors program, starting on October 10. High school music students meet with middle school mentees after school for some one-on-one tutoring on their instruments. Kids get some extra help on their class music, as well as explore some fun tunes of their choice. Returning middle schoolers have even requested some of their favorite mentors! This six-week session will run through Thanksgiving, and a winter and spring session will be offered later this year.



## **NEW OPPORTUNITIES FOR STUDENTS DURING EXTENDED LEARNING TIME**

As times change, so must our curricula. This year, we will be experimenting with added programming in the Library Learning Commons (LLC). As part of the renewed LLC program at WMS, we will be using our space for extended learning opportunities and personalized learning. Students will continue to have the traditional library programs which include: reading, research, homework, and studying; however, LLC-centric opportunities will also be available to provide a broader learning experience. We plan to offer a performance learning area where students have opportunities to recite poetry, become star-studded actors and actresses while acting out scenes from a play, performing a mini concert, or participating in an open mic experience. All of these potential opportunities reflect student choice as their contribution and input will help develop the program.

Technology will continue to be integrated in our 21<sup>st</sup> Century Learning and personalized learning environments. We plan to use our television studio to produce programming that ties in with a variety of our core classes. Audio and video editing stations will be available for students to create media-rich presentations, memes, short story movies, and podcast book reports as way to build multi-literacies, a common core state standard.

Additional LLC programming will be implemented throughout the coming year. Input will be sought from students and faculty in an effort to provide personalized learning space and resources for individuals, small groups and entire classes. If you have ideas to share, please contact us. We encourage your input and contributions.

## **PROFESSIONAL DEVELOPMENT UPDATE**



As part of our professional development day on October 8, middle school faculty attended a session offered by Melissa Callen of Effective School Solutions. Her presentation was entitled: Nurtured Heart: Catch a Child Being Good! This included an introduction to Howard Glasser's "Nurtured Heart Approach," a philosophy and technique that "focuses on energizing success and de-energizing failure." Teachers learned classroom techniques to help shape and support positive classroom behavior among students struggling with emotional and behavioral problems. This training built on and expanded the work we've done around emotional intelligence and aligns with the district-wide goal on healthy learning environment.

*In this issue...Grade Three Earth's Materials Study  
Grade Four Social Studies  
Grade Five Science Unit  
Grade Five Student Council  
LLC Makerspace  
Grade 3 Makertech Curriculum  
Professional Development*

### GRADE THREE EARTH'S MATERIALS STUDY

This month, students in third grade are participating in a science unit entitled, "Earth's Materials." This unit is designed to help students understand the differences between rocks and minerals, and learn about the three types of rocks and the conditions under which they are formed. To kick off this unit, the students participated in a "mock rock" investigation. During this lab, the students made observations about their "rock" by describing the physical properties and then using measuring tools to gather data. The students then broke their "rock" apart to see that rocks can be broken down into



different ingredients called minerals. This activity helps students grow in their understanding that real rocks are made up of minerals, and that while rocks can be broken down into more basic elements, minerals cannot be broken down further; learning that the words rocks and minerals cannot be used interchangeably. In the coming weeks, students will be exploring the three types of rocks and learning about the conditions in

which they are formed. Through various labs, they will also be learning how to identify different minerals and recording their data in their science notebooks.

### GRADE FOUR SOCIAL STUDIES



In social studies, the fourth grade students began their study of geography by looking at a variety of different types of maps, including physical, topographical and political. As the students were studying the various geographical features of the maps, they discussed the advantages and disadvantages of those features and how they could contribute to how people live in those

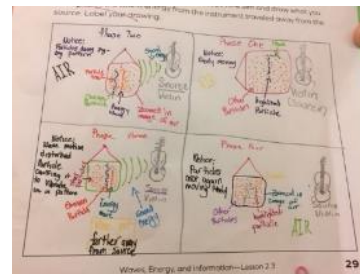
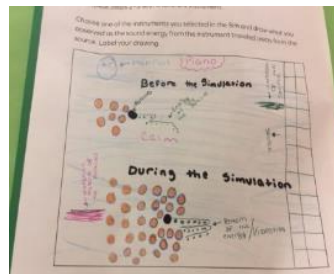
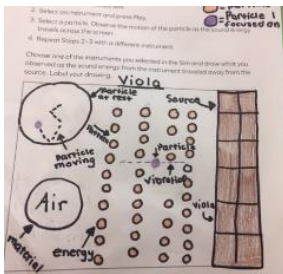
regions. The students also recently participated in an interactive map-making experience led by members of the Stamford Museum and Nature Center. Through that activity, students began to develop an awareness of the geography of Connecticut and explore the relationship between humans and the features of the natural environment. As they created their maps, students discovered major natural and man-made features of



Connecticut, how settlement patterns were affected by these features, and how the local natural resources shaped their lives. The students will be comparing their maps of Connecticut with a map of another state.

### GRADE FIVE SCIENCE UNIT

Fifth grade students have been investigating how sound can travel through different kinds of materials and learning that materials are made of particles that are too small to see by engaging in a variety of multimodal experiences. In addition to participating in hands-on investigations with the collision of particles, fifth graders have been observing sound waves through a sound waves simulation program on their Chromebooks. This has allowed them to observe the differences in sound waves originating from different sources. Students are creating visual models to deepen their understanding of how sound waves work and contribute to communication.



### GRADE FIVE STUDENT COUNCIL



This month, fifth grade students were invited to run for a seat on the WIS Student Council—a group of student leaders who will act as liaisons as they plan and coordinate various school functions including: community outreach, fundraisers, and the promotion of school spirit. Interested students were required to complete an application and deliver a two minute speech to their peers. Classes are in the process of voting for their representatives. We are looking forward to having another enthusiastic group of students who are eager to help make an impact.

### LLC MAKERSPACE

To support teachers as they create and maintain a safe digital learning environment, GoGuardian was rolled out in all WIS classrooms in late September. Teachers and students received training on this online activity monitoring system that gives teachers real-time visual access to students' screens, and allows teachers to remotely manage student Chromebooks. GoGuardian gives teachers tools to protect, guide and encourage students as they engage in digital learning. With GoGuardian, “teachers can focus on helping students instead of policing their devices.”

### GRADE 3 MAKERTECH CURRICULUM



Third graders have made a smooth transition to the WIS one-to-one Chromebook environment thanks, in part, to their first trimester instructional experiences in the Makertech pilot program. Makertech curriculum is purposefully designed to provide students a comfort level with both technology productivity tools, and makerspace creative materials. In the first month of school, third graders received their Chromebooks along with instruction on the digital citizenship



expectations around the use of technology in school. They were also introduced to the WIS makerspace with a creative problem-solving lesson based on a literary connection to the picture book *Twenty-One Elephants and Still Standing*, by April Jones Prince. This activity focused on collaboration skills, with students working in pairs to construct a suitable bridge to hold twenty-one “elephants.” Third graders also had a review of the word-processing toolbar in Google Docs in preparation for transitioning from writing by hand to digital writing. Upcoming lessons in the Makertech curriculum include an opportunity

to integrate creative media with writing, and using Google Sheets to graph survey results. Keyboarding skills will continue to be a focus throughout the school year.

### PROFESSIONAL DEVELOPMENT

This year, Alexis Czeterko, a staff developer from Teachers College Reading and Writing Project, will join us for five full days of professional learning. To start our year, she came in early October and spent the day in classrooms modeling whole group mini-lessons, small group instruction, partner conferences and individual conferences. The teachers worked with her to look at the overarching goals of the unit to ensure the readers in their classrooms have been making progress towards them. The teachers also looked at pre-assessment data and student work to determine next steps for their teaching. They used the learning progressions that align with their unit of study to create teaching points for their small group and individualized instruction. Our readers are off to a strong start; reading lots of just right books and continuing to build their stamina. Alexis will be back at the start of our non-fiction units in a few weeks to focus our learning on the teaching of informational reading.



On October 8, the staff participated in various Professional Development workshops to support our school and district goals. In the morning the teachers worked with our curriculum instructional leaders in reading, math and science to support the curriculum work and to review data and assessment tools that will ensure students are growing and are being challenged. In the afternoon, the time was devoted to Emotional Intelligence and technology, with workshops on a variety of topics that were designed to further each staff member’s expertise on topics of their choosing. It was a very positive and productive day.

**Hurlbutt Elementary School**

**Laura Kaddis, Principal**

*In this issue...Positive School Climate  
Emotional Intelligence  
Kindergarten  
Teaching and Learning  
New TC Reading Units  
Parent Involvement*

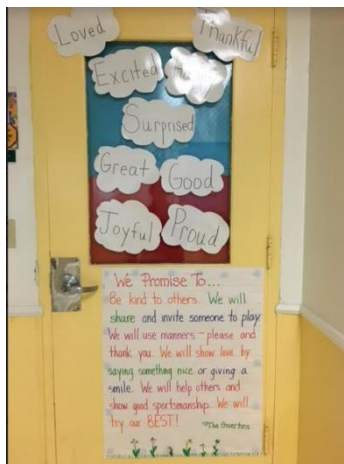
## POSITIVE SCHOOL CLIMATE

All of our Hurlbutt Honey Bees worked together to fill the hive for being safe, kind, and responsible in record time. The students filled the honey hive early in the school year by practicing safe, kind and responsible behaviors at recess, in the hallways, at lunch, on the bus, and in their classrooms. Their reward for filling the hive was to have an extra recess period. The positive impact of exercise on learning and social/emotional wellbeing is well documented in research studies so this celebration is a win-win for all! The students are already well on their way to filling the hive again and earning another special reward. Stay tuned to find out what our next school-wide activity will be.



## EMOTIONAL INTELLIGENCE

Our students have embraced our beginning lessons on increasing our emotional intelligence. Last year, Hurlbutt staff spent the year learning about the Yale RULER approach to supporting and increasing emotional intelligence. This evidence-based approach for integrating social and emotional learning into schools supports our district and school goal of building and maintaining a healthy learning environment. As we learn to recognize, understand, label, express, and regulate our emotions, we all contribute to a positive school culture and community. This year, we are teaching these skills and strategies to our students. The first step was to create classroom charters. Developing a charter is a collaborative effort between the teacher and the students for how they want to feel in their classrooms. Instead of a traditional approach of defining rules, the charter guides students in agreed upon behaviors in the classroom to support a community of belonging, safety, comfort and empowerment. Our charters are all uniquely reflective of each classroom. Our next phase will be teaching and integrating the “mood meter” into our classroom communities.



## KINDERGARTEN

Our kindergarten students enjoyed their first full day of school on September 13. It was great to have them here for a full day of learning! Once full days commenced, our kindergarten students began their Spanish language program class. Our Spanish language teachers started off the very first day with speaking only in Spanish. Through the use of music, movement and visual support, we ensure that our students are engaged and active during this exciting program.

## TEACHING AND LEARNING

All classes have been engaged in the new science units of study using the Amplify Science program. These resources were designed to address the Next Generation Science Standards (NGSS). The shift, which involves active engagement and critical thinking, is creating exciting learning experiences for our students. Lessons are designed to put students in the role of a scientist. Through this approach, they think like scientists and engineers as they explore science phenomena that mirrors real life scenarios.

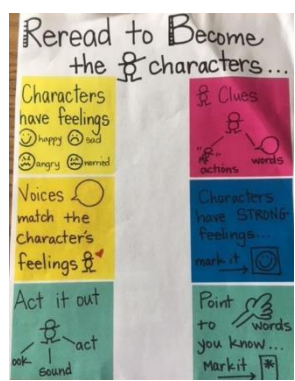
In kindergarten, the Needs of Plants and Animals unit examines the problem of the declining monarch butterfly population in North America. Students take on the role of a scientist tasked with helping a group of children from a fictional community explain why there are no more caterpillars in a community garden which once had caterpillars. This unit will begin to build an understanding on the relationship between plants and animals. Using literature and hands-on activities, the beginning lessons of this unit explore the concept of living and non-living things.

There is much excitement in the first grade classes about Spruce the sea turtle. Our first grade scientists have been faced with a real world problem of releasing a rehabilitated turtle back in its natural habitat. Through this unit, students will dive deeply into exploring what structures animals have and how those structures can help them grow and survive. As an enrichment to the unit, our first grade classes will be visiting the Maritime Aquarium in Norwalk to observe sea life and to learn more about how animals survive. Our first graders will meet some baby sea turtles and learn about the work the Maritime Aquarium is doing to support the release of turtles back into their natural habitat. The aquarium has been participating in a sea turtle program in cooperation with North Carolina Aquarium at Pine Knolls Shores, where volunteers rescue baby turtles who didn't make it out of their nests. The turtles are then raised for a year at the aquarium until they are ready to be released back into their natural habitats in North Carolina. Some of our students were surprised to learn that sea turtles can be found here in the Long Island Sound. We love how this unit connects to real world experiences that our young scientists can understand. We have been very impressed with the rich discussions and vocabulary our students are using already. Listen in to a science class and you will hear our young learners talking about habitats, predators, and animal defenses.



In second grade, our scientists are exploring a real life phenomena that occurred in India. Our students are taking on the role of lead scientist at the Bengal Tiger Reserve to figure out why no new chalta seeds are growing there. Through this unit, they explore plant and animal relationships. As part of the unit, students are experimenting with seeds and different growing conditions in the classroom. As they explore the habitat in this unit, students will begin their own science notebook where they will gather information and record their thinking throughout the unit. All of the science units this year include natural opportunities to apply the reading and writing skills and habits they are learning in language arts instruction. We are thrilled that these science units are rich with literature and opportunities for students to use their partner reading skills across content areas.

### NEW TC READING UNITS



Our kindergarten, first and second grade classrooms have been immersed in reading and writing units of study based on the Teacher College Units of Study. This summer, several teachers from each grade level met to work in depth with the units and to begin to prepare for grade-level implementation. Our kindergarten classes began the year with the unit, “We are Readers.” This launch unit helps support the desire, belief, and identity of our young students as readers. Beginning on day one of school, we want our kindergarten students to see themselves as readers. Throughout the unit we teach them the strategies and habits to support their reading development regardless of where they are in their journey to proficient and fluent reading. One of the hallmarks of this unit and the reading units of study is the

emphasis on oral language development. Parents often ask us how they can support their emerging readers. In addition to reading aloud to them at home, we encourage them to have their children tell them stories, which young children love to do!

Professional development was provided for all teaching staff by Teachers College consultant, Katie Lindner on Tuesday, September 18. Building on our work last year when we focused on teaching strategies for small group work, we are also strengthening our shared reading and read aloud work in the classroom. After discussing and learning new teaching strategies, we then visited one of our classrooms to watch Katie teach and try out some of the techniques. We are looking forward to our next visit from Katie on October 24.

### **PARENT INVOLVEMENT**

Our active and supportive PTO was on hand on October 1 to support school photo day at Hurlbutt. This is a very busy day for us as we capture individual pictures, class photos, and a grade level shot of our second grade. Fortunately, the weather cooperated and we were able to hold our photo session outside on a beautiful fall day. Parent volunteers helped keep the classes on schedule and also helped ensure that our students were all picture ready when the photographers took the shots. School pictures are a great way to capture a child's growth and journey through school. Who doesn't love to look back on their childhood school class photos?