

# Board of Education Regular Meeting

Monday, October 16, 2017 7:30 PM

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

## I. CALL TO ORDER, VERIFICATION OF QUORUM

## II. PLEDGE OF ALLEGIANCE

## III. RECOGNITION

- A. Mrs. Ellen Uzenoff, Board Chair, to Honor Denise Harvey for her Eight Years of Service to the Weston Board of Education

## IV. APPROVAL OF MINUTES

- A. Approval of Minutes from the Board of Education Executive and Regular Session on September 18, 2017
  - 1. Approval of Minutes from the Board of Education Workshop on October 2, 2017

## V. PUBLIC COMMENT

## VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

## VII. NEW BUSINESS

- A. Gauging Student Progress Report Presentation
- B. Discussion and Approval of Honors Science Research Course for 2018-2019 School Year
- C. Ratification of WTA Contract
- D. Discussion of Draft Memorandum of Understanding between Weston Board of Education, Town of Weston, Board of Police Commissioners, and the Weston Volunteer Fire Department Regarding the Provision of Information Technology Services
- E. Discussion of Draft Guidelines for Building Committee Involvement with School Construction Projects Between Weston Board of Education and Town of Weston
- F. Discussion and Approval of Weston Intermediate School Knee Wall Recommendations
- G. Discussion of School Start and End Times
- H. Budget Assumptions Approval
- I. 2019 Budget Calendar Approval

## VIII. Third FY 2018 Financial Update and Approval of Transfers

## IX. OLD BUSINESS-none

## X. SUPERINTENDENT'S REPORT

A. District Update

1. COMMITTEE REPORTS

a. Communications Committee

b. Curriculum Committee

c. Facilities Committee

d. Finance Committee

e. Policy Committee

f. Negotiations Committee

g. CES

h. CABE

i. Weston Education Foundation

XI. **WRITTEN REPORTS**

A. Principals' Reports

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

A. Regular Session on November 20 at 7:30 p.m.

B. Review of Pending Agenda Items for Next Meeting

XIII. **ADJOURNMENT**

**Board of Education Regular Meeting**

September 18, 2017 7:30 PM  
Weston Middle School Library

**Attendance Taken at 7:30 PM:**

Present Board Members:

Gina Albert  
Jacqueline Blechinger  
Denise Harvey  
Elise Major  
Daniel McNeill  
Sara Spaulding  
Ellen Uzenoff

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

**II. EXECUTIVE SESSION**

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

**II.B. Discussion Regarding Litigation: Steephill Renewables, LLC v. Board of  
Education, et al**

**II.C. Collective Bargaining**

**III. RESUME PUBLIC SESSION**

**IV. PLEDGE OF ALLEGIANCE**

**V. RECOGNITION**

**V.A. 2018 National Merit Scholarship Semifinalists**

**Motion Passed:** Move that the Weston Board of Education recognize Lindsay Kunhardt, Ellen Relac, Matthew Sydney, and Timothy Troxell as semifinalists in the 2018 National Merit Scholarship Competition; passed with a motion by Denise Harvey and a second by Daniel McNeill.

**7 Yeas - 0 Nays.**

**VI. APPROVAL OF MINUTES**

**VI.A. Approval of Minutes from the August 21 Regular Meeting and Executive Session and the August 23 Board Workshop**

**Motion Passed:** Move that the Weston Board of Education approve the minutes of the August 21 Regular Meeting and Executive Session and the August 23 Board Workshop; passed with a motion by Daniel McNeill and a second by Elise Major.

**7 Yeas - 0 Nays.**

**VII. PUBLIC COMMENT**

Discussion:  
No public comment.

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

### **Discussion:**

Chairperson, Mrs. Ellen Uzenoff, introduced both Susannah Keith and James Joyce as our 2017-2018 school representatives. James Joyce spoke about beginning the new school year with the Trojan kickoff pep rally, introduction of the faculty and a speech by Ms. Deorio, followed by the annual "W" on the turf field. Susannah mentioned that the overall school climate has been great, and the freshman are getting used to the school. Last week WHS held their Club Fair, which acquainted the students with all the co-curricular activities the school has to offer. Student Resource Officer Joe Mogollon held a school assembly regarding drug and alcohol awareness for all students. Homecoming will be in two weeks with a TV channels theme. During the week, school wide door and hallway decorating contest and many other events will be happening. On October 4, WHS will be hosting Harmonies for Hurricanes, a fundraising concert to raise money for the victims of the most recent hurricanes. On October 7, a number of WHS students will volunteer while WHS staff members rappel down a 22 story building, with Shatterproof-WHS's Shine the Light initiative for the fall.

## **IX. NEW BUSINESS**

### **IX.A. Recognition of Gifts**

#### **Discussion:**

Dr. McKersie spoke about the Aspiring Scholars Academy (ASA) and the PTO gift for the new Center for Academic Support and Enhancement CASE). Dr. McKersie also mentioned the generous gift from the Weston Education Foundation for an Expert-in-Residence to develop the Science Research Program at Weston High School. Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, spoke about the new initiative. The research and development done this year will be led by Mr. Andy Bramante, who will serve as the Expert-in-Residence and provide us with steps to develop this program and needed laboratory at WHS. This will be an ongoing update throughout the fall and budget season.

### **IX.B. WPS Enrollment Report**

#### **Discussion:**

Mr. Mike Zuba from Malone and MacBroom provided their enrollment study for Weston. Mr. Zuba reviewed birth cohorts over the past 15 years, noting that birth rates have been decreasing since the late 2000's. He reviewed the housing market sales activity over the past 19 years, which have not fluctuated widely over the past number of years. The market is driven by the quality of schools and education. Also included was an extensive birth analysis, which showed the birth to kindergarten in-migration over the past 15 years. Reviewed were projections for each individual school. Ms. Harvey asked about the difference between ACS and other data sets, such as the CT State Data Center. The Board discussed the Weston private school enrollment number of 8% and how it compares to other districts. The National average is 9%-10% of school age children that are in private school and the highest percentage locally is Greenwich at 27%. Mr. McNeill asked Mr. Zuba to talk about Weston's smaller sample size and how that affects the volatility of the projections based on other school districts.

### **IX.C. WPS Drug and Alcohol Update**

#### **Discussion:**

Ms. Lisa Deorio and Mr. Dan Doak reviewed the overall belief of the task force. The Task Force will be meeting on September 22, where they will review both the student and parent surveys. This meeting will be in preparation for the October

26 parent presentation of the drug and alcohol student and parent survey results, which is being held in conjunction with all four PTO organizations. In November, Weston Middle School will hold a parent education program with Diana Clark, a family outreach specialist with Turnbridge, a residential treatment facility in New Haven. There has been interest in expanding the Alcohol and Drug Awareness Program (ADAP) to the middle school. At Weston High School, a leadership pledge was created (which aligns with the captains pledge) for all students that serve in a leadership capacity. This is posted on the front page of their website. WHS was contacted by Shatterproof (a national non-profit organization offering treatment and recovery programs to help overcome the stigma of addiction) to participate in the Shatterproof Rappel of Fairfield County, on October 7 at Harbor Point in Stamford. As part of the kick off for WHS, fifty students will volunteer for the event and they hope to have several teacher volunteers repel down a 22 story building, demonstrating their commitment and in memory of WHS graduates that we have lost.

#### **IX.D. School Resource Officer Report**

##### **Discussion:**

School Resource Officer Joe Mogollon presented a beta website that he has been working on that lists six specific areas of information he consistently presents to students. Incorporated are tabs that will include the presentation as well as tips, articles and instructions for both student and parents. Over the summer, Officer Mogollon attended training in D.C. at the National SRO Conference. He was able to pick classes that aligned with issues currently facing our town. He will be working with ESS and school counselors within WHS, reviewing issues that they are encountering, such as truancy. Upcoming programs that Officer Mogollon has organized and will be presenting to WHS are Choices Matter, which deals with drinking and driving, and its consequences. Scheduled for the third quarter, we will have The Safe a Life Tour, which deals with distracted driving. This week, Officer Mogollon will be speaking to WMS students regarding internet safety and cyber bullying.

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

##### **Discussion:**

Mr. Brey reviewed the SRO MOU, which is a three year contract, and gets renewed once per year.

**Motion Passed:** Move that the Weston Board of Education extend the agreement between the Weston Board of Education, Weston Police Department and Weston Board of Police Commissioners regarding the School Resource Officer Program through October 12, 2020; passed with a motion by Elise Major and a second by Gina Albert.

**7 Yeas - 0 Nays.**

#### **IX.F. Ratification of the Tentative Agreement between Weston Board of Education and AFSCME, Local 1303-110 of Council 4, for a collective Bargaining Agreement, effective July 1, 2017 through June 30, 2020**

##### **Discussion:**

Mr. Brey noted that it is not unusual for negotiations to extend past the expiration date. There were no changes to insurance this year. Mrs. Uzenoff thanked the BOE Negotiations Committee and Dr. McKersie, Mr. Brey and Mr. Rudl for their work.

**Motion Passed:** Move that the Weston Board of Education ratify the Tentative Agreement between the Board of Education and AFSCME, Local 1303-110 of Council 4, for a collective Bargaining Agreement, effective July 1, 2017 through June 30, 2020; passed with a motion by Denise Harvey and a second by Sara Spaulding.

**7 Yeas - 0 Nays.**

**IX.G. Approval of Legal Settlement in Steephill Renewables, LLC v. Board of Education, et al**

Discussion:

Mr. Brey made a clarifying note that the funds for the settlement are to be paid by insurers.

**Motion to Amend Passed:** Move that the Weston Board of Education approve the legal settlement in Steephill Renewables, LLC v. Board of Education, et al, as memorialized in the general release dated September 18, 2017; passed with a motion by Denise Harvey and a second by Sara Spaulding.

**7 Yeas - 0 Nays.**

**IX.H. FY 2017 Year-End Financial Report**

Discussion:

Mr. Rudl, Director of Finance and Operations, reviewed the year-End Financial Report. End-of-year transfers totaling \$250,285 were presented for approval. Of these transfers, \$114,205 related to the special education shortfall discussed in the June Finance Committee. Of the remaining transfers totaling \$136,080, there were eight in excess of \$5,000. They were: summer school preparation, severance paid to non-certified staff, additional hours for Physical Therapist, legal fees for Special Education Department, maintenance and grounds overtime, pumping and cleaning of the zenon plant, additional hours for bus aides, and overtime for graduation and tent monitoring.

**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, 2017; passed with a motion by Denise Harvey and a second by Elise Major.

**7 Yeas - 0 Nays.**

**IX.I. Second FY 2018 Financial Update and Approval of Transfers**

Discussion:

Mr. Rudl, Director of Finance and Operations, provided a monthly financial update. Transfers totaling \$326,833 were presented for approval. Of these transfers, there were nine in excess of \$5,000. They are: adjustment of salary accounts for staff turnover and movement, Central Office support staff salary increases, Central Office administrators salary increases, re-allocation of breakdown of CIRMA insurance policies, increase in special education transportation due to increased outplacements, retirement settlement, bus aides, severance for AFSCME employee and training coverage, and learning management system.

**Motion Passed:** Move that the Weston Board of Education approve the transfers as presented by Mr. Rudl in the second FY 2018 financial update; passed with a motion by Gina Albert and a second by Elise Major.

**7 Yeas - 0 Nays.**

**X. OLD BUSINESS-none**

**XI. SUPERINTENDENT'S REPORT**

**XI.A. District Update**

Discussion:

Dr. McKersie spoke about the Southern Fairfield County Superintendents Association (SFCSA) who held their first meeting of the year, and in it they spoke at length about the Governor's budget proposal and interpretations of it. On October 13, the next meeting with the SFCSA group will meet and discuss areas where we might collaborate as districts. Topic would include transportation, special education, and advanced academic programs. We have been compiling weekly enrollment updates and we had a drop of 13 students, which can be attributed to correcting our internal records for students who have been either outplaced or did not notify the district that they would not be returning.

**XII. COMMITTEE REPORTS**

**XII.A. Communications Committee**

**XII.B. Curriculum Committee**

**XII.C. Facilities Committee**

**XII.D. Finance Committee**

**XII.E. Policy Committee**

**XII.F. Negotiations Committee**

Discussion:

Mrs. Uzenoff mentioned that the Board has successfully completed the AFSCME negotiations and are currently in negotiations with the WTA.

**XII.G. CES**

**XII.H. CABA**

**XII.I. Weston Education Foundation**

**XIII. WRITTEN REPORTS**

**XIII.A. Principals' Reports**

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

**XIV.A. Board Workshop-Digital Learning and Technology on October 2, 2017 at 7:30 p.m.**

**XIV.B. Regular Session on October 16, 2017 at 7:30 p.m.**

**XIV.C. Review of Pending Agenda Items for Next Meeting**

Discussion:

Dr, McKersie reviewed some of the upcoming agenda items for October's Board of Education meeting, which are the Gauging Student Progress Report, 2019 budget assumptions, monthly principal's report, and school start and end times report.

**XV. ADJOURNMENT**

**Motion Passed:** The Weston Board of Education adjourned at 9:39 p.m. and passed with a motion by Sara Spaulding and a second by Elise Major.

**7 Yeas - 0 Nays.**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Superintendent

DRAFT

**Weston Board of Education Workshop**

October 02, 2017 7:30 PM

Weston Middle School Library

**1. Workshop on Digital Learning and Technology by Dr. Craig Tunks**

Discussion:

In attendance at the BOE Workshop were the following BOE Members:

Mrs. Ellen Uzenoff, Ms. Denise Harvey, Ms. Elise Major, Ms. Gina Albert, Mrs. Jacqueline Blechinger and Mr. Daniel McNeill.

Absent was Ms. Sara Spaulding.

Also in attendance were Dr. Kenneth Craw-Assistant Superintendent of Curriculum & Instruction, Dr. Craig Tunks-Director of Digital Learning & Technology, Mr. Richard Rudl-Director of Finance and Operations, Mrs. Laura Kaddis-Principal of Hurlbutt Elementary School, Mrs. Pattie Falber-Principal of Weston Intermediate School, Mr. Dan Doak-Principal of Weston Middle School and Mrs. Lisa Deorio-Principal of Weston High School.

Dr. Craig Tunks reviewed the Chromebook roll out throughout the District as well as the partnership that is ongoing between the Technology Department and Curriculum and Instruction. A new learning management system is currently being piloted and is being introduced to staff through professional development workshops. The current year's Technology budget was reviewed, with expenditures categorized by hardware purchases, infrastructure upgrades, instructional support and software purchases. A discussion was had regarding the 1:1 initiative at HES. This roll out will occur over three years, and would not be a true 1:1 initiative, but rather provide additional "on demand" devices to students in an appropriate manner, supporting their small group learning. As each classroom currently uses technology, this will increase their overall capabilities. The second half of the school year will be designed to transition grade two students from I pads to Chromebooks.

**Motion Passed:** The Weston Board of Education adjourned at 9:50 p.m. and passed with a motion by Ellen Uzenoff and a second by Denise Harvey.

**6 Yeas - 0 Nays.**

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Chairperson

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Superintendent

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Gauging Student Progress

**Submitted by:** June Curiano

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

**Weston Public Schools Gauging Student Progress Report for 2016-2017**

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  
Gauging Progress Report  
Academic Year: 2016-2017**



**Presented to: Weston Board of Education  
October 16, 2017**



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## Introduction

The following report highlights student performance in Weston Public Schools for the 2016-2017 academic year. 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 student achievement;
- Informs our teacher professional development plan;
- Provides the district with valuable information to support our curriculum renewal process;
- Communicates the district’s vision of what Weston graduates should know and be able to do; and,
- Informs the budget process by establishing priorities for instructional improvement.

To gauge progress, it is important to identify the outcomes that matter most for our graduates, so we may teach toward them and assess them on a regular basis. The outcomes that are most highly valued in Weston fall into three categories: foundational skills, AIM Outcomes, and Habits of Mind, which are delineated in Table 1.

**Table 1: District identified outcomes**

| Foundational Skills  | AIM Outcomes  | Habits of Mind (examples)  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Math – concepts, procedures, problem-solving, communicating, modeling and data analysis</li> <li>• Reading &amp; Writing – close reading and analysis, research/inquiry, speaking, listening, writing for a range of purposes and audiences, writing mechanics</li> <li>• Science – process skills, content in life, physical, and earth/space science</li> </ul> | <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Communication</li> <li>• Collaboration</li> <li>• Global Thinking</li> </ul> | <ul style="list-style-type: none"> <li>• Persisting</li> <li>• Thinking Flexibly</li> <li>• Questioning and Posing Questions</li> <li>• Thinking Interdependently</li> <li>• Applying Past Knowledge to New Situations</li> <li>• Thinking About Thinking (metacognition)</li> </ul> |

For the 2016-2017 Gauging Progress report, results for foundational skills in reading, writing, math, and science are presented here. Connecticut has adopted rigorous standards with respect to each of these areas. In literacy and math, Connecticut has implemented the Common Core Standards and has assessed a portion of these standards through the Smarter Balanced Assessments. The Next Generation Science Standards (NGSS) were recently adopted by the State, but these standards are not currently tested. Connecticut still uses the Connecticut Mastery Test (CMT) to measure science achievement of the legacy standards, but it will be phased out shortly.

## 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. This report samples multiple measures to gauge progress of important foundational skills.

Figure one on the next page displays 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. See table two for a listing of the multiple measures used in this report and their intended purpose in assessing outcomes.

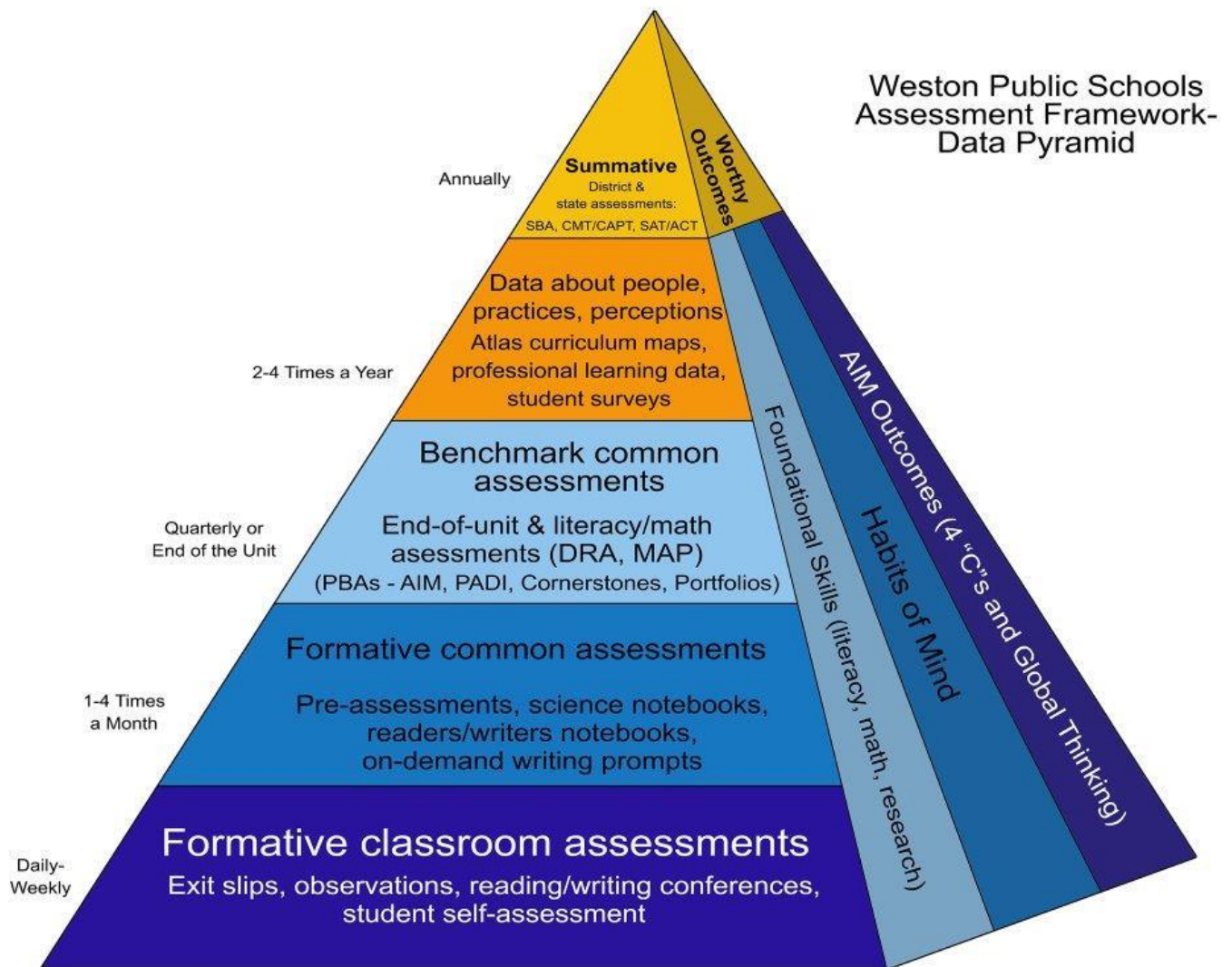
Summative assessments, shown at the top of the pyramid in figure one, are the measures that receive the most attention in education because they are used for accountability purposes. These measures are often misused to compare and rank districts. In isolation, these assessments, which are usually administered 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. Again, see table two for a summary of the purposes of these and other assessments.

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.

**Figure 1: Assessment framework for assessing worthy outcomes**



Based on Love, N.B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

**Table 2: Types of Assessment in This Report and Their Purpose**

| Assessment                                   | Type                 | Grade(s)          | Frequency            | Purpose   |
|--|----------------------|-------------------|----------------------|---|
| Cornerstone                                  | Benchmark            | 2, 5, 8           | 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="#">CMT/CAPT</a>                     | Summative            | 5, 8, 10          | Annual               | Standardized assessment of CT legacy science standards consisting of multiple choice and open-ended response items.   |
| <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. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension.   |
| <a href="#">Advanced Placement (Science)</a> | Summative            | 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.   |

This report is divided into four sections to focus on the results for one of four foundational skills areas: math, reading, writing, and science. Table three below maps district outcomes with the multiple measures highlighted in blue that have been sampled as part of this report. Read down the length of each column to locate the assessments for that outcome.

**Table 3: Outcomes in this report and the multiple measures used for each**

| Measures                    | Outcomes |         |         |         |
|-----------------------------|----------|---------|---------|---------|
|                             | Math     | Reading | Writing | Science |
| Gr. 8/10 Writing Portfolios |          |         |         |         |
| Smarter Balanced            |          |         |         |         |
| CMT/CAPT                    |          |         |         |         |
| CT School Day SAT           |          |         |         |         |
| ACT                         |          |         |         |         |
| AP                          |          |         |         |         |
| DRA                         |          |         |         |         |
| K- 5 Progress Reports       |          |         |         |         |

By structuring this report by outcome, the reader will be able to synthesize information from multiple measures to have a more balanced picture of student progress for that skill. These measures were selected by the following criteria: (1) to provide a K-12 perspective; (2) show a range of types of assessments from the data pyramid; and, (3) to include the State’s accountability measures.

# Results

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

One of the challenges in developing an assessment system around key outcomes is determining how to report student progress to stakeholders. For standardized assessments, tables have been generated to communicate results (figure 2). Claims are prominently highlighted below each table in the form of tag lines to orient the reader to the information. This is the predominant approach to display the results for the foundational outcomes.

| Standards   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Analyzes 2-dimensional shapes and partitions them into fractional parts       | 0             | 5             | 79                 | 16                   | 95                     |
| Applies foundational concepts of multiplication and division                  | 1             | 11            | 75                 | 14                   | 86                     |
| Applies understanding of addition and subtraction to solve problems           | 0             | 6             | 75                 | 19                   | 94                     |
| Compares data using graphs and charts   | 0             | 13            | 68                 | 20                   | 87                     |
| Measures and estimates objects using standard units                           | 0             | 12            | 70                 | 19                   | 88                     |
| Solves problems involving money   | 0             | 18            | 66                 | 16                   | 82                     |
| Tells and writes time to the nearest five minutes                             | 0             | 21            | 60                 | 19                   | 79                     |
| Uses understanding of place value for numbers within 1000 to add and subtract | 0             | 8             | 66                 | 26                   | 92                     |

*Numerical concepts are strong in grade two. Time and money, the two areas of cultural transition, remain most challenging for students.*

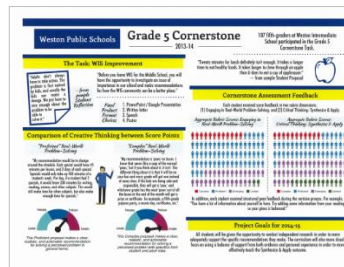
**Figure 3: Sample table and claim**

However, this method does not work for other outcomes such as with the AIM outcomes, Habits of Mind and the eighth and tenth grade writing portfolios because these skills do not lend themselves as readily to quantitative data presentations. Wagner & Dintersmith (2015) call for a different approach, one that is more qualitative in nature, to communicate student achievement of more complex skills. Since process writing skills were assessed using performance assessments, an infographic was created as a visual representation to communicate complex information quickly and clearly. Each infographic consists of:

- A brief description of the task;
- A visual comparison of proficient and complex responses for critical or creative thinking;
- 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.

Following the portfolio infographic is the corresponding rubric that is provided to students at the beginning of the learning process (figure 4). It is helpful to refer to the rubric for information regarding student expectations and how levels of performance are delineated.

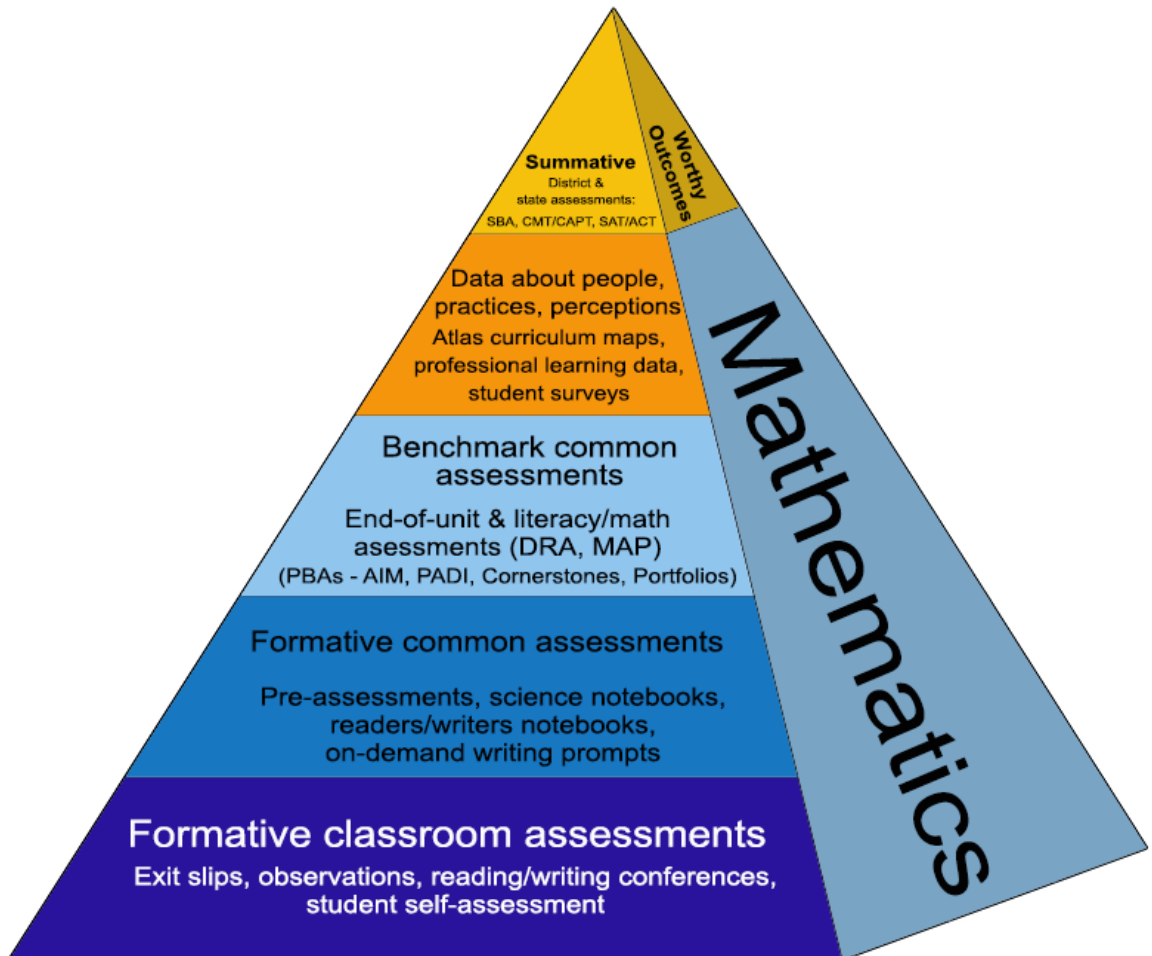
**Figure 4: Infographic and corresponding rubric**



| Dimension   | Grade 2 Cornerstone Rubric   |   |  |   |
|---|--|---|--|---|
|   | Emerging (1)   | Developing (2)  | Proficient (3)   | Complex (4)   |
| <b>Recommendation</b>   | Recommendation cannot be supported because only picture words used. OR there is no recommendation. | Recommendation can be related to the data and a picture, but is not clearly stated.   | Clear, specific recommendation for change that will make this fair better in some key areas. | Clear specific and detailed recommendation for change that will make this fair better in all different types of fair games. |
| <b>Evidence</b>   | Recommendation uses words or personal experience to support and does not use the data.             | Recommendation is supported with accurate information and some evidence interpretation of the evidence. OR statement is fairly supported. | Recommendation is supported with accurate interpretation of the evidence.                    | Recommendation is supported with a balance of accurate interpretation of the evidence AND relevant personal experience.     |
| <b>AIM Outcome #2: Critical Thinking/empowering: Students will be able to accurately interpret and demonstrate a deep understanding of the issue.</b> | OR There is no support.  | Recommendation uses the information provided by the rubric.   | May or may not provide relevant personal experiences to support their recommendation.        | Recommendation is supported with a balance of accurate interpretation of the evidence AND relevant personal experience.     |



## Section # 1: Mathematics



Based on Love, N.B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

### Multiple Measures

- K-5 Math Progress Reports
- Grades 3-8 Smarter Balanced Assessments
- CT School Day SAT – Math Section
- ACT – Math Section

## Mathematical Practice Standards

### Weston Progress Reports

#### Grade Level Results

| Makes sense of problems and perseveres in solving them |               |               |                    |                      |                        |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Grade  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
| One  | 0             | 27            | 67                 | 6                    | 73                     |
| Two  | 1             | 17            | 78                 | 4                    | 82                     |
| Three  | 1             | 17            | 60                 | 22                   | 82                     |
| Four   | 0             | 14            | 73                 | 13                   | 86                     |
| Five   | 0             | 15            | 69                 | 16                   | 85                     |

| Explains math thinking and justifies conclusions with words, objects, pictures, or actions |               |               |                    |                      |                        |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Grade  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
| One  | 0             | 27            | 67                 | 6                    | 73                     |
| Two  | 1             | 17            | 78                 | 4                    | 82                     |
| Three  | 2             | 13            | 66                 | 19                   | 85                     |
| Four   | 1             | 11            | 80                 | 8                    | 88                     |

| Attends to precision in mathematical language, calculations, and labels |               |               |                    |                      |                        |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Grade   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
| Five  | 0             | 22            | 65                 | 13                   | 78                     |

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*The mathematical practice standards describe how students are expected to engage in mathematical thinking as they progress from grades K-12.*

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**Grade K Math Standards  
Weston Progress Reports  
2016-2017**

| <b>Standard</b>  | <b>% Not Meeting</b> | <b>% Progressing</b> | <b>% Meeting Standard</b> | <b>% Exceeding Standard</b> | <b>% Meeting or Exceeding</b> |
|--|----------------------|----------------------|---------------------------|-----------------------------|-------------------------------|
| <b>Counts and understands the quantity of numbers</b>                    | 0                    | 13                   | 60                        | 27                          | 87                            |
| <b>Demonstrates understanding of place value for numbers through 20</b>  | 1                    | 5                    | 62                        | 32                          | 94                            |
| <b>Uses measurement to compare and describe objects</b>                  | 0                    | 2                    | 98                        | 0*                          | 98                            |
| <b>Classifies objects and counts the number of objects in categories</b> | 0                    | 1                    | 99                        | 0*                          | 99                            |
| <b>Describes and compares 2 and 3-dimensional shapes</b>                 | 0                    | 4                    | 43                        | 53                          | 96                            |
| <b>Applies foundational concepts of addition and subtraction</b>         | 0                    | 3                    | 97                        | 0*                          | 97                            |

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*The results here suggest we have most of our students meeting the standards in kindergarten and moving on with the number sense needed to succeed in grade one.*

*\*Note: The rubrics used to evaluate these standards consisted of three levels, which is why the results do not show students exceeding standards. Next year, the rubrics will be expanded to four levels consistent with the grading for other standards.*

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**Grade 1 Math Standards  
Weston Progress Reports  
2016-2017**

| <b>Standard</b>   | <b>% Not Meeting</b> | <b>% Progressing</b> | <b>% Meeting</b> | <b>% Exceeding</b> | <b>% Meeting or Exceeding</b> |
|---|----------------------|----------------------|------------------|--------------------|-------------------------------|
| <b>Applies understanding of addition and subtraction to find unknown quantities</b> | 0                    | 5                    | 85               | 10                 | 95                            |
| <b>Demonstrates understanding of place value for numbers within 100</b>             | 0                    | 3                    | 84               | 13                 | 97                            |
| <b>Uses place value understanding to add and subtract 2-digit numbers</b>           | 0                    | 12                   | 78               | 10                 | 88                            |
| <b>Measures and compares the length of objects</b>                                  | 0                    | 0                    | 78               | 22                 | 100                           |
| <b>Tells and writes time to the half hour</b>                                       | 1                    | 6                    | 89               | 4                  | 93                            |
| <b>Represents and interprets data using graphs and charts</b>                       | 0                    | 2                    | 87               | 11                 | 98                            |
| <b>Describes and compares 2 and 3-dimensional shapes</b>                            | 0                    | 1                    | 95               | 1                  | 99                            |

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*Similar to the previous year's results, first graders are very successful with their grade level content.*

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**Grade 2 Math Standards  
Weston Progress Reports  
2016-2017**

| <b>Standards</b>   | <b>% Not Meeting</b> | <b>% Progressing</b> | <b>% Meeting Standard</b> | <b>% Exceeding Standard</b> | <b>% Meeting or Exceeding</b> |
|--|----------------------|----------------------|---------------------------|-----------------------------|-------------------------------|
| <b>Analyzes 2-dimensional shapes and partitions them into fractional parts</b>       | 0                    | 4                    | 82                        | 14                          | 96                            |
| <b>Measures and estimates objects using standard units</b>                           | 0                    | 5                    | 84                        | 11                          | 95                            |
| <b>Tells and writes time to the nearest five minutes</b>                             | 0                    | 15                   | 70                        | 15                          | 85                            |
| <b>Compares data using graphs and charts</b>   | 1                    | 20                   | 61                        | 18                          | 79                            |
| <b>Solves problems involving money</b>   | 0                    | 10                   | 77                        | 13                          | 90                            |
| <b>Uses understanding of place value for numbers within 1000 to add and subtract</b> | 1                    | 9                    | 68                        | 22                          | 90                            |
| <b>Applies understanding of addition and subtraction to solve problems</b>           | 0                    | 10                   | 77                        | 13                          | 90                            |
| <b>Applies foundational concepts of multiplication and division</b>                  | 1                    | 12                   | 79                        | 8                           | 87                            |

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*Numerical concepts are strong in grade two. This year's cohort demonstrated stronger performance than last year with the time and money standards.*

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**Grade 3 Math Standards**  
**Weston Progress Reports**  
**2016-2017**

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Solves problems using appropriate operation                           | 1             | 15            | 60                 | 24                   | 84                     |
| Applies place value understanding to estimation and computation       | 1             | 14            | 66                 | 19                   | 85                     |
| Fluently multiplies and divides within 100                            | 15            | 17            | 46                 | 22                   | 68                     |
| Understands a fraction is part of a whole                             | 1             | 3             | 68                 | 28                   | 96                     |
| Explains equivalence and compares fractions                           | 1             | 16            | 74                 | 9                    | 83                     |
| Tells time to the minute and solves problems involving time intervals | 0             | 14            | 68                 | 18                   | 86                     |
| Solves volume and mass problems using standard units of measurement   | 1             | 13            | 66                 | 20                   | 86                     |
| Creates graphs to represent and interpret data                        | 1             | 12            | 61                 | 26                   | 87                     |
| Measures the area and perimeter of geometric shapes                   | 1             | 12            | 71                 | 16                   | 87                     |
| Classifies geometric shapes based on their attributes                 | 1             | 10            | 72                 | 17                   | 89                     |

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*Basic understanding of fractions continues to be strong (96%). Multiplication is conceptually strong, but fluency (68%) continues to be something that teachers are working on supported by regular homework practice.*

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**Grade 4 Math Standards  
Weston Progress Reports  
2016-2017**

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Solves multiple step problems involving the four operations                                   | 1             | 11            | 67                 | 21                   | 88                     |
| Find factors and multiples and determine if a number is prime or composite                    | 1             | 17            | 68                 | 14                   | 82                     |
| Applies place value understanding to estimation and computation                               | 0             | 7             | 79                 | 14                   | 93                     |
| Applies rules of equivalence to order, add, and subtract fractions and mixed numbers          | 1             | 14            | 70                 | 15                   | 85                     |
| Understands decimal notation for fractions and compares decimals                              | 0             | 11            | 79                 | 10                   | 89                     |
| Solves problems involving measurement and conversion of measurements within a system of units | 1             | 8             | 78                 | 13                   | 91                     |
| Creates graphs to represent and interpret data  | 2             | 17            | 64                 | 17                   | 81                     |
| Describes and measures angles   | 1             | 17            | 73                 | 9                    | 82                     |
| Draws and identifies lines and angles and classifies shapes by those properties               | 2             | 8             | 80                 | 10                   | 90                     |
| Identifies and draws lines of symmetry  | 0             | 1             | 74                 | 25                   | 99                     |

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*This year's cohort demonstrated strong mastery of these standards. There was a 10% increase in performance for understanding factors and multiples (82%) from the previous year. In part, this gain resulted from increased focus on math fact fluency in multiplication and division. In addition, there was improvement in the graph standard and the two fractions standards.*

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**Grade 5 Math Standards  
Weston Progress Reports  
2016-2017**

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Graphs points on the coordinate plane to solve problems   | 0             | 4             | 72                 | 24                   | 96                     |
| Applies properties of 2-dimensional figures to solve problems   | 1             | 27            | 43                 | 29                   | 72                     |
| Describes and calculates the volume of solid figures  | 1             | 20            | 68                 | 11                   | 79                     |
| Creates graphs to represent and interpret data  | 1             | 12            | 57                 | 30                   | 87                     |
| Solves problems involving measurement and conversion of measurement within a system of units                                    | 0             | 10            | 63                 | 27                   | 90                     |
| Applies place value understanding to estimation and computation using multi-digit whole numbers and decimals for all operations | 1             | 21            | 68                 | 10                   | 78                     |
| Describes patterns in the base-10 system in order to read, write and compare whole numbers and decimals                         | 0             | 6             | 29                 | 65                   | 94                     |
| Solves problems with fractions and mixed numbers using all operations   | 2             | 33            | 56                 | 9                    | 65                     |
| Writes and interprets algebraic expressions   | 1             | 13            | 31                 | 55                   | 86                     |

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*Most standards indicate successful performance and preparation for transitioning to grade six. The fifth grade team is examining how they can improve performance on the geometry stands.*

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## Smarter Balanced Assessments

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

**2016-2017**

| District      | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------------|---------|---------|---------|---------|---------|---------|
| Darien        | 81      | 78      | 76      | 84%     | 81      | 85      |
| Easton        | 79      | 90      | 73      | 68      | 74      | 71      |
| New Canaan    | 86      | 92      | 84      | 82      | 82      | 84      |
| Redding       | 84      | 88      | 69      | 59      | 73      | 79      |
| Ridgefield    | 79      | 77      | 70      | 62      | 67      | 66      |
| Weston        | 80      | 72      | 66      | 72      | 69      | 79      |
| Westport      | 78      | 80      | 77      | 72      | 78      | 63      |
| Wilton        | 71      | 73      | 74      | 58      | 75      | 63      |
| DRG A Average | 80      | 81      | 74      | 70      | 75      | 74      |
| State Average | 53      | 50      | 43      | 44      | 43      | 42      |

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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 the Level 3 or above for 2016-17. 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<br>(With PT) | 2016<br>(With PT) | 2017<br>(With PT) |
|-------|-------------------|-------------------|-------------------|
| 8     | 59                | 65                | 79                |
| 7     | 76                | 75                | 69                |
| 6     | 65                | 65                | 72                |
| 5     | 69                | 73                | 66                |
| 4     | 73                | 74                | 72                |
| 3     | 83                | 80                | 80                |

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*This chart presents two years of SBA data for math. Follow the same color from the 2015 column to the 2017 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**  
**Matched Cohort Analysis**  
**2015 to 2017**  
**Average Scale Scores - Mathematics**

| Grade in 14-15 | Grade in 15-16 | Grade in 16-17 | Avg. Scale 14-15 | Avg. Scale 15-16 | Avg. Scale 16-17 | Corresponding Level Based On Average Scale Score |
|----------------|----------------|----------------|------------------|------------------|------------------|--|
| 3              | 4              | 5              | 2481             | 2520             | 2551             | Level 3  |
| 4              | 5              | 6              | 2527             | 2561             | 2589             | Level 3  |
| 5              | 6              | 7              | 2558             | 2558             | 2606             | Level 3  |
| 6              | 7              | 8              | 2576             | 2616             | 2653             | Level 3 then Level 4 in Grade 8                  |

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*This chart represents the same students over a three period. Scale scores provide a longitudinal analysis of student growth over time. Average scale scores increased each year in each of the grade level cohorts.*

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## Smarter Balanced Assessments

### Math Performance Levels

April 2017

| Grade | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 or Above |
|-------|---------------|-----------|-----------|-----------|-----------|--------------------|
| 3     | 162           | 10        | 10        | 45        | 35        | 80                 |
| 4     | 171           | 5         | 23        | 37        | 35        | 72                 |
| 5     | 179           | 6         | 27        | 30        | 37        | 67                 |
| 6     | 184           | 9         | 18        | 33        | 40        | 73                 |
| 7     | 188           | 8         | 23        | 30        | 39        | 69                 |
| 8     | 202           | 6         | 14        | 27        | 53        | 80                 |

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*This chart provides a breakdown of results according to the four performance levels. Of particular note, over 50% of grade eight students scored in the level 4 band.*

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## Smarter Balanced Assessments

### Math Levels by Gender

| Grade | Subgroup | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 or Above |
|-------|----------|---------------|-----------|-----------|-----------|-----------|--------------------|
| 3     | Female   | 67            | 9         | 25        | 45        | 31        | 76                 |
| 3     | Male     | 95            | 11        | 7         | 44        | 38        | 82                 |
| 4     | Female   | 80            | 7         | 33        | 31        | 29        | 60                 |
| 4     | Male     | 91            | 2         | 15        | 42        | 41        | 83                 |
| 5     | Female   | 89            | 7         | 33        | 31        | 29        | 60                 |
| 5     | Male     | 90            | 6         | 22        | 29        | 43        | 72                 |
| 6     | Female   | 95            | 7         | 24        | 29        | 40        | 69                 |
| 6     | Male     | 89            | 11        | 12        | 37        | 40        | 77                 |
| 7     | Female   | 80            | 5         | 24        | 29        | 42        | 71                 |
| 7     | Male     | 108           | 10        | 22        | 31        | 37        | 68                 |
| 8     | Female   | 109           | 7         | 15        | 34        | 44        | 78                 |
| 8     | Male     | 202           | 6         | 14        | 27        | 53        | 80                 |

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*In grades 3-6, a higher percentage of boys scored level 3 or above than girls. There was over a 10% difference between boys and girls in grades 4 and 5. In contrast, the results of the spring NWEA assessment, do not suggest a gap in performance between boys and girls.*

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## Smarter Balanced Assessments

### Math Levels by SPED Subgroup

| Grade | Subgroup | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 or Above |
|-------|----------|---------------|-----------|-----------|-----------|-----------|--------------------|
| 3     | SPED     | 16            | 62        | 19        | 19        | 0         | 19                 |
| 3     | Gen Ed   | 146           | 4         | 10        | 47        | 39        | 86                 |
| 3     | Total    | 162           | 10        | 10        | 45        | 35        | 80                 |
|       |          |               |           |           |           |           |                    |
| 4     | SPED     | 17            | 24        | 35        | 35        | 6         | 41                 |
| 4     | Gen Ed   | 154           | 3         | 22        | 37        | 38        | 75                 |
| 4     | Total    | 171           | 5         | 23        | 37        | 35        | 72                 |
|       |          |               |           |           |           |           |                    |
| 5     | SPED     | 16            | 37        | 50        | 13        | 0         | 13                 |
| 5     | Gen Ed   | 163           | 3         | 25        | 32        | 40        | 72                 |
| 5     | Total    | 179           | 6         | 27        | 30        | 37        | 67                 |
|       |          |               |           |           |           |           |                    |
| 6     | SPED     | 18            | 50        | 22        | 17        | 11        | 28                 |
| 6     | Gen Ed   | 166           | 5         | 18        | 34        | 43        | 77                 |
| 6     | Total    | 184           | 9         | 18        | 33        | 40        | 73                 |
|       |          |               |           |           |           |           |                    |
| 7     | SPED     | 18            | 50        | 22        | 17        | 11        | 28                 |
| 7     | Gen Ed   | 166           | 5         | 18        | 34        | 43        | 77                 |
| 7     | Total    | 188           | 8         | 23        | 30        | 39        | 69                 |
|       |          |               |           |           |           |           |                    |
| 8     | SPED     | 15            | 53        | 14        | 13        | 20        | 33                 |
| 8     | Gen Ed   | 187           | 3         | 14        | 28        | 55        | 83                 |
| 8     | Total    | 202           | 6         | 14        | 27        | 53        | 80                 |

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*This chart presents the SBA math levels for the special education subgroup in relation to general education peers.*

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## CT School Day SAT Math Section – Class of 2018

### Performance Level by Subgroup

April 2017

| Gender | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 and above |
|--------|---------------|-----------|-----------|-----------|-----------|---------------------|
| Total  | 200           | 2         | 16        | 42        | 40        | 82                  |
| Female | 98            | 0         | 18        | 46        | 36        | 82                  |
| Male   | 102           | ≤ 5       | ≤ 5       | 39        | 43        | 82                  |

| Subgroup | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 and above |
|----------|---------------|-----------|-----------|-----------|-----------|---------------------|
| Total    | 200           | 2         | 16        | 42        | 40        | 82                  |
| SPED     | 8             | 25        | 62        | 13        | 0         | 13                  |
| Gen Ed   | 192           | 1         | 14        | 44        | 41        | 85                  |

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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 to assess process writing.*

*The State benchmark for achieving goal in math is 530, while the benchmark for EBRW is 480, out of a possible score of 800. Eighty-two percent of students achieved the State benchmark in Weston for math, which was a very strong result.*

*The gender differences in math performance noted on the previous page were not evident on the School Day SAT as 82% of boys and girls scored at level 3 or higher.*

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**ACT Math Section**  
**5-Year Trends – Mean Score**

| <b>Graduation Year</b> | <b>Total Tested</b> | <b>Mathematics</b> | <b>Composite</b> |
|------------------------|---------------------|--------------------|------------------|
| <b>2013</b>            | 129                 | 26.5               | 26.9             |
| <b>2014</b>            | 113                 | 26.5               | 26.6             |
| <b>2015</b>            | 95                  | 26.1               | 26.5             |
| <b>2016</b>            | 124                 | 26.3               | 27.3             |
| <b>2017</b>            | 137                 | 27.4               | 28.1             |

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*The ACT is a college readiness test that assesses student performance in several areas, including math, reading, English and science.*

*Each subtest is scored out of 36 points and factors into a composite score, or average, out of the four subtests.*

*The class of 2017 demonstrated very strong performance on the ACT. Performance in math was the highest it has been in the last five years. In addition, increased numbers of students took the ACT in 2017.*

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## **Math Performance**

### **Analysis and Reflection**

A multiple measures analysis of K-12 math performance indicates that our students have a strong foundation of math concepts, application, and problem solving. Our math program and instructional approaches are achieving high results as a result of strong curricular alignment and a focused professional development plan. In addition, access to essential instructional resources, motivated students, and a strong partnership with families all contribute to academic excellence.

#### **Progress Reports**

A committee revised the K-5 standards-based progress reports and began implementing them with the 2015-16 school year. All of the district's [K-5 report cards](#) are posted on the district's website under the communication link, along with corresponding [Family Guides to Progress Reports](#).

The data from the math progress reports serve as a basis for discussion with teams of teachers. The progress reports indicate that most students are developing the necessary mathematical practices for being effective problem solvers. In grades K-2, students are building the requisite number sense and achieving success with their grade level content. It can be noted that performance on the standards for time and money were much stronger than in the previous year.

In grades 3-5, the content and skills get more challenging, but students are gaining a good understanding of fractions, decimals, and geometry. In grade three, basic understanding of fractions continues to be strong (96%), but math fact fluency (68%) continues to be an area teachers are working on. Last year, teachers raised the standard for fact fluency to more closely align our expectations with the State standard, which explains why the fluency standard does not look like it improved from last year. In reality, several students significantly improved their math fact fluency by diligently following through on homework practice assignments.

For fourth grade, there was improvement in understanding factors and multiples (82%) from the previous year. In addition, there was improvement in the graph standard and the two fractions standards. In fifth grade, most standards indicate successful performance and preparation for transitioning to grade six. Multiplying and dividing fractions is typically the most challenging standard for students, but this topic gets revisited and reinforced in sixth grade.

#### **Smarter Balanced**

The Connecticut State Department of Education (CSDE) administered the [Smarter Balanced Assessments](#) (SBA) in the spring of 2017. All students in grades 3-8 were expected to take these assessments as required by State and Federal law. This was the third administration of the SBA since its inception.

The percentage of students scoring at level three and above for math at the WIS was 72.5% and at WMS was 73.7 %. These results were significantly higher than the State average of 45.6%. Weston's growth in percentage points for students achieving level three and above was a 1.2% increase, which was similar to the 1.6 % increase for the State as a whole.

The State breaks down performance by three strands: Concepts and Procedures; Problem Solving, Modeling and Data Analysis; and Communicating Reasoning. They report the percentages of students Below Standard, At/Near Standard, and Above Standard. Unlike the progress reports, which provide us with granular data related to standards, the Smarter Balanced strand data does not provide enough specificity to inform our instructional practices.

### **CT School Day SAT and ACT – Math**

In 2016, the State began using the SAT for its accountability instrument to determine if students are college and career ready. The State benchmark on the SAT for achieving goal in math is 530, out of a possible score of 800. Eighty-two percent of students achieved the State benchmark in Weston.

The ACT is a college readiness test that assesses student performance in several areas, including math, reading, English, and science. Each subtest is scored out of 36 points and factors into a composite, or average, out of the four subtests. The class of 2017 demonstrated very strong performance on the ACT. Performance in math was the highest it has been in the last five years. In addition, increased numbers of students took the ACT in 2017.

### **Subgroup Performance – Gender**

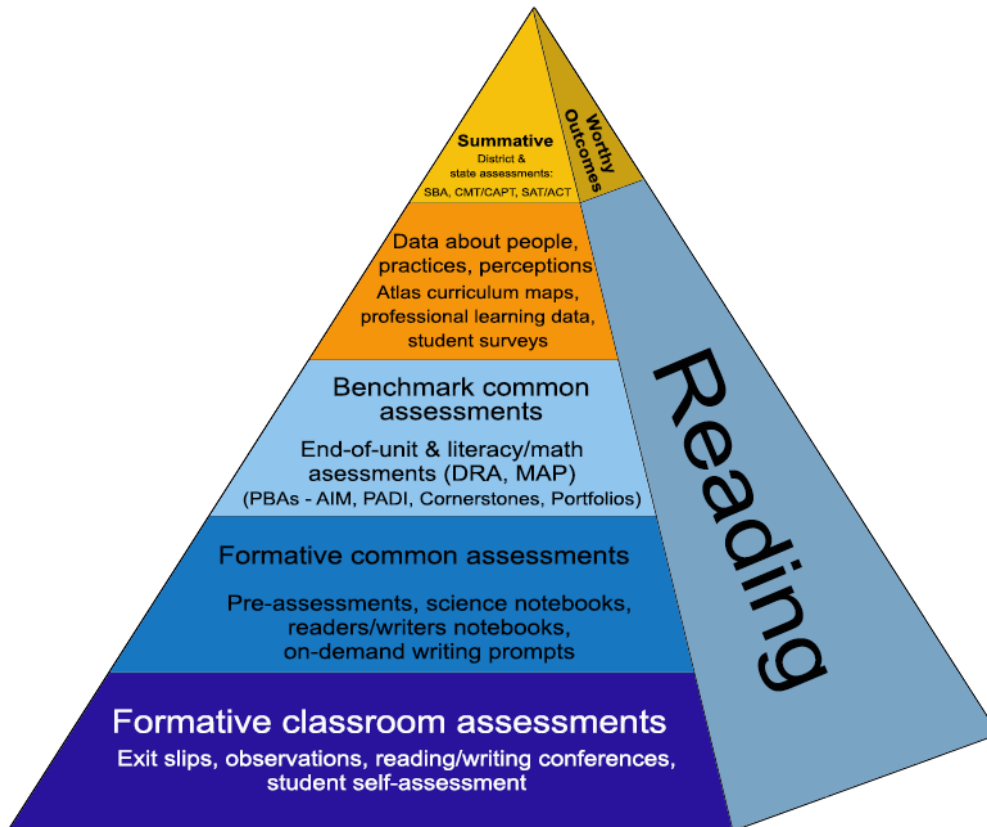
The SBA results disaggregated by gender indicated that in grades three through six, a higher percentage of boys scored level three or higher than the girls. The most significant differences between boys and girls was in grade four (23% difference) and grade five (12%). However, the gender differences noted on the SBA did not exist on the School Day SAT for juniors. Eighty-two percent of both boys and girls scored at level three or higher. It should be noted that the SBA is the only standardized measure the district employs suggesting any significant differences in performance by gender. For example, the Measures of Academic Progress (MAP) assessment, which is a well-established norm-referenced standardized measure, does not show any significant differences in performance by gender.

### **Subgroup Performance – Special Education**

For SBA and School Day SAT, there was a performance gap between special education and general education students. In general, the percentage of students with special needs scoring level 3 or above was significantly lower than their general education peers.



## Section # 2: Reading



Based on Love, N.B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

### Multiple Measures:

- Developmental Reading Assessment
- K-5 Reading Progress Reports
- Grade 3-8 Smarter Balanced Assessments
- CT School Day SAT – EBRW
- ACT

**K-5 Reading**  
**Developmental Reading Assessment (DRA)**  
**2016-2017**

| Grade | Fall Tested | Met Standard | Below Standard | Total Tested | % Meeting or Exceeding |
|-------|-------------|--------------|----------------|--------------|------------------------|
| K     | Spring 2017 | 113          | 18             | 131          | 86                     |
| 1     | Spring 2017 | 106          | 37             | 143          | 74                     |
| 2     | Spring 2017 | 103          | 39             | 142          | 72                     |
| 3     | Fall 2016   | 146          | 13             | 159          | 92                     |
| 3     | Spring 2017 | 142          | 16             | 158          | 90                     |
| 4     | Fall 2016   | 129          | 20             | 149          | 87                     |
| 4     | Spring 2017 | 158          | 12             | 170          | 93                     |
| 5     | Fall 2016   | 167          | 6              | 179          | 93                     |
| 5     | Spring 2017 | 165          | 4              | 168          | 98                     |

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*The data demonstrate an overall increase in student performance from kindergarten through fifth grade. There was a significance increase (8%) in the percentage of students in kindergarten reaching the grade level benchmarks over the previous year. This was due to targeted efforts by the teachers and CIL for this grade level.*

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## Grade K Reading Standards

### Weston Progress Reports

2016-2017

| Standard   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| With prompting and support, asks and answers questions about text  | 0             | 12            | 76                 | 12                   | 88                     |
| With prompting and support, retells stories including key details such as characters, setting and major events | 0             | 3             | 92                 | 5                    | 97                     |
| With prompting and support, compares and contrasts texts   | 0             | 12            | 83                 | 5                    | 88                     |
| Demonstrates an understanding of the organization and basic features of print                                  | 0             | 3             | 96                 | 1                    | 97                     |
| Demonstrates an understanding of spoken words, syllables and sounds  | 0             | 4             | 96                 | 0                    | 96                     |
| Demonstrates an understanding of phonics   | 2             | 7             | 75                 | 16                   | 91                     |
| Reads common high frequency words  | 0             | 9             | 84                 | 7                    | 91                     |
| Reads emergent-reader text fluently  | 1             | 3             | 23                 | 73                   | 96                     |

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*Early literacy skills, including phonological awareness, phonemic awareness, phonics, high frequency word acquisition, and reading comprehension all demonstrate strong student performance.*

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## Grade 1 Reading Standards

### Weston Progress Reports

2016-2017

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Asks and answers questions about text   | 1             | 4             | 87                 | 8                    | 95                     |
| Retells stories including key details and demonstrates an understanding of the message              | 0             | 10            | 85                 | 5                    | 90                     |
| Uses illustrations and details to describe its characters, setting and events or describe key ideas | 0             | 5             | 93                 | 2                    | 95                     |
| Compares and contrasts text   | 1             | 8             | 92                 | 0                    | 92                     |
| Demonstrates an understanding of spoken words, syllables and sounds                                 | 1             | 9             | 64                 | 26                   | 90                     |
| Demonstrates an understanding of grade-level phonics  | 1             | 12            | 53                 | 34                   | 87                     |
| Reads fluently to support comprehension   | 2             | 13            | 69                 | 16                   | 85                     |

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*Overall reading performance demonstrates strong student achievement across all areas of reading. Reading fluency remains a developing skill in first grade.*

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## Grade 2 Reading Standards

### Weston Progress Reports

2016-2017

| Standard   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Asks and answers questions to demonstrate understanding of key details in a text | 0             | 5             | 87                 | 8                    | 95                     |
| Reads fluently to support comprehension  | 1             | 8             | 79                 | 12                   | 91                     |
| Compares and contrasts text  | 0             | 8             | 90                 | 2                    | 92                     |
| Demonstrates an understanding of grade-level phonics                             | 1             | 15            | 70                 | 14                   | 84                     |
| Retells stories to determine a message using evidence from the text              | 0             | 11            | 85                 | 4                    | 89                     |
| Uses information from text and illustrations to demonstrate understanding        | 0             | 6             | 89                 | 5                    | 94                     |

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*Reading performance in second grade demonstrates strong overall student achievement. In second grade, students are beginning to shift from learning to read to reading to learn.*

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## Grade 3 Reading Standards

### Weston Progress Reports

2016-2017

| Standard   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Reads for meaning by using multiple comprehension strategies         | 2             | 15            | 50                 | 33                   | 83                     |
| Analyzes how a text conveys a central message                        | 1             | 11            | 71                 | 17                   | 88                     |
| Reads across texts to build and expand knowledge                     | 1             | 8             | 72                 | 19                   | 91                     |
| Uses evidence from text to support thinking                          | 1             | 14            | 63                 | 22                   | 85                     |
| Applies grade-level phonics and word analysis skills to decode text  | 1             | 10            | 57                 | 32                   | 89                     |
| Reads with appropriate accuracy and fluency to support comprehension | 1             | 10            | 56                 | 33                   | 89                     |
| Acquires and uses grade-level vocabulary                             | 1             | 6             | 75                 | 19                   | 93                     |

---

*Reading performance in third grade demonstrates overall strong achievement. As text demands increase, readers are called upon to demonstrate higher level thinking with more ease. A focus of our ongoing instruction is to teach readers how to effectively support those ideas with text evidence in writing.*

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## Grade 4 Reading Standards

### Weston Progress Reports

2016-2017

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| <b>Reads for meaning by using multiple comprehension strategies</b>         | 1             | 9             | 57                 | 33                   | 90                     |
| <b>Analyzes how the details in the text support the key ideas or themes</b> | 0             | 10            | 83                 | 7                    | 90                     |
| <b>Describes the overall structure of a text</b>                            | 1             | 4             | 90                 | 5                    | 95                     |
| <b>Compares and contrasts the different points of view within a text</b>    | 1             | 6             | 86                 | 7                    | 93                     |
| <b>Uses evidence from text to support thinking</b>                          | 1             | 14            | 68                 | 17                   | 85                     |
| <b>Applies grade-level phonics and word analysis skills to decode text</b>  | 0             | 8             | 60                 | 32                   | 92                     |
| <b>Reads with appropriate accuracy and fluency to support comprehension</b> | 0             | 10            | 53                 | 37                   | 90                     |

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*Reading performance in fourth grade demonstrates continued improvement toward grade-level standards. Texts at this level are more diverse in the demands they place upon readers. Support for thinking with strong, convincing text evidence is a focus.*

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## Grade 5 Reading Standards

### Weston Progress Reports

2016-2017

| Standard   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Reads for meaning by using multiple comprehension strategies                       | 0             | 2             | 58                 | 40                   | 98                     |
| Analyzes text elements within and across texts to determine key ideas              | 0             | 2             | 81                 | 17                   | 98                     |
| Describes how point of view influences information and/or events                   | 0             | 7             | 83                 | 10                   | 93                     |
| Integrates information from multiple texts or digital resources to build knowledge | 0             | 12            | 80                 | 8                    | 88                     |
| Uses evidence from text to support thinking  | 0             | 7             | 81                 | 12                   | 93                     |
| Applies grade-level phonics and word analysis skills to decode text                | 0             | 1             | 68                 | 31                   | 99                     |
| Reads with appropriate accuracy and fluency to support comprehension               | 0             | 3             | 63                 | 34                   | 97                     |

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*By the end of fifth grade, reading performance is overall quite strong and reflects a continued focus on analyzing perspectives presented in diverse texts as well as integrating information across texts to build understanding of topics and genre.*

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**Smarter Balanced Assessments**  
**DRG A ELA Comparison - % Level 3 or Above**  
**2016-2017**

| English Language Arts | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|-----------------------|---------|---------|---------|---------|---------|---------|
| Darien                | 78      | 84      | 85      | 87      | 87      | 88      |
| Easton                | 80      | 86      | 85      | 89      | 85      | 82      |
| New Canaan            | 87      | 92      | 92      | 85      | 87      | 85      |
| Redding               | 76      | 86      | 75      | 66      | 76      | 78      |
| Ridgefield            | 84      | 84      | 85      | 76      | 77      | 74      |
| Weston                | 70      | 76      | 78      | 77      | 72      | 73      |
| Westport              | 80      | 88      | 87      | 81      | 77      | 73      |
| Wilton                | 72      | 77      | 81      | 71      | 79      | 73      |
| DRG A Average         | 78      | 84      | 84      | 79      | 80      | 78      |
| State Average         | 52      | 54      | 56      | 54      | 55      | 54      |

---

*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 the Level 3 or above for 2016-17. The DRG “A” and State averages are noted as well for additional points of reference.*

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## Smarter Balanced Assessments

### ELA Performance Levels

2016-2017

| Grade | Number Tested | % Level 1 | %Level 2 | % Level 3 | % Level 4 | % Level 3 or Above |
|-------|---------------|-----------|----------|-----------|-----------|--------------------|
| 3     | 162           | 12        | 18       | 27        | 43        | 70                 |
| 4     | 172           | 9         | 15       | 33        | 43        | 76                 |
| 5     | 179           | 8         | 14       | 42        | 36        | 78                 |
| 6     | 184           | 8         | 15       | 43        | 34        | 77                 |
| 7     | 188           | 7         | 21       | 42        | 30        | 72                 |
| 8     | 203           | 6         | 21       | 48        | 25        | 73                 |

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*This chart provides a breakdown of results according to the four performance levels.*

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

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

---

*This chart presents three years of SBA data for ELA. Follow the same color from the 2015 column to the 2017 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

### Matched Cohort Analysis

2015 to 2017

### Average Scale Scores - ELA

| Grade in 14-15 | Grade in 15-16 | Grade in 16-17 | Avg. Scale 14-15 | Avg. Scale 15-16 | Avg. Scale 16-17 | Corresponding Level Based On Average Scale Score |
|----------------|----------------|----------------|------------------|------------------|------------------|--|
| 3              | 4              | 5              | 2463             | 2519             | 2552             | Level 3  |
| 4              | 5              | 6              | 2533             | 2574             | 2587             | Level 3 in Grade 4,<br>Level 3 in Grade 5 & 6    |
| 5              | 6              | 7              | 2562             | 2577             | 2600             | Level 3  |
| 6              | 7              | 8              | 2575             | 2616             | 2616             | Level 3  |

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*This chart represents the same students over a three-year period. Scale scores provide a longitudinal analysis of student growth over time. Average scale scores increased each year in each of the grade level cohorts.*

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## Smarter Balanced Assessments

### Reading Levels by Gender

| Grade | Subgroup | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 or Above |
|-------|----------|---------------|-----------|-----------|-----------|-----------|--------------------|
| 3     | Female   | 67            | 9         | 18        | 27        | 47        | 74                 |
| 3     | Male     | 95            | 15        | 18        | 26        | 41        | 67                 |
| 4     | Female   | 81            | 9         | 13        | 31        | 47        | 78                 |
| 4     | Male     | 91            | 9         | 16        | 35        | 40        | 75                 |
| 5     | Female   | 89            | 2         | 9         | 53        | 36        | 89                 |
| 5     | Male     | 90            | 13        | 19        | 32        | 36        | 68                 |
| 6     | Female   | 95            | 6         | 15        | 34        | 45        | 79                 |
| 6     | Male     | 89            | 10        | 15        | 53        | 22        | 75                 |
| 7     | Female   | 80            | 4         | 19        | 45        | 32        | 77                 |
| 7     | Male     | 108           | 9         | 22        | 41        | 28        | 69                 |
| 8     | Female   | 94            | 3         | 11        | 55        | 31        | 86                 |
| 8     | Male     | 109           | 9         | 39        | 42        | 20        | 62                 |

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*The percentage of girls scoring at Level 3 or above was higher than for the boys for each grade level, but more significantly in grades five (21% difference) and eight (24% difference).*

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## Smarter Balanced Assessments

### Reading Levels by Subgroup

| Grade | Subgroup | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 or Above |
|-------|----------|---------------|-----------|-----------|-----------|-----------|--------------------|
| 3     | SPED     | 16            | 69        | 25        | 0         | 6         | 6                  |
| 3     | Gen Ed   | 146           | 6         | 17        | 30        | 47        | 77                 |
| 3     | Total    | 162           | 12        | 18        | 27        | 43        | 70                 |
| 4     | SPED     | 17            | 29        | 18        | 41        | 12        | 53                 |
| 4     | Gen Ed   | 155           | 6         | 15        | 32        | 47        | 79                 |
| 4     | Total    | 172           | 9         | 15        | 33        | 43        | 76                 |
| 5     | SPED     | 16            | 38        | 31        | 25        | 6         | 31                 |
| 5     | Gen Ed   | 163           | 5         | 12        | 44        | 39        | 83                 |
| 5     | Total    | 179           | 8         | 14        | 42        | 36        | 78                 |
| 6     | SPED     | 18            | 55        | 6         | 28        | 11        | 39                 |
| 6     | Gen Ed   | 166           | 3         | 16        | 44        | 37        | 81                 |
| 6     | Total    | 184           | 8         | 15        | 43        | 34        | 77                 |
| 7     | SPED     | 20            | 40        | 40        | 20        | 0         | 20                 |
| 7     | Gen Ed   | 168           | 3         | 19        | 45        | 33        | 78                 |
| 7     | Total    | 188           | 7         | 21        | 42        | 30        | 72                 |
| 8     | SPED     | 15            | 40        | 40        | 20        | 0         | 20                 |
| 8     | Gen Ed   | 188           | 4         | 19        | 50        | 27        | 77                 |
| 8     | Total    | 203           | 6         | 21        | 48        | 25        | 73                 |

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*This chart presents the SBA ELA levels for the special education subgroup in relation to general education peers.*

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**CT School Day SAT**  
**Evidence Based Reading and Writing Section – Class of 2018**  
**Performance Level by Subgroup**  
**April 2017**

| Gender        | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 and above |
|---------------|---------------|-----------|-----------|-----------|-----------|---------------------|
| <b>Total</b>  | 200           | 2         | 5         | 36        | 57        | 93                  |
| <b>SPED</b>   | 8             | 12        | 50        | 25        | 13        | 38                  |
| <b>Gen Ed</b> | 192           | 2         | 4         | 36        | 58        | 94                  |

| Gender        | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 3 and above |
|---------------|---------------|-----------|-----------|-----------|-----------|---------------------|
| <b>Total</b>  | 200           | 2         | 5         | 36        | 57        | 93                  |
| <b>Female</b> | 98            | ≤ 5       | ≤ 5       | 32        | 63        | 95                  |
| <b>Male</b>   | 102           | ≤ 5       | ≤ 5       | 40        | 50        | 90                  |

---

*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. Ninety-three percent of students achieved the State benchmark in Weston for ERBW, which is a strong result.*

*Both boys and girls subgroups demonstrated strong overall performance.*

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**ACT ELA Section**  
**5-Year Trends – Mean Score**

| <b>Graduation Year</b> | <b>Total Tested</b> | <b>English</b> | <b>Reading</b> | <b>Composite</b> |
|------------------------|---------------------|----------------|----------------|------------------|
| <b>2013</b>            | 129                 | 27.0           | 27.7           | 26.9             |
| <b>2014</b>            | 113                 | 26.8           | 26.7           | 26.6             |
| <b>2015</b>            | 95                  | 27.2           | 26.5           | 26.5             |
| <b>2016</b>            | 124                 | 27.4           | 28.0           | 27.3             |
| <b>2017</b>            | 137                 | 28.7           | 28.4           | 28.1             |

---

*The ACT is a college readiness test that assesses student performance in several areas, including math, reading, English and science.*

*Each subtest is scored out of 36 points and factors into a composite score, or average, out of the four subtests.*

*The class of 2017 demonstrated very strong performance on the ACT. Performance in reading and English was the highest it has been in the last five years. In addition, increased numbers of students took the ACT in 2017.*

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## **Analysis and Reflection**

### **Reading Performance**

A multiple measures analysis of K-12 reading performance indicates that our students have a strong foundation in phonics, fluency, comprehension and analysis. Our reading program and instructional approaches are achieving high results as a result of strong curricular alignment and a focused professional development plan. In addition, access to essential instructional resources, motivated students, and a strong partnership with families all contribute to academic excellence.

#### **Developmental Reading Assessment (DRA)**

In grades K-5, teachers administer the DRA three times a year with each of their students for the purpose of differentiating instruction, monitoring progress, and identifying just-right books. Each classroom has a collection of leveled books for students to select from based on independent reading levels. The DRA is an essential tool for teachers as they seek to appropriately challenge our students and create a love of reading.

- The data demonstrates an overall increase in student performance from kindergarten through fifth grade. In kindergarten, students come to us at different developmental levels and from pre-schools with varying philosophies. The spring administration of the DRA indicated that 86% of students met or exceeded standard. There was a significant increase (8%) in performance of students in kindergarten reaching the grade level benchmarks over the previous year. This was due to targeted efforts by the teachers and CIL for this grade level. Any students who were not on target for meeting standards were identified for further support or intervention through our data teams.
- The DRA results also indicate that 98% of our fifth grade students were meeting or exceeding grade level benchmarks set by the State. This is a testament to our instructional approaches and efforts to intervene with students who are still strengthening their reading muscles.
- There is tremendous value in continuing our practice of requiring students to read for at least 20 minutes an evening in grades K-5. Our teachers will continue to encourage families to partner with us to ensure that students are reading at home.

#### **Progress Reports**

The progress reports indicate that most students are developing the necessary reading skills in the areas of decoding, fluency, and comprehension.

- In grades kindergarten and one, students are developing their early literacy skills. Decoding is strong with 91% of students in kindergarten and 87% of our students in grade one having a good understanding of phonics, which is due to our successful implementation of the Foundations program. The fluent reading in emergent text

standard was at 77% in 2016 for kindergarten, but increased to 85% in 2017 as first graders.

- In second grade, students shift from learning to read to reading to learn. Grade two students are very strong in comparing and contrasting text (92%), using information from text and illustrations to demonstrate understanding (94%), and asking and answering questions to demonstrate understanding of key details (95%).
- Reading performance in grades 3-5 demonstrates overall strong achievement. In third and fourth grades, as text demands increase, readers are called upon to demonstrate higher level thinking with more ease. A focus of ongoing instruction is to teach readers how to effectively support those ideas with text evidence in writing. This is one of the key expectations associated with the Common Core Standards. Our teachers will continue to model strategies for students as part of a balanced literacy approach to identify evidence in their texts. In both third and fourth grades, 85% of students achieved the standard for using evidence from text, which represents an improvement from the previous year.
- By the end of fifth grade, reading performance is overall quite strong and reflects a continued focus on analyzing perspectives presented in diverse texts as well as integrating information across texts to build understanding of topics and genre.

### **Smarter Balanced Assessments**

The CSDE administered the SBA in the spring of 2017. All students in grades 3-8 were expected to take these assessments as required by State and Federal law. This was the third administration of the SBA since its inception.

The percentage of students scoring at level three and above for ELA at the WIS was 74.9% and for WMS was 74.1%. These results were significantly higher than the State average of 54.2%. However, Weston's results represent a 4.9% decrease when compared to the previous year. There was also a decrease in performance of 1.4% for the State when compared to the previous year.

The State breaks down performance in ELA into three strands: Reading, Listening, and Research Inquiry. They report the percentages of students Below Standard, At/Near Standard, and Above Standard. Unlike the progress reports, which provide us with granular data related to standards, the Smarter Balanced strand data does not provide enough specificity to inform our instructional practices.

### **CT School Day SAT (EBRW) and ACT (English and Reading)**

Overall, the CT School Day SAT and ACT results indicate very strong performance by Weston juniors. In 2016, the State began using the SAT for its accountability instrument to determine if students are college and career ready. The State benchmark on the SAT for achieving goal on

the ERBW subtest is 480, out of a possible score of 800. Ninety-three percent of students achieved the State benchmark in Weston.

The ACT is a college readiness test that assesses student performance in several areas, including math, reading, English, and science. Each subtest is scored out of 36 points and factors into a composite, or average, out of the four subtests. The class of 2017 demonstrated very strong performance on the ACT as well. Performance on the English and reading subtests was the highest it has been in the last five years. In addition, increased numbers of students took the ACT in 2017.

### **Subgroup Performance – Gender**

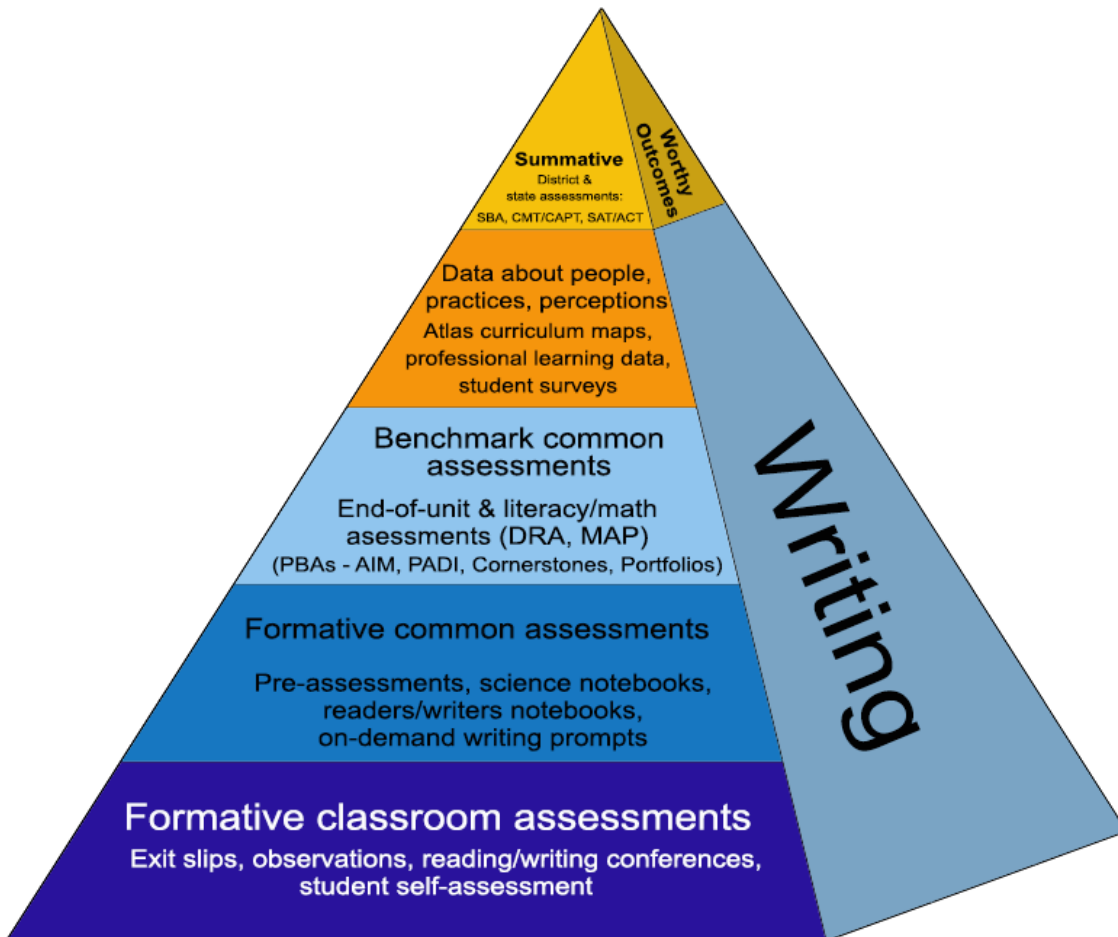
The SBA results disaggregated by gender indicated that the percentage of girls scoring at level 3 or above was higher than for the boys for each grade level, but more significantly in grades five (21% difference) and eight (24% difference). However, like math, the gender differences noted on the SBA were not significant on the School Day SAT for juniors. Ninety percent of boys and ninety-five percent of girls scored at level three or higher. It should be noted that the SBA is the only standardized measure the district employs suggesting any significant differences in performance by gender. For example, the Measures of Academic Progress (MAP) assessment, which is a well-established norm-referenced standardized measure, does not show any significant differences in performance by gender in reading.

### **Subgroup Performance – Special Education**

For SBA and School Day SAT, there was a performance gap between special education and general education students. In general, the percentage of students with special needs scoring level 3 or above was significantly lower than their general education peers.



## Section # 3: Writing



Based on Love, N.B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

### Multiple Measures:

- K-5 Progress Reports for Writing
- Grade 8 Writing Portfolio
- Grade 10 Writing Portfolio

## Grade K Writing Standards

### Weston Progress Reports

2016-2017

| Standard  | Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|-------------|---------------|--------------------|----------------------|------------------------|
| Applies correct spelling of high frequency words  | 0           | 10            | 47                 | 43                   | 90                     |
| Develops and strengthens writing by planning, revising, and editing                           | 0           | 10            | 90                 | 0                    | 90                     |
| Participates in shared research projects  | 0           | 0             | 100                | 0                    | 100                    |
| Uses a combination of drawing, dictating, and writing to compose a sequenced piece of writing | 0           | 10            | 80                 | 10                   | 90                     |
| Uses capitalization and punctuation   | 0           | 19            | 80                 | 1                    | 81                     |

---

*Student writing in kindergarten is strong in all areas of the writing process. Students understand how to use capitalization and punctuation. Applying this understanding to student daily writing can be challenging. We do not want to overemphasize capitalization, punctuation, and spelling to the detriment of the quality of their thoughts and ideas, but we will continue to work on ways to strengthen student editing for capitalization, punctuation, and spelling.*

---

## Grade 1 Writing Standards

### Weston Progress Reports

2016-2017

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Applies correct spelling of grade-level words in written work       | 1             | 25            | 67                 | 7                    | 74                     |
| Composes a sequenced, cohesive piece of writing                     | 0             | 11            | 83                 | 6                    | 89                     |
| Develops and strengthens writing by planning, revising, and editing | 1             | 29            | 67                 | 3                    | 70                     |
| Participates in shared research projects                            | 0             | 8             | 92                 | 0                    | 92                     |
| Uses capitalization and punctuation in writing                      | 1             | 45            | 54                 | 0                    | 54                     |

---

*The independent use of capitalization and punctuation by students is an area that we continue working on with students.*

---

## Grade 2 Writing Standards

### Weston Progress Reports

2016-2017

| Standard  | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|---|---------------|---------------|--------------------|----------------------|------------------------|
| Composes a cohesive, elaborated piece of writing                    | 1             | 15            | 78                 | 6                    | 84                     |
| Develops and strengthens writing by planning, revising, and editing | 1             | 25            | 72                 | 2                    | 74                     |
| Uses capitalization and punctuation in writing                      | 0             | 27            | 70                 | 3                    | 73                     |
| Applies correct spelling of grade-level words in written work       | 1             | 24            | 69                 | 6                    | 75                     |
| Conducts and presents research projects                             | 0             | 8             | 92                 | 0                    | 92                     |

---

*Writing performance in second grade demonstrates strong performance in the areas of composing cohesive, elaborated pieces of writing, and conducting and presenting research projects. The second grade team will continue utilizing student editing checklists to help students understand the importance of correctly spelling grade level words as well as using capitalization and punctuation in all of their writing.*

---

## Grade 3 Writing Standards

### Weston Progress Reports

2016-2017

| Standard   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Composes clear and coherent writing to convey ideas, information, and opinions | 2             | 23            | 64                 | 11                   | 75                     |
| Develops and strengthens writing by planning, revising, and editing            | 2             | 36            | 52                 | 10                   | 62                     |
| Uses appropriate spelling, grammar, and mechanics when writing and/or speaking | 3             | 32            | 51                 | 14                   | 65                     |
| Uses research skills to build knowledge about a topic                          | 0             | 17            | 68                 | 15                   | 83                     |
| Writes for a range of tasks, purposes, and audiences                           | 0             | 13            | 72                 | 15                   | 87                     |

---

*Third grade writing performance demonstrates strong achievement in the areas of research and writing across content areas. There will continue to be an emphasis on improving spelling, mechanics and grammar.*

---

## Grade 4 Writing Standards

### Weston Progress Reports

2016-2017

| Standard   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Composes clear and coherent writing to convey ideas, information, and opinions | 0             | 13            | 75                 | 12                   | 87                     |
| Develops and strengthens writing by planning, revising, and editing            | 2             | 22            | 71                 | 5                    | 76                     |
| Uses appropriate spelling, grammar, and mechanics when writing and/or speaking | 3             | 28            | 67                 | 2                    | 69                     |
| Uses research skills to build knowledge about different aspects of a topic     | 0             | 6             | 88                 | 6                    | 94                     |
| Writes for a range of tasks, purposes, and audiences                           | 1             | 3             | 91                 | 5                    | 96                     |

---

*Fourth grade writing performance reflects our ongoing focus on developing writers' range, volume, and stamina, as well as our ongoing focus on cross-curricular research. There continues to be a strong commitment to working on appropriate spelling, grammar, and mechanics.*

---

## Grade 5 Writing Standards

### Weston Progress Reports

2016-2017

| Standards Descriptor   | % Not Meeting | % Progressing | % Meeting Standard | % Exceeding Standard | % Meeting or Exceeding |
|--|---------------|---------------|--------------------|----------------------|------------------------|
| Composes clear and coherent writing to convey ideas, information, and opinions         | 0             | 17            | 68                 | 15                   | 83                     |
| Develops and strengthens writing by planning, revising, and editing                    | 0             | 13            | 73                 | 14                   | 87                     |
| Uses appropriate spelling, grammar, and mechanics when writing and/or speaking         | 1             | 23            | 68                 | 8                    | 76                     |
| Uses research skills to investigate different aspects of a topic using several sources | 0             | 7             | 82                 | 11                   | 93                     |
| Writes for a range of tasks, purposes, and audiences                                   | 0             | 10            | 77                 | 13                   | 90                     |

---

*Fifth grade writing performance is evidence of our ongoing focus on strengthening writers' stamina, volume, and range of ability. Further, our focus on research across content areas is evident. We continue to focus on using assessment data to provide differentiated writing instruction, as well as embedding the rigorous language standards for grammar and mechanics into our ongoing instruction.*

---



" The ground shakes as a ridge of the ice shelf is struck by lightning and falls victim to the vast ocean."  
 ~from sample Creative Narrative (Student Choice), Proficient

## Portfolio Contents: Four Interdisciplinary Writing Genres



■ Reflective Letter ■ Analytical/Persuasive Writing  
 ■ Student Choice ■ On-demand Writing

" My favorite type of writing is persuasive; I enjoy debating. I use specific data to compliment my claims in argumentative pieces. By using teacher comments, I have found these strengths."  
 ~from sample Reflective Letter, Proficient

"I know writing will always be a part of my life because it is the basis of all communication, education, and entertainment, and I strive to include it in and connect it to many aspects of my life."  
 ~from sample Reflective Letter, Distinguished

## Portfolio Assessment Feedback

Each portfolio was assessed holistically on a 6-point rubric, along with narrative score feedback to each student on his/her strengths and goal areas as a writer.

### Aggregate Rubric Scores

### Sample Narrative Feedback



■ Distinguished ■ Commendable ■ Proficient ■ Emerging ■ Limited

Eighty-five percent of students scored at proficient or higher on the 2017 WMS Writing Portfolio.

"You take a clear stance and support that argument with well-selected evidence in your Electoral College piece. Your analysis is well-reasoned and you develop your ideas on a coherent and cohesive way. You fairly addressed the counterclaims and your thinking was well-reasoned.

You may want to continue to work on revising your analytical writing to eliminate redundancy of arguments, especially in your conclusion. Experiment with creating a compelling conclusion that encourages the reader to think beyond your piece. In addition, keep the organization and thinking in your on-demand piece consistent with your other pieces.

Continue to work on revising your work for wordiness, but, at the same time, continue to experiment with sentence structure. One way to learn new structures is by emulating the writing style of a variety of authors. Take a look at everything from op-eds to classic literature."

## Comparison of Critical Thinking between Score Points

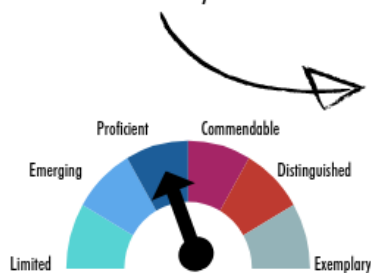
### "Proficient" Analytical Paper

"Margot feels isolated from her peers which feeds into her isolation from the sun. This isolation makes Margot feel hopeless on a planet where no one accepts her. As a consequence for failing to see the sun, her true inspiration, the darkness consumes her, as if the darkness in the closet is her set fate for the next seven years."



### "Distinguished" Analytical Paper

"She has every right to want to make them pay for what they did. However, through her fortitude and prudence, she never gave them her fear or humanity and chose instead to do the right thing and move on from the pain that they caused her. To further underscore this point, Lina's morality is tested as she endures even more cruelty.



This Proficient analytical paper presents an original idea that develops a theme in a work of literature.



This Distinguished analytical paper presents and defends an important original idea synthesizing the events of a work of fiction and the relevant themes they develop.

## Project Goals for 2017-18

All eighth grade students will participate in the writing portfolio assessment and instruction, and 100 percent of participants will meet standard. Seventh and eighth grade teachers will use portfolio data and feedback to inform instruction and assessment design, assisted by increased collaboration with WHS Writing Center coordinators.

**Writing Portfolio**  
**Grade 8 - % by Performance Level**  
**2016-2017**

| <b>Performance Level</b>         | <b># of Students</b> | <b>%</b>   |
|----------------------------------|----------------------|------------|
| Exemplary                        | 0                    | 0          |
| Distinguished                    | 8                    | 4          |
| Commendable                      | 48                   | 24         |
| Proficient                       | 112                  | 57         |
| Emerging                         | 27                   | 14         |
| Limited                          | 3                    | 1          |
| <b>Total</b>                     | <b>198</b>           | <b>100</b> |
| Percentage proficient or higher: | 85                   |            |
| Percentage emerging or limited:  | 15                   |            |

## Description of Grade 8 Writing Portfolio Contents

By April 21, 2017, 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

"In composing the following portfolio, I searched for the pieces which best define my writing style, locution, and eloquence."  
~ from sample "Distinguished" Reflective Letter

"When I revise my pieces I know how to be more specific with the changes I am making, as well as how each one helps change the clarity and value of the piece completely. Reviewing my pieces helped me understand myself and my style of writing more."  
~ from sample "Proficient" Reflective Letter

"The old, weathered sheet that stretched from the head of her bed to the short posts at the foot had done little to prevent the dust from settling on her as she slept; a large pile of brown grit covered it, evidence of a passing storm."  
~ from sample Creative Narrative



## Portfolio Assessment Feedback

Each portfolio was assessed holistically on a 6-point rubric, along with narrative score feedback to each student on his/her strengths and goal areas as a writer.

### Aggregate Rubric Scores



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

82% of students scored at proficient or higher on the WHS Sophomore Writing Portfolio

### Sample Narrative Feedback

"You asked for feedback on your ability to depict sensation or emotion, and in reading your poem, I can say that I certainly was picturing in my mind an image built by your words. You appealed to the senses with the variety of your language - auditory ("sloshing"), texture ("slime"), color (red, light pink, etc.). Continue to work on using varied language to depict concrete, specific imagery for a diverse audience.

When it comes to analytical and non-creative writing, your thinking, analysis, organization, and presentation of your thoughts is very strong. As you write, keep the purpose and audience always in mind...That is not to say change your approach or lose your own, unique voice - just adjust the use of your extensive vocabulary so that it suits the writing task on hand."

## Comparison of Critical Thinking between Score Points

### "Proficient" Analytical Paper

"This shows Jem's new perspective of his father and how he is happy to be just like his father, rather than being embarrassed. Jem is going through a period of change where he is growing up and realizing things he hadn't before, things he didn't understand before."



### "Distinguished" Analytical Paper

"In the town of Maycomb, the wise Atticus functions as the person to whom others—even those of a lower social status—turn in times of moral dejection; a fatherly figure for not only Jem and but anyone who requires guidance."



This Proficient analytical paper presents a defensible interpretation of Harper Lee's novel.



This Distinguished analytical paper presents and defends an important thematic concept of Harper Lee's novel

## Project Goals for 2017-2018

One hundred percent of sophomores will meet standard (proficient). The Writing Center will increase its number of unique visitors and further develop how it provides interdisciplinary support to students and faculty. The portfolio will be a graduation requirement for this class.

**Writing Portfolio**  
**Grade 10 - % by Performance Level**  
**2016-2017**

| <b>Performance Level</b>         | <b># of Students</b> | <b>%</b>   |
|----------------------------------|----------------------|------------|
| Exemplary                        | 3                    | 1          |
| Distinguished                    | 20                   | 10         |
| Commendable                      | 64                   | 31         |
| Proficient                       | 81                   | 40         |
| Emerging                         | 35                   | 17         |
| Limited                          | 2                    | 1          |
| <b>TOTAL</b>                     | <b>205</b>           | <b>100</b> |
| Percentage proficient or higher: | 82                   |            |
| Percentage emerging or limited:  | 18                   |            |

## Description of Grade 10 Writing Portfolio Contents

By Monday, May 8, 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><br><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    |

## **Analysis and Reflection**

### **Writing Performance**

Currently, SBA and the CT School Day SAT do not assess writing in an authentic manner. (The SBA only includes brief writes, while the School Day SAT does not include the writing subtest). Therefore, information regarding the effectiveness of our writing program and the performance of our students as process writers must come from internally-developed assessments. Our homegrown writing portfolios in grades eight and 10 are effective tools for improving student writing abilities and for benchmarking student progress. We can also examine student performance in relation to the progress report standards, as was presented in math and reading, to identify areas of strength and areas of growth.

Although not included in this report, pre- and post- on-demand writing assessments in grades K-8 offer another vehicle for examining progress. On-demand pieces provide teachers information on how students are progressing with writing for different audiences and genres. We are currently examining student writing during team meetings and professional development days.

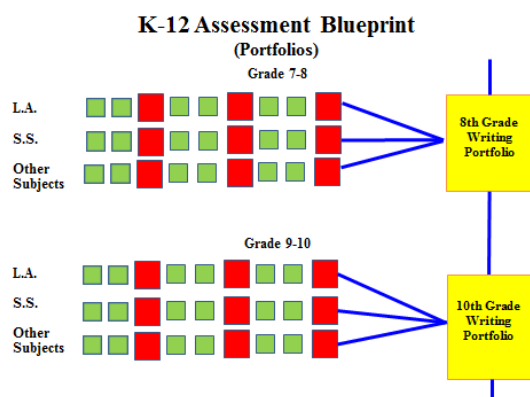
#### **Writing Portfolios**

Since we value different modes of assessment, we included alternative formats such as portfolios into our framework. Portfolios can serve as both an assessment tool but also as part of the learning process to improve performance. 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 standardized assessments they must 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.



In the district’s assessment plan (figure 5), the red squares represent end of unit assessments that involve writing and student self-reflection on writing development, while the green squares represent formative assessments teachers use to informally assess writing development against the rubric. The disciplines shown here work in concert to improve writing achievement across the curriculum as measured by our writing portfolios.

**Figure 5: Portfolios**

### **Grade 8 Writing Portfolio**

The results of the second full year of implementation of the eighth grade writing portfolio process are intended to demonstrate significant improvement in comparison to the previous year. Each of the 198 portfolios were assessed 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 85% of students scored in the proficient range or higher, which represents a 9% increase compared to 2016. Fourteen percent of students scored at the emerging level, so this information has been passed on to the ninth grade teacher and WHS Writing Center to assist these students in improving their writing.

### **Grade 10 Writing Portfolio**

The spring 2017 portfolio process was the third year of implementation of the tenth grade writing portfolio. The results indicated that 82% of our students achieved a score of proficient or higher, which represents a 10% decrease in the percentage of students achieving the standard compared to the previous year. 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.

### **Progress Reports**

In Weston, we employ a writing workshop approach in grades K-5 and incorporate many of these same strategies in grade 6-8, such as mini-lessons and small-group conferencing. We have invested in improving writing instruction over the past several years by providing our teachers with high-quality professional development experiences. We have invited the Reading

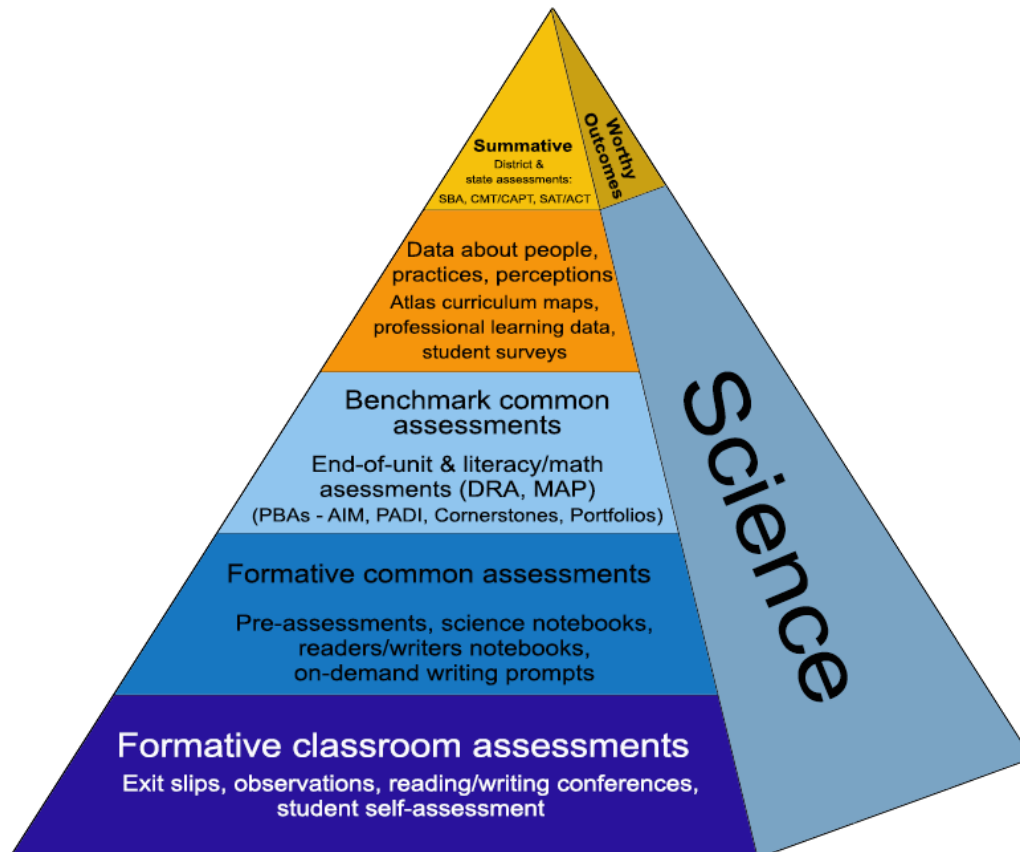
and Writing Project staff from Teachers College into HES, WIS, and WMS to deliver professional development in writing for the past several years. These efforts, combined with ongoing instructional coaching from our CILS contribute to the overall strong results we are seeing with writing.

Our progress reports indicate that writing performance is strong in most areas of the writing process, but that spelling, mechanics, and grammar need to be a continued areas of focus. For example, in grade two, students have a solid foundation in composing a cohesive, elaborated piece of writing (84%), and successfully conduct research projects (92%). The collaborative efforts of the HES teachers have contributed to these results. In fifth grade, the standard results indicate strong writing performance, which is evidence of our teachers' ongoing focus on strengthening writers' stamina, volume, and range of ability.

Faculty will continue to work with students on uses of capitalization, punctuation, editing, and grammar in grades K-5 because these standards are still areas of growth for our students. HES and WIS have been working diligently to implement the use of student checklists to help reinforce these skills with students. In addition, the ELA CILs have written a K-9 mechanics continuum in order to clearly articulate what grade level teachers are responsible for teaching at each level. CILs have been meeting with teachers to review the continuum and will support teachers with this focus through their coaching efforts.



## Assessing What Matters:



Based on Love, N.B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

### Multiple Measures:

- Connecticut Mastery Test
- Connecticut Academic Performance Test
- ACT – Science Component
- AP – Science Courses

## Connecticut Mastery Test

### Grade 5

#### 5-Year Science Performance by Level

| Year | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 5 | % At/Above Goal |
|------|---------------|-----------|-----------|-----------|-----------|-----------|-----------------|
| 2013 | 178           | 0         | 2         | 7         | 43        | 48        | 91              |
| 2014 | 189           | 0         | 1         | 10        | 38        | 52        | 90              |
| 2015 | 174           | 1         | 1         | 8         | 49        | 41        | 90              |
| 2016 | 179           | 0         | 2         | 9         | 42        | 47        | 89              |
| 2017 | 182           | 2         | 1         | 12        | 50        | 36        | 86              |

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*Five-year science performance indicates that our students leave fifth grade with a strong preparation in science with 86-91% at or above goal level.*

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**Connecticut Mastery Test**  
**Grade 5 Science**  
**5-Year Strand Mean Raw Score**

| <b>Strand</b>  | <b>Points Possible</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|--|------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Mean Content Strand Raw Score Physical Science</b>                          | 14                     | 12          | 12          | 11          | 11          | 11          |
| <b>Mean Content Strand Raw Score Earth Science</b>                             | 14                     | 12          | 11          | 11          | 11          | 11          |
| <b>Mean Content Strand Raw Score Life Science</b>                              | 14                     | 12          | 12          | 12          | 12          | 12          |
| <b>Mean Content Strand Raw Score Content Knowledge</b>                         | 24                     | 20          | 19          | 18          | 20          | 18          |
| <b>Mean Content Strand Raw Score Scientific Inquiry, Literacy and Numeracy</b> | 18                     | 16          | 16          | 16          | 15          | 15          |

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*Strand results are fairly consistent from year to year and indicate that students have a strong foundation in physical, life, and earth sciences.*

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## Connecticut Mastery Test

### Grade 8

#### 5-Year Science Performance by Level

| Year | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 5 | % At/Above Goal |
|------|---------------|-----------|-----------|-----------|-----------|-----------|-----------------|
| 2013 | 205           | 2         | 4         | 10        | 59        | 25        | 84              |
| 2014 | 209           | 1         | 3         | 8         | 61        | 27        | 88              |
| 2015 | 202           | 5         | 5         | 10        | 55        | 25        | 81              |
| 2016 | 181           | 1         | 2         | 12        | 60        | 21        | 85              |
| 2017 | 203           | 2         | 3         | 10        | 54        | 31        | 85              |

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*Five-year science performance indicates that our students leave eighth grade with a solid preparation in science with 81-88% at or above goal level.*

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**Connecticut Mastery Test**  
**Grade 8 Science**  
**5-Year Strand Mean Raw Score**

| Strand  | Points Possible | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|-----------------|------|------|------|------|------|
| Mean Content Strand Raw Score Physical Science                          | 17              | 13   | 13   | 13   | 13   | 13   |
| 13Mean Content Strand Raw Score Earth Science                           | 17              | 13   | 13   | 12   | 13   | 13   |
| Mean Content Strand Raw Score Life Science                              | 17              | 13   | 14   | 13   | 13   | 13   |
| Mean Content Strand Raw Score Content Knowledge                         | 30              | 23   | 23   | 23   | 23   | 23   |
| Mean Content Strand Raw Score Scientific Inquiry, Literacy and Numeracy | 21              | 16   | 16   | 15   | 16   | 16   |

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*Strand results are consistent from year to year and indicate that students have a strong foundation in physical, life, and earth sciences.*

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## Connecticut Academic Performance Test

### Grade 10

#### 5-Year Science Performance by Level

| Year | Number Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Level 5 | % At/Above Goal |
|------|---------------|-----------|-----------|-----------|-----------|-----------|-----------------|
| 2013 | 168           | 1         | 2         | 16        | 36        | 46        | 82              |
| 2014 | 195           | 0         | 3         | 15        | 27        | 54        | 82              |
| 2015 | 204           | 3         | 2         | 21        | 29        | 46        | 75              |
| 2016 | 201           | 1         | 2         | 21        | 25        | 51        | 76              |
| 2017 | 203           | 3         | 6         | 29        | 28        | 33        | 62              |

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*Science performance on the CAPT has historically been strong in relation to DRG and State. However, there was a significant decrease in scores for 2017. Many DRG A districts experienced this same drop. See analysis and reflection section for additional information.*

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**Connecticut Academic Performance Test**  
**Grade 10 Science**  
**5-Year Strand Mean Raw Score**

| <b>Strand</b>                                  | <b>Points Possible</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|--|------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Energy Transformations</b>                  | 15                     | 11          | 11          | 11          | 11          | 10          |
| <b>Chemical Structure and Properties</b>       | 15                     | 11          | 12          | 12          | 11          | 10          |
| <b>Global Interdependence</b>                  | 15                     | 11          | 11          | 11          | 11          | 10          |
| <b>Cell Chemistry and Biotechnology</b>        | 15                     | 12          | 12          | 11          | 11          | 11          |
| <b>Genetics, Evolution, and Biodiversity</b>   | 15                     | 11          | 11          | 11          | 11          | 11          |
| <b>Content Knowledge</b>                       | 40                     | 29          | 30          | 30          | 29          | 28          |
| <b>Science Inquiry, Literacy, and Numeracy</b> | 35                     | 26          | 27          | 25          | 26          | 24          |

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*There was a slight decrease in performance for several strands for the 2017 results.*

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**Connecticut Mastery Test and  
Connecticut Academic Performance Test  
Levels by Gender**

| <b>Grade</b> | <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 5</b> | <b>% Level 4 or Above</b> |
|--------------|-----------------|----------------------|------------------|------------------|------------------|------------------|------------------|---------------------------|
| <b>5</b>     | Female          | 91                   | 0                | 2                | 10               | 59               | 29               | 88                        |
| <b>5</b>     | Male            | 91                   | 3                | 0                | 13               | 41               | 43               | 84                        |
| <hr/>        |                 |                      |                  |                  |                  |                  |                  |                           |
| <b>8</b>     | Female          | 94                   | 1                | 2                | 9                | 60               | 29               | 89                        |
| <b>8</b>     | Male            | 109                  | 3                | 4                | 12               | 50               | 32               | 82                        |
| <hr/>        |                 |                      |                  |                  |                  |                  |                  |                           |
| <b>10</b>    | Female          | 96                   | 3                | 9                | 36               | 22               | 29               | 51                        |
| <b>10</b>    | Male            | 107                  | 4                | 4                | 21               | 34               | 37               | 71                        |

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*Both boys and girls performed well on the grades 5 and 8 CMT with a slightly greater percentage of girls scoring higher than the boys. However, there was a significant difference between the performance of boys and girls on the CAPT (20%).*

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**Connecticut Mastery Test and  
Connecticut Academic Performance Test  
Levels by Subgroup**

| <b>Grade</b> | <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 5</b> | <b>% Level 4 or Above</b> |
|--------------|-----------------|----------------------|------------------|------------------|------------------|------------------|------------------|---------------------------|
| <b>5</b>     | SPED            | 16                   | 19               | 6                | 19               | 50               | 6                | 56                        |
| <b>5</b>     | Gen Ed          | 166                  | 0                | 1                | 10               | 50               | 39               | 89                        |
| <b>5</b>     | Total           | 182                  | 2                | 1                | 12               | 50               | 36               | 86                        |
|              |                 |                      |                  |                  |                  |                  |                  |                           |
| <b>8</b>     | SPED            | 14                   | 21               | 14               | 29               | 36               | 0                | 36                        |
| <b>8</b>     | Gen Ed          | 189                  | 1                | 1                | 9                | 56               | 33               | 89                        |
| <b>8</b>     | Total           | 203                  | 2                | 3                | 10               | 54               | 31               | 85                        |
|              |                 |                      |                  |                  |                  |                  |                  |                           |
| <b>10</b>    | SPED            | 21                   | 19               | 24               | 33               | 14               | 10               | 24                        |
| <b>10</b>    | Gen Ed          | 182                  | 2                | 4                | 28               | 30               | 36               | 66                        |
| <b>10</b>    | Total           | 203                  | 3                | 6                | 29               | 28               | 33               | 62                        |

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*This chart presents the SBA science levels for the special education subgroup in relation to general education peers.*

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**ACT**  
**5-Year Mean Science Score**

| <b>Year</b>     | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b># tested</b> | 128         | 113         | 95          | 124         | 137         |
| <b>Weston</b>   | 26.7        | 25.8        | 25.9        | 27          | 28          |
| <b>State</b>    | 23.3        | 23.6        | 23.8        | 24.1        | 25          |
| <b>National</b> | 20.7        | 20.8        | 20.9        | 20.8        | 21          |

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*The ACT is a college readiness test that assesses student performance in several areas, including math, reading, English and science.*

*Each subtest is scored out of 36 points and factors into a composite score, or average, out of the four subtests.*

*The class of 2017 demonstrated very strong performance on the ACT. Performance in science was the highest it has been in the last five years. In addition, increased numbers of students took the ACT in 2017.*

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## Advanced Placement Scores by Course & Score Level

Classes of 2017 and 2018

May Administration

| Course                             | # of Test Takers | Weston Avg. | CT Avg. | Global Avg. | 5 | 4  | 3  | 2 | 1 | % 3 or Above |
|------------------------------------|------------------|-------------|---------|-------------|---|----|----|---|---|--------------|
| Biology                            | 68               | 3.63        | 3.28    | 2.89        | 7 | 31 | 28 | 2 | 0 | 97           |
| Chemistry                          | 7                | 4.57        | 3.10    | 2.67        | 5 | 1  | 1  | 0 | 0 | 100          |
| Physics C: Mechanics               | 10               | 4.90        | 4.12    | 3.71        | 9 | 1  | 0  | 0 | 0 | 100          |
| Physics C: Electricity & Magnetism | 2                | 3.50        | 3.65    | 3.49        | 1 | 0  | 0  | 1 | 0 | 50           |
| Physics I                          | 28               | 3.79        | 2.64    | 2.40        | 5 | 14 | 7  | 2 | 0 | 93           |

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*AP scores for science courses were very strong with most students achieving level 3 or above.*

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## **Analysis and Reflection**

### **Science Performance**

Overall, Weston's science results on the CMT, ACT, and AP standardized assessments demonstrate a strong performance similar to previous years. It also indicates that our K-12 science program is preparing our students well with a strong foundation in essential science content and inquiry skills. However, the 2017 CAPT science results deviate from historical trends. Other DRG A high schools experienced similar drops in the percentage of students achieving goal and above. The following points highlight these results:

#### **CMT**

Weston's performance was strong on the CMT in comparison to the State average and was comparable to DRG A results. The use of a hands-on, inquiry-based model of instruction has been very effective for our students. In grade five, 86% of students scored at or above goal, while in eighth grade 85% scored at or above goal. The five-year trend results are a good lens for viewing these assessments. The results for grades five and eight are consistent with previous years showing high achievement on the part of our students.

#### **CAPT**

2017 was the final year that the CAPT will be administered. There will be a new assessment for science beginning in 2019. The tenth grade CAPT results were inconsistent with the results over the past five years with only 62% of students achieving goal level or above. While Weston has historically performed very well in relation to the DRG and the State, this year's performance was well below historical trends. In consulting with other DRG A districts, they also reported anecdotally that their CAPT results were well below historical trends with performance ranging from 60% to 69% achieving goal or higher for the DRG A districts polled. There were likely several factors contributing to the unusual results for 2017; however, it is difficult to pinpoint any one factor to account for the drop in performance.

- A possible factor contributing to the drop is that our students may not have been invested in this assessment in the same way they have been in previous years knowing that it was being discontinued combined with the fact that it is not tied to graduation requirements in Weston.
- Another factor that may account for the change in performance across the DRG is the shift from a paper and pencil test format to a completely online assessment. In 2017, the CAPT was administered online for the first and only time since its inception.
- Our science curriculum and program offerings are in transition to the state-adopted Next Generation Science Standards (NGSS). These shifts mean that there is not as much alignment with content in the legacy CT standards. The shift is towards greater depth, more application and less memorization.

- The district has shifted its focus from the legacy science standards to the newly adopted NGSS science standards. This has resulted in a restructuring of the high school course sequence. All ninth graders take Biology at the standard level instead of Geophysical Science. Geophysical Science was tightly aligned to the previous CT standard and to the CAPT assessment. This change was made in order to afford all students a laboratory-based science in ninth grade. The sequencing is better aligned with the NGSS and the goals of Weston's science program.

### **ACT and AP**

While not all of our students take the ACT and AP assessments for science, the results are worthy of viewing in conjunction with other standardized assessments. Both the ACT and AP science results have been strong in comparison to the State and National averages. With well over 50% of the class of 2017 taking the ACT exam, there was a one-point increase in the science ACT score.

## Gauging Progress Next Steps

Educators in Weston employ several approaches to analyze student performance results. They also use information from multiple measures in order to plan and differentiate instruction. The following highlights some of these approaches.

- One approach is to review scores in the same grade from year to year (e.g. compare grade 3 scores from 2016 to grade 3 scores in 2017). This approach obviously looks at the performance of different groups of students and does not provide information on cohort growth.
- A more useful approach is to focus on achievement results for a particular grade in one year and compare it to the next grade the following year (e.g. compare grade 3 scores in 2015 to grade 4 results in 2016 and to grade 5 scores in 2017). One must keep in mind that students migrate in and out of a cohort from year to year so this method is not the most accurate.
- A more precise approach follows each student from year to year. This information is obtained by mining the data to examine each individual student's performance annually. This is a time intensive effort, but one we engage in to better understand trends in student achievement.
- Weston educators examine individual student performance on a periodic basis and also examine performance of various subgroups (e.g. SPED, gender) in order to identify trends in performance.
- A variety of assessment evidence is used by school-based data teams to determine if a student requires additional support in reading, writing or math.

Additional action steps for gauging student progress include:

- Identifying multiple measures to gauge student progress for other outcomes not currently included in this report, such as social studies, world language, and the arts.
- Establishing a data warehousing system for collecting and analyzing this data, allowing the Weston educators to easily access the information to more easily differentiate instruction.

## 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 BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

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

**Submitted by:** June Curiano

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

Science Research course proposal attached. Recommended action is approval of new course.

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

**Weston Public Schools**  
**New Course Proposal for 2017 – 2018**

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

School: **WHS**

Proposal Submitted By: **Jamie Charles, Stacey Greenberg**

Department: **Science**

1. **Name of Course or Program:** Honors Science Research

2. **Population to be served:** The target population is for 10th to 12th grade independent and highly-motivated students who have successfully submitted an application consisting of an in-depth research proposal. Incoming ninth grade students could be accepted with additional teacher recommendation. Accepted students are chosen on the basis of the quality of their scientific thinking and depth of their background research. We are anticipating an enrollment of 8-12 students for the first year for the first year of implementation.

3. **Identify and discuss the need:** Advanced and highly-motivated science students at WHS currently have limited options for science research through the Independent Study program. In this case, students desiring to be involved in science research most often need to find a position in a laboratory setting outside of school and are likely limited in their choices of research focus. Having a dedicated course and research laboratory at the high school will open research opportunities for many more students, allowing them to develop and pursue their own research interests at a pace that best suits their own workload and interest, independent of external laboratory considerations (travel time, hours of lab operation, etc.).

This course will provide students with the potential to compete in science competitions at the state level and possibly national and international levels.

4. **Impact on Other Courses / Schedules:** This is a full-year honors lab science course that will be offered as a science elective, and thus does not replace any of the core sciences at the high school. The

anticipated number of students successfully completing the application process is expected to be small, 8-12 students, therefore no major impact on the scheduling process is anticipated.

This science research course is something that the students would need to prioritize in order to be successful, and therefore other opportunities such as extracurricular activities may need to be balanced appropriately.

5. **Budget Related Items**

**Program planning and development\***

Budget proposal for WHS Expert-in-Residence (Mr. Bramante) for program and course inception is attached (proposal: \$8,750). *Grant approved by the Weston Education Foundation on October 2, 2017 at their monthly meeting.*

**Equipment to establish WHS research lab\***

List of essential lab equipment is attached. (Prices will vary depending on source of equipment, e.g. resale vs. new items.) Estimated cost: \$58,600

\*We are seeking the support of the Weston Education Foundation for the costs listed above.

**Staffing**

For the 2018-19 school year, an allocation of .40 FTE would need to be included in the budget in order to facilitate one section of Honors Science Research and provide time to conference with students and to develop the program.

The science research instructor is also responsible for facilitating the WHS research lab for use beyond the school day in order for students to be able to have access to its resources. Therefore, we are including an anticipated Science Research Laboratory Stipend of approximately \$6,000.

**Other** (These are anticipated as recurring annual costs)

Science materials/chemicals for student investigations- \$6,000.

Entry fees into science research competitions - \$1,000.

Equipment maintenance - \$1,000.

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

Course success can be evaluated based on the following items:

- Student interest/enrollment.
- Student feedback on surveys.
- Student performance data (i.e. completion of a research plan in the fall, continued engagement and furtherance of his/her research project, and completion of both a

midterm presentation (mid-January), and a final presentation and summary of results paper in June.

- Participation in local and state competitions.

7. **Other Information for Consideration:**

This course proposal has been modeled after the highly successful science research course developed at Greenwich High School (“Honors Research Seminar”) by Andrew Bramante.

Other schools whose research programs are based on a three-year model where students do not formally begin science research until year two (and often in off-site laboratories) restrict student opportunities and rarely provide them with the ability to have ownership of their research.

The rigorous course application process is vital to the success of this course and of the students themselves because of the nature of their independent work. Waivers used in other courses will not apply to this course.

Class size would be limited to a maximum enrollment of 12 students in order for all students to get access to the lab equipment and to have adequate one-on-one time with the teacher.

This course could qualify as a *graduation capstone experience* for the Class of 2023 when it is anticipated that the State’s graduation requirements will include a capstone.

The teacher of this course acts as a mentor for each individual project. As a result, this teacher will be spending a great deal of time reading scientific literature, helping to identify safety issues related to laboratory work, ordering supplies essential to each student’s project, helping students learn how to use the necessary equipment, and overseeing students while they conduct their research. All of these components require additional time outside of the school day.

8. **Attach a description of the course including the units of study.**

Please see a detailed *Course Overview Handout* designed by Andrew Bramante for his current science research course at Greenwich HS (as WHS hopes to model its course off of this successful course at GHS)

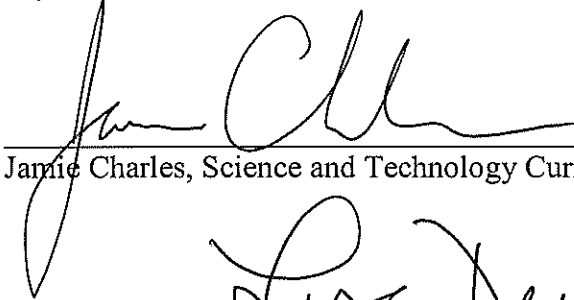
**A summary of the course highlights:**

- a. A 5-7 page *research proposal* for the selection process when applying to course – due in the winter-spring time frame of year prior to course beginning.
- b. Accepted students identify and submit an updated *research project* (mid-September).
- c. Students write a detailed *research plan* for their project (mid-October).

- d. Students carry out their research through winter to be completed in time for state science competitions (deadlines ranging from early December – February).
- e. Midterm exam for all students: 5-7 minute presentation on work completed through the first half of the year.
- f. Final exam for all students: 7-10 minute presentation, as well as a *final research paper* (paper detailing all aspects of research—background, abstract, materials, methods, results, discussion, and conclusion).

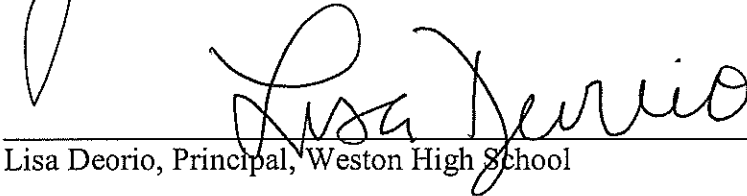
Final note, following participation in the state fairs, students could be continuing their research, moving on to other competitions, writing up their work for publication, or working on research proposals for the following year.

Signature:



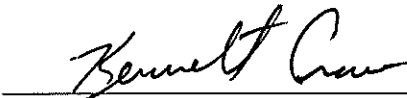
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Jamie Charles, Science and Technology Curriculum Instructional Leader



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Lisa Deorio, Principal, Weston High School



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Kenneth Crow, Ed.D., Assistant Superintendent, Weston Public Schools

*Welcome to Honors Research Seminar!* Honors Research is a non-traditional, non-lecture course that is designed to allow students to develop problem solving skills, improve techniques in acquiring information from library and on-line sources, discover and use more advanced laboratory techniques, and when appropriate, learn to utilize analytical instrumentation to complete and report a defined research project.

### **Course Requirements & Scheduling:**

- The nature of this course indicates that a full year should be used to complete the required independent research project.
- Students **MUST BUY** a USB drive, so that they are able to move files between computers within the classroom, and between their own computers and various analytical instruments used within the lab.
- Those students scheduled for this course should be committed to being in the course for the entire academic year.
- The student must keep a scientific notebook/journal that details the daily project activities that he/she has completed.
- *I will check that you have obtained a USB drive and a notebook by **September 11th**. I will periodically review these notebooks for entries of all of the research related activities. This includes notations on literature searches, significant literature findings, as well as all experimentation (with results). A portion of your class grade will be determined by the completeness of your laboratory notebook.*
- Each student will **identify a research project by no later than September 25th**, and write a **Research Plan for their research, to be handed in, by Monday, October 23<sup>rd</sup>, 2017**. Example "Initial" Research Plans are available on my Honors Research webpage for you to use as a guide.
- Last year, for the first time, GHS Science Research students participated in the **CT STEM fair**, which is a regional (Fairfield county) science, where the top three winners of the fair are awarded trips to compete at Intel's ISEF. Last year, many of our seniors conducted *continuation projects* for their respective junior year projects, and participated in this early February fair. Other students (underclassmen) were able to get their research done in time for this early competition. In summary, ~12 GHS students participated in the CT STEM fair, with all three ISEF awards going to GHS students. The date for this fair is **February 3<sup>rd</sup>**, with an application deadline of **December 31<sup>st</sup>**. Application for the CT STEM fair must include description of your (i) *Problem Statement*, (ii) *Methods and Procedures*, (iii) *Findings & Results*, and (iv) *Significance & Implications*.
- The top ~25 students in Independent Research (combined Blocks 4, 5 & 6) will be asked to enter his/her/their (for a team) project into the Connecticut Science & Engineering Fair (CSEF). **The deadline for the CSEF registration of your project is Friday, December 1<sup>st</sup>, 2017**. This year, the CSEF has started a new policy, where they will allow only ~25 student from each high school within the state to apply. After you have handed in your research plan on October 23<sup>rd</sup>, we will fine tune it, and the best 25 students with respect to progress of work, and likelihood of completion by late February, will be permitted to apply to CSEF on Dec. 1st.
- Based on the progress of each student in his/her project, in early December, I may nominate a few students (combined sections) to participate in the 2017 JSHS. The student registration deadline for participation, and/or attendance at the CT JSHS is ~ Dec. 7th. **For those that want to deliver a talk, in either poster or oral presentation format, an abstract and a video description of your work must be submitted to the regional JSHS by ~ January 9, 2018**. Samples of these abstracts are available on the Honors Research webpage. I also have some sample videos that were previously submitted, for your review.
- All seniors with a completed research project from his/her junior year are encouraged to participate in the Siemens Competition in Science, Math, & Technology (<http://www.siemens->

Mr. Andy Bramante  
[andrew\\_bramante@greenwich.k12.ct.us](mailto:andrew_bramante@greenwich.k12.ct.us)  
203-520-6190 (cell)  
Room 932

**GHS: Honors Research Seminar**  
**2017-2018**

[foundation.org/en/competition.htm](http://foundation.org/en/competition.htm)), and the Regeneron Senior Talent Search (RSTS) (<http://www.societyforscience.org/sts/>). The deadlines for these “senior-only” talent searches are:

- **Tuesday, September 19<sup>th</sup> for the Siemens Competition;** please see important dates at <https://siemenscompetition.discoveryeducation.com/about/competition-schedule>
- **Wednesday, November 15<sup>th</sup> for ISTS;**  
**November 8, 2017 at 8:00 p.m. Eastern time** - 2018 Transcript and Recommendation Due Date  
All transcripts and recommendations should be received by SSP by this date and time.  
**November 15, 2017 at 8:00 p.m. Eastern time** - 2018 Application Deadline  
All parts of the application must be received by SSP by this date and time, including transcripts and recommendations.

Both initially involve applications, which require a completed research paper, an abstract, an executive summary, along with letters and essays, similar to a college application. Please mark these dates on your calendar, as the results for GHS students in the past years have been great.

- The **Midterm Exam** for the course will take the form of a 5-7 minute Powerpoint presentation on the work completed during the first half of the school year.
- The **JSHS participants must provide a “completed” paper to JSHS by ~ February 6<sup>th</sup>\***, for the competition that takes place in early March.
- Of the ~25 students that applied to/registered for CSEF, the best "15" students will be selected to actually participate, and **these students must submit a Comprehensive Abstract to CSEF by March 1, 2018**. Students can use the JSHS Abstracts that are on the Honors Research webpage as examples.
- JSHS participants should have their *Powerpoint & Poster* completed 2 weeks prior to the competition date to allow for review/corrections.
- CSEF participants must have their *Final Paper and their Poster* completed 2 weeks prior to the competition date (the 2<sup>nd</sup> week of March) to allow for review/corrections.
- **The Final Exam for the course will have two parts.**
  - First, each student will prepare a **~7-10 minute Powerpoint presentation** on their project.
  - Second, **a 20 page scientific paper** must be handed in by no later than the scheduled Final Exam date/time.

### **Grading:**

The final grade for each quarter and semester will be based upon the quality of your research and the extent of your effort towards your project, at the specific time points. The first & second quarter grades will be given (A, B, C, D, etc.) based on evaluation questionnaires which will be completed jointly by the teacher and student during the final days of each grading period. The progress report grades will be determined based on effort and student progress at the time of grade reporting.

Your term grades will also contain a notebook component, where I will periodically, and at unannounced times, collect your lab journals to check that you are placing ALL of your literature research and experimental results (notes) in your journals, **as you research and carry out your work**. Failure to do so will result in a term grade reduction.

### **Day to Day Activities:**

A student may need to schedule more time, outside of the traditional period, to learn a new analytical technique, or to discuss specific details of their experimental work. Each student will be encouraged and assisted to find a mentor in the scientific community, who will be willing to help the student on their project.

The initial cost of the materials and supplies needed by the student during the year (up to \$125) will be the responsibility of the student, unless the item(s) purchased will be needed and kept by the GHS Science Department. Beyond that initial amount, the student, mentor, &/or I, will seek alternate means of external financial support; i.e. the GHS research fund at the Greenwich Point Conservancy. Students needing further financial assistance are also encouraged to seek financial contributions through letters and grant requests to community organizations. The cost of project materials should not prevent a motivated student from taking the course.

Students should use class time to move their projects forward. Initially, this may include web-based research to find a topic, and/or mentor. Use of the lab pc's are limited to this activity, and SHOULD NOT include checking emails, playing games, etc. Once a student has started his/her project, at-home activities should be carried out to maximize your time in the lab. For instance, if you're using the HPLC in the lab, you should perform your background research at home, in the evening, to maximize your time in the lab.

Projects are typically carried out in one year. Students can continue a project in their second year, provided new information concerning the project is being investigated.

*To summarize ... during the year, each student will:*

1. Use the city, school, or a university library (Dialog, First Search, the Internet, etc.) to locate and utilize published literature that contains information related to their stated problem.
2. Analyze research literature related to their stated problem and select appropriate information to be used in their final research paper; keeping a bibliographic list of works cited.
3. When appropriate, communicate with acting scientists to develop a more complete understanding of the research process and the results of their research work.
4. Write a research paper detailing all aspects (background, abstract, materials, methods, results, discussion, and conclusion) of the experimental aspects of their project.
5. Keep a daily journal and a daily calendar within a "detailed" laboratory notebook, of all work completed that relates to their research project. The journal will be periodically collected to check for content, etc., and these inspections will be used when calculating term grades.
6. Meet with the teacher to explain their progress; complete the oral questionnaire just before the end of every marking period.
7. Conduct their experimental work in a safe responsible manner, keep a clean work place, dispose of used materials responsibly.
8. Prepare for and attend the Junior Science and Humanities Symposium and the Connecticut State Science & Engineering Fair held in March.

*Honors Research Webpage:* <https://www.greenwichschools.org/page.cfm?p=1632>  
(password: duderanch)

### **Important Dates:**

*At GHS:*

- Obtain a research Notebook by September 11, 2017. There will be periodic (unannounced) inspections of your research notebook. These inspections will count towards the term grades.
- September 25<sup>th</sup>:
  - Each student will identify a research project.
- October 23<sup>rd</sup>:
  - Each student will complete and hand in a Research Plan for their research.
- The Midterm Exam: a 5-7 minute Powerpoint Presentation
- The Final Exam: a 7-10 minute Powerpoint presentation, and a Final Research Paper

### *Siemens Competition (Seniors Only):*

#### Competition Schedule

Students should be prepared to participate in all aspects of the Competition. This includes being available to attend regional and national levels of the Competition if you are selected as a finalist.

| Competition Schedule        |   |
|-----------------------------|---|
| Monday, May 8, 2017         | 2017 Registration Opens   |
| Tuesday, September 19, 2017 | All Competition Materials Due (Research Report and all Additional Required Materials) |
| Tuesday, October 17, 2017   | Announcement of Semifinalists   |
| Wednesday, October 18, 2017 | Announcement of Regional Finalists  |

### *Regeneron Science Talent Search (Seniors Only):*

#### Important Dates:

August 1, 2017 - Regeneron STS Application Opens

November 14, 2017 8:00 PM ET - Application Technical Support Deadline

November 15, 2017 8:00 PM ET - Application Deadline. All parts of the application must be received by the Society by this date and time, including transcripts and recommendations. Recommendations must be submitted by the recommendation provider by this date and time. No portions of the application will be accepted after the deadline for any reason.

### *CT-STEM:*

- ~ December 31<sup>st</sup>: Application/Registration for the CT STEM fair, which includes a (i) *Problem Statement*, (ii) *Methods and Procedures*, (iii) *Findings & Results*, and (iv) *Significance & Implications*.
- February 3<sup>rd</sup>: CT STEM Fair at Amity Regional High School

### *CSEF:*

- December 1:
  - Deadline for all high school students to submit registration form with research plan and release form.
- March 1<sup>st</sup>:
  - Completed Abstracts are due.
- March 12<sup>th</sup> (on a Monday, which is a change from typical Tuesday setup in previous years):
  - CSEF Project setup (Final Paper & Poster) completed and signed off by rules and display committee. Doors to the Hall are locked at 8:00pm

### *JSHS (these dates are tentative):*

- December 8:
  - Last day to submit student nominations
- January 9:
  - Last day for submitting abstracts of student papers
- February 6:
  - Last day for completing student papers
- March 10:
  - 55<sup>th</sup> Connecticut JSHS @ UCONN

Mr. Andy Bramante  
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203-520-6190 (cell)  
Room 932

**GHS: Honors Research Seminar**  
**2017-2018**

*Other Notable Applications for ALL Students:*

**The Davidson Fellowship:** Each year, the Davidson Fellows Scholarship, which has been *named as one of The 10 Biggest Scholarships in the World* by *TheBestColleges.org* and *one of 7 Prestigious Undergrad Scholarships in U.S. News & World Report*, are awarded to 20 extraordinary young people, 18 and under, who have completed a significant piece of work in the categories of **Science, Technology, Engineering, Mathematics, Literature, Music, Philosophy and Outside the Box.**

In the past, we have had three winners of the Davidson Fellowship; Ryota Ishizuka (2012) of GHS, Sofia Bramante (2014), and most recently, William Yin (2017) of GHS. Application for this prestigious award includes a detailed research paper, many essays (similar to ISTS), and a 15-20 minute video presentation on your work. Students are encouraged to initially apply as soon as the application opens, so that their project can be judged (initially) for eligibility. The deadline for all materials (including recommendations) is in early February of 2017. The application can be found at <http://www.davidsongifted.org/fellows/>.

**Proposed Instrument Purchase List for  
Weston Science Research Program**

**10-11-17**

| <b>Instrument:</b> |   | <b>Quote Used \$</b> | <b>New \$</b>    |
|--------------------|---|----------------------|------------------|
| 1                  | Agilent 1100 DAD HPLC complete system                                     | <b>18,000</b>        | 30,000           |
| 2                  | PerkinElmer Spectrum 100 FTIR with Attenuated Total Reflectance Accessory | <b>12,000</b>        | 32,000           |
| 3                  | PerkinElmer AUTOSYSTEM Gas Chromatograph with Flame Ionization Detection  | <b>5,000</b>         | 25,000           |
| 4                  | PerkinElmer Lambda 900 UV/VIS/NIR System with Integrating Sphere          | <b>15,000</b>        | 60,000           |
| 5                  | PerkinElmer LS55 Luminescence Spectrometer                                | <b>2,400</b>         | 16,000           |
| 6                  | PerkinElmer Lambda 40 UV/Vis Spectrometer                                 | <b>1,200</b>         | 10,000           |
| 7                  | Perkin Elmer 2400 PCR Thermocycler  | <b>1,500</b>         | 8,000            |
| 8                  | Autoclave   | <b>3,500 (new)</b>   | 3,500            |
| <b>Total</b>       |   | <b>\$58,600</b>      | <b>\$184,500</b> |

**Other Instruments currently on hand from WHS Science Department and can be dedicated to the Science Research Room:**

|   |                                     |
|---|-------------------------------------|
| 1 | Analytical Balance (1)              |
| 2 | Gel Electrophoresis (2)             |
| 3 | Micro-centrifuge (1)                |
| 4 | Heating Oven/Incubator              |
| 5 | Water Filtration System – Deionizer |

| <b>Items to be purchased through the WHS Science budget:</b> |                                   | <b>Quoted Used \$</b> |
|--|-----------------------------------|-----------------------|
| 1  | Top Load (2-3 digit) balances (2) | 400 ea                |
| 2  | Corning Hot Plate Stirrers (3)    | 300 ea                |
| <b>Total</b>   |                                   | <b>\$1,700</b>        |

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion of Draft Memorandum of Understanding Between Weston Board of Education, Town of Weston, Board of Police Commissioners, and the Weston Volunteer Fire Department Regarding the Provision of Information Technology Services

**Submitted by:** William McKersie

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

The following is the draft MOU for information technology services provided.

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

# DRAFT

## MEMORANDUM OF UNDERSTANDING

**Draft – October 13, 2017**

WHEREAS, the Board of Education (“the Board”), the Town of Weston (“the Town”), the Board of Police Commissioners (“the Commission”), and the Weston Volunteer Fire Department (“the Fire Department”) (collectively, “the Parties) intend to memorialize their understanding regarding the provision of information technology services provided to the Town, Commission, and Fire Department by the Board; and

WHEREAS, the Parties wish to establish a positive and collaborative working relationship that creates a strong and secure technology infrastructure and program to benefit both organizations; and

WHEREAS, the Parties wish to promote a cost effective information technology service solution for the community.

Therefore, the Parties agree as follows:

1. Term

The initial term of this Agreement shall be for three (3) years (“Initial Term”) commencing on the date upon which all Parties have executed this Agreement (“Effective Date “). Prior to each anniversary of the Effective Date, the Parties may vote to extend this Agreement for an additional one (1) year beyond the Initial Term and any extension thereof approved in accordance with this section. Such vote may occur prior to each anniversary of the Effective Date. Absent such action by the Parties, this Agreement shall terminate at the conclusion of the Initial Term and any extension thereof approved in accordance with this section.

Notwithstanding the foregoing, any Party may cancel this Agreement by providing sixty (60) days written notice to the other Parties. The decision to cancel this Agreement must be made by a majority vote of each, the Board of Selectmen on behalf of the Town, the Board of Education on its own behalf, the Police Commission on behalf of the Police Department, and/or the Board of Directors of the Fire Department. In the event of cancellation by either the Commission, the Fire Department, or both, this Agreement will remain in full force and effect for the remaining Parties. If either the Town or the Board cancels this Agreement, it will terminate at the conclusion of the sixty (60) days notice described in this section and will no longer be in effect for any other Party.

# DRAFT

## 2. Supervision

All employees of the Information Technology Department (“IT”) are employed by the Board and are therefore subject to supervision by Board employees as directed by the Weston Public Schools (“the District”) administration. The Town, Commission, and Fire Department employees will have no supervisory authority over the IT employees, and all employment decisions regarding the IT employees will be made by the District.

## 3. Director of Digital Learning & Technology

As an employee of the Board, the Director of Digital Learning & Technology reports directly to the Superintendent of Schools and the position’s primary responsibility is the oversight of the digital learning and technology needs of the District. It is understood by all Parties that the primary contact for the IT needs of the Town, Commission, and Fire Department will be a member of the IT Department (System Administrator) as assigned by the Director of Digital Learning & Technology. Direct communication from the Town, Commission, and/or Fire Department with the Director of Digital Learning and Technology will be limited to instances involving misconduct or instances when the relevant Parties cannot come to agreement with the System Administrator regarding perceived failure by IT employees to satisfactorily complete required work.

## 4. Staffing & Cost to Town

### **Fiscal Year 2018**

Given that FY 2018 is underway, and staffing levels are established, with little opportunity to increase due to budget constraints, the Board of Education will provide coverage for the Town from the below listed staff (see Items #1-3) at the listed hourly rates. The work priorities for the Board of Education staff (see Items #1-3) will follow the Priority Conflict List later in this Agreement. No new projects are to be initiated during FY 2018. FY 2018 is considered a maintenance year only.

The Town will pay to the Board the following rates for services rendered by the IT Department:

1. Technician\*: \$40 per hour
  - a. Computer Technician
2. IT Management: \$65 per hour
  - a. Information Technology Manager

# DRAFT

- b. Systems Administrator
- 3. Executive Leadership \$110 per hour
  - a. Director of Digital Learning and Technology

\*Services requiring a technician to work more than 40 hours per week or 8 hours in any day will be priced at \$60 per hour once the 40 hour or 8 hour threshold is reached. All hours worked by a technician on a Sunday will be priced at \$80 per hour.

The above rates will first be applied to the current committed reimbursement for IT Staffing of \$45,000. When that dollar amount is expended the excess will still need to be covered.

## **Fiscal Year 2019 and Thereafter**

- A. The Town will reimburse the Board for eleven-twelfths (11/12) of the cost of a System Administrator position in each fiscal year, commencing with FY 2019. The System Administrator will be the primary point of contact and services for Town information technology issues. The cost of the Systems Administrator will include the employee's salary, benefits, pension, FICA, and all withholding costs.
- B. The Town will appropriate in its annual budget a sum equal to eighteen percent (18%) of the IT staffing budget, including salary, benefits, pension, FICA, and all withholding costs, for the following positions:
  - i. Information Technology Manager
  - ii. IT Administrative Assistant
- C. The Town agrees to reimburse the Board for all overtime costs, on-call stipends, and travel expenses incurred for IT staff while conducting Town, Police Commission or Fire Department business. This will be billed on a quarterly basis as expenses are incurred.
- D. The Town agrees to budget \$10,000 annually to be reimbursed to the Board of Education for executive leadership in IT provided by the Director of Digital Learning and Technology. This will be included in the quarterly bill.

# DRAFT

## 5. Work Facilities Provided By Town

The Town will provide IT personnel with the means of accessing Town facilities both during and after business hours and an office at Town Hall of sufficient size for IT employees to work and to store equipment, material, and parts.

## 6. Best Practices

IT is required to follow best practices for both information technology and financial systems. This includes compliance with all federal, state and local laws, as well as recommendations of the relevant annual audit. If compliance requires the incurrence of costs, the costs will be billed back to the Town proportionally in keeping with current billing practice.

## 7. Working Group

The Town, Board, Commission, and Fire Department will establish a working group that will meet bi-monthly to discuss the IT needs of the Parties, and to discuss solutions. The working group will be comprised of at least one senior employee of each Party and will not include elected officials.

## 8. Work Order Processing

All entities who are party to this Agreement are required to follow the established procedures of the IT Department and must request support using the Help Desk. All work orders will be handled through the Help Desk triage process for scheduling in conjunction with the listed Priority Conflict Order enumerated below. Any communication relating to Help Desk work orders must follow the Help Desk escalation protocol.

## 9. Priority Conflict Order

In the course of providing IT services to the parties to this Agreement, inevitable conflicts will occur with regard to the use of IT resources. In order to avoid future misunderstanding and confusion, the Parties agree to the following prioritization of IT work assignments:

# DRAFT

- A. Specific assignments by IT management;
- B. Non-functional network segment;
- C. Emergency services, such as 9-1-1
- D. Radio system
- E. Main location telephone lines
- F. Classroom equipment essential to instruction
- G. School offices (WHS, WMS, WIS, HES)
- H. Public Interface Systems for Town Clerk, Tax Collector and Tax Assessor.
- I. Town and Board offices
- J. Network passwords – resets (students and staff)
- K. Application users – resets (students and staff)
- L. Office/Conference Room equipment
- M. Installation of software
- N. Down peripherals (i.e. printers)
- O. Internal maintenance activity

Notwithstanding the foregoing, the Superintendent of Schools and/or the Director of Digital Learning & Technology may modify this order when necessary. The Board of Education and the Town of Weston each reserve the right to prioritize its own work list relative to changing demands within their respective organization.

## 10. Confidentiality

The IT staff shall not, except as may be required by law, directly or indirectly divulge, disclose, or communicate to any other person, corporation, or other entity, or utilize for the employee's personal benefit or the benefit of a third party, any confidential information which is excluded from disclosure under Connecticut General Statutes §1-210(b).

## 11. Entire Agreement; Modification of Agreement

This Agreement constitutes the entire agreement between the Parties regarding the working relationship between the Board, the Town, the Commission, and the Fire Department regarding the provision of information technology services by IT. The Parties acknowledge that they have not relied on any promises or representations outside of the Agreement and the exhibits referenced herein. No modification of this Agreement shall be valid or binding unless the modification is in writing and is approved by a

# DRAFT

majority vote of each of the Board, the Board of Selectmen, the Commission, and the Board of Directors of the Fire Department.

## 12. Severability

If any provision of this Agreement is deemed to be unenforceable by a court of law or other competent body, the remaining provisions will remain in full force and effect.

## 13. Subject to Approval

This Agreement is subject to the ratification of the Board, the Board of Selectmen, the Commission, and the Board of Directors of the Fire Department.

TOWN OF WESTON

BOARD OF EDUCATION

\_\_\_\_\_  
Nina Daniel  
First Selectperson

\_\_\_\_\_  
Ellen Uzenoff  
Chairperson

BOARD OF POLICE COMMISSIONERS

WESTON VOLUNTEER FIRE  
DEPARTMENT

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Chairperson of Board of Directors

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion of Draft Guidelines for Building Committee Involvement with School Construction Projects Between Weston Board of Education and Town of Weston

**Submitted by:** William McKersie

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

Following is the draft guidelines for Building Committee involvement with school construction projects.

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

# **GUIDELINES FOR BUILDING COMMITTEE INVOLVEMENT WITH SCHOOL CONSTRUCTION PROJECTS**

**Draft – October 11, 2017**

WHEREAS, the Board of Education (“the Board”) and the Town of Weston (“the Town”) intend to maintain their collaborative efforts to complete school construction projects; and

WHEREAS, the Board has a statutory obligation to operate and maintain the school buildings of Weston Public Schools (“the District”); and

WHEREAS, the Town established the Building Committee by ordinance and empowered the Building Committee to oversee school and town construction projects as stated in the ordinance; and

WHEREAS, the Board and the Town recognize that as a high performing school district, it is of the utmost importance that school construction projects be completed in a timely manner in the summer, or at such other time that may be required, to avoid the disruption of student instruction and District operations; and

WHEREAS, the Town and the Board maintain a standing Capital Committee which consists of the following members: First Selectperson, Town Administrator, Town Finance Director, Chairperson of the Building Committee, Chairperson of the Board of Finance, Vice Chairperson of the Board of Finance, Superintendent of Schools, Director of Finance and Operations (schools), Director of Facilities and Security (schools), Chairperson of the Board of Education, Chairperson of the Board of Education Facilities Committee, and Chairperson of the Board of Education Finance Committee; and

WHEREAS, the Board and the Town desire to set forth in this Agreement the process used to determine when the Building Committee will manage particular school construction projects, the Building Committee’s management of such projects, and certain aspects regarding the operation of the Capital Committee.

The Board and the Town agree as follows:

1. Capital Project Review

Prior to the submission of the Board’s capital budget to the Town for approval, the Capital Committee will meet to discuss which budget items will be placed in the Board’s capital budget for the upcoming budget year. Upon request of the Board, projects that are of a capital nature and are in excess of \$20,000, and design requirements for such projects, will be placed in the capital budget upon approval of the Capital Committee.

Prior to the submission of the Board's capital budget to the Town for approval, the Capital Committee shall discuss and come to an agreement regarding which capital construction projects in the capital budget will be managed by the Building Committee. Factors that would normally lead to the submission of a capital construction project to the Building Committee shall include, but are not limited to:

- (a) the project includes construction of a new building;
- (b) the project includes construction of an addition to an existing building;
- (c) the project requires major structural alterations to an existing building.

To the extent a specific project is exclusively included in the Board's operating budget as opposed to the capital budget, the Board will manage all aspects of that project.

## 2. Building Committee Operations

In the event that the Capital Committee refers a capital construction project to the Building Committee, the Building Committee will act in accordance with the Town of Weston charter and ordinances. The Town agrees to the following additional requirements for Building Committee operations:

- (a) The Town and the Board will provide adequate support staff for the Building Committee to perform its work in managing capital construction projects related to the District;
- (b) When the scope of a given capital construction project requires it, the Building Committee will retain a professional, paid project manager to oversee the completion of the capital construction project. The cost of such project manager shall be included in the capital budget for the construction project. The Building Committee shall consult with the Board regarding the selection of the project manager and shall consult with the Board prior to retaining such project manager.
- (c) In the event that District personnel participate in a project being managed by the Building Committee, those personnel will continue to report to their assigned supervisor employed by the District, but will consult with the Building Committee for operational direction on the particular project. The Building Committee will have no supervisory, evaluative, or disciplinary role in connection with any District personnel assigned to work on a project managed by the Building Committee. All non-District personnel utilized on a school construction project must comply with the District's background check requirements. All required background checks will be conducted by the District.
- (d) To ensure that any given capital construction project will advance on a timely basis through the annual capital budget approval process established by the Weston Town Charter, and in order to avoid unnecessary delays and the disruption of instruction

and District operations, the Building Committee will (1) meet as soon as possible following the referral of a given capital construction project to the Building Committee; and (2) conduct sufficiently frequent meetings..

3. Subject to Approval

These guidelines are subject to the ratification of the Board and the Board of Selectmen.

4. Understanding

These guidelines constitute the basis for working relationships between the Board and the Building Committee. No modification of these guidelines shall be valid or binding unless the modification is in writing and is approved by a majority vote of both the Board and the Board of Selectmen.

TOWN OF WESTON

BOARD OF EDUCATION

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Nina Daniel  
First Selectperson

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Ellen Uzenoff  
Chairperson

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion and Approval of Weston Intermediate School Knee Wall Recommendations

**Submitted by:** Richard Rudl

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

Attached is the construction document summary, created by Silver Petrucelli and Associates, which presents an update of the progress to date on this project. We are recommending that the Weston Board of Education approve the recommendations as presented by Silver Petrucelli and Associates for the Weston Intermediate School wall failure. We are also asking that the Board approves forwarding these recommendations for review and consideration to the Town of Weston's Building Committee in order to continue the additional field work.

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

SILVER/PETRUCELLI+ASSOCIATES

Architects / Engineers / Interior Designers

3190 Whitney Avenue, Hamden, CT 06518-2340

Tel: 203 230 9007 x200 Fax: 203 230 8247

*silverpetrucelli.com*



September 28, 2017

Weston Board of Education  
Facilities Committee  
Weston Public Schools  
24 School Road  
Weston, CT 06883

RE: Weston Intermediate School  
Wall(s) Failure Project  
SP+A Project No. 17.050

Dear Facilities Committee and Board members,

Silver Petrucelli + Associates (SP+A) has developed a building repair project from the educational specifications you provided for the Weston Intermediate School (WIS) wall failure. We have proceeded from the study into the development of 50% Construction Documents for your review and approval. Please review and reference a summary brief titled, Update, WIS Wall Failure, dated 9-28-2017 (copy attached). We have met with staff and administration at numerous times and are prepared to make recommendations to the Committee and Board.

Foremost, we concluded that no imminent threat to safety is present at these failed wall locations. In fact, the building structural system is effectively independent of these exterior wall problems. The building structure has not moved, shifted, or shown any signs of distress. (Ironically, that is the root of this problem, the building exterior was not adequately tied back to the structure and structural steel frame.) While the potential for moisture migration into any building is never good, WPS facilities has continuously monitored and corrected any water leaks they can locate over the years this problem has persisted. With that noted, this project should proceed under a "typical priority school project" basis and is planned to be constructed next summer.

Based on our agreement, and the progress to date, we make the following recommendations:

First, all four walls, (two in the gym and two in the cafeteria) be re-designed and then rebuilt, next summer.

Second, the internal built-in gutter be eliminated by re-design and that a custom exterior mounted gutter be included in the new design.

Third, the re-design will show all storm water be directed via custom vertical leaders to the lower adjacent roofs or to grade. We do not recommend re-directing the storm water back into the building interior using the current internal drains.

Fourth, the custom vertical leaders at grade be routed via pipes/conductors underground to the adjacent storm water system.

Finally, a total project budget of \$356,400 be allowed for now. (see page 7 of brief, or \$264,000 x 135%. Also, please reference SP+A Capital Budget & School Study Process, dated 4-18-2017.) This budget should then be refined after the CDs are completed and then again prior to bidding the project for construction.

Once we have your approval, we can proceed to 100% CDs and/or as you direct us pursuant to our agreement.

The State Office of School Construction Grants and Review has clearly defined the school building process. Regardless of the funding source, State grant or not, the process begins with the educational needs or educational specification, which is the basis to formulate any school building project. The BOE approves the project, and has the option to self-perform some school building projects. However, the scale of this project mandates that it be forwarded to the Town and Weston's School and General Building Committee. We very much appreciate your time and attention to this matter and the process at hand.

We look forward to presenting the project to the Facilities Committee and Board of Education and will be prepared to answer all your questions.

Sincerely



John B. Ireland AIA LEED AP  
Architect, Senior Project Manager

# UPDATE, WIS WALL FAILURE



9/28/2017

Construction Document summary



Silver/Petrucci + Assoc. (SP+A) was retained by the Weston Public School to first study and then prepare construction documents for the wall failure(s) at the Weston Intermediate School. This brief is an update of the progress to date, and will serve to open the dialog with the building owner for completing the Construction Documents.

# Update, WIS wall failure

## CONSTRUCTION DOCUMENT SUMMARY

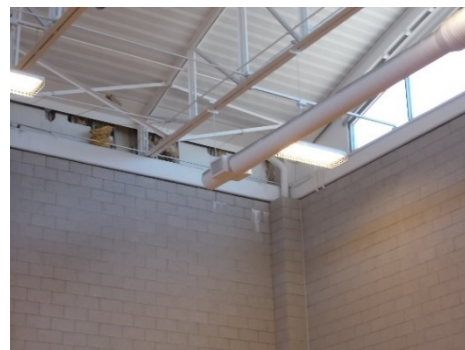
### STUDY – CAPITAL NEEDS ASSESSMENT

The Capital Needs Assessment included the visual observation of all four Weston Public Schools (WPS). Specific attention was given to the Weston Intermediate School (WIS) gymnasium wall failure. Sections of the upper gypsum board wall have remained open for several years. There is a rudimentary “fix” in place tying the short stud wall to the adjacent truss structure with steel cables. The study concluded that rebuilding the wall and gutters are needed. Further field investigation as well as obtaining the original construction documents is essential to determine the cause of the problem and the formulation of a solution to this problem. We prepared a linear foot estimate with the study.



### CONTRACT TO PROCEED

WPS requested a proposal for the WIS wall repair in the original RFP for professional Architectural and Engineering services, and early in 2017 approved SP+A to proceed to the next step of our services. We prepared a Capital Needs Assessment and propose to proceed directly into Construction Documents (CDs). We are breaking up the CD phase of our services into 50% CD and 100% CDs. This will allow WPS to review and approve each of these sets of documents and will allow SP+A to incorporate WPS comments into the documents.



The 50% CD dialogue should include several discussions, and generally breaks down into the following:

- Scope and extent of construction work to be performed.
- Aesthetic considerations, material preferences, “nonstarters”.
- Budget and opinion or estimate of construction cost.
- Development of any alternates, allowances, or unit prices.
- Contracting methods for construction.
- Schedule and work in an occupied school

## FIELD INVESTIGATION

We then visited the school in April of 2017 and gained access to the roof to begin our investigation of the failure. The photo below is not an optical illusion, the exterior wall line has in fact shifted away from the interior and caused the line of the wall to bow out to the right in as seen in the photo below. The wall is effectively restrained at each end by the perpendicular intersecting wall and the “span” across the length of the dimension has been moved by force, leading to the wall failure and multiple points of water infiltration. This despite some “random” light gauge wall tie backs.



The existing roof is a membrane – TPO roof with glued on standing seam or “rib” to simulate metal roofing. There are no snow or ice guards. The roof membrane and wall form an integral gutter with internal drains. The metal cap system is also the same material connected to the vertical wall system, aka composite aluminum panels. The lightening protection cable is disconnected.



We then began to look for other points of failure and noted several in the metal panel system, cap flashing and the integral gutter. The shifting of the wall has now caused the exterior weathertight envelope to fail and allowed moisture to infiltrate, first at the breakdown of the material joints and then migrating into the building. We were surprised to not find any sealant in the “composite aluminum panels”. We DO NOT have access to the project manual (aka specifications) or the shop drawings and cannot comment if the contractor varied the basis of design, or what was called for as the basis of design. We do however, note that using the same vertical panel system to cap a wall is unusual. The lack of any sealant is also unusual, unless at some point the gypsum board sheathing was converted to a “rain screen”, or a “modified rain screen”.

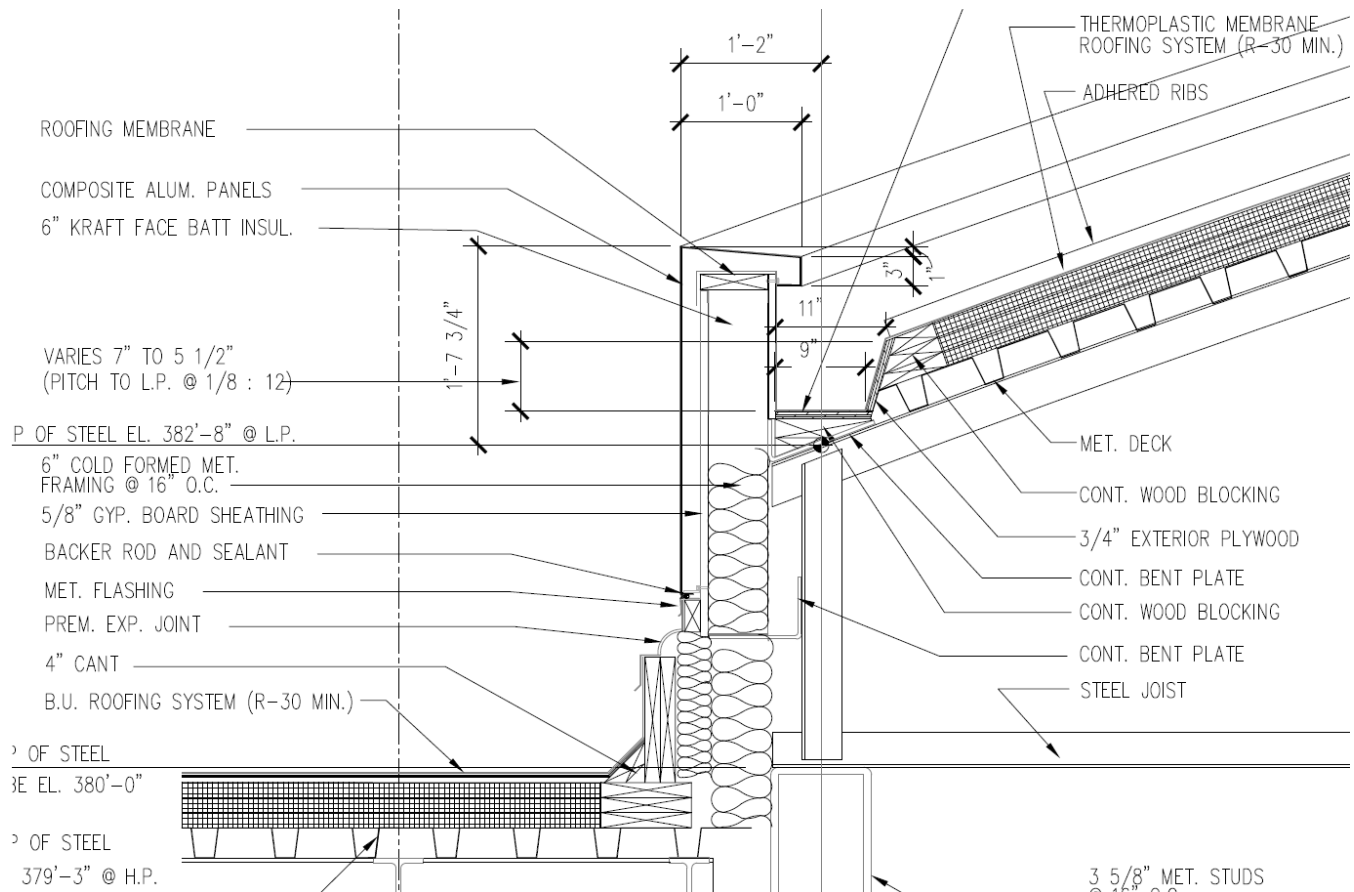


## EXISTING DRAWING REVIEW

We then began a review of the existing drawings, provided by the WPS, with specific attention to the details presented to the contractor. We were particularly curious to see if sufficient notes exist tying the wall to the structure. There are no notes or details calling for the connection of the 6” cold form metal framing to the structural steel at the angle the framing sits or to the parallel steel truss in the drawings. The framed wall annotated as *6” COLD FORMED METAL FRAMING AT 16” O.C.* sits on a continuous bent plate and should most likely have been framed with a “shoe” or track stud fastened to the plate and vertical studs then fastened to the track at 16” O.C. This was typical of all existing conditions reviewed and we have included the existing conditions drawings in the set of construction documents for each side of the vaulted roof in both the gymnasium and the cafeteria. While each of these four sections are different, the basic detailing and lack of direction for the contractor to tie the framed wall back to the structural steel is typical in all four sections.

We also reviewed the “Composite Aluminum Panels” and note that the joint layouts vary between the drawings and field, which can be typical. Curiously, the top and some wall sections call for backer rod and sealant. Details are limited; however, no horizontal joints are shown in the composite aluminum panels, except when there is change in the vertical plane. The need/extent of sealants still needs review.





EXISTING DRAWINGS, SECTION AT GYM ROOF INTERSECTION WITH LOWER ROOF

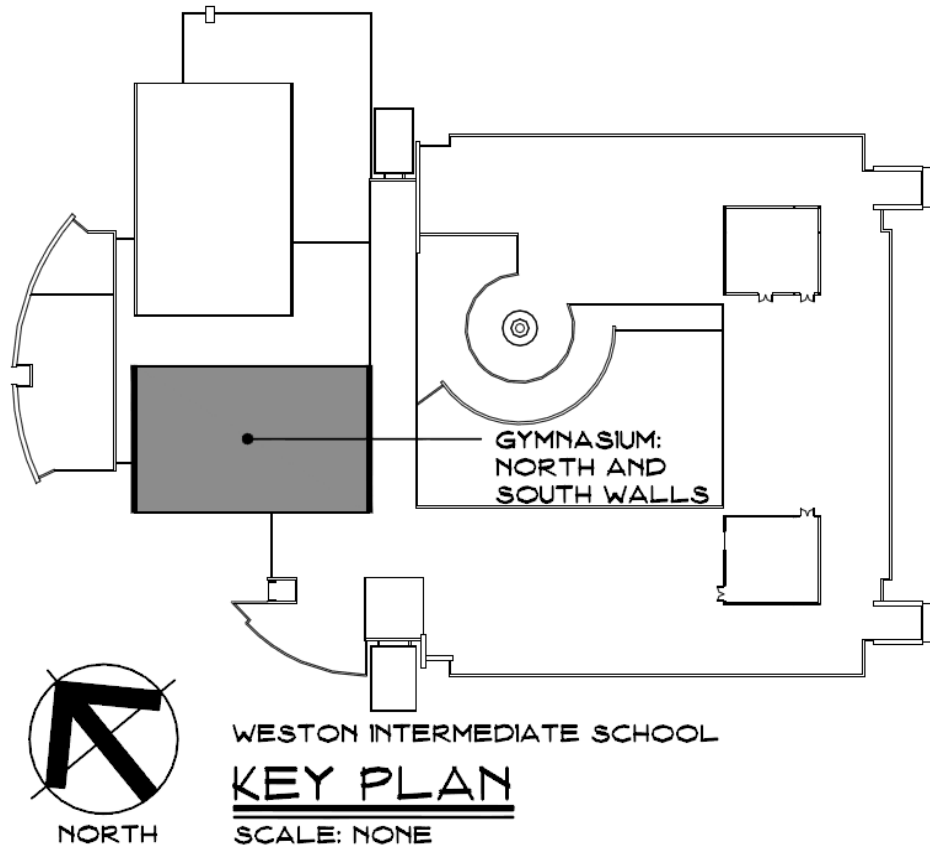
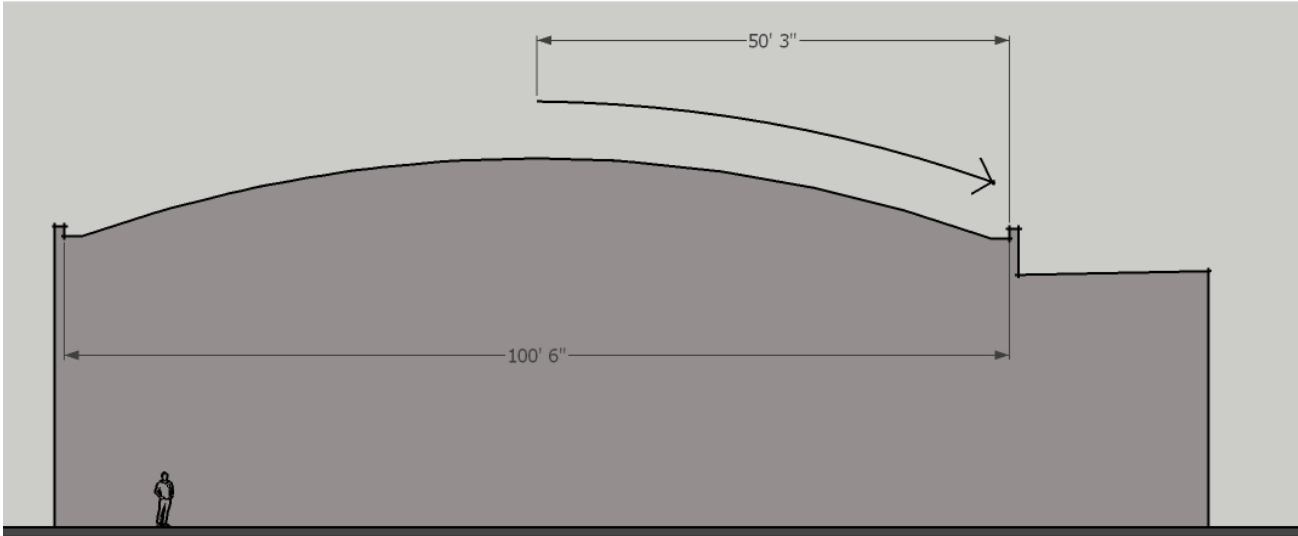
## SCOPE OF WORK – TWO STRUCTURES: GYMNASIUM AND CAFETERIA

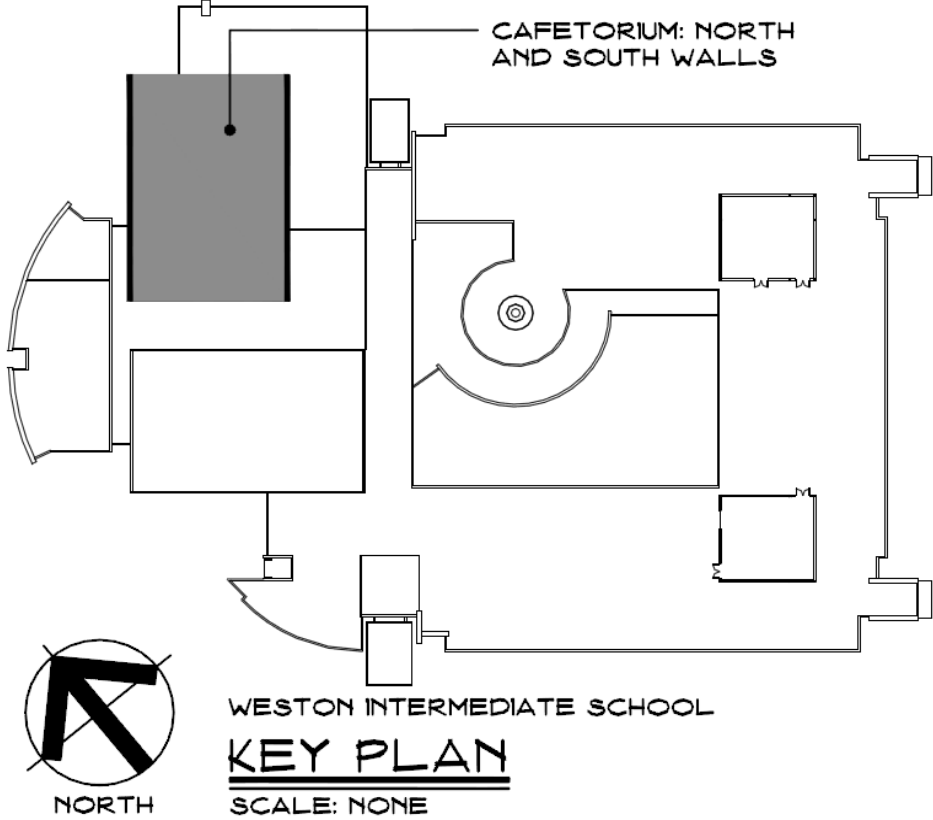
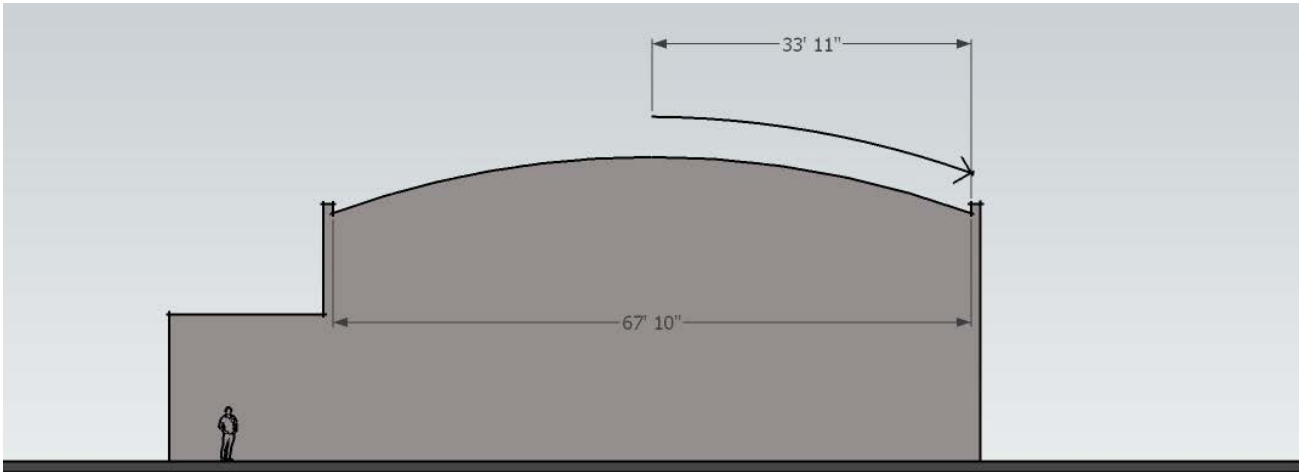
The most obvious failure in this structure is the "south" or southeast end of the gymnasium. This cross section is approximately 100 feet wide and rises approximately 10 feet into an arch shape supported by a custom prefabricated steel truss. We are putting forth the theory that the southern exposure causes a continuum of freeze and thaw cycles throughout the winter. The sheets of snow and ice slide down the arch and into the gutter, stacking up against the framed wall with the integral gutter. The force is created by sheer weight of the water, snow, and ice acting on the wall. While water expands approximately 9% by volume, this seems unlikely to be the sole cause of this problem, except where it is constrained in the gutter on both sides. The north side is exhibiting less obvious failure, which supports this theory.

The other gym wall section has not demonstrated the same extreme level of failure, however there is evidence of water infiltration. This may be because the axial orientation is not "south" or it may be constructed differently. How much load or force is imposed on any "tying back" of the vertical wall?



WE ARE PUTTING FORTH THE THEORY THAT THE SOUTHERN EXPOSURE CAUSES A CONTINUUM OF FREEZE AND THAW CYCLES THROUGHOUT THE WINTER. THE SHEETS OF SNOW AND ICE SLIDE DOWN THE ARCH AND INTO THE GUTTER, STACKING UP AGAINST THE FRAMED WALL WITH THE INTEGRAL GUTTER. THE FORCE IS CREATED BY SHEER WEIGHT OF THE WATER, SNOW, AND ICE ACTING ON THE WALL.





The cafeteria is designed and presumably constructed in the same method as the gymnasium, however it is not exhibiting the same level of failure. This may be due to the shorter span of the arch being 68 feet long and 8 feet high, or there may be differing construction here. While we doubt this, there are two options here, open the wall and investigate further, or include a design to repair the wall and bid as an alternate. SP+A opens this discussion here.



**ESTIMATED COST OF CONSTRUCTION**

| <b>WESTON SCHOOLS<br/>                     FACILITIES FEASIBILITY STUDY<br/>                     WESTON INTERMEDIATE SCHOOL - DESIGN OPTION 1 ESTIMATE</b> |        |                       |            |                   |
|--|--------|-----------------------|------------|-------------------|
| Design Option Projects   | Length | Cost<br>Per linear ft | Subtotal   | Totals            |
| <b>GYM &amp; CAFÉ WALL REMEDIATION</b>   |        |                       |            |                   |
| Gym wall and gutter rebuild  | 130    | \$ 800                | \$ 104,000 |                   |
| Café wall and gutter rebuild   | 200    | \$ 800                | \$ 160,000 | \$ 264,000        |
| <b>REMOVE SHARED CLASS DOORS</b>   |        |                       |            |                   |
| Remove double doors in 3 locations and infill wall with acoustical insulation and sheetrock, paint   |        |                       | \$ 20,000  | \$ 20,000         |
| <b>NEW EXTERIOR GYM DOOR</b>   |        |                       |            |                   |
| Add new double door to exterior  |        |                       | \$ 25,000  | \$ 25,000         |
|  |        |                       |            | <b>\$ 309,000</b> |

We prepared an opinion of probable construction cost with the Capital Needs portion of our services. These estimates are for decision making purposes and do not constitute a bid or construction document level estimate. We estimated the rebuilding could be in the \$800 per linear foot and that rebuilding both gym walls is \$104,000. The cafeteria is \$160,000. The other costs are associated with other capital needs. Please refer to memorandum dated April 2017, titled SP+A Capital Budget & School Study Process for a more detailed description of progressing from a capital needs budget in to a Project Budget. The above Capital Needs budget anywhere from 20-35% under a project budget.

**CONCLUSION & RECOMMENDATIONS**

SP+A is prepared to complete CDs for both the gym and cafeteria. These could be bid with the cafeteria as an add alternate. This work is best done in an unoccupied school. Therefore, next summer is the suggested schedule, which seems realistic now. This will allow time to progress through to 100% CDs ready for bid, as well as the Bid process – GC, CM, CMR, etc.

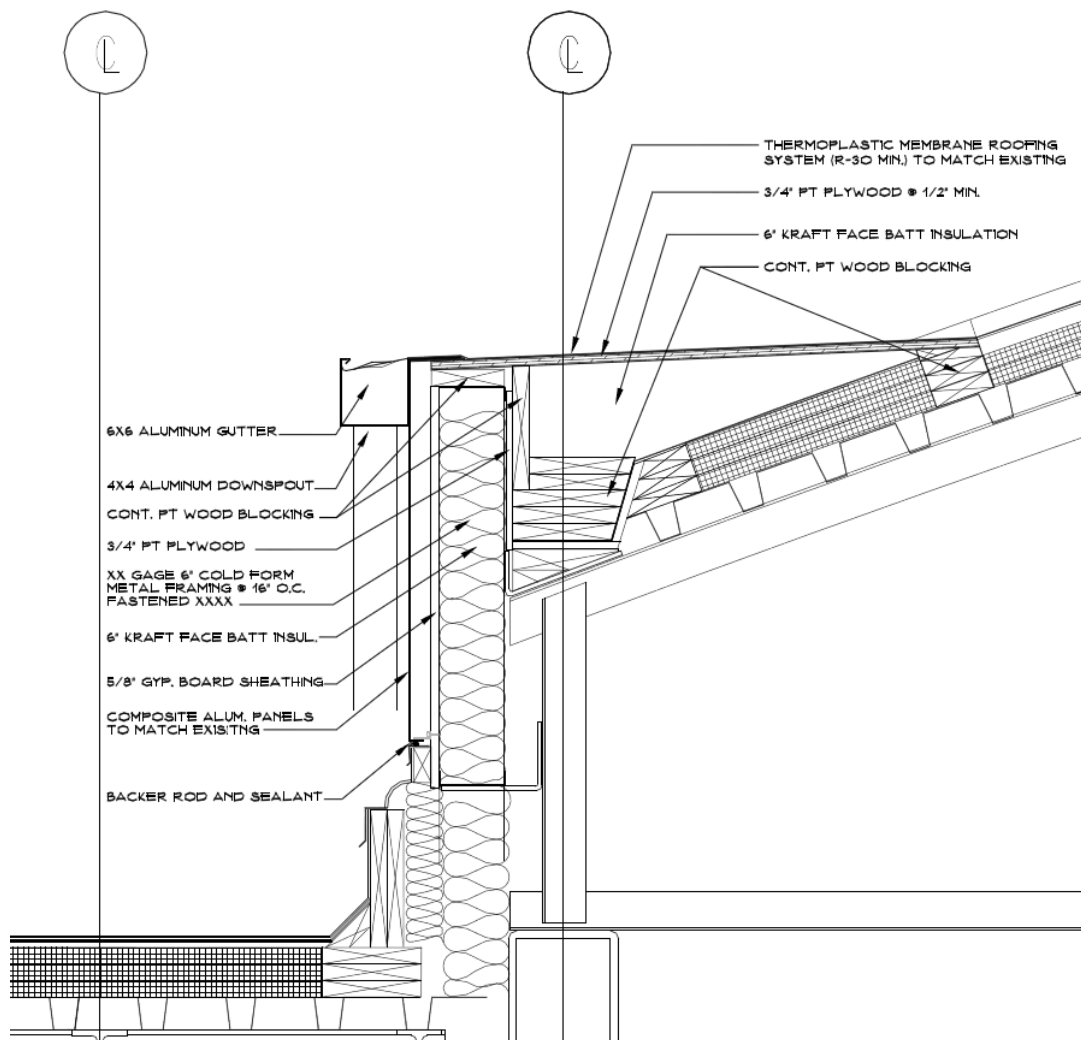
We ask should the same panel system be installed on the upper roof walls not visible below? We suggest not. We also do not recommend using the aluminum composite panel as a roof cap, and will provide a new detail here as well.

We recommend that the other end of the upper gym gypsum wall board be opened and that both upper ends of the cafeteria be opened for further view.



We also recommend an inspection of all the composite aluminum panels be conducted, looking for any evidence of moisture infiltration at the joints. This review will focus on the second floor over and around the windows where the "Aluminum Composite Panel" system was used. Is it possible WPS has the shop drawings or product information that would help with this review?

Below is one of the details recommended for re-building the wall, and we will review the complete 50% drawings when we meet. You will notice that we are proposing to eliminate the built-in gutter. (This detail is used on the east wall of the entry.) There are two choices when this detail is used over an existing lower roof. First, allow the water to flow onto the lower roof (either by collection in a gutter or free flowing). The lower roof storm water capacity needs to be confirmed to allow for the additional surcharge. The second is add a gutter and pipe this water back into the building using the current drain lines. On the building exterior there is no choice, except to add a gutter. However, there are three choices to drain the new gutter. First, back into the building, second, leaders and "splash" at grade, or third, leaders and new underground pipe to storm sewer system.



Please review and let's plan to discuss the questions we raised and all the question and concerns you have. We very much appreciate the trust you have in SP+A and will continue to earn that trust.



**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Discussion of School Start and End times

**Submitted by:** William McKersie

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

**Memorandum and additional backup documentation for discussion of school start and end times.**

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



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

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## MEMORANDUM

To: Weston Board of Education  
Date: October 12, 2017  
Subject: Second Conversation about Changing School Start/End Times

### **Background**

The August 2017 BOE-Superintendent Retreat included a conversation about the possibility of changing school start and end times in Weston. We reached consensus that altering school start/end times is challenging, but worth exploring in light of Weston's *goal of creating Healthy Learning Environments* for students.

The basis of the Retreat discussion were three sets of materials assembled by the administration to provide preliminary information and analysis:

1. *Preliminary Considerations Memorandum* – August 21, 2017
2. *Additional Considerations Regarding Changing School Start/End Times* – August 21, 2017
3. *New Bus Run & School Times if WHS Start Time Changed* – August 8, 2017<sup>1</sup>

The framing statement in the *Preliminary Considerations Memorandum* bears repeating:

Many school districts nationally have begun exploring changing the start of school times to better match the physical, emotional, and educational needs of adolescents. A number of school districts have made such a change (locally, Wilton about 10 years ago; Greenwich just this school year). The main target is the start time for high schools, based on a growing body of scientific research that has identified start times approximating 8:30 a.m. as optimal for adolescents.<sup>2</sup> When districts adjust high school start times, they often have to adjust the opening bells for elementary and middle schools, in order to maximize bus usage and other transportation

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<sup>1</sup> The three sets of materials are attached to this memorandum for reference purposes.

<sup>2</sup> An independent research summary can be provided at the point of formal exploration by Weston.

requirements. As a result, a change primarily benefiting high school students becomes a district-wide transition.

Understanding the complexity of the change, we concluded in our Retreat discussion that Fall 2019 would be the earliest that new start/end times could be implemented. The BOE and Superintendent agreed that 2017-18 should be a year of exploration and analysis, with final recommendations on whether or not to make a change, accompanied by thorough analysis and work plans, due in Fall 2018. This schedule would allow for careful research and planning ahead of implementation, and in advance of the budget cycle for developing the 2019-2020 budget.

As an immediate next step, the BOE requested a brief review of the research literature, additional analysis of considerations for Weston, and recommended next steps. With this material in hand, the BOE would be ready to have a second conversation about future directions on school start/end times.

### **The Research Literature**

One of the best summaries of the research on the scientific reasons to consider modifying school start times was assembled by a member of a task force working on the topic in Greenwich. Jim Healy, a parent, ghost-wrote the following summary of the research evidence, which appeared in a June 2016 memorandum from the Superintendent to the Greenwich Board of Education. Mr. Healy's contribution to the literature is presented here in full (all italics).<sup>3</sup>

*In August 2014, the American Academy of Pediatrics (AAP) released a policy statement that heightened national attention related to delaying the high school to a later start time. In the policy statement, AAP identified insufficient sleep in adolescents as a public health issue, recognizing early school start times as “a key modifiable contributor” to chronic sleep loss. The AAP recommended that districts delay school start times for adolescents to 8:30 a.m. or later in order to improve students’ health, safety, and academic outcomes.<sup>4</sup> To put the AAP recommendation into perspective, consider the estimate by the Centers for Disease Control and Prevention that the national average start time in 2011-12 for high schools was 7:59 a.m. and 8:04 a.m. for middle schools—both substantially earlier than the AAP recommendation. In Connecticut, the situation was worse. On average, middle, high, and combined schools in Connecticut started at 7:46 a.m., with nearly three fourths of schools that serve adolescents starting before 8:00 a.m.<sup>5</sup>*

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<sup>3</sup> *School Start Time Recommendation*, Greenwich Public Schools, William McKersie, Superintendent, Cynthia Womack, Project Manager, June 14, 2016, pp. 7-11.  
[http://www.boarddocs.com/ct/greenwich/Board.nsf/files/AAQNMH60990F/\\$file/061416%20SST%20Recommendation%20w%20CS.pdf](http://www.boarddocs.com/ct/greenwich/Board.nsf/files/AAQNMH60990F/$file/061416%20SST%20Recommendation%20w%20CS.pdf)

<sup>4</sup> American Academy of Pediatrics, Policy Statement-School Start Times for Adolescents, 2014-16

<sup>5</sup> Centers for Disease Control, School Start Times for Middle School and High School Students – United States, 2011-12 School Year, August 2015.

*Recently, the Centers for Disease Control and Prevention published a supplementary report. The August 2015 report supported the AAP recommendation for later school start times, agreeing that a widespread lack of sleep among adolescent students constitutes a “substantial public health concern.”<sup>6</sup>*

*At the core of the research on the relationship between school start times and student sleep patterns are findings regarding the unique sleep needs of adolescents. Perhaps the most important change to consider in the context of school start times is the shift in the circadian rhythm that occurs in adolescents with the onset of puberty. The circadian rhythm is a biological process that regulates the timing associated with waking and sleeping during a daily cycle. It has been well established that during puberty, biological changes in adolescents cause their circadian rhythm to shift about 2 hours later, making it difficult for most adolescents to fall asleep before 11pm. Because teens require a full sleep cycle of between 8.5 and 9.5 hours a night during this critical stage of their development, a wake time between 7:30 am and 8:30 am is required for optimal sleep health in most adolescents.<sup>7</sup>*

*High school start times at 7:30 am conflict with an adolescent’s biological sleep requirements and their circadian rhythm shift, which results in chronic sleep deficits in our teen population. In a recent survey on stress at GHS, 97% of respondents reported they were not getting the recommended 8.5 to 9.5 hours of sleep a night. The National Sleep Foundation describes widespread sleep deprivation among adolescents as “largely driven by a conflict between teens’ internal biological clocks and the schedules and demands of society” (<https://sleepfoundation.org/sleep-news/background-er-later-school-start-times>).*

*While shifting school start times is necessary to provide teens with a sufficiently long sleep window, adolescents must take advantage of the opportunity and actually get more sleep. Studies have consistently shown that, in fact, teens do take advantage of the sleep window offered them by later school start times.<sup>8</sup>*

*Many of the adverse consequences of chronic sleep deficits are well known generally, although more are being discovered each year. A comprehensive survey article by medical research scientists at the Centers for Disease Control was just published in the May 2016 *Journal of School Health*. It is worth quoting from that article at length here (the imbedded numbers refer to footnotes in the original text):*

*“A solid body of literature has found that insufficient sleep in this young population is tied to poor mental health, including depression, depressive symptoms (8, 16-22) and suicidal ideation (8, 18, 20, 22-25). In addition, a few*

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<sup>6</sup> Wheaton, A.G., G.A. Ferro, and J.B. Croft. “School Start Times for Middle School and High School Students-United States, 2011-12 School Year. Centers for Disease Control and Prevention, August 2015.

<sup>7</sup> “Background: Later School Start Times.” The National Sleep Foundation, <https://sleepfoundation.org/sleepnews/background-er-later-school-start-times>.

<sup>8</sup> Cline, J., PhD. “Sleepless in America: Latest Findings on Later School Start Times.” Psychology Today. May 9, 2011. <http://www.psychologytoday.com/blog/sleepless-in-america/201105/latest-findings-later-schoolstart-times>.

*studies have shown an association between insufficient sleep and unhealthy risk behaviors including alcohol use (17, 19, 20, 22), tobacco smoking (20, 22), marijuana use (20, 22), use of other illicit/prescription drugs (22), unhealthy weight control strategies (26), and recent sexual activity (20). Other factors that have been found to be associated with insufficient sleep include risk-taking behaviors (27), bullying (28), school violence-related behaviors (29) and physical fighting (20). Short sleep duration has also been found to be associated with a higher risk of unintentional injury (30). Finally, students who do not get enough sleep also may be more likely to have problems paying attention and poor academic performance (17, 21, 31-36), although not all research agrees (37, 38). (Wheaton et al, "School Start Times, Sleep, Behavior, Health, and Academic Outcomes: A Review of the Literature; "Journal of School Health, May 2016).*

*When considering these consequences, one must also keep in mind that teen sleep deficits and their associated physical problems are occurring precisely when an adolescent is in one of his or her most critical development periods from a biological standpoint. The near term consequences of chronic sleep deficits are fairly clear but there is a body of evidence indicating an increased risk of serious long term consequences as well, including an increased risk of both cardiovascular disease and Type 2 diabetes.<sup>9</sup>*

*Studies have shown improved health outcomes from moving to later school start times. A 2014 study from the University of Minnesota, examining more than 9,000 students attending eight high schools in three states, found that core academic performance improved at schools with later start times, as did student attendance, while tardiness, substance abuse and symptoms of depression declined. School counselors and nurses reported fewer students seeking help for emotional problems and physical ailments. At home, 92% of parents reported that their teenagers were "easier to live with" when given the chance to get more sleep due to later high school start times. Researchers from Oxford and Harvard report in a 2015 study that school start times are generally not synchronized with teen circadian rhythms. This results in reduced concentration, performance, attention, productivity, creativity, communication and socialization. This also results in an increase in stimulant use, irritability, depression and anxiety, along with physical ailments. Aligning education times with students' circadian rhythms can improve learning and reduce health risks.*

Hanover Research, an independent research and analysis agency, completed a research synthesis of school start times and student outcomes in April 2016. While conducted for the Greenwich Public Schools, it is a rare compendium of research on start time effects. I have attached to this memorandum a copy of the full report. The following direct excerpt highlights key findings relative to two major outcomes.

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<sup>9</sup> American Academy of Pediatrics, Policy Statement: School Start Times for Adolescents, August 2014.

### School-Related Outcomes-

- *Academic Achievement:* Evidence that school start times impact adolescent academic achievement remains inconclusive. The research base includes studies examining a variety of academic outcomes, including standardized test scores, course grades, and grade point averages. However, whereas some studies find positive effects associated with later school start times, other studies reveal mixed effects. Meanwhile, other studies observe no effects. Such variation in results may reflect the studies' methodological limitations, including the inability to observe and control for the range of other factors that also influence academic outcomes.
- *Attendance and Tardiness:* Although delayed school start times may decrease tardiness, the effect on attendance rates appears uncertain. Despite finding no positive impact on attendance, a 2007 study of middle school students by Wolfson et al. concluded that later school start times decreased tardiness. Specifically, tardiness proved four times more likely in early-starting schools than in late-starting schools. A 2014 study by Wahlstrom et al. of high school students detected mixed signals in attendance rates post-start time delays; however, the same study revealed an overall reduction in tardiness.

### Non-School-Related Outcomes-

- *Sleep:* Delayed school start times enable middle school and high school students to receive more sleep. A 2013 study by Boergers, Gable, and Owens found that high school students generally did not adjust bedtimes after a school start time change, resulting in increased sleep almost equivalent to the start time delay (i.e., 25 minutes). Similarly, a 2010 study by Owens et al. concluded that a 30-minute school start time delay increased total sleep time by an average of 45 minutes - due to the combined impact of the change in school schedule and the shift in student bedtimes.
- *Car Accidents:* Studies associate later high school start times with lower car accident rates for teens. A 2008 study by Danner and Phillips found that motor vehicle accident rates for 17-18 year olds decreased 16.5 percent following a delay in a Kentucky county's high school start times which compared to an 7.8%% increase statewide. Vorona et al.'s 2011 study observed a lower car accident rates for 16-18 year olds in Chesapeake, Virginia, than in Virginia Beach, where high schools started roughly 75-80 minutes earlier.<sup>10</sup>

### **Additional Analysis**

The considerations shared at the August 2017 BOE-Superintendent Retreat can be organized into a series of analytical priorities. These considerations are preliminary—we must

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<sup>10</sup> *School Start Times and Student Outcomes*, Prepared for Greenwich Public Schools, Hanover Research, April 2016, pp. 3-4

determine the extent to which they would be a factor for new start/end times in Weston. The priorities also frame the categories for action planning and implementation. They are listed in the following chart, with the associated considerations from the Retreat documents (August 21, 2017). While phrased in many cases as concerns and challenges, they are better seen as factors requiring attention if school start/end times are to be effectively modified

| <b>Analytical Priority</b>                         | <b>Preliminary Considerations</b>  |
|--|--|
| Academic Program                                   | <ul style="list-style-type: none"> <li>• Research has been mixed on the academic advantages</li> <li>• Examine what more is known about changes to these findings as more districts have altered start/end times</li> <li>• Impact on instruction and assessment schedules producing increased stress.</li> <li>• Later start time of away competitions would mean later return times for athletes with the same amount of homework still to be completed</li> </ul>   |
| Health Impact – Physical, Emotional, Psychological | <ul style="list-style-type: none"> <li>• Research is strong on the health impact being positive</li> <li>• Examine what is known about the resiliency of these</li> <li>• research findings as more districts have altered start times</li> <li>• To what extent are students in high performing/high demand districts availing themselves of the sleep opportunity provided by a later start time?</li> <li>• To what extent have changes in start/end times addressed issues of student stress?</li> </ul> |
| Co-Curricular -- Athletics                         | <ul style="list-style-type: none"> <li>• Travel times to athletic contests must be considered, as it may require students to leave school early and then return later in the evening (see above points)</li> <li>• Impact on SWC schedules and opponents willingness to modify contest times.</li> <li>• WHS two-tiered practice schedule (2:45-5:00 and 5:00-7:30) would be affected, likely moved later into the afternoon and evening.</li> <li>• Lack of lights on many outdoor facilities</li> </ul>    |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Would before school programs be eliminated, in the spirit of adhering to the research on allowing adolescents later morning starts?</li> </ul>  |
| Co-Curricular – Music & Performing Arts | <ul style="list-style-type: none"> <li>• Impact on performance ensembles (band, orchestra, chorus), especially those which take place as before and after school activities.</li> <li>• WIS performance ensembles might need to be shifted to after-school, which would disrupt students participating in both ensembles and WOW programs, robotics, chess, etc.</li> <li>• Would before school programs be eliminated, in the spirit of adhering to the research on allowing adolescents later morning starts?</li> </ul> |
| Co-Curricular – Clubs & Activities      | <ul style="list-style-type: none"> <li>• Impact on after-school activities that travel (Math Team, Model UN, Mock Trial, Young Progressives, Mentorship Club)</li> <li>• Would before school programs be eliminated, in the spirit of adhering to the research on allowing adolescents later morning starts?</li> </ul>  |
| Non-School Programs                     | <ul style="list-style-type: none"> <li>• Impact on participation in non-WPS after-school programs—religious education and sports/athletic programs</li> </ul>  |
| Contractual Obligations                 | <ul style="list-style-type: none"> <li>• Shared staff and scheduling (may make for longer day if elementary schools begin first)</li> <li>• Impact on staff involvement as advisors to after-school activities</li> <li>• Shifts to custodial schedules</li> </ul>   |
| Non-Contractual Issues for Staff        | <ul style="list-style-type: none"> <li>• Potential adverse effect on teacher morale</li> <li>• Impact on staff who coach in other districts</li> </ul>   |
| Budget                                  | <ul style="list-style-type: none"> <li>• Transportation (bussing) is the major budget consideration. Preliminary analysis has been done so cost neutral for bussing.</li> </ul>  |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• Other budget factors must be explored.</li> </ul>  |
| Transportation -- Safety            | <ul style="list-style-type: none"> <li>• Not completing PM student bus drop-offs in daylight in winter months</li> <li>• Student drivers/Safety <ul style="list-style-type: none"> <li>○ Driving after dark (winter months)</li> <li>○ Late release when weather requires early dismissal</li> <li>○ Potential conflicts with HES/WIS buses?</li> </ul> </li> </ul>   |
| Transportation – Traffic Congestion | <ul style="list-style-type: none"> <li>• Travel times for students and families</li> <li>• Traffic study required</li> <li>• Travel time for faculty/staff (including bus drivers)</li> </ul>   |
| Family Live Arrangements            | <ul style="list-style-type: none"> <li>• Impact on student employment</li> <li>• Impact on basic daily schedules for families and how they will cover before and after school time for children.</li> </ul>   |
| Campus & Building Operations        | <ul style="list-style-type: none"> <li>• Details to be determined</li> </ul>  |
| External Relations                  | <ul style="list-style-type: none"> <li>• Relations with sister districts if our schedule impacts our interactions (i.e., athletics or SPED transportation).</li> <li>• Impact to town recreation programs that use facilities-later practices would impact town/youth use of facilities</li> <li>• Weston Youth Sports may have limited time and access to facilities, given they follow the WHS two-tier schedule, which as noted above may be pushed later in the day and evening.</li> <li>• Relations with Weston residents if traffic patterns are negatively affected.</li> </ul> |

#### Top Logistical Considerations:

While the scientific research (medical) arguing for later start times is increasingly obvious, the logistical realities of modifying schedules loom large. Indeed, the logistics may be limiting the benefits suggested by the science. Lessons from other districts that are implementing new start/end times suggest four top logistical considerations.

First, the **financial and budget aspects** of new start/end times must be examined closely, both for immediate and long-term effects. The major costs may relate to transportation, but there likely are budget pressures emanating from many of the analytical priorities and considerations. For instance, later end times for school will impact building and facility usage, requiring possible changes to custodian time, security and lighting and utility usage.

Second, **detailed traffic studies are required**. The impact must be understood of shifting when the preponderance of students, families and staff are on the road—both in busses and individual vehicles. In our congested region, changes in the volume of traffic can have significant impact on travel times, which could result in longer travel thereby minimizing the value of delaying school starts. Increased traffic congestion also could create a public relations challenge for the district with residents.

Third, **bus schedules have to be carefully analyzed** to make sure the new times will work as well as they currently do. If time changes result in the congestion flagged in the previous point, bus sequences will have to be modified.

Fourth, while all students will be affected, **athletes as a group will deserve special attention**. Ending school later will impact practice schedules and length, as well as push contests, and the return time from contests, later in the day. Athletes may be faced with fewer hours between school ending and reasonable bed times. Athletes may also be faced with greater reductions in class time, or after school academic help, due to practice and contest timing demands. Athletes and their families will have to be advised carefully if start/end times are changed. Students participating in performing arts, music and other major co-curriculars may also have changes to their schedule, but given they perform inside, and are not often traveling to other locations, the consequences are more limited.

### **Next Steps**

I would recommend four next steps.

First, the BOE needs to deliberate about the merits of exploring changes to school start/end time relative to other priorities facing the district. The timeline determined in August 2017—to spend this academic year exploring with recommendations due by Fall 2018—may ensure the pace of exploration is reasonable and does not undermine other pressing work. To that end, the BOE needs to confirm that the timeline discussed in August (and summarized at the start of this memorandum) remains the best approach.

Second, the BOE needs to prioritize the questions and issues that will be most essential to the decision of ultimately changing start/end times. The analytical priorities listed here, with preliminary considerations, are a starting point, but they must be examined and refined. In some cases, they may not turn out to be major issues; while in other cases, they could be pivotal. The three “top logistical considerations” may provide the answer, but they need to be reviewed by the BOE.

Third, the BOE needs to determine the best structure and process for exploring a change to start/end times. To what extent will the effort be led by the administration, a mix of the

administration and the BOE, or a mix of the administration, BOE, parents and community? Previous change efforts in Weston, as well as in other districts, would suggest a lean, representative task force, reporting back regularly to the BOE, would be the best approach.

Fourth, the BOE needs to decide when to begin assessing stakeholder interest in this topic. Primary concern should be the interests and needs of students, parents and families, but we also should gauge the perspectives of staff, who will be instrumental to the success of any change. The first phase of exploration should in examine the extent of interest and the most pressing concerns among student, families and staff.

I look forward to a healthy discussion with the BOE about next steps.

Attachments:

Preliminary Considerations Memorandum – August 21, 2017

Additional Considerations Regarding Changing School Start/End Times – August 21, 2017

New Bus Run & School Times if WHS Start Time Changed – August 8, 2017

School Start Times and Student Outcomes, Prepared for Greenwich Public Schools – April 2016

August 21, 2017

TO: Weston Board of Education  
FROM: William McKersie, Ph.D., Superintendent  
RE: Preliminary Considerations Regarding Changing School Start/End Times

Many school districts nationally have begun exploring changing the start of school times to better match the physical, emotional and educational needs of adolescents. A number of school districts have made such a change (locally, Wilton about 10 years ago; Greenwich just this school year). The main target is the start time for high schools, based on a growing body of scientific research that has identified start times approximating 8:30 a.m. as optimal for adolescents.<sup>1</sup> When districts adjust high school start times, they often have to adjust the opening bells for elementary and middle schools, in order to maximize bus usage and other transportation requirements. As a result, a change primarily benefiting high school students becomes a district-wide transition.

Altering school start times is a challenging process, with many ancillary impacts. You may recall that as Superintendent of the Greenwich Public Schools I guided that town and district to the final BOE consideration of whether or not to change start times. We went through a year-long exploratory process, complete with external consultants. With that experience in mind, this summer I asked administrators to give me preliminary information and analysis on two entry questions for Weston:

- 1) What would be possible bus schedules for all four Weston Public Schools mapped against several different start-times for the high school? A governor was using the same number of bus runs (thus, keeping the cost neutral) and being open to flipping start times amongst the four schools.
- 2) What would be a preliminary list of critical issues and questions to be examined as part of exploring and ultimately deciding whether or not Weston should modify school start times?

Attached are the results of this preliminary inquiry. First, you will find a several page memorandum (August 8, 2017) from Dave Lustberg, Director of Transportation, listing five different options for bus schedules, several of which entail flipping the start-times between the elementary schools and middle and high school. Dave also consulted with Mark Berkowitz, Director of Athletics, on a list of critical issues and questions. Second, you will find a short list of additional points (August 21, 2017) highlighted by administrators at HES, WIS and WHS (Pattie Falber, Nicole Wilhelm, Laura Kaddis, Kim Kus, Lisa Deorio, Matt Filip and Juli Givoni). They developed their list after reviewing Dave's memorandum.

The preliminary bus schedule options and the listing of critical issues and questions should help the BOE deliberate on the merits of proceeding with an exploration of changing school start-end times. An obvious first step would be establishing a lean committee structure, including a decision on the level and timing of BOE participation, and priority work plan and time line. Model work plans would be available from other districts to help guide our efforts.

I look forward to discussing this critical issue with the Board of Education.

Attachments

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<sup>1</sup> An independent research summary can be provided at the point of formal exploration by Weston.

**Additional Considerations Regarding Changing School Start/End Times<sup>1</sup>**  
**Weston Public School Administrators**  
(Assembled by William McKersie, Ph.D., Superintendent)  
**August 21, 2017**

The following preliminary list of critical issues and questions regarding school start/end times was developed by administrators at WIS and WHS (Pattie Falber, Nicole Wilhelm, Lisa Deorio, Matt Filip and Juli Givoni). They developed their list after reviewing Dave Lustberg's August 8, 2017 memorandum for additional points to consider. (Laura Kaddis, Kim Kus, Dan Doak and Dru Walters reviewed Lustberg's memorandum for HES and WMS, respectively, and found it thorough at this preliminary point in the analysis.)

I. WIS Considerations

There potentially is a major implication for all the performance ensembles (band, orchestra, chorus – grade 4 and 5) at WIS, which all currently take place as before-school activities. With a shift of an earlier start time it would not be possible to have any before-school activities for children of this age. This would make it necessary to move all of our ensembles, along with the WOW programs, robotics, chess, etc., to after school. This will make it more difficult for the same number of students to participate in the ensembles, as it would compete with the various sports/athletic programs, as well as religious education classes, which our students attend.

There is the possibility of incorporating our performance ensembles during the school day. This would have an impact on staffing, scheduling and student academic or recess time.

II. WHS Considerations

Additional considerations not reflected in Lustberg's memo:

1. Student drivers/Safety
  - a. Driving after dark (winter months)
  - b. Late release when weather requires early dismissal
  - c. Potential conflicts with HES/WIS buses? (related to bullet XI in memo)
2. Impact on student employment
3. Impact on staff who coach in other districts
4. Impact on staff involvement as advisors to after-school activities
5. Potential adverse effect on teacher morale

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<sup>1</sup> This document accompanies two memorandums:

1. An August 21, 2017 Memorandum from the Superintendent to the Board of Education entitled, *Preliminary Considerations Regarding Changing School Start/End Times*;
2. An August 8, 2017 Memorandum from Dave Lustberg to Richard Rudl entitled, *New Bus Run & School Times if WHS Start Time Changed Without Adding Additional Buses*.

6. Impact on after-school activities that travel (Math Team, Model UN, Mock Trial, Young Progressives, Mentorship Club)
7. Shared staff and scheduling (may make for longer day if elementary schools begin first)
8. Travel time for faculty/staff (including bus drivers)
9. Shifts to custodial schedules

Ideas included in the Lustberg memo WHS Administrators wish to underscore:

1. Increase to number of athletes leaving class early- impact on instruction and assessment schedules producing increased stress
2. Impact to town recreation programs that use facilities- later practices limits the time
3. Later start time of away competitions would mean later return times for athletes with the same amount of homework still to be completed
4. Lack of lights on many outdoor facilities
5. This would impact both high school and town/youth use of these facilities



THE PUBLIC SCHOOLS of WESTON, CONNECTICUT

**To: Richard Rudl**

**From: Dave Lustberg**

**Date: 8/8/17**

**Re: New Bus Run & School Times if WHS Start Time Changed Without Adding Additional Buses**

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**Current Bus/School Times:**

| School | AM 1 <sup>st</sup> Student Pickup | AM School Start | PM School End | PM Last Student Drop-off |
|--------|-----------------------------------|-----------------|---------------|--------------------------|
| WHS    | 6:50                              | 7:45            | 2:30          |                          |
| WMS    | 6:50                              | 7:45            | 2:30          |                          |
| WIS    | 7:45                              | 8:30            | 3:15          | 4:10                     |
| HES    | 7:45                              | 8:30            | 3:15          | 4:10                     |

**New Bus Run & School Times if WHS Start Time Changed Without Adding Buses – SCHOOL START ORDER REMAINS THE SAME (WHS/WMS FIRST)**

**Option A:**

**If Weston High School (“WHS”) start time changed from 7:45am to 8:00am:**

| School | AM 1 <sup>st</sup> Student Pickup | AM School Start | PM School End | PM Last Student Drop-off |
|--------|-----------------------------------|-----------------|---------------|--------------------------|
| WHS    | 7:05                              | 8:00            | 2:45          |                          |
| WMS    | 7:05                              | 8:00            | 2:45          |                          |
| WIS    | 8:00                              | 8:45            | 3:30          | 4:25                     |
| HES    | 8:00                              | 8:45            | 3:30          | 4:25                     |

**Option B:**

**If Weston High School (“WHS”) start time changed from 7:45am to 8:15am:**

| School | AM 1 <sup>st</sup> Student Pickup | AM School Start | PM School End | PM Last Student Drop-off |
|--------|-----------------------------------|-----------------|---------------|--------------------------|
| WHS    | 7:20                              | 8:15            | 3:00          |                          |
| WMS    | 7:20                              | 8:15            | 3:00          |                          |
| WIS    | 8:15                              | 9:00            | 3:45          | 4:40                     |
| HES    | 8:15                              | 9:00            | 3:45          | 4:40                     |

**Option C:**

**If Weston High School (“WHS”) start time changed from 7:45am to 8:30am:**

| School | AM 1 <sup>st</sup> Student Pickup | AM School Start | PM School End | PM Last Student Drop-off |
|--------|-----------------------------------|-----------------|---------------|--------------------------|
| WHS    | 7:35                              | 8:30            | 3:15          |                          |
| WMS    | 7:35                              | 8:30            | 3:15          |                          |
| WIS    | 8:30                              | 9:15            | 4:00          | 4:55                     |
| HES    | 8:30                              | 9:15            | 4:00          | 4:55                     |

## **New Bus Run & School Times if WHS Start Time Changed Without Adding Buses – WIS & HES START BEFORE WHS & WMS**

### **Option D:**

**If WHS was to start at 8:30am and WIS & HES are moved to the First Tier:**

| <u>School</u> | <u>AM 1<sup>st</sup> Student Pickup</u> | <u>AM School Start</u> | <u>PM School End</u> | <u>PM Last Student Drop-off</u> |
|---------------|---|------------------------|----------------------|---------------------------------|
| HES           | 6:50                                    | 7:45                   | 2:30                 |                                 |
| WIS           | 6:50                                    | 7:45                   | 2:30                 |                                 |
| WHS           | 7:45                                    | 8:30                   | 3:15                 | 4:10                            |
| WMS           | 7:45                                    | 8:30                   | 3:15                 | 4:10                            |

### **Option E:**

**If WHS was to start at 8:15am and WIS & HES are moved to the First Tier:**

| <u>School</u> | <u>AM 1<sup>st</sup> Student Pickup</u> | <u>AM School Start</u> | <u>PM School End</u> | <u>PM Last Student Drop-off</u> |
|---------------|---|------------------------|----------------------|---------------------------------|
| HES           | 6:35                                    | 7:30                   | 2:15                 |                                 |
| WIS           | 6:35                                    | 7:30                   | 2:15                 |                                 |
| WHS           | 7:30                                    | 8:15                   | 3:00                 | 3:55                            |
| WMS           | 7:30                                    | 8:15                   | 3:00                 | 3:55                            |

## **Critical Issues to Consider Regarding Time Change:**

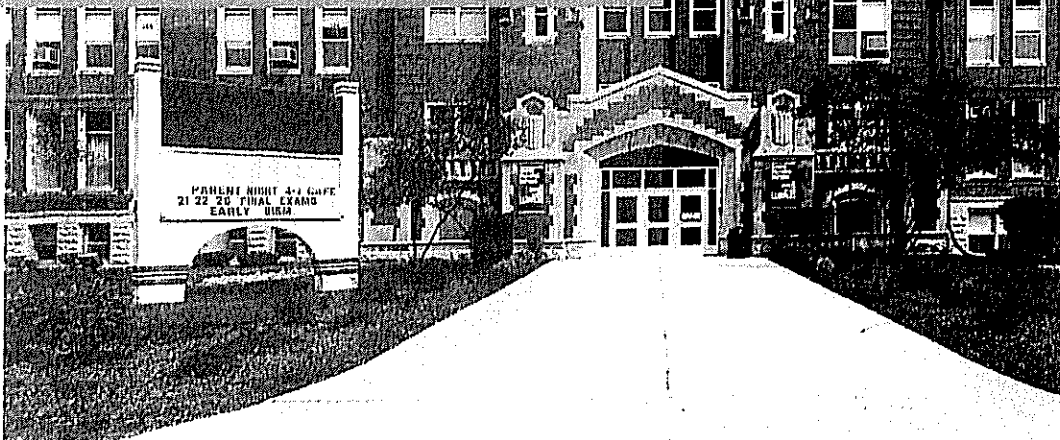
- I. Not completing PM student bus drop-offs in daylight in winter months
- II. All aged students unable to participate in after school activities - Time change impact on various activities of students held out of town and/or unrelated to Weston youth programs:
  - a. Rowing Club
  - b. Wilton Gymnastics
  - c. Music Lessons
  - d. Tennis Lessons
  - e. Tutoring
  - f. Etc.
- III. WHS Sports Time Conflicts – WHS already has the latest school day end time in our conference (SWC) and we also are the furthest south, so our travel times to away games are the longest in the conference.
  - a. Games – Later school end time would require one or more of the following options for WHS games:
    - i. Entire SWC change game start times; or
    - ii. WHS student-athletes dismissed from school early on away game dates; or
    - iii. Delay start of home games and student-athletes arrive late at away games
    - iv. Impact on Weston Youth Sports programs later start time using sports facilities after WHS sports finishes (see below).
  - b. Practices – Due to our limited number of facilities for each type of sport, WHS Athletics routinely runs 2 tiers of practices (2:45-5:00 and 5:00-7:30). These times would be pushed back later for the later school end time. This would have a further impact on Weston Youth Sports (see below).

- c. Weston Youth Sports programs come on to the school facilities after WHS sports teams are finished and have 1 or 2 tiers of practices as well. The later times would impact the ability of the youth programs to run multiple tiers (due to age of participants, lateness of time and permitted light usage) and would also be detrimental to the programs that use facilities after WHS where there aren't lights, like baseball and softball, (particularly in the late fall and early spring when daylight is limited).
- IV. Bused WMS Hebrew School students late for class (time schedule based on Westport school district school times)
- V. Bused WIS & HES Hebrew School students late for class (time schedule based on Westport school district school times)
- VI. Bused WIS & HES CCD Religious School students late for class in Weston
- VII. WIS & HES youth soccer program time conflicts with new school times
- VIII. WIS & HES youth lacrosse program time conflicts with new school times
- IX. **IF WIS/HES Start First** – Currently WHS/WMS buses arrive at school between 7:20-7:35 for the 7:45 bell in order for those buses to get back out onto their WIS/HES routes in a timely manner to get back to school between 8:15-8:25 for the 8:30 bell. Thus, WHS & WMS students are at school 10-25 minutes prior to the bell. If school start times were reversed, we would still need the extra time between runs in the morning to complete all runs on time, so the lower school children would have to be arriving at school 10-25 minutes prior to the bell. Right now, the lower schools do not allow students in the buildings until 10 minutes prior to the bell (8:15) at the earliest.
- X. **IF WIS/HES Start First** – WHS & WMS students would have less time between bus arrival and the start bell (similar to the 5-10 minutes the lower schools have now).
- XI. **IF WIS/HES Start First** - In addition to any issues that may arise from starting the younger students earlier in the morning (winter darkness, etc.), ending school at WIS & HES earlier is likely to increase the already heavy car traffic on campus at WIS/HES dismissal. Assuming that some/many WIS/HES student after school activities (like soccer and Hebrew School, etc.) remain at the same time as they are now, WIS/HES students will be getting out of school too early to go directly to those activities by bus, but will not have enough time to take a full bus ride home and then be driven to the activity by a parent/guardian. Therefore, more student car pickups will have to be made.
- XII. ETC.

# SCHOOL START TIMES AND STUDENT OUTCOMES

Prepared for Greenwich Public Schools

April 2016



In the following report, Hanover Research reviews literature examining the relationship between school start times and a variety of academic and non-academic student outcomes.

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# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION

In recent years, districts across the United States have considered delaying school start times to better align with adolescent sleep cycles. In the following report, Hanover Research reviews the literature regarding the various effects of school start times on elementary, middle, and high school students. After discussing trends in school start times nationwide, **Section I** summarizes findings regarding the impact of school start times on a variety of academic outcomes. In addition to examining effects on other school-related outcomes, such as attendance, tardiness, attentiveness, and participation in extracurricular activities, **Section II** also explores relationships between school start times and health-related outcomes, including sleep and car accident rates.

## KEY FINDINGS

### STATE AND NATIONAL TRENDS

- **The American Academy of Pediatrics recommends a start time of 8:30 a.m. or later for adolescent students.** However, the Centers for Disease Control and Prevention estimated a national average start time of 7:59 a.m. for high schools and an average start time of 8:04 a.m. for middle schools during the 2011-2012 school year. On average, middle, high, and combined schools in Connecticut started at 7:46 a.m., with nearly three-fourths of schools that serve adolescents starting before 8:00 a.m.

### SCHOOL-RELATED OUTCOMES

#### *ACADEMIC ACHIEVEMENT*

- **Evidence that school start times impact adolescent academic achievement remains inconclusive.** The research base includes studies examining a variety of academic outcomes, including standardized test scores, course grades, and grade point averages. However, whereas some studies find positive effects associated with later school start times, other studies reveal mixed effects. Meanwhile, other studies observe no effects. Such variation in results may reflect the studies' methodological limitations, including the inability to observe and control for the range of other factors that also influence academic outcomes.

#### *ATTENDANCE AND TARDINESS*

- **Although delayed school start times may decrease tardiness, the effect on attendance rates appears uncertain.** Despite finding no positive impact on attendance, a 2007 study of middle school students by Wolfson et al. concluded that later school start times decreased tardiness. Specifically, tardiness proved four times more likely in early-starting schools than in late-starting schools. A 2014 study by

Wahlstrom et al. of high school students detected mixed signals in attendance rates post-start time delays; however, the same study revealed an overall reduction in tardiness.

## NON-SCHOOL-RELATED OUTCOMES

### *SLEEP*

- **Delayed school start times enable middle school and high school students to receive more sleep.** A 2013 study by Boergers, Gable, and Owens found that high school students generally did not adjust bedtimes after a school start time change, resulting in increased sleep almost equivalent to the start time delay (i.e., 25 minutes). Similarly, a 2010 study by Owens et al. concluded that a 30-minute school start time delay increased total sleep time by an average of 45 minutes – due to the combined impact of the change in school schedule and the shift in student bedtimes.

### *CAR ACCIDENTS*

- **Studies associate later high school start times with lower car accident rates for teens.** A 2008 study by Danner and Phillips found that motor vehicle accident rates for 17-18 year olds decreased 16.5 percent following a delay in a Kentucky county's high school start times. Vorona et al.'s 2011 study observed lower car accident rates for 16-18 year olds in Chesapeake, Virginia, than in Virginia Beach, where high schools started roughly 75-80 minutes earlier.

## POTENTIAL NEXT STEPS

While this report addresses several crucial topics related to school start times, opportunities for additional research exist. For example, future secondary research could examine obstacles commonly faced by districts seeking to change school start times and present evidence-based strategies to overcome such challenges. Meanwhile, primary research methodologies such as surveys and focus groups could provide mechanisms for gathering feedback from key stakeholders, including students, parents, community members, and district and school personnel, on potential school start time changes in Greenwich Public Schools.

## SECTION I: SCHOOL START TIMES AND ACADEMIC OUTCOMES

After discussing trends in school start times nationwide, this section summarizes findings regarding the impact of school start times on a variety of academic outcomes.

### BACKGROUND

Optimal school start times have been debated at the national and local levels for more than a decade. In August 2014, the American Academy of Pediatrics (AAP) released a policy statement that heightened the national attention paid to the issue. In the policy statement, AAP identified insufficient sleep in adolescents as a public health issue, recognizing early school start times as “a key modifiable contributor” to chronic sleep loss. The AAP recommended that districts delay school start times for adolescents to 8:30 a.m. or later in order to improve students’ health, safety, and academic outcomes.<sup>1</sup> More recently, Wheaton, Ferro, and Croft’s 2015 supplementary report, published by the Centers for Disease Control and Prevention (CDC), supported the AAP recommendation for later school start times, agreeing that widespread lack of sleep among adolescent students constitutes a “substantial public health concern.”<sup>2</sup>

The emphasis placed on the relationship between school start times and student sleep patterns stems from research regarding the unique sleep needs of adolescents. Experts postulate that aging impacts the amount of sleep required and the way people regulate sleep. In an article published in the *Journal of Adolescent Health*, Dahl and Lewin specify that the transition from childhood into adolescence systematically alters sleep in the following four ways:<sup>3</sup>

- There is a decrease in the duration of non-REM and REM sleep.
- A more adult-like pattern of REM sleep develops.
- There are increases in daytime sleepiness.
- There is a shift in the circadian pattern toward a more owl-like tendency for later bedtimes and wake-up times.

Perhaps the most important change to consider in the context of school start times is the shift in the circadian pattern. The circadian rhythm regulates the timing associated with waking and sleeping during a daily cycle. During puberty, biological circadian changes occur,

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<sup>1</sup> “School Start Times for Adolescents.” American Academy of Pediatrics, 2014. p. 647.

<http://pediatrics.aappublications.org/content/pediatrics/early/2014/08/19/peds.2014-1697.full.pdf>

<sup>2</sup> Wheaton, A.G., G. A. Ferro, and J. B. Croft. “School Start Times for Middle School and High School Students- United States, 2011-12 School Year.” Centers for Disease Control and Prevention, August 2015.

[http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6430a1.htm?s\\_cid=mm6430a1\\_w](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6430a1.htm?s_cid=mm6430a1_w)

<sup>3</sup> Bullet points taken verbatim from: Dahl, R. and D. Lewin. “Pathways to Adolescent Health: Sleep Regulation and Behavior.” *Journal of Adolescent Health*, 2002. p. 177.

<http://www.sciencedirect.com/science/article/pii/S1054139X02005062#>

causing teens to develop a preference for staying awake and sleeping in later.<sup>4</sup> The National Sleep Foundation describes widespread sleep deprivation among adolescents as “largely driven by a conflict between teens’ internal biological clocks and the schedules and demands of society.”<sup>5</sup>

### SCHOOL START TIMES

Wheaton, Ferro, and Croft’s 2015 supplementary report for the CDC examined U.S. Department of Education data from the Schools and Staffing Survey (SASS). The report noted an estimated national average start time for middle, high, and combined schools of 8:03 a.m. during the 2011-2012 school year. Moreover, in 42 states, between 75 and 100 percent of public schools serving adolescents started before 8:30 a.m. In fact, only 17.7 percent of middle, high, and combined schools complied with the AAP’s recommended start time of 8:30 a.m. or later. In particular, high schools started at 7:59 a.m. on average, with more than 40 percent of high schools reporting start times before 8:00 a.m.<sup>6</sup> Figure 1.1 illustrates the distribution of school start times, overall and by school level.

**Figure 1.1: School Start Times by School Level (2011-2012)**

| SCHOOL LEVEL | AVERAGE START TIME | PERCENTAGE DISTRIBUTION OF MIDDLE, HIGH, AND COMBINED SCHOOL START TIMES |                       |                       |                    |
|--------------|--------------------|--|-----------------------|-----------------------|--------------------|
|              |                    | Before 7:30 a.m.   | 7:30 a.m. – 7:59 a.m. | 8:00 a.m. – 8:29 a.m. | 8:30 a.m. or later |
| Total        | 8:03 a.m.          | 6.7%   | 31.9%                 | 43.7%                 | 17.7%              |
| Middle       | 8:04 a.m.          | 4.8%   | 35.9%                 | 40.4%                 | 18.9%              |
| High         | 7:59 a.m.          | 9.5%   | 33.0%                 | 43.1%                 | 14.4%              |
| Combined     | 8:08 a.m.          | 3.5%   | 21.6%                 | 51.5%                 | 23.4%              |

Source: Wheaton, Ferro, and Croft<sup>7</sup>

Notably, school start times varied across states. The data revealed that Alaska and North Dakota had the highest percentages of schools reporting start times of 8:30 a.m. or later (76.8 percent and 78.5 percent, respectively), and both states also had the latest average school start times (8:33 a.m. and 8:31 a.m., respectively). Conversely, Louisiana maintained the earliest average school start time (7:40 a.m.), with 83 percent of middle, high, and combined schools beginning before 8:00 a.m. Figure 1.2 presents relevant school start time information for Connecticut, as well as for Alaska, Louisiana, and North Dakota.<sup>8</sup>

<sup>4</sup> Ibid.

<sup>5</sup> “Backgrounder: Later School Start Times.” The National Sleep Foundation. <https://sleepfoundation.org/sleep-news/backgrounder-later-school-start-times>

<sup>6</sup> Wheaton, A.G., G. A. Ferro, and J. B. Croft. “School Start Times for Middle School and High School Students- United States, 2011-12 School Year.” Op. cit.

<sup>7</sup> Tabled adapted from: Ibid., pp. 3-4.

<sup>8</sup> Ibid.

Figure 1.2: School Start Times by State (2011-2012)

| STATE        | AVERAGE START TIME | PERCENTAGE DISTRIBUTION OF MIDDLE, HIGH, AND COMBINED SCHOOL START TIMES |                       |                       |                    |
|--------------|--------------------|--|-----------------------|-----------------------|--------------------|
|              |                    | Before 7:30 a.m.   | 7:30 a.m. – 7:59 a.m. | 8:00 a.m. – 8:29 a.m. | 8:30 a.m. or later |
| Alaska       | 8:33 a.m.          | 0.0%   | 11.6%                 | 11.6%                 | 76.8%              |
| Connecticut  | 7:46 a.m.          | 13.8%  | 57.4%                 | 24.0%                 | 4.8%               |
| Louisiana    | 7:40 a.m.          | 29.9%  | 53.1%                 | 12.1%                 | *                  |
| North Dakota | 8:31 a.m.          | 0.0%   | 2.8%                  | 18.7%                 | 78.5%              |

Source: Wheaton, Ferro, and Croft<sup>9</sup>

\*Denotes a reporting standard that was not met (standard error  $\geq 0.5$  or a response rate  $< 50\%$ )

A 2014 study by Wahlstrom et al. published by the Center for Applied Research and Educational Improvement at the University of Minnesota suggests that adolescent students also favor delayed start times. Approximately 75 percent of high school students surveyed in Minnesota, Colorado, and Wyoming cite an ideal school start time of 8:30 a.m. or later, and roughly half support start times of 9:00 a.m. or later. Figure 1.3 presents high school students' perceptions of ideal start times.<sup>10</sup>

Figure 1.3: High School Students' Perceptions of Ideal Start Times

| IDEAL START TIME     | PERCENTAGE OF RESPONDENTS |
|----------------------|---------------------------|
| 7:00 a.m.            | 3.2%                      |
| 7:30 a.m.            | 5.1%                      |
| 8:00 a.m.            | 16.3%                     |
| 8:30 a.m.            | 24.8%                     |
| 9:00 a.m.            | 35.8%                     |
| Later than 9:00 a.m. | 14.8%                     |

Source: Wahlstrom et al.<sup>11</sup>

## EFFECTS OF LATER SCHOOL START TIMES ON ACADEMIC ACHIEVEMENT

Research on the relationship between school start times and academic achievement remains inconclusive, with different studies indicating positive, mixed, or no statistically-significant effects associated with school start time delays. However, the methodologies typically used in such studies complicate attempts to demonstrate causality. Most studies are correlational in nature and, thus, unable to provide empirical proof that changes in school start times lead to differences in academic achievement.<sup>12</sup> Likewise, the available

<sup>9</sup> Tabled adapted from: Ibid., pp. 3-4.

<sup>10</sup> Wahlstrom, K.L. et al. "Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study." Center for Applied Research and Educational Improvement, February 2014. p. 25.  
<http://conservancy.umn.edu/bitstream/handle/11299/162769/Impact%20of%20Later%20Start%20Time%20Final%20Report.pdf?sequence=1&isAllowed=y>

<sup>11</sup> Table adapted from: Ibid., p. 25.

<sup>12</sup> Carrell, et al. "A's from Zzzz's? The Causal Effect of School Start Time on the Academic Achievement of Adolescents." University of California at Davis, October 5, 2010. p. 63.  
<http://www.econ.ucdavis.edu/faculty/scarrell/sleep.pdf>

research on school start times often tends to focus on one school or district, confounding efforts to generalize the results.<sup>13</sup>

## POSITIVE EFFECTS

### SECONDARY SCHOOL STUDENTS

Several studies find that later school start times positively impact academic achievement among adolescents. A 2012 study by Edwards revealed that later school start times improved the performances of middle school students on standardized tests in reading and mathematics. Specifically, Edwards associated starting school one hour later with increases in standardized test scores equal to 1.8 percentile points in mathematics and 1.0 percentile point in reading. He also determined that later school start times especially benefitted low-performing students, as the effects proved twice as large for students who scored among the bottom third as opposed to the top third of test-takers. The positive effects also persisted into high school. Edwards analyzed Grade 10 comprehensive exam data, associating a one-hour delay in middle school start times with 2.0- and 1.6-percentile point increases in high school mathematics and reading scores, respectively.<sup>14</sup>

A 2005 study by Arlington Public Schools (APS) in Virginia found that earlier and later school start times led to negative and positive effects for adolescents, respectively. The APS study evaluated a high school start time change from 7:30 a.m. to 8:15 a.m. To accommodate districtwide transportation needs, APS also shifted the middle school start time, from 8:10 a.m. to 7:50 a.m. Whereas the grade point averages of high school students improved, APS observed some academic declines at the middle school level. Thus, APS concluded that “a more effective approach might have been to shift elementary start times.”<sup>15</sup>

Studies that examine academic achievement at different times during the school day also inform school start time considerations. For example, Cortes, Bricker, and Rohlfs conducted a 2012 study of high school students in Chicago Public Schools. The results associated first-period courses with lower course grades and test scores.<sup>16</sup> Certain student subgroups appeared disproportionately affected, as the study found that the impact “became greater as the amount of exposure increased over the course of the academic year for black

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<sup>13</sup> Keller, P., et al. “Earlier School Start Times as a Risk Factor for Poor School Performance: An Examination of Public Elementary Schools in the Commonwealth of Kentucky.” *Journal of Educational Psychology*, June 16, 2014. p. 237. <http://www.apa.org/pubs/journals/releases/edu-a0037195.pdf>

<sup>14</sup> Edwards, F. “Early to rise? The effect of daily start times on academic performance.” *Economics of Education Review*, 31, 2012. p. 970. <http://teensneedsleep.files.wordpress.com/2011/04/edwards-early-to-rise-the-effect-of-daily-start-times-on-academic-performance-published-version.pdf>

<sup>15</sup> “Impact of 2001 Adjustments to High School and Middle School Start Times.” Arlington Public Schools, June 2005. p. 19. <http://www.fcps.edu/fts/taskforce07/documents/arlington605.pdf><sup>15</sup> Cortes, K., J. Bricker, and C. Rohlfs. “The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools.” *The B.E. Journal of Economic Analysis & Policy*, 12:1, 2012. <http://users.nber.org/~cortesk/bejeap2012.pdf>

<sup>16</sup> Cortes, K., J. Bricker, and C. Rohlfs. “The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools.” *The B.E. Journal of Economic Analysis & Policy*, 12:1, 2012. <http://users.nber.org/~cortesk/bejeap2012.pdf>

students.”<sup>17</sup> Further, attending early morning mathematics courses impacted performance in other subjects and had long-term adverse effects. For example, Cortes Bricker, and Rohlfs found that having first-period mathematics courses negatively affected students’ reading test scores. Likewise, the study associated having first-period Algebra I courses with lower course grades in Algebra II.<sup>18</sup> Thus, Cortes Bricker, and Rohlfs recommend that “math classes for at-risk students should be scheduled after first period” and “math teachers’ preparation time should be scheduled during first period.”<sup>19</sup>

Meanwhile, a 2010 study by Carrell et al. observed the impact of first-period scheduling on the course grades of first-year students at the United States Air Force Academy (USAFA). The study found “a positive causal relationship between start time and academic performance for the students at USAFA,” with earlier course times negatively affecting students’ course grades.<sup>20</sup> Students performed worse in first-period courses, as well as all other courses. However, as start times moved later, from 7:00 a.m. to 7:50 a.m., the negative effects diminished.<sup>21</sup> Although the study examined college students, Carrell et al. defend the applicability of the results to high school students. The authors note that, as adolescents, first-semester college students have the same sleep patterns as high school-aged teens. Moreover, according to the authors, the fact that early school start times negatively impacted the USAFA sample – a group of students with a history of high academic achievement and a preference for a regimented lifestyle – suggests that average students may experience even greater detrimental effects.<sup>22</sup>

#### *ELEMENTARY SCHOOL STUDENTS*

Most research on school start times focuses on adolescents. However, some evidence that school start times affect the academic achievement of elementary school students exists. Keller et al. evaluated the impact of school start times on elementary school students’ scores on the Kentucky Performance Rating for Educational Progress (K-PREP).<sup>23</sup> The study associated earlier school start times with lower test scores, albeit only in middle- and upper-class elementary schools.<sup>24</sup> The authors, who found the results surprising, attributed the students’ lower test scores to the “physical, behavioral, and psychological ramifications of sleep deprivation.”<sup>25</sup>

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<sup>17</sup> Ibid., p. 22.

<sup>18</sup> Ibid., p. 30.

<sup>19</sup> Ibid., p. 32.

<sup>20</sup> Carrell, et al. Op. cit., p. 74.

<sup>21</sup> Ibid., p. 73.

<sup>22</sup> Ibid., p. 63.

<sup>23</sup> Keller et al. Op. cit.

<sup>24</sup> Ibid., p. 6.

<sup>25</sup> Ibid.

## MIXED OR NO EFFECTS

### SECONDARY SCHOOL STUDENTS

Although several studies associate later school start times with positive academic outcomes, various studies also reveal mixed or no statistically-significant effects. For example, the 2014 study by Wahlstrom et al. obtained mixed results when evaluating the effects of later school start times on the academic achievement of 9,000 students in eight high schools across Minnesota, Colorado, and Wyoming.<sup>26, 27</sup> The authors found that, for most of the sampled high schools, academic achievement increased following the school start time delay. However, for three sampled high schools, the authors observed evidence of increases and decreases in academic achievement. The authors concluded that, although “there are empirically-based positive outcomes for adolescents whenever the start time of their high school is moved to a later time,” such outcomes appear neither universal nor guaranteed.<sup>28</sup>

A 2011 study by Hinrichs initially examined the relationship between high school start times and academic achievement in two Minnesota districts, St. Paul Public Schools and Minneapolis Public Schools. High schools in St. Paul Public Schools and Minneapolis Public Schools started at 7:30 a.m. and 8:40 a.m., respectively. Hinrichs found no statistically-significant differences in the two districts’ ACT scores.<sup>29</sup> In the same study, Hinrichs also analyzed state test scores for high school students in Kansas and Virginia.<sup>30</sup> The results supported his findings from Minnesota. For example, in the case of Kansas, he found that school start times had no effect on state test scores in reading, mathematics, social studies, and science, even after controlling for gender and eligibility for free or reduced-price lunches.<sup>31</sup>

In an attempt to explain why school start times may not impact adolescent students’ achievement on standardized tests, Hinrichs offers the following reasons:<sup>32</sup>

- While early start times may cause students to lose sleep and learn less per unit of time, they may learn more outside of school by being awake longer.
- Students may be able to adapt to early start times by re-optimizing sleep patterns, such as catching up on sleep over the weekend.

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<sup>26</sup> Wahlstrom, et al., “Examining the Impact of Later School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study.” Op. cit., pp. 8-10.

<sup>27</sup> The authors examined grade point averages for first- or third- period courses in mathematics, English, social studies, and science. However, for Mahtomedi Public Schools and South Washington County high schools, the authors examined course grades.

<sup>28</sup> Ibid., p. 52. <sup>29</sup> Hinrichs, P. “When the Bell Tolls: The Effects of School Starting Times on Academic Achievement.” *Education Finance and Policy*, 6:4, Fall 2011. <https://www.aeaweb.org/aea/2011conference/program/retrieve.php?pdfid=60>

<sup>29</sup> Hinrichs, P. “When the Bell Tolls: The Effects of School Starting Times on Academic Achievement.” *Education Finance and Policy*, 6:4, Fall 2011. <https://www.aeaweb.org/aea/2011conference/program/retrieve.php?pdfid=60>

<sup>30</sup> The use of these data avoided the selection bias that is present in using ACT scores.

<sup>31</sup> Ibid.

<sup>32</sup> Bullet points adapted from: Ibid., pp. 15-16.

- Students may adapt to early schedules with environmental and chemical stimulation, such as caffeine.
- Though students' biological clocks may lead them to perform better later in the day, teachers may perform better earlier in the day, having a counteracting effect.
- Later start times could result in less time spent with parents in the morning, without affecting the amount of time spent with parents in the afternoon or evening.
- Before-school activities might nullify the effects of later start times.
- With later start times, students may miss instructional time in the afternoon due to early dismissal for athletic and extracurricular activities.

Hinrichs' findings substantiated earlier research conducted by Wahlstrom in 2002. In the study, Wahlstrom evaluated data from Minneapolis Public Schools after the district changed the start time of seven high schools from 7:15 a.m. to 8:40 a.m. Analyzing letter grades in courses completed three years prior to and three years after the change, Wahlstrom identified an upward trend, but no statistically-significant differences, as a result of the later school start time.<sup>33</sup> However, Wahlstrom highlighted the limitations of using course grades to measure academic achievement, as "grading is often a subjective action by teachers."<sup>34</sup> Wahlstrom opted not to use SAT or ACT scores as an alternative measure, noting that the students who take such exams tend to be more academically gifted than their peers and "have study habits that supersede any tiredness they experience."<sup>35</sup>

#### *ELEMENTARY SCHOOL STUDENTS*

In contrast to Keller et al., the 2012 study by Edwards found that school start times had no effect on elementary school students' academic achievement. Specifically, he examined the impact of school start times on test scores in mathematics and reading, observing no relationship.<sup>36</sup> However, since the sampled elementary schools started at 8:15 a.m. or 9:15 a.m., Edwards remains unclear as to 1) whether school start times do not affect elementary school students or 2) whether the school start times in the analysis were not early enough to have an impact.<sup>37</sup>

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<sup>33</sup> Wahlstrom, K. "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times." *National Association of Secondary School Principals Bulletin*, 86:633, December 2002.  
<http://teensneedsleep.files.wordpress.com/2011/04/wahlstrom-changing-times-findings-from-the-first-longitudinal-study-of-later-high-school-start-times.pdf>

<sup>34</sup> Ibid., p. 11.

<sup>35</sup> Ibid.

<sup>36</sup> Edwards, F. Op. cit., p. 980.

<sup>37</sup> Ibid., p. 981.

## SECTION II: SCHOOL START TIMES AND OTHER STUDENT OUTCOMES

This section examines the impact of school start times on other school-related outcomes, such as attendance, tardiness, attentiveness, behavior, and participation in athletics and extracurricular activities. This section also explores relationships between school start times and health-related outcomes, including sleep and car accident rates.

### SCHOOL-RELATED OUTCOMES

#### ATTENDANCE AND TARDINESS

Several studies focused on how delayed school start times affect attendance and tardiness, providing mixed results. Wahlstrom's 2002 study examined attendance data for the two years prior to and the three years after Minneapolis Public Schools delayed high school start times. After the change, average attendance rates did not change significantly for students in Grades 9-11 who remained continuously enrolled in the same high school for two or more years. However, average attendance rates for *discontinuously*-enrolled students in Grades 9-11 did increase. Average attendance rates for students in Grade 12 did not change significantly, regardless of continuity of enrollment. Wahlstrom considers students who remained in school until Grade 12 as committed to graduating, irrespective of school start times.<sup>38</sup>

Wahlstrom et al.'s 2014 study of high school students in Minnesota, Colorado, and Wyoming analyzed the impact of delayed school start times on tardiness, in addition to attendance. The study revealed some statistically-significant increases in attendance rates when comparing different students in the same grade level before and after the school start time change. However, when observing the same students across grade levels, attendance rates actually decreased following the change. In contrast, a majority of high schools experienced at least some decline in overall tardiness. Moreover, the high schools that delayed start times by the largest margins also tended to record the largest declines in tardiness.<sup>39</sup>

In a 2007 study, Wolfson et al. assessed the effects of school start times on attendance and tardiness, albeit at the middle school level. The results proved consistent with the findings of Wahlstrom et al.'s 2014 study. Specifically, despite observing no impact on attendance, Wolfson et al. found tardiness almost four times more likely in early- than in late-starting middle schools.<sup>40</sup>

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<sup>38</sup> Wahlstrom, K. "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times." *Op. cit.*, p. 8.

<sup>39</sup> Wahlstrom et al., "Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study," *Op. cit.*

<sup>40</sup> Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. "Middle School Start Times: The Importance of a Good Night's Sleep for Young Adolescents." *Behavioral Sleep Medicine*, 2007. <http://www.ncbi.nlm.nih.gov/pubmed/17680731>

Lastly, the 2005 APS study found that attendance rates tend to decrease as students age, regardless of school start times. For all middle school and high school cohorts examined, the attendance rate fell as the grade level increased, despite later high school start times and earlier middle school start times. Thus, APS concluded that maturity appears to affect attendance rates more than school start times.<sup>41</sup>

### ATTENTIVENESS, MOOD, AND BEHAVIOR

A number of studies indicate that delayed school start times improve attentiveness, mood, and behavior, primarily due to the increased amount of sleep that students receive. The APS study measured the attentiveness of middle school and high school students before and after the districtwide start time changes. To measure attentiveness, APS administered a survey to students and teachers that asked about students’ readiness to start school, as well as preparedness for, alertness during, and participation in first period. The responses from high school students did not change substantially after the start time delay; however, a higher percentage of high school students reported high levels of first-period participation. In contrast, as seen in Figure 2.1, lower percentages of middle school students reported first-period preparedness, alertness, and participation.<sup>42</sup>

Figure 2.1: Student Survey Responses

| QUESTION  | ALL OF THE TIME |       | SOME OF THE TIME |       | NONE OF THE TIME |       | NO RESPONSE |       |
|---|-----------------|-------|------------------|-------|------------------|-------|-------------|-------|
|   | BEFORE          | AFTER | BEFORE           | AFTER | BEFORE           | AFTER | BEFORE      | AFTER |
| <b>High School Students</b>                           |                 |       |                  |       |                  |       |             |       |
| Ready to start school                                 | 20%             | 18%   | 52%              | 63%   | 22%              | 18%   | 7%          | 1%    |
| Alert during first period                             | 22%             | 20%   | 52%              | 64%   | 18%              | 16%   | 8%          | 1%    |
| Prepared for first period                             | 41%             | 47%   | 46%              | 49%   | 6%               | 4%    | 7%          | 1%    |
| Participated in class discussions during first period | 31%             | 42%   | 52%              | 47%   | 10%              | 9%    | 7%          | 1%    |
| <b>Middle School Students</b>                         |                 |       |                  |       |                  |       |             |       |
| Ready to start school                                 | 35%             | 20%   | 51%              | 55%   | 7%               | 19%   | 7%          | 7%    |
| Alert during first period                             | 31%             | 14%   | 50%              | 63%   | 12%              | 17%   | 7%          | 6%    |
| Prepared for first period                             | 62%             | 53%   | 30%              | 40%   | 2%               | 2%    | 7%          | 5%    |
| Participated in class discussions during first period | 44%             | 35%   | 46%              | 55%   | 4%               | 5%    | 6%          | 6%    |

Source: Arlington Public Schools<sup>43</sup>

Note: After the start time change, high schools started later while middle schools started earlier than previous years.

<sup>41</sup> “Impact of 2001 Adjustments to High School and Middle School Start Times.” Op. cit., p. 12-13.

<sup>42</sup> Ibid., pp. 12-18.

<sup>43</sup> Table adapted from: Ibid.

Figure 2.2: Teacher Survey Responses

| QUESTION  | STRONGLY AGREE |       | AGREE  |       | DISAGREE |       | STRONGLY DISAGREE |       | NO OPINION |       | NO RESPONSE |       |
|---|----------------|-------|--------|-------|----------|-------|-------------------|-------|------------|-------|-------------|-------|
|   | BEFORE         | AFTER | BEFORE | AFTER | BEFORE   | AFTER | BEFORE            | AFTER | BEFORE     | AFTER | BEFORE      | AFTER |
| <b>High School Teachers</b>                           |                |       |        |       |          |       |                   |       |            |       |             |       |
| Alert during first period                             | 1%             | 12%   | 25%    | 41%   | 38%      | 17%   | 9%                | 11%   | 22%        | 24%   | 6%          | 5%    |
| Prepared for first period                             | 3%             | 10%   | 34%    | 41%   | 28%      | 20%   | 6%                | 8%    | 23%        | 16%   | 6%          | 6%    |
| Participated in class discussions during first period | 3%             | 13%   | 43%    | 47%   | 17%      | 14%   | 5%                | 4%    | 24%        | 15%   | 7%          | 7%    |
| <b>Middle School Teachers</b>                         |                |       |        |       |          |       |                   |       |            |       |             |       |
| Alert during first period                             | 10%            | 11%   | 50%    | 35%   | 11%      | 17%   | 3%                | 18%   | 25%        | 16%   | 1%          | 3%    |
| Prepared for first period                             | 8%             | 5%    | 55%    | 46%   | 10%      | 31%   | 1%                | 8%    | 26%        | 18%   | 1%          | 1%    |
| Participated in class discussions during first period | 10%            | 10%   | 58%    | 50%   | 7%       | 16%   | 0%                | 7%    | 24%        | 17%   | 2%          | 1%    |

Source: Arlington Public Schools<sup>44</sup>

Note: After the start time change, high schools started later while middle schools started earlier than previous years.

Meanwhile, after the start time delay, higher percentages of high school teachers “strongly agreed” and “agreed” with statements describing their students as alert during, prepared for, or participating in first period (Figure 2.2). Middle school teachers’ responses proved less favorable, in line with middle school students’ responses. Middle school teachers referred to middle students as neither as alert nor as prepared for first period after the school start time change. Middle school teachers also noticed a decline in first-period participation.<sup>45</sup>

Wahlstrom’s 2002 study also surveyed teachers to assess changes in high school students following a delay in school start times. Teachers reported higher levels of student alertness after the change. A majority of principals, when interviewed, also observed improvements in students’ mood and behavior. In fact, five of the eight principals dealt with fewer disciplinary referrals following the change. Additional interviews with high school counselors and parents revealed similar impressions, with parents referring to their children as “easier to live with.”<sup>46</sup>

Finally, a 2013 study by Boergers, Gable, and Owens examined changes in high school students’ moods before and after a 25-minute delay in start times from 8:00 a.m. to 8:25 a.m. The study associated inadequate sleep with depression, sleepiness, and caffeine

<sup>44</sup> Table adapted from: Ibid.

<sup>45</sup> Ibid.

<sup>46</sup> Wahlstrom, K. “Changing Times: Findings From the First Longitudinal Study of Later High School Start Times.” Op. cit.

consumption. After school start time change, each of the three areas improved, as more students reported longer durations of sleep.<sup>47</sup>

## HOMEWORK, ATHLETICS, AND EXTRACURRICULAR ACTIVITIES

School start time debates often raise concerns that delays will reduce students' time to complete homework and opportunities to participate in athletics and extracurricular activities. In his 2012 study, Edwards examined self-reported student data on the amount of time spent each day doing homework and watching television. He found that students who started school one hour later watched 12 fewer minutes of television each day and spent nine more minutes doing homework each week. Edwards hypothesized that students who start school earlier also finish earlier, thus perhaps spending more time watching television and not doing homework before parents return home from work.<sup>48</sup>

In contrast, the 2013 study by Boergers, Gable, and Owens concluded that later school start times did not affect the amount of time high school students spent on homework. The authors further noted "no significant difference in hours spent on...school sports, organized community sports, music activities, volunteer work, or hanging out with friends."<sup>49</sup> In Wahlstrom's 2002 study, teachers in districts with later school start times similarly reported that rates of participation in afterschool activities did not change, despite shorter practices, extended-day programs, and afternoon rehearsals.<sup>50</sup> Meanwhile, the 2005 APS study found that student participation in afterschool activities typically remained the same or increased following the school start time changes. Specifically, 65 percent of high school students "indicated that either there was no difference in their participation or that they were participating more."<sup>51</sup> In comparison, 24 percent of middle school students reported no difference in participation, and 42 percent reported greater participation. In fact, the study suggested that the earlier middle school start time actually encouraged additional programs and/or afterschool activities.<sup>52</sup>

## OTHER OUTCOMES

### SLEEP

Research indicates that delayed school start times result in more sleep for students, especially adolescents.<sup>53</sup> Some studies imply that sleep increases because students went to bed at the same time and woke later. Other studies find that students went to bed later as

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<sup>47</sup> Boergers, J., C. Gable, and J. Owens. "Later School Start Time is Associated with Improved Sleep and Daytime Functioning in Adolescents." *Journal of Developmental & Behavioral Pediatrics*. 2013.  
<http://www.gwern.net/docs/melatonin/2014-boergers.pdf>

<sup>48</sup> Edwards, F. Op. cit. p. 982.

<sup>49</sup> Boergers, J., C. Gable, and J. Owens. Op. cit. p. 15.

<sup>50</sup> "Wahlstrom, K. "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times." Op. cit.

<sup>51</sup> "Impact of 2001 Adjustments to High School and Middle School Start Times." Op. cit.

<sup>52</sup> Ibid.

<sup>53</sup> Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. Op. cit.

well; however, the later bedtimes did not offset the added sleep gained by students waking later.

For example, the 2013 study by Boergers, Gable, and Owens revealed that high school students' bedtimes remained largely unchanged following the 25-minute start time delay, whereas high school students woke up roughly 24 minutes later. Therefore, high school students generally received more sleep. Specifically, the share of high school students receiving eight or more hours of sleep each night increased from 18 percent to 44 percent. Signs of daytime sleepiness, such as tardiness and falling asleep in class, also decreased significantly.<sup>54</sup>

A 2010 study by Owens et al. yielded similar findings. The authors assessed the impact of a 30-minute delay in a Rhode Island high school's start time from 8:00 a.m. to 8:30 a.m. Survey data indicated that, after the change, students woke later and went to bed earlier. Consequently, the average amount of reported sleep on school nights increased by 45 minutes, and the percentage of students receiving at least eight hours of sleep per night rose from 16.4 percent to 54.7 percent. Students also reported more satisfactory sleep, as evidenced by the reduction in daytime fatigue.<sup>55</sup>

Wahlstrom et al.'s 2014 study of high schools in Minnesota, Colorado, and Wyoming also found that the proportion of students receiving eight or more hours of sleep increased with delayed school start times. Specifically, only 34-44 percent of students attending a high school that started early (i.e., at roughly 7:30 a.m.) received eight or more hours of sleep, compared to 57-66 percent of students attending a high school that started after 8:30 a.m. Interestingly, the authors also observed that high school students who had a phone or computer in their bedrooms were less likely to get eight or more hours of sleep.<sup>56</sup>

Research on younger adolescents produces comparable results. The 2007 study by Wolfson et al. examined the sleep patterns of students in two New England middle schools with start times of 7:15 a.m. and 8:37 a.m. Students in the late-starting middle school woke more than an hour later than students in the early-starting middle school, meaning that, on average, the former students received an additional 50 minutes of sleep each night.<sup>57</sup> However, contrary to the findings of Boergers, Gable, and Owens, students at the late-starting middle school also reported later bedtimes than students at the early-starting middle school.<sup>58</sup>

Lastly, in a 2008 study, Danner and Phillips assessed 9,966 students in Grades 6-12 within a large Kentucky county. The study included an initial questionnaire that asked students specific questions about sleep habits on school and non-school nights. The authors

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<sup>54</sup> Boergers, J., C. Gable, and J. Owens. Op. cit.

<sup>55</sup> Owens, J.A. et al. "Impact of Delaying School Start Time on Adolescent Sleep, Mood, and Behavior." *The Journal of the American Medical Association*. 2010. <http://archpedi.jamanetwork.com/article.aspx?articleid=383436>

<sup>56</sup> Wahlstrom et al., "Examining the impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study," Op. cit.

<sup>57</sup> Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. Op. cit.

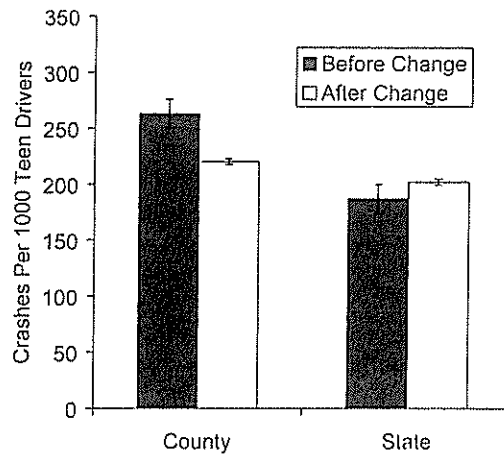
<sup>58</sup> *ibid.*

administered the same survey a year later after high school and middle school start times changed from 7:30 to 8:30 a.m. and from 8:00 to 9:00 a.m., respectively. Comparing sets of responses, Danner and Phillips determined that the average hours of nightly sleep among adolescents increased, while the amount of “catch-up” sleep occurring on the weekends decreased.<sup>59</sup>

### CAR ACCIDENT RATES

Most studies associate delayed school start times with a decrease in car accident rates. For example, the 2008 Danner and Phillips study examined motor vehicle accident rates for 17-18 year olds before and after the high school start time change. The authors computed accident rates for the county and the rest of Kentucky – for the two years before and the two years after the high school start time change. The countywide accident rate decreased following the change. Specifically, the county’s accident rate declined 16.5 percent, compared to a statewide increase of 7.8 percent.<sup>60</sup> Figure 2.3 illustrates the countywide and statewide accident rates before and after the high school start time change.

Figure 2.3: State and County Motor Vehicle Accident Rates for Teen Drivers



Source: Danner and Phillips<sup>61</sup>

In Virginia, Vorona et al. compared teen accident rates in Virginia Beach and Chesapeake – two similar, neighboring communities with different high school start times. High schools in Virginia Beach started roughly 75-80 minutes earlier than high schools in Chesapeake. When reviewing car accident data for 16-18 year old drivers in 2007 and 2008, the authors found higher teen car accident rates in Virginia Beach. While Virginia Beach recorded higher car

<sup>59</sup> Danner, F. and B. Phillips. “Adolescent Sleep, School Start Times, and Teen Motor Vehicle Crashes.” *Journal of Clinical Sleep Medicine*, December 2008. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603528/>

<sup>60</sup> Danner, F. and B. Phillips. Op. cit.

<sup>61</sup> Graph taken verbatim from: Ibid.

accident rates for drivers in all other age groups as well, the difference proved far more pronounced (i.e., by 4.5 times) in the case of teens.<sup>62</sup>

Finally, Wahlstrom et al.'s 2014 study included car accident data for 16-18 year old drivers in three Minnesota communities and one Wyoming community. In three of the four communities, car accident rates dropped when high schools instituted later start times. The car accident rate actually decreased 70 percent in one community. The authors attributed the 9 percent increase in the fourth community's car accident rate to incidents involving "teens who attend local high schools in other nearby districts with earlier start times."<sup>63</sup>

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<sup>62</sup> Vorona, R.D. et al. "Dissimilar Teen Crash Rates in Two Neighboring Southeastern Virginia Cities with Different High School Start Times." *Journal of Clinical Sleep Medicine*, 2011. p. 145.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3077341/>

<sup>63</sup> Wahlstrom, K. "Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study." *Op. cit.*, p. 48.

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**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of FY 2019 Budget Assumptions

**Submitted by:** Richard Rudl

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

Following are the updated Budget Assumptions for the FY 2019 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 2019**

The following factors will be considered in developing the Superintendent's Recommended FY 2019 Operating Budget:

1. The Administration will recommend a FY 2019 Operating Budget framed by the strategic outcome of Developing Global Citizens and the strategic goals:
  - Academic Excellence
  - Healthy Learning Environment
  - Digital Learning
  - Gauging District Progress
  - 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 2019 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 2018 actual enrollment numbers as of October 1, 2017, and FY 2019 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<br>October 1, 2017 | Projected Enrollment<br>2018-2019 | Change |
|---|--------------------------------------|-----------------------------------|--------|
|   |                                      |                                   |        |
| K                                       | 113                                  |                                   |        |
| 1                                       | 142                                  |                                   |        |
| 2                                       | 147                                  |                                   |        |
| <b>Hurlbutt Elementary School Total</b> | <b>402</b>                           |                                   |        |
|   |                                      |                                   |        |
| 3                                       | 153                                  |                                   |        |
| 4                                       | 174                                  |                                   |        |
| 5                                       | 180                                  |                                   |        |
| <b>Intermediate School Total</b>        | <b>507</b>                           |                                   |        |
|   |                                      |                                   |        |
| 6                                       | 196                                  |                                   |        |
| 7                                       | 190                                  |                                   |        |
| 8                                       | 198                                  |                                   |        |
| <b>Middle School Total</b>              | <b>584</b>                           |                                   |        |
|   |                                      |                                   |        |
| 9                                       | 210                                  |                                   |        |
| 10                                      | 184                                  |                                   |        |
| 11                                      | 209                                  |                                   |        |
| 12                                      | 206                                  |                                   |        |
| <b>High School Total</b>                | <b>809</b>                           |                                   |        |
|   |                                      |                                   |        |
| <b>In-District Total (K-12)</b>         | <b>2,302</b>                         |                                   |        |
| <b>Out-of-District (K-12)</b>           | <b>13</b>                            |                                   |        |
| <b>Total (K-12)</b>                     | <b>2,315</b>                         |                                   |        |
|   |                                      |                                   |        |
| <b>Pre-School</b>                       | <b>27</b>                            |                                   |        |
|   |                                      |                                   |        |
| <b>Total Enrollment</b>                 | <b>2,342</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 26 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: 2.25% GWI plus step
  - II. WTA: Negotiations Pending.
  - III. AFSCME: 2.25% GWI plus step
  - IV. The salaries for employees that are not affiliated with a union are typically determined in June 2017. The budget will include an allocation of \$68,100 to fund these salary increases as determined.
  - V. Provide \$18,930 as a potential market adjustment for the Director of Pupil Services position, which will be vacant effective 7/1/2018.
5. The cost of consumable goods and services will be based on existing contracts or increase by a projected CPI of 1%. (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 2017).
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 such as a sinking fund or a non-lapsing account.
11. Consider near and long-term cost efficient opportunities from new collaborative Southern Fairfield County Superintendent's Association (SFSA).
12. Allocate financial resources of \$47,000 (pending actuary report) to fund the GASB 43/45 liability (Other Post-Employment Benefits-OPEB). Those resources will be from either the operating budget or Internal Services Fund.

13. Maintain the integrity of the Internal Services Fund and allocate the appropriate financial resources to maintain an adequate fund balance within the Internal Services Fund should a switch in insurance plans from the State Partnership 2.0 plan back to a self-insured insurance plan in the future become necessary.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of FY 2019 Budget Calendar

**Submitted by:** Richard Rudl

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

Following is the updated Budget Calendar for the FY 2019 budget. We are recommending approval of the Calendar.

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 2019**

|                                  |   |
|----------------------------------|---|
| 10/04/17<br>(Wed.)               | Administrative Council receives DRAFT copy of Budget Calendar   |
| 10/06/17<br>(Fri.)               | Director of Finance and Operations opens MUNIS budget module to schools and departments.  |
| 10/6-10/20/17<br>(Fri.) – (Fri.) | Schools and Departments to schedule meetings with the Director of Finance and Operations, if necessary                                |
| 10/13/17<br>(Fri.)               | Board of Education Finance Committee Meeting<br>Reviews Budget Assumptions and Calendar   |
| 10/23/17<br>(Mon.)               | Board of Education receives and takes action on DRAFT copy of Budget Assumptions and Budget Calendar                                  |
| 10/31/17<br>(Tues.)              | Budget request due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available)            |
| 11/6/17<br>(Mon.)                | Director of Finance and Operations disseminates a “Working Copy” for the district’s budget request by Program/Cost Center             |
| 11/7-11/14<br>(Tues-Tues.)       | Superintendent and Director of Finance meet with Principals and Central Office Administrators individually to discuss Budget Request. |
| 11/15/17<br>(Wed.)               | Administrative team shares Budget Request<br>4:00 P.M. – 7:00 P.M. – WHS Main Office Conference Room                                  |
| 11/28/17<br>(Tues.)              | Administrative team submission date for Budget Narrative(s) & Pictures  |
| 12/4-12/7<br>(Mon-Thurs.)        | Superintendent and Director of Finance and Operations review status of budget development.  |
| 12/8/17<br>(Thurs.)              | Board of Education Finance Committee Meeting  |
| 12/20/17<br>(Wed.)               | Director of Finance and Operations disseminates a DRAFT copy of FY 2019 budget document to Administrators and BOE for review.         |
| 1/02/18<br>(Tues.)               | Administrators provide Director of Finance and Operations with final edits for their section of the budget document.                  |
| 01/08/18<br>(Mon.)               | Final FY 2019 Administrative Budget Request delivered to Board of Education.  |

- 01/08/18 Board of Education questions to be submitted to Superintendent by of end-of-day.  
(Mon.)
- 01/12/18 Written responses to Board of Education questions to be distributed.  
(Fri.)
- 01/16/18 Budget Presentation – Weston Middle School Library (Televised)  
(Tues.) Budget Presentation of FY 2019 Requested Operating and Capital Budgets  
7:00P.M.
- 01/18/18 Budget Question & Answer – Weston Middle School Library (Televised)  
(Thurs.) Question and Answer regarding FY 2019 Requested Operating and Capital Budgets  
7:00P.M.
- 01/18/18 Questions submitted after January 8, if any, will be given as verbal responses at the  
(Thurs.) January 22 meeting.
- 01/22/18 Hold for additional Budget Question & Answer session if needed. – Weston Middle  
(Mon.) School Library (Televised). 6:00P.M.
- 01/24/18 Board of Education Meeting – Weston Middle School Library (Televised)  
(Wed.) 6:00-9:00 P.M. Approval and Adoption of the Budget
- 2/01/18 Board of Education transmits budget request to the Board of Selectmen  
(Thurs.) (Charter requires by February 3<sup>rd</sup>)

**DATES BELOW ARE TBD BY TOWN – NEW DATES NOT YET AVAILABLE**

- 2/7/17 Board of Selectmen review Board of Education budget request  
(Tues.) 7:30 P.M.
- 2/21/17 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.
- 2/27/17 Deliver Budget Books to Board of Finance  
(Mon.)
- 3/8/17 Board of Finance reviews Board of Education budget request  
(Wed.) 7:30 P.M.
- 3/9/17 Board of Finance reviews Board of Education budget request (if necessary)  
(Thurs.) 7:30 P.M.
- 3/16/17 Publish Notice of Public Hearing on budget  
(Thurs.) (Charter requires 10 days prior to Public Hearing)
- 3/29/17 Board of Finance holds Public Hearing on budget request.  
(Wed.) (Charter requires at least two weeks prior to Annual Budget Meeting)

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

3/30/17 Additional Public Hearing on budget request (if necessary)  
(Thurs.) 8:00 P.M. - Weston Middle School Cafeteria

4/4/17 Board of Finance Budget Deliberation Meeting  
(Tues.) 7:30 P.M.

4/13/17 Publish and Post Notice of Annual Town Budget Meeting  
(Thurs.) (Charter requires at least five days prior to meeting)

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

4/27/17 Proposed Referendum  
(Thurs.)

5/4/17 Board of Finance meets after Town Meeting  
(Thurs.)

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

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

**Submitted by:** Richard Rudl

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

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

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  
FINANCIAL REPORT  
Period 3 of 12  
July 2017-September 2017**

The financial report for the FY 2018 Operating Budget can be found on pages 5 through 36 of this document. The financial information presented in this section of the report includes the adopted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget expenditures, encumbrances, anticipated expenditures that have not been encumbered, and the total projected expenditures by object, which is the sum of the previous three columns. The Internal Services report for health insurance can be found on pages 37-41.

|                      |    |             |
|----------------------|----|-------------|
| FY 2018 Budget       | \$ | 49,907,522  |
| FY 2018 YTD Actuals  | \$ | 10,357,089  |
| FY 2018 Encumbrances | \$ | 26,591,051  |
| FY 2018 Anticipated  | \$ | 14,176,644  |
| FY 2018 Balance      | \$ | (1,217,262) |

There are transfers totaling \$267,573 before the Board of Education for its approval. Of these transfers there are 8 in excess of \$5,000.

**District Wide:**

|       |                                     |         |        |
|-------|-------------------------------------|---------|--------|
| To:   | Staff Turnover (District Wide)      | 100,118 |        |
| From: | Non Certified Salaries (HES)        |         | 24,679 |
| From: | Non Certified Salaries (PPS)        |         | 42,286 |
| From: | Non Certified Salaries (Facilities) |         | 33,153 |

*Frozen positions to cover a portion of the staff turnover deficit*

|       |                                |       |       |
|-------|--------------------------------|-------|-------|
| To:   | Staff Turnover (District Wide) | 8,749 |       |
| From: | Certified Salaries (SPED)      |       | 8,749 |

*Staff Turnover Savings*

**Special Education:**

|       |   |        |        |
|-------|---|--------|--------|
| To:   | Tuition (Special Education)             | 53,205 |        |
| From: | Contracted Services (Special Education) |        | 53,205 |

*Student Outplaced who previously was supported with contracted services*

**Hurlbutt:**

|       |                                |        |        |
|-------|--------------------------------|--------|--------|
| To:   | Staff Turnover (District Wide) | 27,300 |        |
| From: | Certified Salaries (HES)       |        | 27,300 |

*LOA savings to cover a portion of staff turnover deficit*

**Weston Middle School:**

|       |                                |        |        |
|-------|--------------------------------|--------|--------|
| To:   | Certified Salaries (WMS)       | 15,321 |        |
| From: | Staff Turnover (District Wide) |        | 15,321 |

Certified Staff member hired to cover long-term absence.

**Facilities:**

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Period 3 of 12  
July 2017-September 2017**

|                                    |  |        |        |
|------------------------------------|--|--------|--------|
| To:                                | Overtime (Facilities)  | 15,055 |        |
| From:                              | Non Certified Salaries (Facilities)                                  |        | 15,055 |
|                                    | <i>Additional overtime to cover frozen groundskeeper position.</i>   |        |        |
| <b>Technology:</b>                 |  |        |        |
| To:                                | Equipment (Technology)   | 12,224 |        |
| From:                              | Non Resident Tuition (District Wide)                                 |        | 8,584  |
| From:                              | Consulting (Technology)  |        | 3,640  |
|                                    | <i>30 Additional Chromebooks at the Middle School</i>                |        |        |
| <b>Weston Intermediate School:</b> |  |        |        |
| To:                                | Certified Salaries (WIS)   | 10,750 |        |
| From:                              | Certified Salaries (HES)   |        | 10,750 |
|                                    | <i>To reclassify a split building substitute between HES and WIS</i> |        |        |
| <b>Facilities:</b>                 |  |        |        |
| To:                                | Paving (Facilities)  | 4,800  |        |
| From:                              | Repair Allowance (Facilities)  |        | 4,800  |
|                                    | <i>Blacktop and parking lot repairs</i>                              |        |        |
| <b>Technology:</b>                 |  |        |        |
| To:                                | Software (Technology)  | 4,708  |        |
| From:                              | Cleaning Services (Facilities)                                       |        | 4,708  |
|                                    | <i>Increase to PowerSchool</i>                                       |        |        |
| To:                                | Software (Technology)  | 305    |        |
| From:                              | Materials (Special Education)  |        | 305    |
|                                    | <i>Software programs for students whose IEP identified a need</i>    |        |        |
| <b>District Wide:</b>              |  |        |        |
| To:                                | Staff Turnover (District Wide)                                       | 2,165  |        |
| From:                              | Non Certified Stipends (Security)                                    |        | 2,165  |
|                                    | <i>Stipend savings</i>   |        |        |
| To:                                | Staff Turnover (District Wide)                                       | 2,066  |        |
| From:                              | Non Certified Salaries (PPS)   |        | 27     |
| From:                              | Certified Salaries (PPS)   |        | 2,039  |
|                                    | <i>Summer School Salary Savings</i>                                  |        |        |
| To:                                | Staff Turnover (District Wide)                                       | 139    |        |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Period 3 of 12  
July 2017-September 2017**

|                            |  |       |       |
|----------------------------|--|-------|-------|
| From:                      | Certified Stipends (Curriculum)  | 139   |       |
|                            | <i>Salary Savings</i>  |       |       |
| <b>Security:</b>           |  |       |       |
| To:                        | Security Materials (Security)  | 3,600 |       |
| From:                      | Security Monitoring (Security)   |       | 804   |
| From:                      | Police/Fire (Security)   |       | 648   |
| From:                      | Other Objects (Facilities)   |       | 2,148 |
|                            | <i>Additional licenses and labor for interior camera installation at WHS</i> |       |       |
| <b>Copy Center:</b>        |  |       |       |
| To:                        | Equipment Rental (Copy Center)   | 2,853 |       |
| From:                      | Postage (Copy Center)  |       | 1,000 |
| From:                      | Materials (Copy Center)  |       | 1,000 |
| From:                      | Management Services (District Administration)                                |       | 850   |
| From:                      | Materials (District Administration)  |       | 3     |
|                            | <i>Paper Cut</i>   |       |       |
| <b>Weston High School:</b> |  |       |       |
| To:                        | Certified Stipends (WHS)   | 1,200 |       |
| From:                      | Office Materials (WHS)   |       | 1,200 |
|                            | <i>Art with a Heart Club, Honor Society Clubs</i>                            |       |       |
| To:                        | Equipment Repairs (WHS)  | 175   |       |
| From:                      | Materials (WHS)  |       | 175   |
|                            | <i>Science repairs</i>   |       |       |
| <b>Pupil Services:</b>     |  |       |       |
| To:                        | Non Certified Salaries (PPS)   | 1,111 |       |
| From:                      | Non Certified Salaries (HES)   |       | 513   |
| From:                      | Non Certified Salaries (WIS)   |       | 598   |
|                            | <i>To cover summer school non certified salaries</i>                         |       |       |
| <b>Curriculum:</b>         |  |       |       |
| To:                        | Consulting Services (Curriculum)   | 587   |       |
| From:                      | Travel and Conferences (Curriculum)  |       | 587   |
|                            | <i>Adult Education</i>   |       |       |
| To:                        | Other Purchased Services (Curriculum)  | 422   |       |
| From:                      | Travel and Conference (Curriculum)   |       | 422   |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Period 3 of 12  
July 2017-September 2017**

*November Professional Development*

**Transportation:**

|       |   |     |     |
|-------|---|-----|-----|
| To:   | Repair Equipment (Transportation)       | 500 |     |
| From: | Regular Transportation (Transportation) |     | 500 |
|       | Radio repairs                           |     |     |

**Hurlbutt:**

|       |  |     |     |
|-------|--|-----|-----|
| To:   | Non Certified Salaries (HES)                           | 219 |     |
| From: | Overtime (HES)   |     | 219 |
|       | <i>Substitute and training for Principal Secretary</i> |     |     |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-17  
Period: 3 of 12**

| Object Series  | Account                                     | FY Adopted Budget Budget | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget      | Line Variance % | FY 2018 \$ Expended | FY 2018 Encumbered   | FY 2018 Anticipated | FY 2018 Balance    |
|--|---|--------------------------|-------------------------------|-----------------------------------|---------------------|-----------------|---------------------|----------------------|---------------------|--------------------|
| <b>WESTON PUBLIC SCHOOLS</b>                         |   |                          |                               |                                   |                     |                 |                     |                      |                     |                    |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                          |                               |                                   |                     |                 |                     |                      |                     |                    |
|  | Certified Staff                             | \$24,023,370             | (\$2,082)                     | (\$22,767)                        | \$24,021,288        | 0.0%            | \$3,309,434         | \$20,028,671         | \$683,183           | \$ 0               |
|  | Non Certified Staff                         | \$6,270,127              | (\$74,814)                    | (\$114,981)                       | \$6,195,313         | -1.2%           | \$1,235,891         | \$228,418            | \$4,731,005         | \$ (0)             |
|  | Overtime                                    | \$161,626                | \$14,836                      | \$14,836                          | \$176,462           | 9.2%            | \$36,441            | \$0                  | \$140,021           | \$ 0               |
|  | Certified Stipends                          | \$821,655                | \$3,360                       | \$1,061                           | \$825,015           | 0.4%            | \$22,855            | \$150,344            | \$651,816           | \$ (0)             |
|  | Non Certified Stipends                      | \$253,493                | (\$2,165)                     | (\$2,165)                         | \$251,328           | -0.9%           | \$29,166            | \$0                  | \$222,162           | \$ 0               |
|  | Turnover Savings                            | (\$189,200)              | \$123,651                     | \$125,216                         | (\$65,549)          | -65.4%          | \$0                 | \$0                  | \$0                 | \$ (65,549)        |
|  | Salary Differential                         | \$200,425                | (\$54,353)                    | \$0                               | \$146,073           | -27.1%          | \$0                 | \$0                  | \$136,136           | \$ 9,937           |
|  |   | <b>\$31,541,496</b>      | <b>\$8,433</b>                | <b>\$1,200</b>                    | <b>\$31,549,929</b> |                 | <b>\$4,633,787</b>  | <b>\$ 20,407,433</b> | <b>\$ 6,564,322</b> | <b>\$ (55,613)</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                          |                               |                                   | <i>\$8,433</i>      |                 |                     |                      |                     |                    |
|  | <i>Group change %:</i>                      |                          |                               |                                   | <i>0.0%</i>         |                 |                     |                      |                     |                    |
| <b>Benefits (2000's)</b>                             |   |                          |                               |                                   |                     |                 |                     |                      |                     |                    |
|  | 2000 Health Insurance                       | \$6,801,846              | \$0                           | \$0                               | \$6,801,846         |                 | \$1,700,462         | \$0                  | \$5,101,385         | \$ -               |
|  | 2001 Social Security                        | \$547,021                | \$0                           | \$0                               | \$547,021           |                 | \$100,350           | \$0                  | \$446,671           | \$ -               |
|  | 2002 Medicare                               | \$454,317                | \$0                           | \$0                               | \$454,317           |                 | \$65,893            | \$0                  | \$388,424           | \$ -               |
|  | 2003 Workers Compensation                   | \$230,275                | (\$20,800)                    | \$0                               | \$209,475           | -9.0%           | \$209,475           | \$0                  | \$0                 | \$ -               |
|  | 2004 Unemployment Compensation              | \$46,332                 | (\$12,732)                    | \$0                               | \$33,600            | -27.5%          | \$574               | \$33,026             | \$0                 | \$ -               |
|  | 2005 Early Retirement Incentive             | \$138,527                | \$28,820                      | \$0                               | \$167,347           | 20.8%           | \$167,347           | \$0                  | \$0                 | \$ (0)             |
|  | 2007 Pension Contributions                  | \$888,163                | \$0                           | \$0                               | \$888,163           |                 | \$173,292           | \$0                  | \$714,871           | \$ -               |
|  | 2010 Tuition Reimbursement                  | \$75,000                 | \$0                           | \$0                               | \$75,000            |                 | \$1,717             | \$0                  | \$73,283            | \$ -               |
|  | 2011 Life Insurance                         | \$92,700                 | \$0                           | \$0                               | \$92,700            |                 | \$22,192            | \$70,508             | \$0                 | \$ (0)             |
|  | 2012 Disability Insurance                   | \$18,928                 | \$0                           | \$0                               | \$18,928            |                 | \$4,812             | \$14,116             | \$0                 | \$ (0)             |
|  | 2014 Sick Bank                              | \$45,000                 | \$0                           | \$0                               | \$45,000            |                 | \$0                 | \$0                  | \$45,000            | \$ -               |
|  |   | <b>\$9,338,109</b>       | <b>(\$4,712)</b>              | <b>\$0</b>                        | <b>\$9,333,397</b>  |                 | <b>\$2,446,114</b>  | <b>\$ 117,649</b>    | <b>\$ 6,769,634</b> | <b>\$ (0)</b>      |
|  | <i>Group \$ transfer in/(transfer out):</i> |                          |                               |                                   | <i>(\$4,712)</i>    |                 |                     |                      |                     |                    |
|  | <i>Group change %:</i>                      |                          |                               |                                   | <i>-0.1%</i>        |                 |                     |                      |                     |                    |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                          |                               |                                   |                     |                 |                     |                      |                     |                    |
|  | 3210 Contracted Services Educational        | \$422,470                | (\$53,205)                    | (\$53,205)                        | \$369,265           | -12.6%          | \$24,068            | \$108,932            | \$236,265           | \$ -               |
|  | 3220/3221 Consulting Services               | \$175,700                | (\$3,053)                     | (\$3,053)                         | \$172,647           | -1.7%           | \$62,085            | \$23,603             | \$86,960            | \$ -               |
|  | 3235 Testing                                | \$84,600                 | \$0                           | \$0                               | \$84,600            |                 | \$32,294            | \$8,059              | \$44,247            | \$ -               |
|  | 3239 Other Pupil Services                   | \$205,240                | (\$2,300)                     | \$0                               | \$202,940           | -1.1%           | \$13,670            | \$137,287            | \$51,983            | \$ -               |
|  | 3303 Management Services                    | \$24,000                 | (\$2,704)                     | (\$850)                           | \$21,296            | -11.3%          | \$10,297            | \$7,000              | \$3,998             | \$ 1               |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-17  
Period: 3 of 12**

| Object Series                    | Account                                     | FY Adopted Budget Budget | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget | Line Variance % | FY 2018 \$ Expended | FY 2018 Encumbered | FY 2018 Anticipated | FY 2018 Balance |
|----------------------------------|---|--------------------------|-------------------------------|-----------------------------------|----------------|-----------------|---------------------|--------------------|---------------------|-----------------|
|                                  | 3304 License Fees-Facilities                | \$3,500                  | \$0                           | \$0                               | \$3,500        |                 | \$0                 | \$0                | \$3,500             | \$ -            |
|                                  | 3306 Legal Fees                             | \$90,000                 | \$0                           | \$0                               | \$90,000       |                 | \$5,402             | \$84,599           | \$0                 | \$ -            |
|                                  | 3308 Police/Fire                            | \$90,059                 | (\$24,278)                    | (\$648)                           | \$65,781       | -27.0%          | \$616               | \$57,375           | \$7,790             | \$ 0            |
|                                  | 3309 Professional Technical Services        | \$101,614                | (\$2,500)                     | \$0                               | \$99,114       | -2.5%           | \$32,152            | \$17,877           | \$49,085            | \$ -            |
|                                  | 3310 Sports Officials                       | \$47,439                 | \$0                           | \$0                               | \$47,439       |                 | \$18,000            | \$0                | \$29,439            | \$ -            |
|                                  |   | \$1,244,622              | (\$88,040)                    | (\$57,756)                        | \$1,156,822    |                 | \$198,582           | \$ 444,731         | \$ 513,268          | \$ 1            |
|                                  | <i>Group \$ transfer in/(transfer out):</i> |                          |                               |                                   | (\$88,040)     |                 |                     |                    |                     |                 |
|                                  | <i>Group change %:</i>                      |                          |                               |                                   | -7.1%          |                 |                     |                    |                     |                 |
| <b>Property Services (4000s)</b> |   |                          |                               |                                   |                |                 |                     |                    |                     |                 |
|                                  | 4200 Cleaning Services                      | \$597,008                | (\$4,708)                     | (\$4,708)                         | \$592,300      | -0.8%           | \$143,964           | \$447,892          | \$444               | \$ 0            |
|                                  | 4202 Rubbish Removal                        | \$78,245                 | (\$7,325)                     | \$0                               | \$70,920       | -9.4%           | \$11,134            | \$53,831           | \$5,955             | \$ -            |
|                                  | 4203 Mop & Mat Service                      | \$5,250                  | \$0                           | \$0                               | \$5,250        |                 | \$500               | \$4,400            | \$350               | \$ -            |
|                                  | 4204 Exterminator                           | \$8,000                  | \$0                           | \$0                               | \$8,000        |                 | \$2,200             | \$3,800            | \$2,000             | \$ -            |
|                                  | 4302 Equipment Repairs                      | \$153,913                | (\$152)                       | \$675                             | \$153,761      | -0.1%           | \$36,666            | \$39,674           | \$77,421            | \$ -            |
|                                  | 4400 Equipment Rental                       | \$530,648                | \$2,853                       | \$2,853                           | \$533,501      | 0.5%            | \$124,764           | \$344,807          | \$63,930            | \$ (0)          |
|                                  | 4401 Rental of Facilities                   | \$20,575                 | \$0                           | \$0                               | \$20,575       |                 | \$1,195             | \$2,580            | \$0                 | \$ 16,800       |
|                                  | 4500 Repair Allowance                       | \$127,000                | (\$4,800)                     | (\$4,800)                         | \$122,200      | -3.8%           | \$66,972            | \$17,716           | \$37,512            | \$ -            |
|                                  | 4508 Generator Repairs                      | \$3,420                  | \$0                           | \$0                               | \$3,420        |                 | \$555               | \$2,865            | \$0                 | \$ -            |
|                                  | 4509 Septic Cleaning                        | \$7,511                  | \$0                           | \$0                               | \$7,511        | 100.0%          | \$4,809             | \$2,691            | \$11                | \$0             |
|                                  | 4510 Asbestos Abatement                     | \$5,000                  | \$0                           | \$0                               | \$5,000        |                 | \$0                 | \$0                | \$5,000             | \$ -            |
|                                  | 4511 Elevator Contract                      | \$14,350                 | \$0                           | \$0                               | \$14,350       |                 | \$7,067             | \$7,283            | \$0                 | \$ -            |
|                                  | 4512 Emergency Lights                       | \$11,570                 | \$0                           | \$0                               | \$11,570       |                 | \$0                 | \$0                | \$11,570            | \$ -            |
|                                  | 4513 Generator Contract                     | \$7,430                  | \$0                           | \$0                               | \$7,430        |                 | \$780               | \$6,650            | \$0                 | \$ -            |
|                                  | 4514 Fire Alarm System                      | \$30,000                 | \$0                           | \$0                               | \$30,000       |                 | \$0                 | \$16,270           | \$13,730            | \$ -            |
|                                  | 4515 Fire Protection System                 | \$9,025                  | \$0                           | \$0                               | \$9,025        |                 | \$479               | \$2,750            | \$5,796             | \$ -            |
|                                  | 4516 UST Testing                            | \$6,896                  | \$0                           | \$0                               | \$6,896        |                 | \$0                 | \$6,200            | \$696               | \$ -            |
|                                  | 4517 Sprinkler System                       | \$4,858                  | \$0                           | \$0                               | \$4,858        |                 | \$1,197             | \$3,661            | \$0                 | \$ 0            |
|                                  | 4518 Sewer System Plant Maintenance         | \$127,769                | \$0                           | \$0                               | \$127,769      |                 | \$31,316            | \$96,453           | \$0                 | \$ -            |
|                                  | 4530 Parks & Recreation                     | \$63,806                 | \$0                           | \$0                               | \$63,806       |                 | \$0                 | \$63,806           | \$0                 | \$ -            |
|                                  | 4531 Drain System                           | \$5,575                  | \$0                           | \$0                               | \$5,575        |                 | \$0                 | \$0                | \$5,575             | \$ -            |
|                                  | 4533 Glass Replacement                      | \$5,000                  | \$0                           | \$0                               | \$5,000        |                 | \$0                 | \$4,000            | \$1,000             | \$ -            |
|                                  | 4534 Roof Repair                            | \$6,500                  | \$0                           | \$0                               | \$6,500        |                 | \$5,613             | \$0                | \$887               | \$ -            |
|                                  | 4535 Window Treatments                      | \$3,000                  | \$0                           | \$0                               | \$3,000        |                 | \$0                 | \$0                | \$3,000             | \$ -            |
|                                  | 4536 Air Filter HVAC System                 | \$4,500                  | \$0                           | \$0                               | \$4,500        |                 | \$0                 | \$0                | \$4,500             | \$ -            |
|                                  | 4538 Chiller Contract                       | \$12,000                 | \$0                           | \$0                               | \$12,000       |                 | \$7,328             | \$0                | \$4,672             | \$ -            |
|                                  | 4539 Energy Management System               | \$20,310                 | \$0                           | \$0                               | \$20,310       |                 | \$20,310            | \$0                | \$0                 | \$ -            |
|                                  | 4540 Athletic Facilities Repairs            | \$8,000                  | \$0                           | \$0                               | \$8,000        |                 | \$0                 | \$0                | \$8,000             | \$ -            |
|                                  | 4542 Contracted Services                    | \$22,850                 | \$3,000                       | \$0                               | \$25,850       | 13.1%           | \$0                 | \$25,850           | \$0                 | \$ -            |
|                                  | 4543 Paving                                 | \$6,500                  | \$4,800                       | \$4,800                           | \$11,300       | 73.8%           | \$2,800             | \$8,500            | \$0                 | \$ -            |
|                                  | 4600 Special Projects                       | \$24,500                 | \$0                           | \$0                               | \$24,500       |                 | \$2,216             | \$6,906            | \$15,378            | \$ -            |
|                                  | 4602 Tree Service                           | \$11,000                 | \$0                           | \$0                               | \$11,000       |                 | \$4,390             | \$1,110            | \$5,500             | \$ -            |
|                                  | 4603 Exterior Lighting                      | \$2,800                  | \$0                           | \$0                               | \$2,800        |                 | \$0                 | \$0                | \$2,800             | \$ -            |

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| Object Series                            | Account                                     | FY Adopted Budget Budget | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget     | Line Variance % | FY 2018 \$ Expended | FY 2018 Encumbered  | FY 2018 Anticipated | FY 2018 Balance       |
|--|---|--------------------------|-------------------------------|-----------------------------------|--------------------|-----------------|---------------------|---------------------|---------------------|-----------------------|
|  | 4604 Snow Plowing                           | \$12,500                 | \$0                           | \$0                               | \$12,500           |                 | \$0                 | \$0                 | \$12,500            | \$ -                  |
|  | 4605 Signage                                | \$2,500                  | \$0                           | \$0                               | \$2,500            |                 | \$270               | \$0                 | \$2,230             | \$ -                  |
|  | 4606 Sprinkler Repairs                      | \$3,000                  | \$0                           | \$0                               | \$3,000            |                 | \$0                 | \$0                 | \$3,000             | \$ -                  |
|  | 4610 Playground Repairs                     | \$5,000                  | \$0                           | \$0                               | \$5,000            |                 | \$0                 | \$0                 | \$5,000             | \$ -                  |
|  | 4701 Security System Monitoring             | \$20,940                 | (\$804)                       | (\$804)                           | \$20,136           | -3.8%           | \$5,350             | \$14,786            | \$0                 | \$ -                  |
|  | 4702 Locks/Keys                             | \$8,500                  | \$0                           | \$0                               | \$8,500            |                 | \$976               | \$5,024             | \$2,500             | \$ -                  |
|  | 4705 United Alarm                           | \$650                    | \$0                           | \$0                               | \$650              |                 | \$0                 | \$0                 | \$650               | \$ -                  |
|  |   | <b>\$1,997,899</b>       | <b>(\$7,136)</b>              | <b>(\$1,984)</b>                  | <b>\$1,990,763</b> |                 | <b>\$482,851</b>    | <b>\$ 1,189,506</b> | <b>\$ 301,606</b>   | <b>\$ 16,800</b>      |
|  | <i>Group \$ transfer in/(transfer out):</i> |                          |                               |                                   | <i>(\$7,136)</i>   |                 |                     |                     |                     |                       |
|  | <i>Group change %:</i>                      |                          |                               |                                   | <i>-0.4%</i>       |                 |                     |                     |                     |                       |
| <b>Other Services (5000s)</b>            |   |                          |                               |                                   |                    |                 |                     |                     |                     |                       |
|  | 5100 Regular Transportation                 | \$1,268,877              | (\$5,750)                     | (\$500)                           | \$1,263,127        | -0.5%           | \$623,936           | \$635,230           | \$3,960             | \$ (0)                |
|  | 5101 SPED Transportation                    | \$46,714                 | \$29,608                      | \$0                               | \$76,322           | 63.4%           | \$10,912            | \$62,410            | \$3,000             | \$ (0)                |
|  | 5104 Athletic Transportation                | \$84,853                 | \$0                           | \$0                               | \$84,853           |                 | \$0                 | \$23,000            | \$61,853            | \$ -                  |
|  | 5105 Extra Curricular Transportation        | \$8,465                  | \$0                           | \$0                               | \$8,465            |                 | \$0                 | \$0                 | \$8,465             | \$ -                  |
|  | 5200 General Liability Insurance            | \$91,100                 | \$17,440                      | \$0                               | \$108,540          | 19.1%           | \$108,540           | \$0                 | \$0                 | \$ (0)                |
|  | 5202 Athletic Insurance                     | \$29,939                 | (\$5,617)                     | \$0                               | \$24,322           | -18.8%          | \$24,322            | \$0                 | \$0                 | \$ -                  |
|  | 5205 Property Insurance                     | \$118,727                | (\$15,109)                    | \$0                               | \$103,618          | -12.7%          | \$103,618           | \$0                 | \$0                 | \$ -                  |
|  | 5300 Communications                         | \$170,220                | (\$1,855)                     | \$0                               | \$168,365          | -1.1%           | \$37,823            | \$130,542           | \$0                 | \$ 0                  |
|  | 5400 Postage                                | \$21,686                 | (\$1,000)                     | (\$1,000)                         | \$20,686           | -4.6%           | \$5,603             | \$13,792            | \$1,291             | \$ -                  |
|  | 5500 Advertising                            | \$8,000                  | \$0                           | \$0                               | \$8,000            |                 | \$137               | \$0                 | \$7,863             | \$ -                  |
|  | 5501 Printing                               | \$22,762                 | (\$708)                       | \$0                               | \$22,054           | -3.1%           | \$7,249             | \$631               | \$14,174            | \$ 0                  |
|  | 5600 Tuition                                | \$1,478,764              | \$53,205                      | \$53,205                          | \$1,531,969        | 3.6%            | \$674,406           | \$1,851,019         | \$185,395           | \$ (1,178,851)        |
|  | 5605 Tuition-ESS                            | \$275,400                | \$0                           | \$0                               | \$275,400          |                 | \$27,500            | \$247,500           | \$0                 | \$ 400                |
|  | 5800,5802-5880 Travel & Conference          | \$65,150                 | (\$5,509)                     | (\$1,009)                         | \$59,641           | -8.5%           | \$16,096            | \$4,665             | \$38,880            | \$ -                  |
|  | 5801 Mileage Reimbursement                  | \$32,355                 | \$109                         | \$0                               | \$32,464           | 0.3%            | \$6,503             | \$1,000             | \$24,961            | \$ -                  |
|  | 5900 Other Purchased Services               | \$22,385                 | \$422                         | \$422                             | \$22,807           | 1.9%            | \$2,598             | \$19,121            | \$1,089             | \$ -                  |
|  |   | <b>\$3,745,397</b>       | <b>\$65,236</b>               | <b>\$51,118</b>                   | <b>\$3,810,633</b> |                 | <b>\$1,649,244</b>  | <b>\$ 2,988,909</b> | <b>\$ 350,931</b>   | <b>\$ (1,178,452)</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                          |                               |                                   | <i>\$65,236</i>    |                 |                     |                     |                     |                       |
|  | <i>Group change %:</i>                      |                          |                               |                                   | <i>1.7%</i>        |                 |                     |                     |                     |                       |
| <b>Supplies &amp; Materials (6000's)</b> |   |                          |                               |                                   |                    |                 |                     |                     |                     |                       |
|  | 6110 Materials                              | \$461,154                | (\$2,900)                     | (\$1,480)                         | \$458,254          | -0.6%           | \$133,211           | \$93,879            | \$231,164           | \$ (0)                |
|  | 6120 Office Materials                       | \$37,463                 | (\$2,035)                     | (\$1,203)                         | \$35,428           | -5.4%           | \$5,694             | \$4,839             | \$24,895            | \$ 0                  |
|  | 6130 Maintenance Materials                  | \$177,144                | \$4,325                       | \$0                               | \$181,469          | 0.0%            | (\$24,116)          | \$111,449           | \$94,136            | \$ -                  |
|  | 6131 Custodial Materials                    | \$77,000                 | \$0                           | \$0                               | \$77,000           |                 | \$30,843            | \$33,322            | \$12,835            | \$ -                  |
|  | 6132 Security Materials                     | \$10,000                 | \$6,100                       | \$3,600                           | \$16,100           | 0.0%            | \$1,298             | \$14,498            | \$305               | \$ 0                  |
|  | 6140 Software                               | \$361,812                | \$12,950                      | \$5,013                           | \$374,762          | 3.6%            | \$303,870           | \$37,155            | \$33,737            | \$ 0                  |
|  | 6270 Diesel Fuel                            | \$86,350                 | \$0                           | \$0                               | \$86,350           |                 | \$8,054             | \$78,296            | \$0                 | \$ -                  |
|  | 6410 Books                                  | \$169,683                | \$0                           | \$0                               | \$169,683          | 0.0%            | \$73,008            | \$18,901            | \$77,773            | \$ 1                  |
|  | 6510 Heating Oil                            | \$394,630                | \$0                           | \$0                               | \$394,630          |                 | \$15,465            | \$378,318           | \$846               | \$ (0)                |
|  | 6520 Electricity                            | \$818,717                | \$0                           | \$0                               | \$818,717          |                 | \$178,113           | \$640,603           | \$0                 | \$ 1                  |

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| Object Series                 | Account                                     | FY Adopted Budget Budget | Cumulative Budget Adjustments | Current Report Budget Adjustments | Revised Budget      | Line Variance % | FY 2018 \$ Expended | FY 2018 Encumbered   | FY 2018 Anticipated  | FY 2018 Balance       |
|-------------------------------|---|--------------------------|-------------------------------|-----------------------------------|---------------------|-----------------|---------------------|----------------------|----------------------|-----------------------|
|                               | 6530 Propane gas                            | \$5,000                  | \$0                           | \$0                               | \$5,000             |                 | \$84                | \$4,916              | \$0                  | \$ -                  |
|                               | <i>Group \$ transfer in/(transfer out):</i> | \$2,598,953              | \$18,440                      | \$5,930                           | \$2,617,393         |                 | \$725,525           | \$ 1,416,176         | \$ 475,690           | \$ 2                  |
|                               | <i>Group change %:</i>                      |                          |                               |                                   | \$18,440            | 0.7%            |                     |                      |                      |                       |
| <b>Equipment (7000's)</b>     |   |                          |                               |                                   |                     |                 |                     |                      |                      |                       |
|                               | 7300 Equipment                              | \$242,874                | \$17,911                      | \$12,224                          | \$260,785           | 7.4%            | \$225,441           | \$29,305             | \$6,039              | \$ -                  |
|                               | <i>Group \$ transfer in/(transfer out):</i> | \$242,874                | \$17,911                      | \$12,224                          | \$260,785           |                 | \$225,441           | \$ 29,305            | \$ 6,039             | \$ -                  |
|                               | <i>Group change %:</i>                      |                          |                               |                                   | \$17,911            | 7%              |                     |                      |                      |                       |
| <b>Other Objects (8000's)</b> |   |                          |                               |                                   |                     |                 |                     |                      |                      |                       |
|                               | 8100 Dues, Fees and Memberships             | \$95,688                 | \$222                         | \$0                               | \$95,910            | 0.2%            | \$54,481            | \$9,118              | \$32,311             | \$ -                  |
|                               | 8900 Other Objects                          | \$5,395                  | (\$1,770)                     | (\$2,148)                         | \$3,625             | -32.8%          | \$5,323             | \$14,747             | (\$16,445)           | \$ (0)                |
|                               | <i>Group \$ transfer in/(transfer out):</i> | \$101,083                | (\$1,548)                     | (\$2,148)                         | \$99,535            |                 | \$59,804            | \$ 23,865            | \$ 15,866            | \$ (0)                |
|                               | <i>Group change %:</i>                      |                          |                               |                                   | (\$1,548)           | -1.5%           |                     |                      |                      |                       |
| <b>Revenues (9000's)</b>      |   |                          |                               |                                   |                     |                 |                     |                      |                      |                       |
|                               | 9200 Technology Revenue                     | (\$61,556)               | \$0                           | \$0                               | (\$61,556)          |                 | \$0                 | \$0                  | (\$61,556)           | \$ -                  |
|                               | 9201 Participation Fees, Athletics          | (\$65,918)               | \$0                           | \$0                               | (\$65,918)          |                 | \$0                 | \$0                  | (\$65,918)           | \$ -                  |
|                               | 9202 Gate Receipts, Athletics               | (\$14,000)               | \$0                           | \$0                               | (\$14,000)          |                 | \$0                 | \$0                  | (\$14,000)           | \$ -                  |
|                               | 9205 Excess Cost SPED                       | (\$558,087)              | \$0                           | \$0                               | (\$558,087)         |                 | \$0                 | \$0                  | (\$558,087)          | \$ -                  |
|                               | 9206 Pre School Tuition SPED                | (\$82,500)               | \$0                           | \$0                               | (\$82,500)          |                 | (\$47,200)          | \$0                  | (\$35,300)           | \$ -                  |
|                               | 9207 Regular Ed. Tuition                    | (\$35,000)               | (\$8,584)                     | (\$8,584)                         | (\$43,584)          | 0.0%            | (\$17,060)          | (\$26,524)           | \$0                  | \$ 0                  |
|                               | 9208 Revenue from Town for Fields           | (\$38,350)               | \$0                           | \$0                               | (\$38,350)          |                 | \$0                 | \$0                  | (\$38,350)           | \$ -                  |
|                               | 9209 Parking Fees                           | (\$30,000)               | \$0                           | \$0                               | (\$30,000)          |                 | \$0                 | \$0                  | (\$30,000)           | \$ -                  |
|                               | 9212 Facility Use Rental                    | (\$17,500)               | \$0                           | \$0                               | (\$17,500)          |                 | \$0                 | \$0                  | (\$17,500)           | \$ -                  |
|                               | <i>Group \$ transfer in/(transfer out):</i> | \$ (902,911)             | \$ (8,584)                    | \$ (8,584)                        | \$ (911,495)        |                 | \$ (64,260)         | \$ (26,524)          | \$ (820,711)         | \$ 0                  |
|                               | <i>Group change %:</i>                      |                          |                               |                                   | \$ (8,584)          | 1%              |                     |                      |                      |                       |
| <b>Total:</b>                 |   | <b>\$49,907,522</b>      | <b>\$0.00</b>                 | <b>\$0.00</b>                     | <b>\$49,907,522</b> |                 | <b>\$10,357,089</b> | <b>\$ 26,591,051</b> | <b>\$ 14,176,644</b> | <b>\$ (1,217,262)</b> |

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**OPERATING FUND BUDGET**

| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018       |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|---------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance       |
| <b>Hurlbutt Elementary</b>                           |   |                    |                    |                    |                    |            |                  |                     |                   |               |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | Certified Staff                             | \$3,002,018        | (\$6,056)          | (\$38,050)         | \$2,995,962        | -0.2%      | \$364,794        | \$ 2,581,617        | \$ 49,551         | \$ (0)        |
|  | Non Certified Staff                         | \$328,136          | (\$13,541)         | (\$24,973)         | \$314,595          | -4.1%      | \$63,157         | \$ -                | \$ 251,438        | \$ (0)        |
|  | Overtime                                    | \$1,500            | (\$219)            | (\$219)            | \$1,281            | -14.6%     | \$38             | \$ -                | \$ 1,243          | \$ -          |
|  | Certified Stipends                          | \$18,831           | \$0                | \$0                | \$18,831           |            | \$1,849          | \$ 14,177           | \$ 2,805          | \$ -          |
|  |   | <u>\$3,350,485</u> | <u>(\$19,816)</u>  | <u>(\$63,242)</u>  | <u>\$3,330,669</u> |            | <u>\$429,838</u> | <u>\$ 2,595,793</u> | <u>\$ 305,038</u> | <u>\$ (0)</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$19,816)</i>  |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-0.6%</i>       |            |                  |                     |                   |               |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 3308 Police/Fire                            | \$250              | \$0                | \$0                | \$250              |            | \$0              | \$ -                | \$ 250            | \$ -          |
|  | 3309 Professional Technical Services        | \$500              | \$0                | \$0                | \$500              |            | \$0              | \$ -                | \$ 500            | \$ -          |
|  |   | <u>\$750</u>       | <u>\$0</u>         | <u>\$0</u>         | <u>\$750</u>       |            | <u>\$0</u>       | <u>\$ -</u>         | <u>\$ 750</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                      | \$1,590            | \$0                | \$0                | \$1,590            |            | \$0              | \$ 507              | \$ 1,083          | \$ -          |
|  |   | <u>\$1,590</u>     | <u>\$0</u>         | <u>\$0</u>         | <u>\$1,590</u>     |            | <u>\$0</u>       | <u>\$ 507</u>       | <u>\$ 1,083</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 Transporation         | \$350              | \$0                | \$0                | \$350              |            | \$0              | \$ -                | \$ 350            | \$ -          |
|  | 5400 Postage                                | \$150              | \$0                | \$0                | \$150              |            | \$0              | \$ -                | \$ 150            | \$ -          |
|  | 5501 Printing                               | \$500              | \$0                | \$0                | \$500              |            | \$0              | \$ -                | \$ 500            | \$ -          |

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**OPERATING FUND BUDGET**

| Object                                   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018       |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|---------------|
| Series                                   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance       |
| 5800,5802-5880                           | Travel & Conference                         | \$750              | \$0                | \$0                | \$750              |            | \$0              | \$ -                | \$ 750            | \$ -          |
|  | 5801 Mileage Reimbursement                  | \$300              | \$0                | \$0                | \$300              |            | \$0              | \$ -                | \$ 300            | \$ -          |
|  |   | <u>\$2,050</u>     | <u>\$0</u>         | <u>\$0</u>         | <u>\$2,050</u>     |            | <u>\$0</u>       | <u>\$ -</u>         | <u>\$ 2,050</u>   | <u>\$ -</u>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>\$0</i>         |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>0.0%</i>        |            |                  |                     |                   |               |
| <b>Supplies &amp; Materials (6000's)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 6110 Materials                              | \$54,018           | \$0                | \$0                | \$54,018           |            | \$28,407         | \$ 12,213           | \$ 13,398         | \$ (0)        |
|  | 6120 Office Materials                       | \$2,000            | \$0                | \$0                | \$2,000            |            | \$112            | \$ 207              | \$ 1,681          | \$ -          |
|  | 6410 Books                                  | \$17,700           | \$0                | \$0                | \$17,700           |            | \$7,102          | \$ 959              | \$ 9,639          | \$ -          |
|  |   | <u>\$73,718</u>    | <u>\$0</u>         | <u>\$0</u>         | <u>\$73,718</u>    |            | <u>\$35,621</u>  | <u>\$ 13,379</u>    | <u>\$ 24,718</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             | \$1,401            | \$0                | \$0                | \$1,401            |            | \$79             | \$ -                | \$ 1,322          | \$ -          |
|  |   | <u>\$1,401</u>     | <u>\$0</u>         | <u>\$0</u>         | <u>\$1,401</u>     |            | <u>\$79</u>      | <u>\$ -</u>         | <u>\$ 1,322</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>\$3,429,994</b> | <b>(\$19,816)</b>  | <b>(\$63,242)</b>  | <b>\$3,410,178</b> |            | <b>\$465,538</b> | <b>\$ 2,609,680</b> | <b>\$ 334,961</b> | <b>\$ (0)</b> |

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**OPERATING FUND BUDGET**

| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018       |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|---------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance       |
| <b>Weston Intermediate School</b>                    |   |                    |                    |                    |                    |            |                  |                     |                   |               |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | Certified Staff                             | \$3,540,893        | \$25,444           | \$10,750           | \$3,566,337        | 0.7%       | \$470,215        | \$ 3,059,238        | \$ 36,884         | \$ (0)        |
|  | Non Certified Staff                         | \$232,909          | (\$598)            | (\$598)            | \$232,311          | -0.3%      | \$36,677         | \$ -                | \$ 195,634        | \$ -          |
|  | Overtime                                    | \$750              | \$0                | \$0                | \$750              |            | \$257            | \$ -                | \$ 493            | \$ -          |
|  | Certified Stipends                          | \$36,781           | \$0                | \$0                | \$36,781           |            | \$1,961          | \$ 14,065           | \$ 20,755         | \$ -          |
|  |   | <b>\$3,811,333</b> | <b>\$24,846</b>    | <b>\$10,152</b>    | <b>\$3,836,179</b> |            | <b>\$509,110</b> | <b>\$ 3,073,302</b> | <b>\$ 253,767</b> | <b>\$ (0)</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$24,846           |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.7%               |            |                  |                     |                   |               |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 3308 Police/Fire                            | \$210              | \$0                | \$0                | \$210              | 100.0%     | \$0              | \$ -                | \$ 210            | \$ -          |
|  | 3309 Professional Technical Services        | \$900              | \$0                | \$0                | \$900              | 100.0%     | \$0              | \$ -                | \$ 900            | \$ -          |
|  |   | <b>\$1,110</b>     | <b>\$0</b>         | <b>\$0</b>         | <b>\$1,110</b>     |            | <b>\$0</b>       | <b>\$ -</b>         | <b>\$ 1,110</b>   | <b>\$ -</b>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | 100.0%             |            |                  |                     |                   |               |
| <b>Property Services (4000s)</b>                     |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 4302 Equipment Repairs                      | \$1,695            | \$0                | \$0                | \$1,695            |            | \$0              | \$ -                | \$ 1,695          | \$ -          |
|  |   | <b>\$1,695</b>     | <b>\$0</b>         | <b>\$0</b>         | <b>\$1,695</b>     |            | <b>\$0</b>       | <b>\$ -</b>         | <b>\$ 1,695</b>   | <b>\$ -</b>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |               |
| <b>Other Services (5000s)</b>                        |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 5501 Printing                               | \$1,000            | \$0                | \$0                | \$1,000            |            | \$163            | \$ -                | \$ 837            | \$ -          |
|  | 5800,5802-5880 Travel & Conference          | \$500              | \$0                | \$0                | \$500              |            | \$0              | \$ -                | \$ 500            | \$ -          |
|  | 5801 Mileage Reimbursement                  | \$250              | \$0                | \$0                | \$250              |            | \$0              | \$ -                | \$ 250            | \$ -          |
|  |   | <b>\$1,750</b>     | <b>\$0</b>         | <b>\$0</b>         | <b>\$1,750</b>     |            | <b>\$163</b>     | <b>\$ -</b>         | <b>\$ 1,587</b>   | <b>\$ -</b>   |

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**OPERATING FUND BUDGET**

| Object                                   | Account                                     | FY Adopted Budget         | Cumulative             | Current Report         | Revised                   | Line       | FY 2018                 | FY 2018                    | FY 2018                  | FY 2018            |
|--|---|---------------------------|------------------------|------------------------|---------------------------|------------|-------------------------|----------------------------|--------------------------|--------------------|
| Series                                   |   | Budget                    | Budget Adjustments     | Budget Adjustments     | Budget                    | Variance % | \$ Expended             | Encumbered                 | Anticipated              | Balance            |
|  | <i>Group \$ transfer in/(transfer out):</i> |                           |                        |                        | \$0                       |            |                         |                            |                          |                    |
|  | <i>Group change %:</i>                      |                           |                        |                        | 0.0%                      |            |                         |                            |                          |                    |
| <b>Supplies &amp; Materials (6000's)</b> |   |                           |                        |                        |                           |            |                         |                            |                          |                    |
|  | 6110 Materials                              | \$40,676                  | \$0                    | \$0                    | \$40,676                  |            | \$11,512                | \$ 8,524                   | \$ 20,640                | \$ -               |
|  | 6120 Office Materials                       | \$2,000                   | \$0                    | \$0                    | \$2,000                   |            | \$26                    | \$ 626                     | \$ 1,348                 | \$ -               |
|  | 6410 Books                                  | \$36,314                  | \$0                    | \$0                    | \$36,314                  |            | \$12,662                | \$ 11,098                  | \$ 12,554                | \$ 0               |
|  |   | <u>\$78,990</u>           | <u>\$0</u>             | <u>\$0</u>             | <u>\$78,990</u>           |            | <u>\$24,200</u>         | <u>\$ 20,248</u>           | <u>\$ 34,542</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             | \$1,324                   | \$0                    | \$0                    | \$1,324                   |            | \$218                   | \$ -                       | \$ 1,106                 | \$ -               |
|  |   | <u>\$1,324</u>            | <u>\$0</u>             | <u>\$0</u>             | <u>\$1,324</u>            |            | <u>\$218</u>            | <u>\$ -</u>                | <u>\$ 1,106</u>          | <u>\$ -</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                           |                        |                        | \$0                       |            |                         |                            |                          |                    |
|  | <i>Group change %:</i>                      |                           |                        |                        | 0.0%                      |            |                         |                            |                          |                    |
| <b>Total:</b>                            |   | <u><b>\$3,896,202</b></u> | <u><b>\$24,846</b></u> | <u><b>\$10,152</b></u> | <u><b>\$3,921,048</b></u> |            | <u><b>\$533,691</b></u> | <u><b>\$ 3,093,550</b></u> | <u><b>\$ 293,807</b></u> | <u><b>\$ 0</b></u> |

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| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018     |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|-------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance     |
| <b>Weston Middle School</b>                          |   |                    |                    |                    |                    |            |                  |                     |                   |             |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | Certified Staff                             | \$4,376,427        | \$93,699           | \$15,321           | \$4,470,125        | 2.1%       | \$575,543        | \$ 3,850,438        | \$ 44,144         | \$ 0        |
|  | Non Certified Staff                         | \$197,284          | \$0                | \$0                | \$197,284          |            | \$32,161         | \$ -                | \$ 165,123        | \$ -        |
|  | Overtime                                    | \$0                | \$0                | \$0                | \$0                | 0.0%       | \$0              | \$ -                | \$ -              | \$ -        |
|  | Certified Stipends                          | \$139,955          | \$0                | \$0                | \$139,955          |            | \$3,420          | \$ 24,076           | \$ 112,460        | \$ -        |
|  |   | <b>\$4,713,666</b> | <b>\$93,699</b>    | <b>\$15,321</b>    | <b>\$4,807,364</b> |            | <b>\$611,123</b> | <b>\$ 3,874,513</b> | <b>\$ 321,727</b> | <b>\$ 0</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$93,699           |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 2.0%               |            |                  |                     |                   |             |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | 3308 Police/Fire                            | \$1,610            | \$0                | \$0                | \$1,610            |            | \$105            | \$ -                | \$ 1,505          | \$ -        |
|  | 3309 Professional Technical Services        | \$3,920            | \$0                | \$0                | \$3,920            |            | \$120            | \$ 1,250            | \$ 2,550          | \$ -        |
|  |   | <b>\$5,530</b>     | <b>\$0</b>         | <b>\$0</b>         | <b>\$5,530</b>     |            | <b>\$225</b>     | <b>\$ 1,250</b>     | <b>\$ 4,055</b>   | <b>\$ -</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |             |
| <b>Property Services (4000s)</b>                     |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | 4302 Equipment Repairs                      | \$6,220            | \$0                | \$0                | \$6,220            |            | \$621            | \$ 1,502            | \$ 4,098          | \$ -        |
|  |   | <b>\$6,220</b>     | <b>\$0</b>         | <b>\$0</b>         | <b>\$6,220</b>     |            | <b>\$621</b>     | <b>\$ 1,502</b>     | <b>\$ 4,098</b>   | <b>\$ -</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |             |
| <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                               | \$3,213            | \$0                | \$0                | \$3,213            |            | \$0              | \$ -                | \$ 3,213          | \$ -        |
|  | 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            | \$ -        |

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| Object                                   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018     |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|-------------|
| Series                                   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance     |
|  |   | \$15,955           | \$0                | \$0                | \$15,955           |            | \$0              | \$ -                | \$ 15,955         | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |             |
| <b>Supplies &amp; Materials (6000's)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |             |
| 6110                                     | Materials                                   | \$73,239           | (\$1,420)          | \$0                | \$71,819           | -1.9%      | \$11,441         | \$ 13,794           | \$ 46,585         | \$ -        |
| 6120                                     | Office Materials                            | \$3,633            | \$0                | \$0                | \$3,633            |            | \$489            | \$ 365              | \$ 2,779          | \$ -        |
| 6410                                     | Books                                       | \$26,174           | \$0                | \$0                | \$26,174           | 0.0%       | \$3,408          | \$ 3,531            | \$ 19,235         | \$ -        |
|  |   | \$103,046          | (\$1,420)          | \$0                | \$101,627          |            | \$15,337         | \$ 17,691           | \$ 68,598         | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | (\$1,420)          |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | -1.4%              |            |                  |                     |                   |             |
| <b>Equipment (7000's)</b>                |   |                    |                    |                    |                    |            |                  |                     |                   |             |
| 7300                                     | Equipment                                   | \$3,050            | \$1,420            | \$0                | \$4,470            | 46.6%      | \$2,234          | \$ 2,234            | \$ 3              | \$ -        |
|  |   | \$3,050            | \$1,420            | \$0                | \$4,470            |            | \$2,234          | \$ 2,234            | \$ 3              | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$1,420            |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 47%                |            |                  |                     |                   |             |
| <b>Other Objects (8000's)</b>            |   |                    |                    |                    |                    |            |                  |                     |                   |             |
| 8100                                     | Dues, Fees and Memberships                  | \$9,027            | \$0                | \$0                | \$9,027            |            | \$1,399          | \$ 559              | \$ 7,069          | \$ -        |
|  |   | \$9,027            | \$0                | \$0                | \$9,027            |            | \$1,399          | \$ 559              | \$ 7,069          | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |             |
| <b>Total:</b>                            |   | <b>\$4,856,494</b> | <b>\$93,699</b>    | <b>\$15,321</b>    | <b>\$4,950,193</b> |            | <b>\$630,939</b> | <b>\$ 3,897,748</b> | <b>\$ 421,505</b> | <b>\$ 0</b> |

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| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018       |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|---------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance       |
| <b>Weston High School</b>                            |   |                    |                    |                    |                    |            |                  |                     |                   |               |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | Certified Staff                             | \$5,961,972        | (\$133,177)        | \$0                | \$5,828,795        | -2.2%      | \$757,557        | \$ 5,030,599        | \$ 40,640         | \$ (0)        |
|  | Non Certified Staff                         | \$265,449          | (\$791)            | \$0                | \$264,658          | -0.3%      | \$46,115         | \$ -                | \$ 218,543        | \$ 0          |
|  | Overtime                                    | \$250              | \$0                | \$0                | \$250              |            | \$65             | \$ -                | \$ 185            | \$ -          |
|  | Certified Stipends                          | \$139,499          | \$1,200            | \$1,200            | \$140,699          | 0.9%       | \$0              | \$ -                | \$ 140,699        | \$ (0)        |
|  |   | <b>\$6,367,170</b> | <b>(\$132,768)</b> | <b>\$1,200</b>     | <b>\$6,234,402</b> |            | <b>\$803,736</b> | <b>\$ 5,030,599</b> | <b>\$ 400,068</b> | <b>\$ (0)</b> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$132,768)</i> |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-2.1%</i>       |            |                  |                     |                   |               |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 3308 Police/Fire                            | \$2,050            | \$0                | \$0                | \$2,050            |            | \$0              | \$ -                | \$ 2,050          | \$ -          |
|  | 3309 Professional Technical Services        | \$8,925            | \$0                | \$0                | \$8,925            |            | \$2,239          | \$ 406              | \$ 6,280          | \$ -          |
|  |   | <b>\$10,975</b>    | <b>\$0</b>         | <b>\$0</b>         | <b>\$10,975</b>    |            | <b>\$2,239</b>   | <b>\$ 406</b>       | <b>\$ 8,330</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                      | \$9,305            | \$175              | \$175              | \$9,480            | 1.9%       | \$1,944          | \$ 1,260            | \$ 6,276          | \$ -          |
|  | 4400 Equipment Rental                       | \$3,590            | \$0                | \$0                | \$3,590            |            | \$0              | \$ -                | \$ 3,590          | \$ -          |
|  |   | <b>\$12,895</b>    | <b>\$175</b>       | <b>\$175</b>       | <b>\$13,070</b>    |            | <b>\$1,944</b>   | <b>\$ 1,260</b>     | <b>\$ 9,866</b>   | <b>\$ -</b>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>\$175</i>       |            |                  |                     |                   |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>1.4%</i>        |            |                  |                     |                   |               |
| <b>Other Services (5000s)</b>                        |   |                    |                    |                    |                    |            |                  |                     |                   |               |
|  | 5100 Regular Transportation                 | \$3,813            | \$0                | \$0                | \$3,813            |            | \$0              | \$ -                | \$ 3,813          | \$ -          |
|  | 5400 Postage                                | \$89               | \$0                | \$0                | \$89               |            | \$0              | \$ -                | \$ 89             | \$ -          |
|  | 5501 Printing                               | \$13,999           | \$0                | \$0                | \$13,999           |            | \$7,086          | \$ 267              | \$ 6,646          | \$ 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            |            | \$394            | \$ -                | \$ 2,356          | \$ -          |

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| Object                                   | Account                              | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018       |
|--|--------------------------------------|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|---------------|
| Series                                   |                                      | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance       |
| 5900                                     | Other Purchased Services             | \$1,200            | \$0                | \$0                | \$1,200            |            | \$111            | \$ -                | \$ 1,089          | \$ -          |
|  |                                      | \$23,851           | \$0                | \$0                | \$23,851           |            | \$7,591          | \$ 267              | \$ 15,993         | \$ 0          |
|  | Group \$ transfer in/(transfer out): |                    |                    |                    | \$0                |            |                  |                     |                   |               |
|  | Group change %:                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |               |
| <b>Supplies &amp; Materials (6000's)</b> |                                      |                    |                    |                    |                    |            |                  |                     |                   |               |
| 6110                                     | Materials                            | \$136,921          | (\$175)            | (\$175)            | \$136,746          | -0.1%      | \$54,902         | \$ 28,318           | \$ 53,526         | \$ -          |
| 6120                                     | Office Materials                     | \$7,101            | (\$1,200)          | (\$1,200)          | \$5,901            | -16.9%     | \$1,491          | \$ 436              | \$ 3,974          | \$ -          |
| 6410                                     | Books                                | \$33,021           | (\$0)              | \$0                | \$33,021           | 0.0%       | \$19,786         | \$ 844              | \$ 12,391         | \$ -          |
|  |                                      | \$177,043          | (\$1,376)          | (\$1,375)          | \$175,667          |            | \$76,179         | \$ 29,597           | \$ 69,891         | \$ -          |
|  | Group \$ transfer in/(transfer out): |                    |                    |                    | (\$1,376)          |            |                  |                     |                   |               |
|  | Group change %:                      |                    |                    |                    | -0.8%              |            |                  |                     |                   |               |
| <b>Equipment (7000's)</b>                |                                      |                    |                    |                    |                    |            |                  |                     |                   |               |
| 7300                                     | Equipment                            | \$750              | \$0                | \$0                | \$750              |            | \$0              | \$ -                | \$ 750            | \$ -          |
|  |                                      | \$750              | \$0                | \$0                | \$750              |            | \$0              | \$ -                | \$ 750            | \$ -          |
|  | Group \$ transfer in/(transfer out): |                    |                    |                    | \$0                |            |                  |                     |                   |               |
|  | Group change %:                      |                    |                    |                    | 0%                 |            |                  |                     |                   |               |
| <b>Other Objects (8000's)</b>            |                                      |                    |                    |                    |                    |            |                  |                     |                   |               |
| 8100                                     | Dues, Fees and Memberships           | \$14,687           | \$0                | \$0                | \$14,687           |            | \$9,407          | \$ 472              | \$ 4,808          | \$ -          |
| 8900                                     | Other Objects                        | \$0                | \$0                | \$0                | \$0                |            | \$0              | \$ -                | \$ -              | \$ -          |
|  |                                      | \$14,687           | \$0                | \$0                | \$14,687           |            | \$9,407          | \$ 472              | \$ 4,808          | \$ -          |
|  | Group \$ transfer in/(transfer out): |                    |                    |                    | \$0                |            |                  |                     |                   |               |
|  | Group change %:                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |               |
| <b>Revenues (9000's)</b>                 |                                      |                    |                    |                    |                    |            |                  |                     |                   |               |
| 9209                                     | Parking Fees                         | \$ (30,000)        | \$ -               | \$0                | (\$30,000)         |            | \$0              | \$ -                | \$ (30,000)       | \$ -          |
|  |                                      | \$ (30,000)        | \$0                | \$0                | (\$30,000)         |            | \$ -             | \$ -                | \$ (30,000)       | \$ -          |
|  | Group \$ transfer in/(transfer out): |                    |                    |                    | \$0                |            |                  |                     |                   |               |
|  | Group change %:                      |                    |                    |                    | 0%                 |            |                  |                     |                   |               |
| <b>Total:</b>                            |                                      | <b>\$6,577,371</b> | <b>(\$133,968)</b> | <b>\$0</b>         | <b>\$6,443,402</b> |            | <b>\$901,096</b> | <b>\$ 5,062,601</b> | <b>\$ 479,706</b> | <b>\$ (0)</b> |

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| Object   | Account                                     | FY Adopted Budget | Cumulative         | Current Report     | Revised          | Line       | FY 2018         | FY 2018           | FY 2018           | FY 2018     |
|--|---|-------------------|--------------------|--------------------|------------------|------------|-----------------|-------------------|-------------------|-------------|
| Series   |   | Budget            | Budget Adjustments | Budget Adjustments | Budget           | Variance % | \$ Expended     | Encumbered        | Anticipated       | Balance     |
| <b>Athletics</b>                                     |   |                   |                    |                    |                  |            |                 |                   |                   |             |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                   |                    |                    |                  |            |                 |                   |                   |             |
|  | Certified Staff                             | \$154,248         | \$0                | \$0                | \$154,248        |            | \$41,528        | \$ 112,720        | \$ -              | \$ -        |
|  | Non Certified Staff                         | \$51,992          | (\$200)            | \$0                | \$51,792         | -0.4%      | \$11,354        | \$ -              | \$ 40,438         | \$ -        |
|  | Certified Stipends                          | \$375,096         | \$0                | \$0                | \$375,096        |            | \$0             | \$ -              | \$ 375,096        | \$ -        |
|  | Non Certified Stipends                      | \$78,853          | \$0                | \$0                | \$78,853         |            | \$8,791         | \$ -              | \$ 70,062         | \$ -        |
|  |   | <u>\$660,189</u>  | <u>(\$200)</u>     | <u>\$0</u>         | <u>\$659,989</u> |            | <u>\$61,673</u> | <u>\$ 112,720</u> | <u>\$ 485,596</u> | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | <i>(\$200)</i>   |            |                 |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | <i>0.0%</i>      |            |                 |                   |                   |             |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                   |                    |                    |                  |            |                 |                   |                   |             |
|  | 3239 Other Pupil Services                   | \$3,500           | \$0                | \$0                | \$3,500          |            | \$0             | \$ 855            | \$ 2,645          | \$ -        |
|  | 3308 Police/Fire                            | \$5,150           | \$0                | \$0                | \$5,150          |            | \$0             | \$ 1,375          | \$ 3,775          | \$ -        |
|  | 3310 Sports Officials                       | \$47,439          | \$0                | \$0                | \$47,439         |            | \$18,000        | \$ -              | \$ 29,439         | \$ -        |
|  |   | <u>\$56,089</u>   | <u>\$0</u>         | <u>\$0</u>         | <u>\$56,089</u>  |            | <u>\$18,000</u> | <u>\$ 2,230</u>   | <u>\$ 35,859</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                      | \$20,000          | \$0                | \$0                | \$20,000         |            | \$380           | \$ 11,155         | \$ 8,465          | \$ -        |
|  |   | <u>\$20,000</u>   | <u>\$0</u>         | <u>\$0</u>         | <u>\$20,000</u>  |            | <u>\$380</u>    | <u>\$ 11,155</u>  | <u>\$ 8,465</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>                        |   |                   |                    |                    |                  |            |                 |                   |                   |             |
|  | 5104 Athletic Transportation                | \$84,853          | \$0                | \$0                | \$84,853         |            | \$0             | \$ 23,000         | \$ 61,853         | \$ -        |
|  | 5202 Athletic Insurance                     | \$29,939          | (\$5,617)          | \$0                | \$24,322         | -18.8%     | \$24,322        | \$ -              | \$ -              | \$ -        |

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| Object                                   | Account                                     | FY Adopted Budget | Cumulative         | Current Report     | Revised          | Line       | FY 2018          | FY 2018           | FY 2018           | FY 2018     |
|--|---|-------------------|--------------------|--------------------|------------------|------------|------------------|-------------------|-------------------|-------------|
| Series                                   |   | Budget            | Budget Adjustments | Budget Adjustments | Budget           | Variance % | \$ Expended      | Encumbered        | Anticipated       | Balance     |
| 5800,5802-5880                           | Travel & Conference                         | \$5,100           | \$0                | \$0                | \$5,100          |            | \$2,100          | \$ -              | \$ 3,000          | \$ -        |
|  |   | \$119,892         | (\$5,617)          | \$0                | \$114,275        |            | \$26,422         | \$ 23,000         | \$ 64,853         | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$5,617)        |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | -4.7%            |            |                  |                   |                   |             |
| <b>Supplies &amp; Materials (6000's)</b> |   |                   |                    |                    |                  |            |                  |                   |                   |             |
| 6110                                     | Materials                                   | \$57,750          | \$0                | \$0                | \$57,750         |            | \$5,983          | \$ 1,450          | \$ 50,317         | \$ -        |
|  |   | \$57,750          | \$0                | \$0                | \$57,750         |            | \$5,983          | \$ 1,450          | \$ 50,317         | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$0              |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | 0.0%             |            |                  |                   |                   |             |
| <b>Other Objects (8000's)</b>            |   |                   |                    |                    |                  |            |                  |                   |                   |             |
| 8100                                     | Dues, Fees and Memberships                  | \$17,385          | \$0                | \$0                | \$17,385         |            | \$16,135         | \$ -              | \$ 1,250          | \$ -        |
| 8900                                     | Other Objects                               | (\$21,000)        | \$0                | \$0                | (\$21,000)       |            | \$0              | \$ -              | \$ (21,000)       | \$ -        |
|  |   | (\$3,615)         | \$0                | \$0                | (\$3,615)        |            | \$16,135         | \$ -              | \$ (19,750)       | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$0              |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | 0.0%             |            |                  |                   |                   |             |
| <b>Revenues (9000's)</b>                 |   |                   |                    |                    |                  |            |                  |                   |                   |             |
| 9201                                     | Participation Fees, Athletics               | \$ (65,918)       | \$0                | \$0                | (\$65,918)       |            | \$0              | \$ -              | \$ (65,918)       | \$ -        |
| 9202                                     | Gate Receipts, Athletics                    | \$ (14,000)       | \$0                | \$0                | (\$14,000)       |            | \$0              | \$ -              | \$ (14,000)       | \$ -        |
| 9212                                     | Facility Use Rental                         | \$ (17,500)       | \$0                | \$0                | (\$17,500)       |            | \$0              | \$ -              | \$ (17,500)       | \$ -        |
|  |   | \$ (97,418)       | \$0                | \$0                | (\$97,418)       |            | \$ -             | \$ -              | \$ (97,418)       | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$0              |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | 0%               |            |                  |                   |                   |             |
| <b>Total:</b>                            |   | <b>\$812,887</b>  | <b>(\$5,817)</b>   | <b>\$0</b>         | <b>\$807,070</b> |            | <b>\$128,594</b> | <b>\$ 150,554</b> | <b>\$ 527,922</b> | <b>\$ -</b> |

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| Object                                   | Account                                     | FY Adopted Budget | Cumulative         | Current Report     | Revised          | Line       | FY 2018         | FY 2018           | FY 2018          | FY 2018       |
|--|---|-------------------|--------------------|--------------------|------------------|------------|-----------------|-------------------|------------------|---------------|
| Series                                   |   | Budget            | Budget Adjustments | Budget Adjustments | Budget           | Variance % | \$ Expended     | Encumbered        | Anticipated      | Balance       |
| <b>Copy Center</b>                       |   |                   |                    |                    |                  |            |                 |                   |                  |               |
| <b>Salaries &amp; Wages (1000s)</b>      |   |                   |                    |                    |                  |            |                 |                   |                  |               |
|  | Non Certified Staff                         | \$45,362          | \$3,000            | \$0                | \$48,362         | 6.6%       | \$7,709         | \$ -              | \$ 40,653        | \$ -          |
|  |   | \$45,362          | \$3,000            | \$0                | \$48,362         |            | \$7,709         | \$ -              | \$ 40,653        | \$ -          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$3,000          |            |                 |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | 6.6%             |            |                 |                   |                  |               |
| <b>Property Services (4000s)</b>         |   |                   |                    |                    |                  |            |                 |                   |                  |               |
|  | 4400 Equipment Rental                       | \$130,452         | \$2,853            | \$2,853            | \$133,305        | 2.2%       | \$31,788        | \$ 101,517        | \$ -             | \$ (0)        |
|  |   | \$130,452         | \$2,853            | \$2,853            | \$133,305        |            | \$31,788        | \$ 101,517        | \$ -             | \$ (0)        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$2,853          |            |                 |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | 2.2%             |            |                 |                   |                  |               |
| <b>Other Services (5000s)</b>            |   |                   |                    |                    |                  |            |                 |                   |                  |               |
|  | 5400 Postage                                | \$18,650          | (\$1,000)          | (\$1,000)          | \$17,650         | -5.4%      | \$4,961         | \$ 12,244         | \$ 444           | \$ 0          |
|  |   | \$18,650          | (\$1,000)          | (\$1,000)          | \$17,650         |            | \$4,961         | \$ 12,244         | \$ 444           | \$ 0          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$1,000)        |            |                 |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | -5.4%            |            |                 |                   |                  |               |
| <b>Supplies &amp; Materials (6000's)</b> |   |                   |                    |                    |                  |            |                 |                   |                  |               |
|  | 6110 Materials                              | \$14,450          | (\$1,000)          | (\$1,000)          | \$13,450         | -6.9%      | \$439           | \$ 11,561         | \$ 1,450         | \$ -          |
|  |   | \$14,450          | (\$1,000)          | (\$1,000)          | \$13,450         |            | \$439           | \$ 11,561         | \$ 1,450         | \$ -          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$1,000)        |            |                 |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | -6.9%            |            |                 |                   |                  |               |
|  | <b>Total:</b>                               | <b>\$208,914</b>  | <b>\$3,853</b>     | <b>\$853</b>       | <b>\$212,767</b> |            | <b>\$44,897</b> | <b>\$ 125,323</b> | <b>\$ 42,547</b> | <b>\$ (0)</b> |

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| Object   | Account                                     | FY Adopted Budget | Cumulative Budget | Current Report Budget | Revised          | Line       | FY 2018          | FY 2018           | FY 2018          | FY 2018       |
|--|---|-------------------|-------------------|-----------------------|------------------|------------|------------------|-------------------|------------------|---------------|
| Series   |   | Budget            | Adjustments       | Adjustments           | Budget           | Variance % | \$ Expended      | Encumbered        | Anticipated      | Balance       |
| <b>Curriculum &amp; Instruction</b>                  |   |                   |                   |                       |                  |            |                  |                   |                  |               |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                   |                   |                       |                  |            |                  |                   |                  |               |
|  | Certified Staff                             | \$827,017         | \$5,095           | \$0                   | \$832,112        | 0.6%       | \$153,410        | \$ 642,904        | \$ 35,799        | \$ (0)        |
|  | Non Certified Staff                         | \$63,500          | \$1,271           | \$0                   | \$64,771         | 2.0%       | \$17,438         | \$ -              | \$ 47,333        | \$ -          |
|  | Certified Stipends                          | \$82,051          | (\$140)           | (\$139)               | \$81,911         | -0.2%      | \$9,892          | \$ 72,019         | \$ -             | \$ (0)        |
|  |   | <u>\$972,568</u>  | <u>\$6,227</u>    | <u>(\$139)</u>        | <u>\$978,795</u> |            | <u>\$180,741</u> | <u>\$ 714,923</u> | <u>\$ 83,132</u> | <u>\$ (0)</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                   |                       | \$6,227          |            |                  |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                   |                       | 0.6%             |            |                  |                   |                  |               |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                   |                   |                       |                  |            |                  |                   |                  |               |
| 3220/3221  | Consulting Services                         | \$67,900          | \$587             | \$587                 | \$68,487         | 0.9%       | \$45,237         | \$ 5,750          | \$ 17,500        | \$ -          |
| 3235   | Testing                                     | \$31,600          | \$0               | \$0                   | \$31,600         |            | \$18,744         | \$ 7,509          | \$ 5,347         | \$ -          |
|  |   | <u>\$99,500</u>   | <u>\$587</u>      | <u>\$587</u>          | <u>\$100,087</u> |            | <u>\$63,981</u>  | <u>\$ 13,259</u>  | <u>\$ 22,847</u> | <u>\$ -</u>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                   |                       | \$587            |            |                  |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                   |                       | 0.6%             |            |                  |                   |                  |               |
| <b>Property Services (4000s)</b>                     |   |                   |                   |                       |                  |            |                  |                   |                  |               |
| <b>Other Services (5000s)</b>                        |   |                   |                   |                       |                  |            |                  |                   |                  |               |
| 5800,5802-5880                                       | Travel & Conference                         | \$46,480          | (\$3,009)         | (\$1,009)             | \$43,471         | -6.5%      | \$11,910         | \$ 2,751          | \$ 28,810        | \$ -          |
| 5801   | Mileage Reimbursement                       | \$6,000           | \$0               | \$0                   | \$6,000          |            | \$1,500          | \$ -              | \$ 4,500         | \$ -          |
| 5900   | Other Purchased Services                    | \$5,600           | \$422             | \$422                 | \$6,022          | 7.5%       | \$2,487          | \$ 3,536          | \$ -             | \$ 0          |
|  |   | <u>\$58,080</u>   | <u>(\$2,587)</u>  | <u>(\$587)</u>        | <u>\$55,493</u>  |            | <u>\$15,897</u>  | <u>\$ 6,286</u>   | <u>\$ 33,310</u> | <u>\$ 0</u>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                   |                       | (\$2,587)        |            |                  |                   |                  |               |
|  | <i>Group change %:</i>                      |                   |                   |                       | -4.5%            |            |                  |                   |                  |               |
| <b>Supplies &amp; Materials (6000's)</b>             |   |                   |                   |                       |                  |            |                  |                   |                  |               |

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| Object                        | Account                                     | FY Adopted Budget         | Cumulative Budget     | Current Report Budget | Revised                   | Line       | FY 2018                 | FY 2018                  | FY 2018                  | FY 2018            |
|-------------------------------|---|---------------------------|-----------------------|-----------------------|---------------------------|------------|-------------------------|--------------------------|--------------------------|--------------------|
| Series                        |   | Budget                    | Adjustments           | Adjustments           | Budget                    | Variance % | \$ Expended             | Encumbered               | Anticipated              | Balance            |
|                               | 6110 Materials                              | \$4,600                   | \$0                   | \$0                   | \$4,600                   |            | \$438                   | \$ 2,328                 | \$ 1,834                 | \$ -               |
|                               | 6120 Office Materials                       | \$5,825                   | \$0                   | \$0                   | \$5,825                   |            | \$782                   | \$ 930                   | \$ 4,113                 | \$ -               |
|                               | 6410 Books                                  | \$49,974                  | \$0                   | \$0                   | \$49,974                  |            | \$30,050                | \$ 2,470                 | \$ 17,454                | \$ 0               |
|                               |   | <u>\$60,399</u>           | <u>\$0</u>            | <u>\$0</u>            | <u>\$60,399</u>           |            | <u>\$31,270</u>         | <u>\$ 5,728</u>          | <u>\$ 23,401</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             | \$19,810                  | \$0                   | \$0                   | \$19,810                  |            | \$7,879                 | \$ 1,650                 | \$ 10,281                | \$ -               |
|                               |   | <u>\$19,810</u>           | <u>\$0</u>            | <u>\$0</u>            | <u>\$19,810</u>           |            | <u>\$7,879</u>          | <u>\$ 1,650</u>          | <u>\$ 10,281</u>         | <u>\$ -</u>        |
|                               | <i>Group \$ transfer in/(transfer out):</i> |                           |                       |                       | <i>\$0</i>                |            |                         |                          |                          |                    |
|                               | <i>Group change %:</i>                      |                           |                       |                       | <i>0.0%</i>               |            |                         |                          |                          |                    |
|                               | <b>Total:</b>                               | <u><b>\$1,210,357</b></u> | <u><b>\$4,227</b></u> | <u><b>(\$139)</b></u> | <u><b>\$1,214,584</b></u> |            | <u><b>\$299,767</b></u> | <u><b>\$ 741,845</b></u> | <u><b>\$ 172,971</b></u> | <u><b>\$ 0</b></u> |

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| Object<br>Series                                     | Account                                     | FY Adopted Budget<br>Budget | Cumulative<br>Budget<br>Adjustments | Current Repor<br>Budget<br>Adjustments | Revised<br>Budget  | Line<br>Variance % | FY 2018<br>\$ Expended | FY 2018<br>Encumbered | FY 2018<br>Anticipated | FY 2018<br>Balance |
|--|---|-----------------------------|-------------------------------------|--|--------------------|--------------------|------------------------|-----------------------|------------------------|--------------------|
| <b>District Administration</b>                       |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
|  | Certified Staff                             | \$621,975                   | \$13,769                            | \$0                                    | \$635,744          | 2.2%               | \$171,162              | \$ 464,583            | \$ -                   | \$ -               |
|  | Non Certified Staff                         | \$394,853                   | \$13,127                            | \$0                                    | \$407,980          | 3.3%               | \$109,841              | \$ -                  | \$ 298,139             | \$ -               |
|  | Overtime                                    | \$1,000                     | \$0                                 | \$0                                    | \$1,000            |                    | \$103                  | \$ -                  | \$ 897                 | \$ -               |
|  | Non Certified Stipends                      | \$6,000                     | \$0                                 | \$0                                    | \$6,000            |                    | \$1,500                | \$ -                  | \$ 4,500               | \$ -               |
|  |   | <u>\$1,023,828</u>          | <u>\$26,896</u>                     | <u>\$0</u>                             | <u>\$1,050,724</u> |                    | <u>\$282,605</u>       | <u>\$ 464,583</u>     | <u>\$ 303,536</u>      | <u>\$ -</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                             |                                     |  | \$26,896           |                    |                        |                       |                        |                    |
|  | <i>Group change %:</i>                      |                             |                                     |  | 2.6%               |                    |                        |                       |                        |                    |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
|  | 3303 Management Services                    | \$15,000                    | (\$850)                             | (\$850)                                | \$14,150           | -5.7%              | \$4,200                | \$ 7,000              | \$ 2,950               | \$ -               |
|  | 3306 Legal Fees                             | \$50,000                    | \$0                                 | \$0                                    | \$50,000           |                    | \$5,402                | \$ 44,599             | \$ -                   | \$ -               |
|  | 3309 Professional Technical Services        | \$16,000                    | (\$2,500)                           | \$0                                    | \$13,500           | -15.6%             | \$2,165                | \$ 7,335              | \$ 4,000               | \$ -               |
|  |   | <u>\$81,000</u>             | <u>(\$3,350)</u>                    | <u>(\$850)</u>                         | <u>\$77,650</u>    |                    | <u>\$11,767</u>        | <u>\$ 58,934</u>      | <u>\$ 6,950</u>        | <u>\$ -</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                             |                                     |  | (\$3,350)          |                    |                        |                       |                        |                    |
|  | <i>Group change %:</i>                      |                             |                                     |  | -4.1%              |                    |                        |                       |                        |                    |
| <b>Property Services (4000s)</b>                     |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
|  | 4302 Equipment Repairs                      | \$750                       | (\$106)                             | \$0                                    | \$644              | -14.1%             | \$0                    | \$ -                  | \$ 644                 | \$ -               |
|  |   | <u>\$750</u>                | <u>(\$106)</u>                      | <u>\$0</u>                             | <u>\$644</u>       |                    | <u>\$0</u>             | <u>\$ -</u>           | <u>\$ 644</u>          | <u>\$ -</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                             |                                     |  | (\$106)            |                    |                        |                       |                        |                    |
|  | <i>Group change %:</i>                      |                             |                                     |  | -14.1%             |                    |                        |                       |                        |                    |
| <b>Other Services (5000s)</b>                        |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
|  | 5400 Postage                                | \$2,500                     | \$0                                 | \$0                                    | \$2,500            |                    | \$642                  | \$ 1,548              | \$ 311                 | \$ -               |
|  | 5500 Advertising                            | \$8,000                     | \$0                                 | \$0                                    | \$8,000            |                    | \$137                  | \$ -                  | \$ 7,863               | \$ -               |
|  | 5501 Printing                               | \$1,250                     | (\$708)                             | \$0                                    | \$542              | -56.6%             | \$0                    | \$ -                  | \$ 542                 | \$ -               |
|  | 5801 Mileage Reimbursement                  | \$12,500                    | \$109                               | \$0                                    | \$12,609           | 0.9%               | \$3,109                | \$ -                  | \$ 9,500               | \$ -               |
|  |   | <u>\$24,250</u>             | <u>(\$599)</u>                      | <u>\$0</u>                             | <u>\$23,651</u>    |                    | <u>\$3,888</u>         | <u>\$ 1,548</u>       | <u>\$ 18,216</u>       | <u>\$ -</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                             |                                     |  | (\$599)            |                    |                        |                       |                        |                    |

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| Object<br>Series                         | Account                                     | FY Adopted Budget<br>Budget | Cumulative<br>Budget<br>Adjustments | Current Repor<br>Budget<br>Adjustments | Revised<br>Budget  | Line<br>Variance % | FY 2018<br>\$ Expended | FY 2018<br>Encumbered | FY 2018<br>Anticipated | FY 2018<br>Balance |
|--|---|-----------------------------|-------------------------------------|--|--------------------|--------------------|------------------------|-----------------------|------------------------|--------------------|
|  | <i>Group change %:</i>                      |                             |                                     |  | -2.5%              |                    |                        |                       |                        |                    |
| <b>Supplies &amp; Materials (6000's)</b> |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
|  | 6120 Office Materials                       | \$16,185                    | (\$835)                             | (\$3)                                  | \$15,350           | -5.2%              | \$2,629                | \$ 2,274              | \$ 10,446              | \$ 0               |
|  |   | <u>\$16,185</u>             | <u>(\$835)</u>                      | <u>(\$3)</u>                           | <u>\$15,350</u>    |                    | <u>\$2,629</u>         | <u>\$ 2,274</u>       | <u>\$ 10,446</u>       | <u>\$ 0</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                             |                                     |  | (\$835)            |                    |                        |                       |                        |                    |
|  | <i>Group change %:</i>                      |                             |                                     |  | -5.2%              |                    |                        |                       |                        |                    |
| <b>Other Objects (8000's)</b>            |   |                             |                                     |  |                    |                    |                        |                       |                        |                    |
|  | 8100 Dues, Fees and Memberships             | \$24,554                    | \$222                               | \$0                                    | \$24,776           | 0.9%               | \$17,694               | \$ 6,082              | \$ 1,000               | \$ -               |
|  | 8900 <i>Other Objects</i>                   | \$12,395                    | \$378                               | \$0                                    | \$12,773           | 3.0%               | \$3,196                | \$ 8,643              | \$ 935                 | \$ -               |
|  |   | <u>\$36,949</u>             | <u>\$600</u>                        | <u>\$0</u>                             | <u>\$37,549</u>    |                    | <u>\$20,890</u>        | <u>\$ 14,725</u>      | <u>\$ 1,935</u>        | <u>\$ -</u>        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                             |                                     |  | \$600              |                    |                        |                       |                        |                    |
|  | <i>Group change %:</i>                      |                             |                                     |  | 1.6%               |                    |                        |                       |                        |                    |
|  | <b>Total:</b>                               | <b>\$1,182,962</b>          | <b>\$22,606</b>                     | <b>(\$853)</b>                         | <b>\$1,205,568</b> |                    | <b>\$321,779</b>       | <b>\$ 542,063</b>     | <b>\$ 341,726</b>      | <b>\$ 0</b>        |

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| Object<br>Series                    | Account                              | FY Adopted Budget<br>Budget | Cumulative<br>Budget<br>Adjustments | Current Report<br>Budget<br>Adjustments | Revised<br>Budget  | Line<br>Variance % | FY 2018<br>\$ Expended | FY 2018<br>Encumbered | FY 2018<br>Anticipated | FY 2018<br>Balance |
|-------------------------------------|--------------------------------------|-----------------------------|-------------------------------------|---|--------------------|--------------------|------------------------|-----------------------|------------------------|--------------------|
| <b>District Wide</b>                |                                      |                             |                                     |   |                    |                    |                        |                       |                        |                    |
| <b>Salaries &amp; Wages (1000s)</b> |                                      |                             |                                     |   |                    |                    |                        |                       |                        |                    |
|                                     | Certified Staff                      | \$63,520                    | \$0                                 | \$0                                     | \$63,520           |                    | \$0                    | \$ -                  | \$ 63,520              | \$ -               |
|                                     | Turnover Savings                     | (\$189,200)                 | \$123,651                           | \$125,216                               | (\$65,549)         | -65.4%             | \$0                    | \$ -                  | \$ -                   | \$ (65,549)        |
|                                     | Salary Differential                  | \$200,425                   | (\$54,353)                          | \$0                                     | \$146,073          | -27.1%             | \$0                    | \$ -                  | \$ 136,136             | \$ 9,937           |
|                                     |                                      | <u>\$74,745</u>             | <u>\$69,298</u>                     | <u>\$125,216</u>                        | <u>\$144,043</u>   |                    | <u>\$0</u>             | <u>\$ -</u>           | <u>\$ 199,656</u>      | <u>\$ (55,613)</u> |
|                                     | Group \$ transfer in/(transfer out): |                             |                                     |   | \$69,298           |                    |                        |                       |                        |                    |
|                                     | Group change %:                      |                             |                                     |   | 92.7%              |                    |                        |                       |                        |                    |
| <b>Other Services (5000s)</b>       |                                      |                             |                                     |   |                    |                    |                        |                       |                        |                    |
|                                     | 5200 General Liability Insurance     | \$91,100                    | \$17,440                            | \$0                                     | \$108,540          | 19.1%              | \$108,540              | \$ -                  | \$ -                   | \$ (0)             |
|                                     |                                      | <u>\$91,100</u>             | <u>\$17,440</u>                     | <u>\$0</u>                              | <u>\$108,540</u>   |                    | <u>\$108,540</u>       | <u>\$ -</u>           | <u>\$ -</u>            | <u>\$ (0)</u>      |
|                                     | Group \$ transfer in/(transfer out): |                             |                                     |   | \$17,440           |                    |                        |                       |                        |                    |
|                                     | Group change %:                      |                             |                                     |   | 19.1%              |                    |                        |                       |                        |                    |
| <b>Revenues (9000's)</b>            |                                      |                             |                                     |   |                    |                    |                        |                       |                        |                    |
|                                     | 9207 Regular Ed. Tuition             | \$ (35,000)                 | (\$8,584)                           | (\$8,584)                               | (\$43,584)         |                    | (\$17,060)             | \$ (26,524)           | \$ -                   | \$ 0               |
|                                     | 9990 Unallocated                     | \$ -                        | \$0                                 | \$0                                     | \$0                |                    | \$0                    | \$ -                  | \$ -                   | \$ -               |
|                                     |                                      | <u>\$ (35,000.00)</u>       | <u>\$ (8,584)</u>                   | <u>\$ (8,584)</u>                       | <u>\$ (43,584)</u> |                    | <u>\$ (17,060)</u>     | <u>\$ (26,524)</u>    | <u>\$ -</u>            | <u>\$ 0</u>        |
|                                     | Group \$ transfer in/(transfer out): |                             |                                     |   | (\$8,584)          |                    |                        |                       |                        |                    |
|                                     | Group change %:                      |                             |                                     |   | 0.0%               |                    |                        |                       |                        |                    |
|                                     | <b>Total:</b>                        | <b>\$130,845</b>            | <b>\$78,154</b>                     | <b>\$116,632</b>                        | <b>\$208,999</b>   |                    | <b>\$91,480</b>        | <b>\$ (26,524)</b>    | <b>\$ 199,656</b>      | <b>\$ (55,613)</b> |

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| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018            | FY 2018           | FY 2018             | FY 2018       |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|--------------------|-------------------|---------------------|---------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended        | Encumbered        | Anticipated         | Balance       |
| <b>Employee Benefits</b>                             |   |                    |                    |                    |                    |            |                    |                   |                     |               |
| <b>Benefits (2000's)</b>                             |   |                    |                    |                    |                    |            |                    |                   |                     |               |
|  | 2000 Health Insurance                       | \$6,801,846        | \$0                | \$0                | \$6,801,846        |            | \$1,700,462        | \$ -              | \$ 5,101,385        | \$ -          |
|  | 2001 Social Security                        | \$547,021          | \$0                | \$0                | \$547,021          |            | \$100,350          | \$ -              | \$ 446,671          | \$ -          |
|  | 2002 Medicare                               | \$454,317          | \$0                | \$0                | \$454,317          |            | \$65,893           | \$ -              | \$ 388,424          | \$ -          |
|  | 2003 Workers Compensation                   | \$230,275          | (\$20,800)         | \$0                | \$209,475          | -9.0%      | \$209,475          | \$ -              | \$ -                | \$ -          |
|  | 2004 Unemployment Compensation              | \$46,332           | (\$12,732)         | \$0                | \$33,600           | -27.5%     | \$574              | \$ 33,026         | \$ -                | \$ -          |
|  | 2005 Early Retirement Incentive             | \$138,527          | \$28,820           | \$0                | \$167,347          | 20.8%      | \$167,347          | \$ -              | \$ -                | \$ (0)        |
|  | 2007 Pension Contributions                  | \$888,163          | \$0                | \$0                | \$888,163          |            | \$173,292          | \$ -              | \$ 714,871          | \$ -          |
|  | 2010 Tuition Reimbursement                  | \$75,000           | \$0                | \$0                | \$75,000           |            | \$1,717            | \$ -              | \$ 73,283           | \$ -          |
|  | 2011 Life Insurance                         | \$92,700           | \$0                | \$0                | \$92,700           |            | \$22,192           | \$ 70,508         | \$ -                | \$ (0)        |
|  | 2012 Disability Insurance                   | \$18,928           | \$0                | \$0                | \$18,928           |            | \$4,812            | \$ 14,116         | \$ -                | \$ (0)        |
|  | 2014 Sick Bank                              | \$45,000           | \$0                | \$0                | \$45,000           |            | \$0                | \$ -              | \$ 45,000           | \$ -          |
|  |   | <u>\$9,338,109</u> | <u>(\$4,712)</u>   | <u>\$0</u>         | <u>\$9,333,397</u> |            | <u>\$2,446,114</u> | <u>\$ 117,649</u> | <u>\$ 6,769,634</u> | <u>\$ (0)</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$4,712)</i>   |            |                    |                   |                     |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-0.1%</i>       |            |                    |                   |                     |               |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                    |                   |                     |               |
|  | 3303 Management Services                    | \$7,500            | (\$1,402)          | \$0                | \$6,098            | -18.7%     | \$6,097            | \$ -              | \$ -                | \$ 1          |
|  |   | <u>\$7,500</u>     | <u>(\$1,402)</u>   | <u>\$0</u>         | <u>\$6,098</u>     |            | <u>\$6,097</u>     | <u>\$ -</u>       | <u>\$ -</u>         | <u>\$ 1</u>   |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$1,402)</i>   |            |                    |                   |                     |               |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-18.7%</i>      |            |                    |                   |                     |               |
| <b>Property Services (4000s)</b>                     |   |                    |                    |                    |                    |            |                    |                   |                     |               |
|  | <b>Total:</b>                               | <b>\$9,345,609</b> | <b>(\$6,114)</b>   | <b>\$0</b>         | <b>\$9,339,495</b> |            | <b>\$2,452,211</b> | <b>\$ 117,649</b> | <b>\$ 6,769,634</b> | <b>\$ 1</b>   |

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| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018          | FY 2018             | FY 2018     |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|------------------|---------------------|-------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered       | Anticipated         | Balance     |
| <b>Facilities</b>                                    |   |                    |                    |                    |                    |            |                  |                  |                     |             |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                    |                    |                    |            |                  |                  |                     |             |
|  | Non Certified Staff                         | \$1,260,767        | (\$43,505)         | (\$48,208)         | \$1,217,262        | -3.5%      | \$281,386        | \$ 95,854        | \$ 840,022          | \$ 0        |
|  | Overtime                                    | \$134,376          | \$15,055           | \$15,055           | \$149,431          | 11.2%      | \$32,825         | \$ -             | \$ 116,605          | \$ 0        |
|  | Non Certified Stipends                      | \$68,530           | \$0                | \$0                | \$68,530           |            | \$13,500         | \$ -             | \$ 55,030           | \$ 0        |
|  |   | <u>\$1,463,673</u> | <u>(\$28,450)</u>  | <u>(\$33,153)</u>  | <u>\$1,435,223</u> |            | <u>\$327,711</u> | <u>\$ 95,854</u> | <u>\$ 1,011,657</u> | <u>\$ 1</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$28,450)</i>  |            |                  |                  |                     |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-1.9%</i>       |            |                  |                  |                     |             |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                  |                  |                     |             |
|  | 3304 License Fees-Facilities                | \$3,500            | \$0                | \$0                | \$3,500            |            | \$0              | \$ -             | \$ 3,500            | \$ -        |
|  | 3309 Professional Technical Services        | \$4,250            | \$0                | \$0                | \$4,250            |            | \$770            | \$ 2,310         | \$ 1,170            | \$ -        |
|  |   | <u>\$7,750</u>     | <u>\$0</u>         | <u>\$0</u>         | <u>\$7,750</u>     |            | <u>\$770</u>     | <u>\$ 2,310</u>  | <u>\$ 4,670</u>     | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>\$0</i>         |            |                  |                  |                     |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>0.0%</i>        |            |                  |                  |                     |             |
| <b>Property Services (4000s)</b>                     |   |                    |                    |                    |                    |            |                  |                  |                     |             |
|  | 4200 Cleaning Services                      | \$597,008          | (\$4,708)          | (\$4,708)          | \$592,300          | -0.8%      | \$143,964        | \$ 447,892       | \$ 444              | \$ 0        |
|  | 4202 Rubbish Removal                        | \$78,245           | (\$7,325)          | \$0                | \$70,920           | -9.4%      | \$11,134         | \$ 53,831        | \$ 5,955            | \$ -        |
|  | 4203 Mop & Mat Service                      | \$5,250            | \$0                | \$0                | \$5,250            |            | \$500            | \$ 4,400         | \$ 350              | \$ -        |
|  | 4204 Exterminator                           | \$8,000            | \$0                | \$0                | \$8,000            |            | \$2,200          | \$ 3,800         | \$ 2,000            | \$ -        |
|  | 4302 Equipment Repairs                      | \$65,728           | \$0                | \$0                | \$65,728           |            | \$11,398         | \$ 16,066        | \$ 38,264           | \$ -        |
|  | 4400 Equipment Rental                       | \$21,110           | \$0                | \$0                | \$21,110           |            | \$1,080          | \$ 15,705        | \$ 4,325            | \$ -        |
|  | 4401 Rental of Facilities                   | \$20,575           | \$0                | \$0                | \$20,575           |            | \$1,195          | \$ 2,580         | \$ -                | \$ 16,800   |
|  | 4500 Repair Allowance                       | \$127,000          | (\$4,800)          | (\$4,800)          | \$122,200          | -3.8%      | \$66,972         | \$ 17,716        | \$ 37,512           | \$ -        |
|  | 4508 Generator Repairs                      | \$3,420            | \$0                | \$0                | \$3,420            |            | \$555            | \$ 2,865         | \$ -                | \$ -        |
|  | 4509 Septic Cleaning                        | \$7,511            | \$0                | \$0                | \$7,511            |            | \$4,809          | \$ 2,691         | \$ 11               | \$ -        |
|  | 4510 Asbestos Abatement                     | \$5,000            | \$0                | \$0                | \$5,000            |            | \$0              | \$ -             | \$ 5,000            | \$ -        |
|  | 4511 Elevator Contract                      | \$14,350           | \$0                | \$0                | \$14,350           |            | \$7,067          | \$ 7,283         | \$ -                | \$ -        |
|  | 4512 Emergency Lights                       | \$11,570           | \$0                | \$0                | \$11,570           |            | \$0              | \$ -             | \$ 11,570           | \$ -        |
|  | 4513 Generator Contract                     | \$7,430            | \$0                | \$0                | \$7,430            |            | \$780            | \$ 6,650         | \$ -                | \$ -        |
|  | 4514 Fire Alarm System                      | \$30,000           | \$0                | \$0                | \$30,000           |            | \$0              | \$ 16,270        | \$ 13,730           | \$ -        |
|  | 4515 Fire Protection System                 | \$9,025            | \$0                | \$0                | \$9,025            |            | \$479            | \$ 2,750         | \$ 5,796            | \$ -        |
|  | 4516 UST Testing                            | \$6,896            | \$0                | \$0                | \$6,896            |            | \$0              | \$ 6,200         | \$ 696              | \$ -        |

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|--|---|-------------------|--------------------|--------------------|-------------|------------|-------------|------------|-------------|-----------|
| Series                                   |   | Budget            | Budget Adjustments | Budget Adjustments | Budget      | Variance % | \$ Expended | Encumbered | Anticipated | Balance   |
|  | 4517 Sprinkler System                       | \$4,858           | \$0                | \$0                | \$4,858     |            | \$1,197     | \$ 3,661   | \$ -        | \$ 0      |
|  | 4518 Sewer System Plant Maintenance         | \$127,769         | \$0                | \$0                | \$127,769   |            | \$31,316    | \$ 96,453  | \$ -        | \$ -      |
|  | 4530 Parks & Recreation                     | \$63,806          | \$0                | \$0                | \$63,806    |            | \$0         | \$ 63,806  | \$ -        | \$ -      |
|  | 4531 Drain System                           | \$5,575           | \$0                | \$0                | \$5,575     |            | \$0         | \$ -       | \$ 5,575    | \$ -      |
|  | 4533 Glass Replacement                      | \$5,000           | \$0                | \$0                | \$5,000     |            | \$0         | \$ 4,000   | \$ 1,000    | \$ -      |
|  | 4534 Roof Repair                            | \$6,500           | \$0                | \$0                | \$6,500     |            | \$5,613     | \$ -       | \$ 887      | \$ -      |
|  | 4535 Window Treatments                      | \$3,000           | \$0                | \$0                | \$3,000     |            | \$0         | \$ -       | \$ 3,000    | \$ -      |
|  | 4536 Air Filter HVAC System                 | \$4,500           | \$0                | \$0                | \$4,500     |            | \$0         | \$ -       | \$ 4,500    | \$ -      |
|  | 4538 Chiller Contract                       | \$12,000          | \$0                | \$0                | \$12,000    |            | \$7,328     | \$ -       | \$ 4,672    | \$ -      |
|  | 4539 Energy Management System               | \$20,310          | \$0                | \$0                | \$20,310    |            | \$20,310    | \$ -       | \$ -        | \$ -      |
|  | 4540 Athletic Facilities Repairs            | \$8,000           | \$0                | \$0                | \$8,000     |            | \$0         | \$ -       | \$ 8,000    | \$ -      |
|  | 4542 Contracted Services                    | \$22,850          | \$3,000            | \$0                | \$25,850    | 13.1%      | \$0         | \$ 25,850  | \$ -        | \$ -      |
|  | 4543 Paving                                 | \$6,500           | \$4,800            | \$4,800            | \$11,300    | 73.8%      | \$2,800     | \$ 8,500   | \$ -        | \$ -      |
|  | 4600 Special Projects                       | \$24,500          | \$0                | \$0                | \$24,500    |            | \$2,216     | \$ 6,906   | \$ 15,378   | \$ -      |
|  | 4602 Tree Service                           | \$11,000          | \$0                | \$0                | \$11,000    |            | \$4,390     | \$ 1,110   | \$ 5,500    | \$ -      |
|  | 4603 Exterior Lighting                      | \$2,800           | \$0                | \$0                | \$2,800     |            | \$0         | \$ -       | \$ 2,800    | \$ -      |
|  | 4604 Snow Plowing                           | \$12,500          | \$0                | \$0                | \$12,500    |            | \$0         | \$ -       | \$ 12,500   | \$ -      |
|  | 4605 Signage                                | \$2,500           | \$0                | \$0                | \$2,500     |            | \$270       | \$ -       | \$ 2,230    | \$ -      |
|  | 4606 Sprinkler Repairs                      | \$3,000           | \$0                | \$0                | \$3,000     |            | \$0         | \$ -       | \$ 3,000    | \$ -      |
|  | 4610 Playground Repairs                     | \$5,000           | \$0                | \$0                | \$5,000     |            | \$0         | \$ -       | \$ 5,000    | \$ -      |
|  | 4702 Locks/Keys                             | \$8,500           | \$0                | \$0                | \$8,500     |            | \$976       | \$ 5,024   | \$ 2,500    | \$ -      |
|  | 4705 United Alarm                           | \$650             | \$0                | \$0                | \$650       |            | \$0         | \$ -       | \$ 650      | \$ -      |
|  |   | \$1,379,236       | (\$9,033)          | (\$4,708)          | \$1,370,203 |            | \$328,549   | \$ 822,011 | \$ 202,844  | \$ 16,800 |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$9,033)   |            |             |            |             |           |
|  | <i>Group change %:</i>                      |                   |                    |                    | -0.7%       |            |             |            |             |           |
| <b>Other Services (5000s)</b>            |   |                   |                    |                    |             |            |             |            |             |           |
|  | 5205 Property Insurance                     | \$109,405         | (\$15,333)         | \$0                | \$94,072    | -14.0%     | \$94,072    | \$ -       | \$ -        | \$ -      |
|  | 5801 Mileage Reimbursement                  | \$3,000           | \$0                | \$0                | \$3,000     |            | \$750       | \$ -       | \$ 2,250    | \$ -      |
|  | 5900 Other Purchased Services               | \$15,585          | \$0                | \$0                | \$15,585    |            | \$0         | \$ 15,585  | \$ -        | \$ -      |
|  |   | \$127,990         | (\$15,333)         | \$0                | \$112,657   |            | \$94,822    | \$ 15,585  | \$ 2,250    | \$ -      |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$15,333)  |            |             |            |             |           |
|  | <i>Group change %:</i>                      |                   |                    |                    | -12.0%      |            |             |            |             |           |
| <b>Supplies &amp; Materials (6000's)</b> |   |                   |                    |                    |             |            |             |            |             |           |
|  | 6130 Maintenance Materials                  | \$177,144         | \$4,325            | \$0                | \$181,469   | 2.4%       | (\$24,116)  | \$ 111,449 | \$ 94,136   | \$ -      |
|  | 6131 Custodial Materials                    | \$77,000          | \$0                | \$0                | \$77,000    |            | \$30,843    | \$ 33,322  | \$ 12,835   | \$ -      |
|  | 6510 Heating                                | \$394,630         | \$0                | \$0                | \$394,630   |            | \$15,465    | \$ 378,318 | \$ 846      | \$ (0)    |

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| Object                        | Account                              | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018             | FY 2018          |
|-------------------------------|--------------------------------------|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|---------------------|------------------|
| Series                        |                                      | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated         | Balance          |
|                               | 6520 Electricity                     | \$818,717          | \$0                | \$0                | \$818,717          |            | \$178,113        | \$ 640,603          | \$ -                | \$ 1             |
|                               | 6530 Propane gas                     | \$5,000            | \$0                | \$0                | \$5,000            |            | \$84             | \$ 4,916            | \$ -                | \$ -             |
|                               |                                      | <u>\$1,472,491</u> | <u>\$4,325</u>     | <u>\$0</u>         | <u>\$1,476,816</u> |            | <u>\$200,390</u> | <u>\$ 1,168,609</u> | <u>\$ 107,817</u>   | <u>\$ 1</u>      |
|                               | Group \$ transfer in/(transfer out): |                    |                    |                    | \$4,325            |            |                  |                     |                     |                  |
|                               | Group change %:                      |                    |                    |                    | 0.3%               |            |                  |                     |                     |                  |
| <b>Other Objects (8000's)</b> |                                      |                    |                    |                    |                    |            |                  |                     |                     |                  |
|                               | 8100 Dues, Fees and Memberships      | \$1,480            | \$0                | \$0                | \$1,480            |            | \$340            | \$ -                | \$ 1,140            | \$ -             |
|                               | 8900 Other Objects                   | \$14,000           | (\$2,148)          | (\$2,148)          | \$11,852           | -15.3%     | \$2,127          | \$ 6,104            | \$ 3,620            | \$ (0)           |
|                               |                                      | <u>\$15,480</u>    | <u>(\$2,148)</u>   | <u>(\$2,148)</u>   | <u>\$13,332</u>    |            | <u>\$2,467</u>   | <u>\$ 6,104</u>     | <u>\$ 4,760</u>     | <u>\$ (0)</u>    |
|                               | Group \$ transfer in/(transfer out): |                    |                    |                    | (\$2,148)          |            |                  |                     |                     |                  |
|                               | Group change %:                      |                    |                    |                    | -13.9%             |            |                  |                     |                     |                  |
| <b>Revenues (9000's)</b>      |                                      |                    |                    |                    |                    |            |                  |                     |                     |                  |
|                               | 9208 Revenue from Town for Fields    | \$ (38,350)        | \$0                | \$0                | (\$38,350)         |            | \$ -             | \$ -                | \$ (38,350)         | \$ -             |
|                               |                                      | <u>\$ (38,350)</u> | <u>\$0</u>         | <u>\$0</u>         | <u>\$ (38,350)</u> |            | <u>\$ -</u>      | <u>\$ -</u>         | <u>\$ (38,350)</u>  | <u>\$ -</u>      |
|                               | Group \$ transfer in/(transfer out): |                    |                    |                    | \$0                |            |                  |                     |                     |                  |
|                               | Group change %:                      |                    |                    |                    | 0%                 |            |                  |                     |                     |                  |
|                               | <b>Total:</b>                        | <b>\$4,428,270</b> | <b>(\$50,639)</b>  | <b>(\$40,008)</b>  | <b>\$4,377,631</b> |            | <b>\$954,709</b> | <b>\$ 2,110,473</b> | <b>\$ 1,295,648</b> | <b>\$ 16,801</b> |

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| Object   | Account                                     | FY Adopted Budget  | Cumulative Budget | Current Report Budget | Revised            | Line       | FY 2018          | FY 2018             | FY 2018             | FY 2018        |
|--|---|--------------------|-------------------|-----------------------|--------------------|------------|------------------|---------------------|---------------------|----------------|
| Series   |   | Budget             | Adjustments       | Adjustments           | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated         | Balance        |
| <b>Special Education</b>                             |   |                    |                   |                       |                    |            |                  |                     |                     |                |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                   |                       |                    |            |                  |                     |                     |                |
|  | Certified Staff                             | \$3,827,398        | (\$3,236)         | (\$8,749)             | \$3,824,162        | -0.1%      | \$559,379        | \$ 2,861,735        | \$ 403,049          | \$ (0.00)      |
|  | Non Certified Staff                         | \$1,461,728        | \$14,114          | \$0                   | \$1,475,842        | 1.0%       | \$262,890        | \$ -                | \$ 1,212,952        | \$ -           |
|  | Overtime                                    | \$250              | \$0               | \$0                   | \$250              | 0.0%       | \$0              | \$ -                | \$ 250              | \$ -           |
|  | Non Certified Stipends                      | \$31,900           | \$0               | \$0                   | \$31,900           |            | \$0              | \$ -                | \$ 31,900           | \$ -           |
|  |   | <u>\$5,321,276</u> | <u>\$10,878</u>   | <u>(\$8,749)</u>      | <u>\$5,332,154</u> |            | <u>\$822,269</u> | <u>\$ 2,861,735</u> | <u>\$ 1,648,150</u> | <u>\$ (0)</u>  |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | \$10,878           |            |                  |                     |                     |                |
|  | <i>Group change %:</i>                      |                    |                   |                       | 0.2%               |            |                  |                     |                     |                |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                   |                       |                    |            |                  |                     |                     |                |
| 3220/3221  | 3210 Contracted Services Educational        | \$422,470          | (\$53,205)        | (\$53,205)            | \$369,265          | -12.6%     | \$24,068         | \$ 108,932          | \$ 236,265          | \$ -           |
|  | Consulting Services                         | \$82,800           | \$0               | \$0                   | \$82,800           |            | \$1,148          | \$ 17,853           | \$ 63,800           | \$ -           |
|  | 3235 Testing                                | \$53,000           | \$0               | \$0                   | \$53,000           |            | \$13,550         | \$ 550              | \$ 38,900           | \$ -           |
|  | 3306 Legal Fees                             | \$40,000           | \$0               | \$0                   | \$40,000           |            | \$0              | \$ 40,000           | \$ -                | \$ -           |
|  |   | <u>\$598,270</u>   | <u>(\$53,205)</u> | <u>(\$53,205)</u>     | <u>\$545,065</u>   |            | <u>\$38,766</u>  | <u>\$ 167,335</u>   | <u>\$ 338,965</u>   | <u>\$ -</u>    |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | (\$53,205)         |            |                  |                     |                     |                |
|  | <i>Group change %:</i>                      |                    |                   |                       | -8.9%              |            |                  |                     |                     |                |
| <b>Property Services (4000s)</b>                     |   |                    |                   |                       |                    |            |                  |                     |                     |                |
|  | 4302 Equipment Repairs                      | \$1,250            | (\$721)           | \$0                   | \$529              | -57.7%     | \$0              | \$ -                | \$ 529              | \$ -           |
|  | 4400 Equipment Rental                       | \$1,250            | \$0               | \$0                   | \$1,250            |            | \$0              | \$ -                | \$ 1,250            | \$ -           |
|  |   | <u>\$2,500</u>     | <u>(\$721)</u>    | <u>\$0</u>            | <u>\$1,779</u>     |            | <u>\$0</u>       | <u>\$ -</u>         | <u>\$ 1,779</u>     | <u>\$ -</u>    |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | (\$721)            |            |                  |                     |                     |                |
|  | <i>Group change %:</i>                      |                    |                   |                       | -28.8%             |            |                  |                     |                     |                |
| <b>Other Services (5000s)</b>                        |   |                    |                   |                       |                    |            |                  |                     |                     |                |
|  | 5600 Tuition                                | \$1,476,009        | \$53,205          | \$53,205              | \$1,529,214        | 3.6%       | \$674,406        | \$ 1,851,019        | \$ 182,640          | \$ (1,178,851) |
|  | 5605 Tuition-ESS                            | \$275,400          | \$0               | \$0                   | \$275,400          |            | \$27,500         | \$ 247,500          | \$ -                | \$ 400         |
|  | 5801 Mileage Reimbursement                  | \$3,000            | \$0               | \$0                   | \$3,000            |            | \$0              | \$ -                | \$ 3,000            | \$ -           |

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| Object                                   | Account                                     | FY Adopted Budget  | Cumulative Budget | Current Report Budget | Revised            | Line       | FY 2018            | FY 2018             | FY 2018             | FY 2018               |
|--|---|--------------------|-------------------|-----------------------|--------------------|------------|--------------------|---------------------|---------------------|-----------------------|
| Series                                   |   | Budget             | Adjustments       | Adjustments           | Budget             | Variance % | \$ Expended        | Encumbered          | Anticipated         | Balance               |
|  |   | \$1,754,409        | \$53,205          | \$53,205              | \$1,807,614        |            | \$701,906          | \$ 2,098,519        | \$ 185,640          | \$ (1,178,451)        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | \$53,205           |            |                    |                     |                     |                       |
|  | <i>Group change %:</i>                      |                    |                   |                       | 3.0%               |            |                    |                     |                     |                       |
| <b>Supplies &amp; Materials (6000's)</b> |   |                    |                   |                       |                    |            |                    |                     |                     |                       |
|  | 6110 Materials                              | \$37,350           | (\$305)           | (\$305)               | \$37,045           | -0.8%      | \$6,198            | \$ 2,763            | \$ 28,083           | \$ -                  |
|  | 6120 Office Materials                       | \$719              | \$0               | \$0                   | \$719              |            | \$165              | \$ -                | \$ 554              | \$ -                  |
|  | 6410 Books                                  | \$6,500            | \$0               | \$0                   | \$6,500            |            | \$0                | \$ -                | \$ 6,500            | \$ -                  |
|  |   | \$44,569           | (\$305)           | (\$305)               | \$44,264           |            | \$6,363            | \$ 2,763            | \$ 35,137           | \$ -                  |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | (\$305)            |            |                    |                     |                     |                       |
|  | <i>Group change %:</i>                      |                    |                   |                       | -0.7%              |            |                    |                     |                     |                       |
| <b>Equipment (7000's)</b>                |   |                    |                   |                       |                    |            |                    |                     |                     |                       |
|  | 7300 Equipment                              | \$15,000           | \$0               | \$0                   | \$15,000           |            | \$9,558            | \$ 156              | \$ 5,286            | \$ -                  |
|  |   | \$15,000           | \$0               | \$0                   | \$15,000           |            | \$9,558            | \$ 156              | \$ 5,286            | \$ -                  |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | \$0                |            |                    |                     |                     |                       |
|  | <i>Group change %:</i>                      |                    |                   |                       | 0%                 |            |                    |                     |                     |                       |
| <b>Other Objects (8000's)</b>            |   |                    |                   |                       |                    |            |                    |                     |                     |                       |
|  | 8100 Dues, Fees and Memberships             | \$2,000            | \$0               | \$0                   | \$2,000            |            | \$0                | \$ -                | \$ 2,000            | \$ -                  |
|  |   | \$2,000            | \$0               | \$0                   | \$2,000            |            | \$0                | \$ -                | \$ 2,000            | \$ -                  |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | \$0                |            |                    |                     |                     |                       |
|  | <i>Group change %:</i>                      |                    |                   |                       | 0.0%               |            |                    |                     |                     |                       |
| <b>Revenues (9000's)</b>                 |   |                    |                   |                       |                    |            |                    |                     |                     |                       |
|  | 9205 Excess Cost SPED                       | \$ (558,087)       | \$0               | \$0                   | (\$558,087)        |            | \$0                | \$ -                | \$ (558,087)        | \$ -                  |
|  | 9206 Pre School Tuition SPED                | \$ (82,500)        | \$0               | \$0                   | (\$82,500)         |            | (\$47,200)         | \$ -                | \$ (35,300)         | \$ -                  |
|  |   | \$ (640,587)       | \$0               | \$0                   | (\$640,587)        |            | \$ (47,200)        | \$ -                | \$ (593,387)        | \$ -                  |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                   |                       | \$0                |            |                    |                     |                     |                       |
|  | <i>Group change %:</i>                      |                    |                   |                       | 0%                 |            |                    |                     |                     |                       |
| <b>Total:</b>                            |   | <b>\$7,097,437</b> | <b>\$9,852</b>    | <b>(\$9,054)</b>      | <b>\$7,107,289</b> |            | <b>\$1,531,662</b> | <b>\$ 5,130,508</b> | <b>\$ 1,623,571</b> | <b>\$ (1,178,451)</b> |

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| Object   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018     |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|-------------|
| Series   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance     |
| <b>Pupil Services</b>                                |   |                    |                    |                    |                    |            |                  |                     |                   |             |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | Certified Staff                             | \$1,647,903        | \$2,379            | (\$2,039)          | \$1,650,282        | 0.1%       | \$215,848        | \$ 1,424,839        | \$ 9,596          | \$ 0        |
|  | Non Certified Staff                         | \$785,640          | (\$61,098)         | (\$41,203)         | \$724,542          | -7.8%      | \$104,860        | \$ -                | \$ 619,682        | \$ (0)      |
|  | Overtime                                    | \$0                | \$0                | \$0                | \$0                | 100.0%     | \$0              | \$ -                | \$ -              | \$ -        |
|  | Certified Stipends                          | \$29,442           | \$2,300            | \$0                | \$31,742           | 7.8%       | \$5,733          | \$ 26,009           | \$ -              | \$ -        |
|  | Non Certified Stipends                      | \$40,985           | \$0                | \$0                | \$40,985           |            | \$5,088          | \$ -                | \$ 35,897         | \$ -        |
|  |   | <u>\$2,503,970</u> | <u>(\$56,420)</u>  | <u>(\$43,242)</u>  | <u>\$2,447,551</u> |            | <u>\$331,529</u> | <u>\$ 1,450,847</u> | <u>\$ 665,175</u> | <u>\$ 0</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$56,420)</i>  |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-2.3%</i>       |            |                  |                     |                   |             |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | 3239 Other Pupil Services                   | \$201,740          | (\$2,300)          | \$0                | \$199,440          | -1.1%      | \$13,670         | \$ 136,432          | \$ 49,338         | \$ -        |
|  |   | <u>\$201,740</u>   | <u>(\$2,300)</u>   | <u>\$0</u>         | <u>\$199,440</u>   |            | <u>\$13,670</u>  | <u>\$ 136,432</u>   | <u>\$ 49,338</u>  | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | <i>(\$2,300)</i>   |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | <i>-1.1%</i>       |            |                  |                     |                   |             |
| <b>Property Services (4000s)</b>                     |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | 4302 Equipment Repairs                      | \$1,075            | \$0                | \$0                | \$1,075            |            | \$359            | \$ -                | \$ 716            | \$ -        |
|  |   | <u>\$1,075</u>     | <u>\$0</u>         | <u>\$0</u>         | <u>\$1,075</u>     |            | <u>\$359</u>     | <u>\$ -</u>         | <u>\$ 716</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                               | \$2,800            | \$0                | \$0                | \$2,800            |            | \$0              | \$ 364              | \$ 2,436          | \$ -        |
|  | 5801 Mileage Reimbursement                  | \$1,000            | \$0                | \$0                | \$1,000            |            | \$0              | \$ 1,000            | \$ -              | \$ -        |

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| Object                                   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018             | FY 2018           | FY 2018     |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|---------------------|-------------------|-------------|
| Series                                   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered          | Anticipated       | Balance     |
|  |   | \$3,800            | \$0                | \$0                | \$3,800            |            | \$0              | \$ 1,364            | \$ 2,436          | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |             |
| <b>Supplies &amp; Materials (6000's)</b> |   |                    |                    |                    |                    |            |                  |                     |                   |             |
|  | 6110 Materials                              | \$14,900           | \$0                | \$0                | \$14,900           |            | \$4,255          | \$ 37               | \$ 10,608         | \$ -        |
|  |   | \$14,900           | \$0                | \$0                | \$14,900           |            | \$4,255          | \$ 37               | \$ 10,608         | \$ -        |
|  | <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             | \$510              | \$0                | \$0                | \$510              |            | \$0              | \$ -                | \$ 510            | \$ -        |
|  |   | \$510              | \$0                | \$0                | \$510              |            | \$0              | \$ -                | \$ 510            | \$ -        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                     |                   |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                     |                   |             |
|  | <b>Total:</b>                               | <b>\$2,725,995</b> | <b>(\$58,720)</b>  | <b>(\$43,242)</b>  | <b>\$2,667,276</b> |            | <b>\$349,813</b> | <b>\$ 1,588,680</b> | <b>\$ 728,783</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 2018 \$ Expended | FY 2018 Encumbered | FY 2018 Anticipated | FY 2018 Balance |
|--|--------------------------------------|--------------------------|-------------------------------|-----------------------------------|--------------------|-----------------|---------------------|--------------------|---------------------|-----------------|
| <b>Transportation</b>                                |                                      |                          |                               |                                   |                    |                 |                     |                    |                     |                 |
| <b>Salaries &amp; Wages (1000s)</b>                  |                                      |                          |                               |                                   |                    |                 |                     |                    |                     |                 |
|  | Non Certified Staff                  | \$237,331                | \$887                         | \$0                               | \$238,218          | 0.4%            | \$52,394            | \$ -               | \$ 185,824          | \$ 0            |
|  |                                      | \$237,331                | \$887                         | \$0                               | \$238,218          |                 | \$52,394            | \$ -               | \$ 185,824          | \$ 0            |
|  | Group \$ transfer in/(transfer out): |                          |                               |                                   | \$887              |                 |                     |                    |                     |                 |
|  | Group change %:                      |                          |                               |                                   | 0.4%               |                 |                     |                    |                     |                 |
| <b>Professional &amp; Technical Services (3000s)</b> |                                      |                          |                               |                                   |                    |                 |                     |                    |                     |                 |
|  | 3303 Management Services             | \$1,500                  | (\$452)                       | \$0                               | \$1,048            | -30.1%          | \$0                 | \$ -               | \$ 1,048            | \$ (0)          |
|  |                                      | \$1,500                  | (\$452)                       | \$0                               | \$1,048            |                 | \$0                 | \$ -               | \$ 1,048            | \$ (0)          |
|  | Group \$ transfer in/(transfer out): |                          |                               |                                   | (\$452)            |                 |                     |                    |                     |                 |
|  | Group change %:                      |                          |                               |                                   | -30.1%             |                 |                     |                    |                     |                 |
| <b>Property Services (4000s)</b>                     |                                      |                          |                               |                                   |                    |                 |                     |                    |                     |                 |
|  | 4302 Equipment Repairs               | \$25,000                 | \$500                         | \$500                             | \$25,500           | 2.0%            | \$21,819            | \$ 3,681           | \$ -                | \$ 0            |
|  |                                      | \$25,000                 | \$500                         | \$500                             | \$25,500           |                 | \$21,819            | \$ 3,681           | \$ -                | \$ 0            |
|  | Group \$ transfer in/(transfer out): |                          |                               |                                   | \$500              |                 |                     |                    |                     |                 |
|  | Group change %:                      |                          |                               |                                   | 2.0%               |                 |                     |                    |                     |                 |
| <b>Other Services (5000s)</b>                        |                                      |                          |                               |                                   |                    |                 |                     |                    |                     |                 |
|  | 5100 Regular Transportation          | \$1,265,064              | (\$5,750)                     | (\$500)                           | \$1,259,314        | -0.5%           | \$623,936           | \$ 635,230         | \$ 147              | \$ (0)          |
|  | 5101 SPED Transportation             | \$46,714                 | \$29,608                      | \$0                               | \$76,322           | 63.4%           | \$10,912            | \$ 62,410          | \$ 3,000            | \$ (0)          |
|  | 5205 Property Insurance              | \$9,322                  | \$224                         | \$0                               | \$9,546            | 2.4%            | \$9,546             | \$ -               | \$ -                | \$ -            |
|  |                                      | \$1,321,100              | \$24,082                      | (\$500)                           | \$1,345,182        |                 | \$644,395           | \$ 697,640         | \$ 3,147            | \$ (0)          |
|  | Group \$ transfer in/(transfer out): |                          |                               |                                   | \$24,082           |                 |                     |                    |                     |                 |
|  | Group change %:                      |                          |                               |                                   | 1.8%               |                 |                     |                    |                     |                 |
| <b>Supplies &amp; Materials (6000's)</b>             |                                      |                          |                               |                                   |                    |                 |                     |                    |                     |                 |
|  | 6270 Diesel Fuel                     | \$86,350                 | \$0                           | \$0                               | \$86,350           |                 | \$8,054             | \$ 78,296          | \$ -                | \$ -            |
|  |                                      | \$86,350                 | \$0                           | \$0                               | \$86,350           |                 | \$8,054             | \$ 78,296          | \$ -                | \$ -            |
|  | Group \$ transfer in/(transfer out): |                          |                               |                                   | \$0                |                 |                     |                    |                     |                 |
|  | Group change %:                      |                          |                               |                                   | 0.0%               |                 |                     |                    |                     |                 |
|  | <b>Total:</b>                        | <b>\$1,671,281</b>       | <b>\$25,017</b>               | <b>\$0</b>                        | <b>\$1,696,298</b> |                 | <b>\$726,662</b>    | <b>\$ 779,617</b>  | <b>\$ 190,019</b>   | <b>\$ (0)</b>   |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-17  
Period: 3 of 12**

| Object   | Account                                     | FY Adopted Budget | Cumulative         | Current Report     | Revised          | Line       | FY 2018          | FY 2018           | FY 2018           | FY 2018     |
|--|---|-------------------|--------------------|--------------------|------------------|------------|------------------|-------------------|-------------------|-------------|
| Series   |   | Budget            | Budget Adjustments | Budget Adjustments | Budget           | Variance % | \$ Expended      | Encumbered        | Anticipated       | Balance     |
| <b>Technology</b>                                    |   |                   |                    |                    |                  |            |                  |                   |                   |             |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                   |                    |                    |                  |            |                  |                   |                   |             |
|  | Non Certified Staff                         | \$630,156         | \$14,071           | \$0                | \$644,227        | 2.2%       | \$164,205        | \$ 125,375        | \$ 354,647        | \$ -        |
|  | Overtime                                    | \$3,000           | \$0                | \$0                | \$3,000          |            | \$1,520          | \$ -              | \$ 1,480          | \$ -        |
|  |   | <u>\$633,156</u>  | <u>\$14,071</u>    | <u>\$0</u>         | <u>\$647,227</u> |            | <u>\$165,725</u> | <u>\$ 125,375</u> | <u>\$ 356,127</u> | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$14,071         |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | 2.2%             |            |                  |                   |                   |             |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                   |                    |                    |                  |            |                  |                   |                   |             |
|  | 3220/3221 Consulting Services               | \$25,000          | (\$3,640)          | (\$3,640)          | \$21,360         | -14.6%     | \$15,700         | \$ -              | \$ 5,660          | \$ -        |
|  | 3309 Professional Technical Services        | \$67,119          | \$0                | \$0                | \$67,119         |            | \$26,858         | \$ 6,576          | \$ 33,685         | \$ -        |
|  |   | <u>\$92,119</u>   | <u>(\$3,640)</u>   | <u>(\$3,640)</u>   | <u>\$88,479</u>  |            | <u>\$42,558</u>  | <u>\$ 6,576</u>   | <u>\$ 39,345</u>  | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$3,640)        |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | -4.0%            |            |                  |                   |                   |             |
| <b>Property Services (4000s)</b>                     |   |                   |                    |                    |                  |            |                  |                   |                   |             |
|  | 4302 Equipment Repairs                      | \$21,300          | \$0                | \$0                | \$21,300         |            | \$145            | \$ 5,504          | \$ 15,651         | \$ -        |
|  | 4400 Equipment Rental                       | \$374,246         | \$0                | \$0                | \$374,246        |            | \$91,896         | \$ 227,585        | \$ 54,766         | \$ -        |
|  |   | <u>\$395,546</u>  | <u>\$0</u>         | <u>\$0</u>         | <u>\$395,546</u> |            | <u>\$92,041</u>  | <u>\$ 233,089</u> | <u>\$ 70,417</u>  | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$0              |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | 0.0%             |            |                  |                   |                   |             |
| <b>Other Services (5000s)</b>                        |   |                   |                    |                    |                  |            |                  |                   |                   |             |
|  | 5300 Communications                         | \$170,220         | (\$1,855)          | \$0                | \$168,365        | -1.1%      | \$37,823         | \$ 130,542        | \$ -              | \$ 0        |
| 5800,5802-5880                                       | Travel & Conference                         | \$6,800           | \$0                | \$0                | \$6,800          |            | \$2,086          | \$ 1,914          | \$ 2,800          | \$ -        |
|  | 5801 Mileage Reimbursement                  | \$3,000           | \$0                | \$0                | \$3,000          |            | \$750            | \$ -              | \$ 2,250          | \$ -        |
|  |   | <u>\$180,020</u>  | <u>(\$1,855)</u>   | <u>\$0</u>         | <u>\$178,165</u> |            | <u>\$40,659</u>  | <u>\$ 132,456</u> | <u>\$ 5,050</u>   | <u>\$ 0</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$1,855)        |            |                  |                   |                   |             |
|  | <i>Group change %:</i>                      |                   |                    |                    | -1.0%            |            |                  |                   |                   |             |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-17  
Period: 3 of 12**

| Object                                   | Account                                     | FY Adopted Budget  | Cumulative         | Current Report     | Revised            | Line       | FY 2018          | FY 2018           | FY 2018            | FY 2018     |
|--|---|--------------------|--------------------|--------------------|--------------------|------------|------------------|-------------------|--------------------|-------------|
| Series                                   |   | Budget             | Budget Adjustments | Budget Adjustments | Budget             | Variance % | \$ Expended      | Encumbered        | Anticipated        | Balance     |
| <b>Supplies &amp; Materials (6000's)</b> |   |                    |                    |                    |                    |            |                  |                   |                    |             |
|  | 6110 Materials                              | \$27,250           | \$0                | \$0                | \$27,250           |            | \$9,636          | \$ 12,891         | \$ 4,722           | \$ -        |
|  | 6140 Software                               | \$361,812          | \$12,950           | \$5,013            | \$374,762          | 3.6%       | \$303,870        | \$ 37,155         | \$ 33,737          | \$ 0        |
|  |   | <u>\$389,062</u>   | <u>\$12,950</u>    | <u>\$5,013</u>     | <u>\$402,012</u>   |            | <u>\$313,506</u> | <u>\$ 50,046</u>  | <u>\$ 38,460</u>   | <u>\$ 0</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$12,950           |            |                  |                   |                    |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 3.3%               |            |                  |                   |                    |             |
| <b>Equipment (7000's)</b>                |   |                    |                    |                    |                    |            |                  |                   |                    |             |
|  | 7300 Equipment                              | \$224,074          | \$16,491           | \$12,224           | \$240,565          | 100.0%     | \$213,649        | \$ 26,916         | \$ -               | \$ 0        |
|  |   | <u>\$224,074</u>   | <u>\$16,491</u>    | <u>\$12,224</u>    | <u>\$240,565</u>   |            | <u>\$213,649</u> | <u>\$ 26,916</u>  | <u>\$ -</u>        | <u>\$ 0</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$16,491           |            |                  |                   |                    |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 100%               |            |                  |                   |                    |             |
| <b>Other Objects (8000's)</b>            |   |                    |                    |                    |                    |            |                  |                   |                    |             |
|  | 8100 Dues, Fees and Memberships             | \$3,510            | \$0                | \$0                | \$3,510            |            | \$1,330          | \$ 355            | \$ 1,825           | \$ -        |
|  |   | <u>\$3,510</u>     | <u>\$0</u>         | <u>\$0</u>         | <u>\$3,510</u>     |            | <u>\$1,330</u>   | <u>\$ 355</u>     | <u>\$ 1,825</u>    | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                   |                    |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0.0%               |            |                  |                   |                    |             |
| <b>Revenues (9000's)</b>                 |   |                    |                    |                    |                    |            |                  |                   |                    |             |
|  | 9200 Technology Revenue                     | \$ (61,556)        | \$0                | \$0                | (\$61,556)         |            | \$0              | \$ -              | \$ (61,556)        | \$ -        |
|  |   | <u>\$ (61,556)</u> | <u>\$0</u>         | <u>\$0</u>         | <u>(\$61,556)</u>  |            | <u>\$ -</u>      | <u>\$ -</u>       | <u>\$ (61,556)</u> | <u>\$ -</u> |
|  | <i>Group \$ transfer in/(transfer out):</i> |                    |                    |                    | \$0                |            |                  |                   |                    |             |
|  | <i>Group change %:</i>                      |                    |                    |                    | 0%                 |            |                  |                   |                    |             |
|  | <b>Total:</b>                               | <b>\$1,855,931</b> | <b>\$38,016</b>    | <b>\$13,597</b>    | <b>\$1,893,947</b> |            | <b>\$869,468</b> | <b>\$ 574,812</b> | <b>\$ 449,667</b>  | <b>\$ 0</b> |

**WESTON PUBLIC SCHOOLS  
FINANCIAL REPORT  
Sep-17  
Period: 3 of 12**

| Object   | Account                                     | FY Adopted Budget | Cumulative         | Current Report     | Revised          | Line       | FY 2018         | FY 2018          | FY 2018           | FY 2018       |
|--|---|-------------------|--------------------|--------------------|------------------|------------|-----------------|------------------|-------------------|---------------|
| Series   |   | Budget            | Budget Adjustments | Budget Adjustments | Budget           | Variance % | \$ Expended     | Encumbered       | Anticipated       | Balance       |
| <b>Security</b>                                      |   |                   |                    |                    |                  |            |                 |                  |                   |               |
| <b>Salaries &amp; Wages (1000s)</b>                  |   |                   |                    |                    |                  |            |                 |                  |                   |               |
|  | Non Certified Staff                         | \$315,020         | (\$1,550)          | \$0                | \$313,470        | -0.5%      | \$45,703        | \$ 7,189         | \$ 260,578        | \$ (0)        |
|  | Overtime                                    | \$20,500          | \$0                | \$0                | \$20,500         |            | \$1,633         | \$ -             | \$ 18,867         | \$ -          |
|  | Non Certified Stipends                      | \$27,225          | (\$2,165)          | (\$2,165)          | \$25,060         | -8.0%      | \$288           | \$ -             | \$ 24,772         | \$ -          |
|  |   | \$362,745         | (\$3,715)          | (\$2,165)          | \$359,030        |            | \$47,624        | \$ 7,189         | \$ 304,217        | \$ (0)        |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$3,715)        |            |                 |                  |                   |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | -1.0%            |            |                 |                  |                   |               |
| <b>Professional &amp; Technical Services (3000s)</b> |   |                   |                    |                    |                  |            |                 |                  |                   |               |
|  | 3308 Police/Fire                            | \$80,789          | (\$24,278)         | (\$648)            | \$56,511         | -30.1%     | \$511           | \$ 56,000        | \$ -              | \$ 0          |
|  |   | \$80,789          | (\$24,278)         | (\$648)            | \$56,511         |            | \$511           | \$ 56,000        | \$ -              | \$ 0          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$24,278)       |            |                 |                  |                   |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | -30.1%           |            |                 |                  |                   |               |
| <b>Property Services (4000s)</b>                     |   |                   |                    |                    |                  |            |                 |                  |                   |               |
|  | 4701 Security System Monitoring             | \$20,940          | (\$804)            | (\$804)            | \$20,136         | -3.8%      | \$5,350         | \$ 14,786        | \$ -              | \$ -          |
|  |   | \$20,940          | (\$804)            | (\$804)            | \$20,136         |            | \$5,350         | \$ 14,786        | \$ -              | \$ -          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$804)          |            |                 |                  |                   |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | -3.8%            |            |                 |                  |                   |               |
| <b>Other Services (5000s)</b>                        |   |                   |                    |                    |                  |            |                 |                  |                   |               |
|  | 5800,5802-5880                              | \$2,500           | (\$2,500)          | \$0                | \$0              | -100.0%    | \$0             | \$ -             | \$ -              | \$ -          |
|  |   | \$2,500           | (\$2,500)          | \$0                | \$0              |            | \$0             | \$ -             | \$ -              | \$ -          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | (\$2,500)        |            |                 |                  |                   |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | -100.0%          |            |                 |                  |                   |               |
| <b>Supplies &amp; Materials (6000's)</b>             |   |                   |                    |                    |                  |            |                 |                  |                   |               |
|  | 6132 Security Materials                     | \$10,000          | \$6,100            | \$3,600            | \$16,100         | 61.0%      | \$1,298         | \$ 14,498        | \$ 305            | \$ 0          |
|  |   | \$10,000          | \$6,100            | \$3,600            | \$16,100         |            | \$1,298         | \$ 14,498        | \$ 305            | \$ 0          |
|  | <i>Group \$ transfer in/(transfer out):</i> |                   |                    |                    | \$6,100          |            |                 |                  |                   |               |
|  | <i>Group change %:</i>                      |                   |                    |                    | 61.0%            |            |                 |                  |                   |               |
|  | <b>Total:</b>                               | <b>\$476,974</b>  | <b>(\$25,197)</b>  | <b>(\$17)</b>      | <b>\$451,777</b> |            | <b>\$54,783</b> | <b>\$ 92,473</b> | <b>\$ 304,522</b> | <b>\$ (0)</b> |

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

|   |                            |
|---|----------------------------|
| Fiscal Year Ended                             | <u>Actual 2018</u>         |
| <b>STATEMENT OF REVENUES AND EXPENDITURES</b> |                            |
| Fund Balance -July 1, 2017                    | \$ 2,305,331               |
| Revenues:                                     |                            |
| General Fund Appropriation (July-June)        | \$ 1,700,462               |
| Contributions:                                |                            |
| Employee Cost Sharing                         | \$ 113,346                 |
| Retiree/COBRA Contributions                   | \$ 112,586                 |
| State Teachers Retirement Reimbursement (TRB) | \$ 11,280                  |
| Reimbursements                                | \$ -                       |
| Total Contributions                           | <u>\$ 237,212</u>          |
| Total Revenues (A)                            | <u><u>\$ 1,937,673</u></u> |
| Expenditures                                  |                            |
| Aetna Medical & RX:                           |                            |
| Claims  | \$ 1,610,646               |
| Administrative Fees                           | \$ 32,024                  |
| Stop Loss                                     | \$ 168,421                 |
| District Portion of H.S.A. Deductible         | \$ 556,030                 |
| Delta Dental:                                 |                            |
| Claims  | \$ 85,035                  |
| Administrative Fees                           | \$ 3,830                   |
| Affordable Care Act Taxes                     | \$ 3,325                   |
| EAP   | \$ 2,092                   |
| HRA Admin Fees                                | \$ 20,599                  |
| Benefit Advisory                              | \$ 9,875                   |
| Medical Supplement                            | \$ 4,765                   |
| OPEB  | \$ -                       |
| Total Health Plan Costs (B)                   | <u>\$ 2,496,642</u>        |
| Net Change (A-B)                              | <u><u>\$ (558,968)</u></u> |
| Net Change in IBNR:                           |                            |
| June 30th, 2017 IBNR                          | \$ 845,625                 |
| June 30th, 2018 IBNR                          | <u>\$ (845,625)</u>        |
|   | \$ -                       |
| Net Change                                    | <u>\$ (558,968) *</u>      |
| Fund balance June 30, 2018                    | <u>\$ 1,746,362</u>        |

\*Represents Full Year Deposit

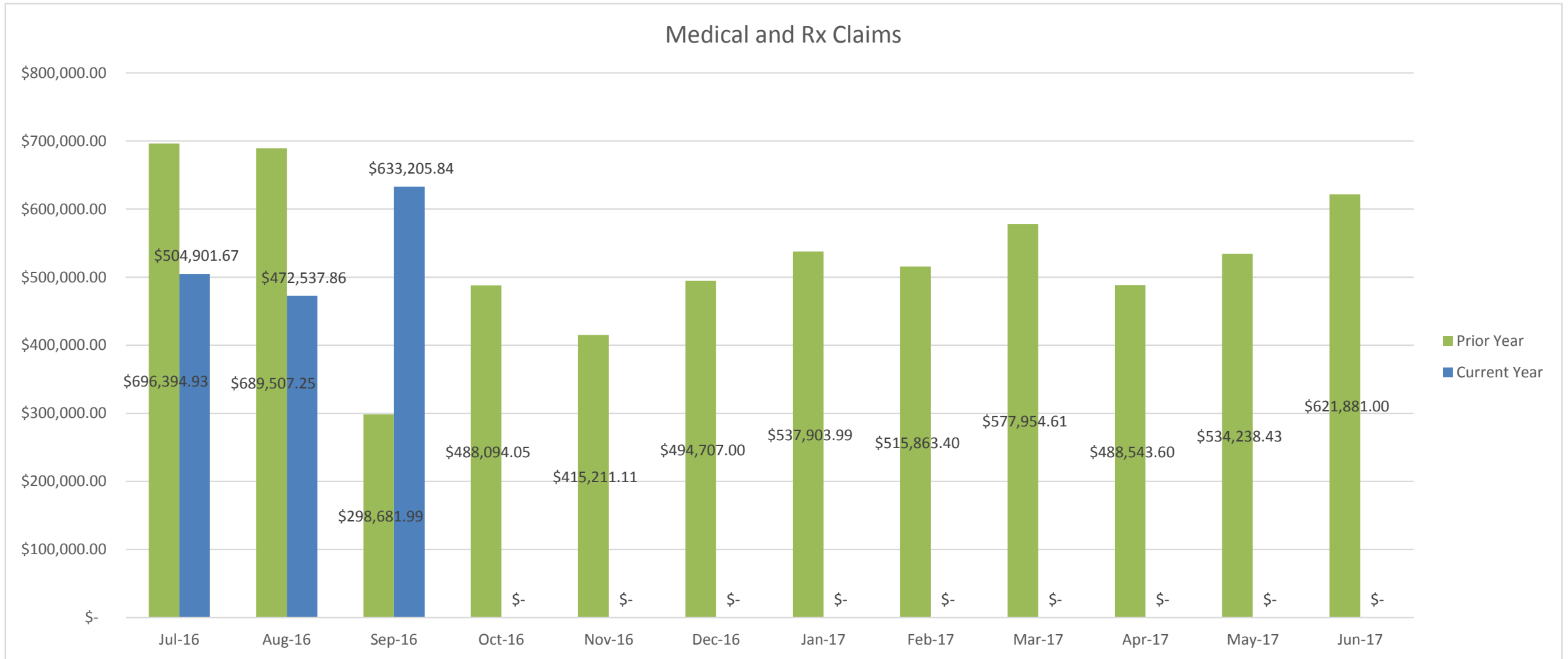
|   |                     |
|---|---------------------|
| <b>Balance Sheet:</b>                                 |                     |
| Assets:   |                     |
| Fund Balance (Opening Fund Balance + Prior Year IBNR) | \$ 3,150,956        |
| Year End Accounts Payable                             | \$ -                |
| Net Change  | <u>\$ (558,968)</u> |
| Total Assets  | <u>\$ 2,591,987</u> |
| Liabilities:  |                     |
| Accrued FY 2017 IBNR                                  | \$ 845,625          |
| Year End Accounts Payable                             | \$ -                |
| Total Liabilities                                     | <u>\$ 845,625</u>   |
| Beg Year Fund Balance                                 | \$ 2,305,331        |
| End of Year Net Change                                | <u>\$ (558,968)</u> |
| Total Fund Balance                                    | <u>\$ 1,746,362</u> |
| Total Liabilities + Fund Balance                      | <u>\$ 2,591,987</u> |

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

| Fiscal Year Ended                             | Actual 2018         | Pro-Forma           |
|---|---------------------|---------------------|
| <b>STATEMENT OF REVENUES AND EXPENDITURES</b> |                     |                     |
| Fund Balance -July 1, 2017                    | \$2,305,331         | \$ 2,305,331        |
| Revenues:                                     |                     |                     |
| General Fund Appropriation (July-June)        | \$1,700,462         | \$ 6,801,846        |
| Contributions:                                |                     |                     |
| Employee Cost Sharing                         | \$ 113,346          | \$ 1,136,759        |
| Retiree/COBRA Contributions                   | \$ 112,586          | \$ 278,000          |
| State Teachers Retirement Reimbursement (TRB) | \$ 11,280           | \$ 55,000           |
| Reimbursements                                | \$ -                | \$ -                |
| Total Contributions                           | <u>\$ 237,212</u>   | <u>\$ 1,469,759</u> |
| Total Revenues (A)                            | <u>\$1,937,673</u>  | <u>\$ 8,271,605</u> |
| Expenditures                                  |                     |                     |
| Aetna Medical & RX:                           |                     |                     |
| Claims  | \$1,610,646         | \$ 6,622,018        |
| Administrative Fees                           | \$ 32,024           | \$ 106,842          |
| Stop Loss                                     | \$ 168,421          | \$ 663,648          |
| District Portion of H.S.A. Deductible         | \$ 556,030          | \$ 556,030          |
| Delta Dental:                                 |                     |                     |
| Claims  | \$ 85,035           | \$ 340,140          |
| Administrative Fees                           | \$ 3,830            | \$ 22,308           |
| Affordable Care Act Taxes                     | \$ 3,325            | \$ 7,375            |
| EAP   | \$ 2,092            | \$ 8,370            |
| HRA Admin Fees                                | \$ 20,599           | \$ 23,120           |
| Benefit Advisory                              | \$ 9,875            | \$ 39,500           |
| Medical Supplement                            | \$ 4,765            | \$ 24,200           |
| OPEB  | \$ -                | \$ -                |
| Total Health Plan Costs (B)                   | <u>\$2,496,642</u>  | <u>\$ 8,413,551</u> |
| Net Change (A-B)                              | <u>\$ (558,968)</u> | <u>\$ (141,946)</u> |
| Net Change in IBNR:                           |                     |                     |
| June 30th, 2017 IBNR                          | \$ 845,625          | \$ 845,625          |
| June 30th, 2018 IBNR                          | <u>\$ (845,625)</u> | <u>\$ (845,625)</u> |
|   | \$ -                | \$ -                |
| Net Change                                    | <u>\$ (558,968)</u> | <u>\$ (141,946)</u> |
| Fund balance June 30, 2018                    | <u>\$1,746,362</u>  | <u>\$ 2,163,384</u> |
| Fund Balance as % of Claims                   |                     | <b>32.67%</b>       |

**WESTON PUBLIC SCHOOLS  
INSURANCE FUNDS**

| Month  | Medical and RX  |               |                           |              | Delta Dental    |               |            |            |
|--------|-----------------|---------------|---------------------------|--------------|-----------------|---------------|------------|------------|
|        | Expected Claims | Actual Claims | % of Total Actuals Claims | Variance     | Expected Claims | Actual Claims | % of Total | Variance   |
| Jul-17 | \$ 566,345      | \$ 504,902    | 31%                       | \$ 61,443    | \$ 31,653       | \$ 32,571     | 38%        | \$ (918)   |
| Aug-17 | \$ 566,345      | \$ 472,538    | 29%                       | \$ 93,807    | \$ 31,653       | \$ 27,103     | 32%        | \$ 4,550   |
| Sep-17 | \$ 566,345      | \$ 633,206    | 39%                       | \$ (66,861)  | \$ 31,653       | \$ 25,361     | 30%        | \$ 6,292   |
| Oct-17 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Nov-17 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Dec-17 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Jan-18 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Feb-18 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Mar-18 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Apr-18 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| May-18 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Jun-18 | \$ 566,345      |               | 0%                        | \$ 566,345   | \$ 31,653       |               | 0%         | \$ 31,653  |
| Total  | \$ 6,796,136    | \$ 1,610,645  | 100%                      | \$ 5,185,491 | \$ 379,834      | \$ 85,035     | 100%       | \$ 294,799 |



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

| <b>Reserve Model: Market Standard Target Values</b> |                           |
|---|---------------------------|
| Medical IBNR:                                       | 12.50% Approx 1.5 Months. |
| ASO Claim Corridor:                                 | 12.50% 1/2 Full Corridor  |
| Budget Stabilization:                               | <u>5.00%</u><br>30.00%    |
| <b>Fund balance June 30, 2018</b>                   | <b>\$ 1,746,362</b>       |
| <b>Fiscal Year End June 30th, 2018</b>              |                           |
| Projected Claims                                    | \$ 6,640,886              |
| <b>Reserve Targets:</b>                             |                           |
| ASO Corridor:                                       | \$ 830,111                |
| IBNR  | \$ 830,111                |
| Stabilization:                                      | <u>\$ 332,044</u>         |
| <b>Combined Reserve:</b>                            | <b>\$ 1,992,266</b>       |
| <b>Excess in Fund Balance</b>                       | <b>\$ (245,903)</b>       |

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

## **Curriculum Committee Meeting**

September 13, 2017 8:15 AM

Central Office Conference Room

### **1. Call to order**

Present Committee Members:

Denise Harvey (Chairperson), Elise Major, Sara Spaulding

Present Administration:

William McKersie, Superintendent; Kenneth Craw, Assistant Superintendent; Lisa Deorio, Principal; Jamie Charles, 6-12 Science and Technology CIL

Members of the Public:

Ellen Uzenoff, Dan McNeill, Gina Albert, Samantha Nestor, Sandy Hart

### **2. Discussion of WHS Honors Science Research new course proposal for 2018-19 school year**

Discussion:

Dr. Craw opened the discussion stating that the high school is seeking to provide students an opportunity to pursue their own science research in a course that is set in a regular one-year high school schedule. The high school already has a dedicated laboratory classroom, assuring that the infrastructure is already in place. Dr. Craw provided an overview of the Honors Science Research course proposal:

- Honors Science Research is geared towards 10th to 12th grade students, but 9th grade students will be allowed with special permissions.
- The course is not intended to draw on honors science students only. Instead, the applicants are expected to include a wide range of students who are curious, creative, and who are able to work independently, and persevere.
- Interested students must submit an application to be reviewed and considered. The high school guidance department will work with an expert-in-residence on the recruitment process. Applications will be submitted in the fall to provide time to review the applications and identify/approve students by February for enrollment the following year.
- Staffing: a new position will be created as a .4 to .6 FTE, depending on enrollment. After school supervision will be provided as part of the course. A stipend will be considered for this purpose.
- Budget: the district has submitted a grant proposal to the Weston Education Foundation (WEF) for non-recurring costs such as hiring an expert-in-residence to develop the course. WEF has approved Mr. Andrew Bramante as the expert.
- Other recurring costs will include chemicals, research materials, competition entry fees, and equipment maintenance, which will also be included in the proposed budget.

The Honors Science Research course proposal will be brought back to the Curriculum Committee at the October 2017 meeting.

### **3. Information on international field trips to Europe proposed for April and June 2018**

Discussion:

Proposals on international field trips

- Trip to France. Ms. Del Savio has partnered with Joel Barlow High School (JBHS), who were in need of a partner to make up enough students in order to run the program. Target population for the field trip is students currently taking French. Preliminary conversations with students and families have generated significant interest. A formal letter will go out, followed by an informational meeting in September. The next step will be for parents to commit with a deposit. The district will put in place fair warning of cost impacts should anything change with the proposed trip, advise parents of security plans, health concerns for travelers, and recommend travel insurance. Cost: in addition to the trip itself, costs cover an overnight stay stipend for chaperones, and coach bus transportation to and from US airport. Meetings between WHS and JBHS will take place to coordinate behavioral expectations.
- Social studies teacher, Mr. Passarelli, proposed an historical WWII trip to fit along with Modern World Studies and European history curricula. The target population is students in grades 10 and 11. The trip will take place after completion of the current school year. The proposed trip encourages interest in modern European history; there is a strong learning thread throughout the trip. Committee members pointed out that the proposed dates will bump up against the targeted end of the 2017-2108 school year and does not take snow days into account. The next steps will include updating travel dates and working out a communication plan.

### **4. Review schedule of topics for Curriculum Committee for 2017-18 school year**

Discussion:

- Key topics have been outlined on the attached spreadsheet so that the committee can get a timeline of focus topics. Ms. Harvey asked if the update on CIL report scheduled for January meeting left enough time for budget preparations. Dr. Craw responded that if the report recommendations impact the budget, they will come before the December meeting. Ms. Harvey also asked if the Committee could have an update on WMS Project Challenge curriculum before November, as proposed. Dr. Craw replied that a brief update could take place at the October Curriculum Committee meeting in anticipation of the full report in November.
- Mrs. Spaulding inquired about the district homework practices policy. Dr. Craw replied that last year served to provide time to gather facts on homework practices policy and this year homework practice policy is at the principal level to manage the procedure and monitor implementation.

### **5. Approval of June 2017 Curriculum Committee Minutes**

**Motion Passed:** Move that the Curriculum Committee approve the minutes of the June 14, 2017 meeting passed with a motion by Denise Harvey and a second by Elise Major.

**3 Yeas - 0 Nays.**

**6. Other curricular items**

Discussion:

No other items were put forth for discussion. Meeting was adjourned at 10:00 a.m.

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Chairperson

---

Superintendent

**Minutes  
Facilities Committee  
October 6, 2017**

Present:

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

Guests:

John Ireland, Silver Petrucelli and Associates  
Dean Petrucelli, Silver Petrucelli and Associates  
Jonathan Luiz, Town Administrator  
Richard Wolf, Town Building Committee  
Mark Berkowitz, District Athletic Director

Public:

Steve Semaya, Weston Resident  
Ron Cavalier, Weston Resident  
James Smith, Weston Resident  
Elizabeth Smith, Weston Resident  
Gina Albert, Weston Resident  
Nicole Richardt, Weston Resident  
Catherine Revzon, Weston Resident  
Richard Silverstein, Weston Resident  
Carrie Silverstein, Weston Resident  
Katie Gregory, Weston Resident

The meeting was called to order by Ms. Major at 9:01 a.m.

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

- Mr. Ireland and Mr. Petrucelli, both from Silver Petrucelli and Associates, provided an update on their findings regarding the intermediate school knee wall failure. Silver

Petrucelli was hired by the District to first study and then prepare construction documents for the wall failure. Their report shows that two walls in the cafeteria and two in the gym were not constructed properly, causing the exterior wall line to shift away from the interior wall, leading to the wall failure and allowing water to infiltrate the buildings at multiple points. They added that no imminent threat to safety is present, and recommended that all construction be completed next summer, and estimate that it will take all summer to complete. Construction contracts should be signed in March.

- Mr. Olenik reported that to date, the District has not been able to find the original construction manual for the walls, but Mr. Wolf asked that a list of required documents be prepared, and the Town Building Committee may be able to locate them. Additionally, Mr. Wolf added that members of the Town Building Committee would like to examine the walls themselves.
- The Committee agreed to move this forward to the full Board, who will, in turn, vote on moving it forward to the Town Building Committee.

The Committee discussed the following items regarding virtual net metering:

- Mr. Luiz informed the Committee that the Town was approached by Solomon Energy with a proposal to take part in the Windham Solar Farm Project which will enable the Town and District to receive energy generated from the farm. He added that a contract has been created, but it has not been signed, and there is no commitment at this point, and that the Board of Finance and Board of Selectmen are interested in the project.
- The Committee agreed that this is worth pursuing, and will continue to discuss the project within the District, at the staff level, and come up with questions that can be forwarded to Solomon Energy.

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

- Dr. McKersie informed the Committee that there is currently a path behind the intermediate school that is widely used by students and parents to get to and home from the campus. The path was reviewed by Mr. Olenik as well as the District's Internal Counsel and the Town Administrator to determine its condition and to determine if there were any liability issues that the District should be concerned with. District Grounds staff then cleaned the area of brush allowing for easier access. Dr. McKersie added that he would like to find a way to safely keep the trail open.
- Ms. Uzenoff added that student safety is paramount, and that the path should be monitored, especially given its proximity to a playground. Additionally, the Parade Ground Ct. area, which the path leads to, needs to be monitored to ensure that it doesn't become a hang-out for students, causing disruption to the residents who live there. Mr.

Olenik added that cameras would need to be installed on the path in order to properly monitor it.

- Ms. Major opened up the meeting to public comment.

Mr. Richard Silverstein  
18 Parade Ground Ct.

Mr. Silverstein spoke in opposition to keeping the path open.

Ms. Elizabeth Smith  
24 Parade Ground Ct.

Ms. Smith spoke in favor of keeping the path open.

Mr. Steve Semaya  
22 Parade Ground Ct.

Mr. Semaya spoke in favor of keeping the path open.

Katie Gregory  
7 Farrell Rd.

Ms. Gregory spoke in favor of keeping the path open.

The Committee discussed the following regarding the Beautification Committee update:

- Ms. Major reported that she has touched base with the Committee and they are aware of the District's needs, and they are willing to help as much as possible. She will be back in touch with them once the District moves forward with its planting plans in the spring.

The Committee discussed the following regarding the video streaming update:

- Dr. McKersie reported that the District was approached by a video streaming company that is interested in installing video cameras on the high school playing fields and gyms in order to stream sporting events. The challenge is on the lower field, where a tower would need to be constructed in order to house the camera equipment, and this is a very large undertaking, which increases the cost of the project and also requires Town involvement. He added however that there may be other options, such as placing the cameras on existing structures, which may lower the costs.

- Mr. Berkowitz reported that by installing the cameras and joining the National Federation of High Schools (NFHS) Network the District will be able to live stream athletic competitions and other events, providing people who are unable to attend the event the opportunity to view it. The NFHS Network is a nationwide broadcast system that allows high schools to televise their events. This would provide students the opportunity to broadcast live programs through a web portal. Students would be able to produce, direct, announce, film, and generate graphics for each event. The program

would generate revenue for the District, as families have to subscribe to the network in order to view the events, and the only cost to the District would be the camera purchase.

- The Committee agreed to review this item again at their November meeting.

The Committee discussed the following regarding capital and maintenance projects:

- Mr. Olenik informed the Committee that five or six new security cameras still need to be installed district-wide, and once they are, training of the administrative staff in their use will begin. All the hardware for the new Alertus Emergency Notification System has been received, and the District will use in-house staff to install the system. The base unit will be installed in December, with the remaining installation to be completed next summer.

The Committee discussed the following regarding the finance and operations update:

- Mr. Rudl shared with the Committee a report he created which summarizes the work priorities, accomplishments and challenges for the Finance and Operations Departments during the 2016-17 school year. The purpose of the document is to provide the Board and Administration team a more in-depth understanding of the Finance and Operations Departments. Among the points covered in the report includes staff changes in the Facilities Department that occurred to approve efficiency and yield financial savings, major projects completed by in-house staff, which resulted in savings of over \$251,000, and structural changes to Security, which has improved communication, allowed for increased training for Security Specialists, better coverage in times of absenteeism, and the implementation of new security cameras and a mass notification system.
- The Committee will consider sharing this report with the Board of Finance.

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. Olenik reported that in response to a request from the District's Athletic Director he reviewed the positioning of the speakers on Stadium Field to confirm if they had slipped down. Mr. Olenik had the original installer review the positioning and they confirmed that the speakers have not moved, but that part of the system is no longer functioning properly. Additionally, the frequencies that are being used for system are no longer allowed by the FCC, so a new wireless system will need to be installed. The Athletic Director is aware of the situation.

- Dr. McKersie provided an update on the request from a local Girl Scout to place signs on campus alerting residents to the dangers of leaving children and pets in parked vehicles during warm weather. While the District was unable to grant her request to install the actual signs, Dr. McKersie did offer to provide assistance if there are other ways that the District can help her achieve the goals of her project and attain the necessary Girl Scout Recognition.
- Ms. Richardt informed the Committee of the poor condition of the pool area, reporting that there are several areas that need to be addressed immediately, due to safety and cleanliness issues. Mr. Olenik reported that he will address basic maintenance issues immediately. In the long term, the Committee suggested that the 10 Year Facilities plan devote more attention to the pool area. Additionally the Committee will provide updates on this item in future meetings. The Committee also suggested that at their next meeting a list of contact names for organizations that use the pool be provided.
- Ms. Gregory inquired if the District was aware that the Weston Senior Center was planning on holding an event during school hours. Dr. McKersie reported that the District has been in communication with the Senior Center and that security coordination is stronger than ever. This includes communication with the police department. Ms. Gregory also suggested that the District consider installing a stronger barrier along School Rd. by the North House playground.

There being no further business to discuss, the Committee adjourned at 11:40 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** October 16, 2017

**Information Only**

**Action Requested**

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

**Submitted by:** June Curiano

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

**Monthly report from each of the four school principals on school activities and accomplishments**

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 16, 2017



Weston High School

Lisa Deorio, Principal

*In this issue...*

- Principal's Update*
- Academic Programs*
- School Counseling*
- Awards and Recognitions*
- Co-Curricular Programs & Athletics*
- Alumni News*

## PRINCIPAL'S UPDATE

There were so many different events this October that I don't know where to begin. The underlying themes of the month were global citizenship, school spirit, and community outreach.

On Monday, October 2, our school welcomed 26 students and faculty from our sister school in Qingdao, China. Our guests visited classes, participated in homecoming events, and went on a field trip to Yale University during their stay. We appreciate the willingness of our families to open their homes to this delegation. Pictured here is Matt Egan whose family hosted six students and one teacher.



**Spirit Week:** Homecoming is always a special week at Weston High School. Our students demonstrated their pride in their school by enthusiastically participating in spirit dress up days, "deck the halls", dodgeball tournaments, powder puff football and numerous other athletic events.

**Community Service:** This homecoming, our students engaged in two community service efforts. WHS hosted *Harmonies for Hurricanes* concert featuring student performers, including our Chinese guests! The concert was a collective effort by various clubs including Student Government, Tri- M Honor Society, National Honor Society, French Club, Young Progressives, and National Arts Honor Society. The evening was a resounding success raising \$5,000 for hurricane relief to the United Way.



On Saturday, October 7, students and staff partnered with the Shatterproof organization by participating in the Fairfield Challenge Rappel. Over 40 student volunteers worked this event while seven adults from our learning community rappelled down the building at Beacon Harbor Point in Stamford. Team Weston raised over \$8,000 for Shatterproof, a national nonprofit organization dedicated to prevention and treatment of drug addiction as well as advocating for expanded access to treatment and recovery programs. By participating in this event, staff and students demonstrated their commitment to the Shatterproof motto: “together, we are stronger than addiction.” Weston High School will continue to partner with Shatterproof on this issue.



## ACADEMIC PROGRAMS

The Writing Center is off to a busy start this year. One hundred and twelve students had appointments in September, and 60% of those students were first-time visitors this school year. Mrs. Gleason and Mrs. Davies also visited 23 classrooms to introduce the Writing Center and help students set writing goals. Specifically, they worked with all of the ninth grade social studies classes to help students craft thesis statements for their document-based questions.



Journalism students had a guest speaker this month. Reporter Greg Menti from the Weston Forum spoke to the class about journalism at the local level. Pictured here is Greg working with a small group in Ms. Eisenman’s class.



Project Lead the Way students in civil engineering and architecture created study models to focus on architectural design features of their choice. The designs were researched, planned out with scaled dimensions, and roughly constructed out of modeling foam board.

AP United States History students recently completed their Early Republic Performance-based Learning simulation. Some students took on the roles of our country’s founders, such as George Washington and James Madison. Others proposed solutions to various problems and crises that threatened the young United States. Students also represented distinct groups of Americans, such as Kentucky frontier folk and Quaker farmers, who asked questions about the proposals and voted for political leaders. By engaging with history in this authentic way, the students refined their own real-world skills of public speaking, debate, and defending one’s ideas.

## SCHOOL COUNSELING

This month our College and Career Center hosted several representatives from international universities. A panel of six representatives from the United Kingdom gave a presentation on different schools and spoke about the application process in Great Britain. In addition, a representative from The University of Sydney in Australia and Trinity College in Ireland visited our school. Weston High School hopes to increase these visits over the coming year. Please click the link below for our October School Counseling Newsletter.



## AWARDS & RECOGNITIONS

Four seniors were named National Merit semi-finalists this fall and were honored at the September board of education meeting. We would like to congratulate Lindsay Kunhardt, Grey Troxell, Matt Sydney, and Ellen Relac for achieving this tremendous accomplishment.

Congratulations to ninth grader, Amanda Birbara, who entered her memoir “If I Could Tell Him” in the prestigious sixth annual Dan’s Papers Literary Contest. She is a runner-up for the Emerging Young Writers prize for non-fiction.



## CO-CURRICULAR PROGRAMS & ATHLETICS

Fall sports has reached the midpoint of the season and all teams are working hard and representing WHS well. Our boys’ and girls’ cross country teams both fared very well at the River Valley Invitational with the boys claiming their second straight championship. Girls’ swim and dive team remains unbeaten and volleyball is still the team to beat in the Patriot Division. Football is also undefeated



in the Patriot division and won their homecoming matchup with Pomperaug High School with a final score of 29 to 3.

Every day during lunch, Weston Athletics plays a video of the daily sports clips courtesy of the Assistant to the Athletic Director, Mr. Frank. We invite our families to view all of the Weston Trojans Daily Clips and receive timely information about Weston Athletics by following us on Twitter @WestonAthletics or on our You Tube page, Weston Trojans Sports Update.



Builders Beyond Borders (B3) students participated in several community projects this month. Students picked up garbage around Beardsley Park in Bridgeport, and worked on a community build at Earthplace in Westport. As part of their commitment to B3, students engage in both local and global community service.



Weston High School has been recognized as an official Special Olympics National Banner Champion School for its commitment to inclusion. Both staff and students have demonstrated their commitment to inclusion and we are proud that our program serves as a model for Connecticut high schools.

Soccer players, Julia Morledge, Lucy Fine, Leila Troxell, Ryan Delaney and Rachel Esslinger participated in the Global Goals World Cup event in Brooklyn on October 9, playing for Save the Children. The tournament was held during the United Nations General Assembly and attracted 150 young women from five continents to drive progress toward reaching the UN Sustainable Development Goals. The girls played for goal five, Gender Equality, which strives to achieve gender equality around the world. The girls are featured in the attached photo with WHS Coach Katherine Lombardi, HRH Crown Princess Mary of Denmark, Game of Thrones actor and referee, Nikolaj Coster-Waldau, and daughters Philippa and Safina. Julia Morledge also spoke on a Gender Equality Sustainable Development Goal panel at the United Nations.



The Model United Nations Club has been busy getting its new and returning members in conference-ready shape. We have a delegation of students preparing for the UConn Model UN conference, which will take place in November at the Storrs campus. To learn the ropes of how the Model UN works, the club's leaders Adam Frederiksen and Gavin Reed are facilitating weekly discussion and debate on the ongoing Rohingya crisis taking place in South Asia. Our new members will soon make motions and resolutions with the best of them and will be well prepared for the upcoming competition.

This year we are pleased to host an exchange student from Chile. The Westport Rotary Club is sponsoring Ignacio "Nacho" Gramsch, who is a junior in our high school.



We encourage everyone in our community to participate in the Reservoir Run sponsored by Weston Kiwanis. There will be a half marathon and a 5K race. All proceeds from the 5K are donated to the Weston Boosters Club. Student volunteers, including members of the Key Club, will be at the event.

Cure Cancer/Pink Aid: On October 4, Weston High School was covered in pink in support of Pink Aid. This non-profit organization, founded in 2011, provides breast cancer patients with assistance in various facets. The Pink Aid Club has lent a helping hand to provide dignity in the healing process of underserved women. Students organized a school-wide Pink-out Day, to further encourage inspiration and support for breast cancer patients. Students raised over \$1,000 from t-shirt and hat sales. The Seventh Annual Pink Aid luncheon was held October 5, at Mitchell's in Westport. It has been a sold out event every



year and this year was no exception. The highlights of the event were a fashion show in which 18 breast cancer survivors proudly displayed their courage by walking the runway.

### ALUMNI NEWS

Every academic year, Massachusetts Institute of Technology (MIT) asks students to share the name of a teacher who has been especially influential in their academic growth. Hamilton Forsythe, Class of 2017, named Project Lead the Way teacher, Ms. Moosbrugger (pictured) for this tremendous honor.



**Weston Middle School**

**Dan Doak, Principal**

*In this issue...      **Band Students Use Smartmusic to Enhance Practice Time**  
**Seventh Graders Learn About Astronomy**  
**Eighth Grade Social Studies Students Study Colonial America**  
**Students Explore Emotions during Advisory Period**  
**Student Government Association Update**  
**Officer Mogollon Discusses Internet Safety**  
**Sixth Grade General Music Students Learn to Play Guitar**  
**Introducing Dr. Sheila Cooperman***

### BAND STUDENTS USE SMARTMUSIC TO ENHANCE PRACTICE TIME

We are very excited to have our band students fully integrate the Smartmusic software into our curriculum this year. Smartmusic is an interactive music software that provides a new approach to practicing an instrument. By using the Smartmusic software, students are able to access and practice assignments from their lesson book or their concert band literature, both of which are assigned during class. The program allows students to view their music part conveniently on their home or Chromebook computer while the accompaniment performs in the background. There are many benefits of the Smartmusic program. Some of the varied benefits/advantages are:

- Students are able to see how their part “fits” especially if their musical part is the harmony and not the melodic line.
- Students may elect to have their musical part play to help guide their individual performance.
- It provides students with the correct rhythm and pitch. No longer is the student second guessing themselves hoping they got it right on their own.
- It allows the students to hear how the piece should be played rhythmically and with the proper pitches (key signatures, accidentals).
- Students are able to adjust tempos to perform the piece at a comfortable rate of speed and gradually increase the tempo marking until reaching the indicated tempo marking of the music.

- Following each practice session, Smartmusic provides an immediate assessment, displaying the notes that students performed correctly in green and the notes they performed incorrectly in red.

This is a new and exciting way to start the year!

### **SEVENTH GRADERS LEARN ABOUT ASTRONOMY**

Astronomy is a new unit for seventh graders this year. The alcoves of the seventh grade classrooms were curtained off to create a place where one source of light could serve as the sun. We called it the “Moon Room”. To understand how light from the Sun illuminates the Moon such that we see the various phases, students held a sphere (the Moon) over their head and moved it around themselves (the Earth). By observation, we know that the light on the waxing crescent moon, which follows the New Moon, starts on the right side of the Moon. Students were able to use the model to confirm that the moon orbits the Earth in the counterclockwise direction.



### **EIGHTH GRADE SOCIAL STUDIES STUDENTS STUDY COLONIAL AMERICA**

Over the past few weeks, eighth grade social studies students have been analyzing primary sources and drawing conclusions from them to answer significant historical questions such as:

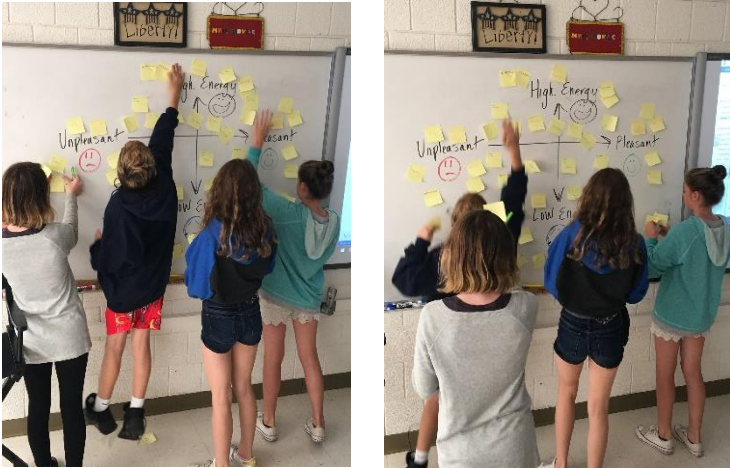
- What happened to the “Lost Colony” of Roanoke?
- What caused the Jamestown “Starving Time” of 1609?
- What caused the Salem Witch Trial hysteria of 1692?

Students are practicing analytical writing skills during these investigations: developing defensible claims, identifying salient evidence from the sources, and explaining and expanding on the evidence in unique, original ways.

### **STUDENTS EXPLORE EMOTIONS DURING ADVISORY PERIOD**

Each Friday we have a 25 minute advisory period during which students meet in small groups with a faculty member. This year during advisory time we are focusing on emotional intelligence, following the RULER approach developed at the Yale Center for Emotional Intelligence. During a recent advisory lesson, students listened to a series of musical sound clips and noted various emotions that the music evoked. They were then asked to place that emotion on a grid indicating whether the emotion was pleasant or unpleasant and whether it represented high or low energy. We look forward to helping

students and staff develop a better understanding of the role that emotions play in our lives, especially while at school. We will also learn tools and strategies to regulate our emotions as needed.



### **STUDENT GOVERNMENT ASSOCIATION UPDATE**

The SGA hosted its first Warrior Spirit Day in September. Students dressed in their best blue and gold outfits to celebrate the many sports teams and clubs at WMS. Congratulations to Teams Innovators, Inventors, and Revolutionaries for having the highest percentage of participation. These team earned spirit points towards Warrior Day!

The next Warrior Spirit Day is Friday, October 20. WMS students will “pink out” to raise awareness for the WHS Pink Aid club and their work supporting local families impacted by cancer. The SGA is looking forward to seeing students in their favorite pink gear on October 20.

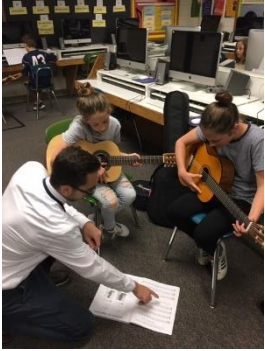
SGA students are working hard to prepare for two upcoming socials. The sixth grade Halloween social is scheduled for Friday, October 27. Sixth grade students are invited to wear their costumes to this fun event at WMS that will feature a DJ, games, and snacks. On Monday, November 6, the seventh grade social will be held at Skyzone in Bethel. Seventh grade students will have exclusive access to the entire facility, including glow-in-the-dark open jump, the dodgeball court, and the foam pit. Stories from both socials will be shared in the next report.

### **OFFICER MOGOLLON DISCUSSES INTERNET SAFETY**

Our School Resource Officer, Joe Mogollon, met with eighth graders to discuss how to stay safe in the digital age. Officer Mogollon also shared examples of consequences that occur when students make bad decisions when using social media. Officer Mogollon will also be giving presentations to seventh and sixth graders at a later date. Each presentation is tailored to the needs of each grade level.



## SIXTH GRADE GENERAL MUSIC STUDENTS LEARN TO PLAY GUITAR



The photo below depicts students learning to play “Ode to Joy” under the guidance of Mr. Fitzgerald.

## INTRODUCING DR. SHEILA COOPERMAN

Sixth grade English Language Arts teacher, Sheila Cooperman, successfully defended her doctoral dissertation at Fordham University. The title of her dissertation is: *Sixth-Grade Students’ Compositional Processes in Traditional and Digital Writing*. Congratulations, Dr. Cooperman. We are all very proud of you!



Weston Intermediate School

Pattie Falber, Principal

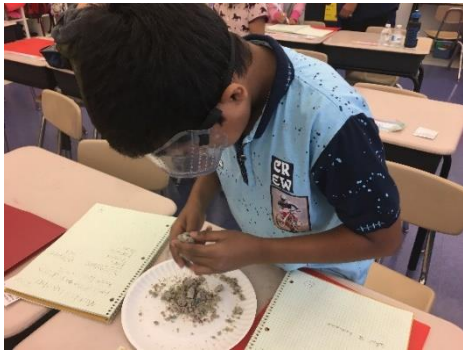
*In this issue...*

- Grade Three Earth’s Materials Study*
- Grade Four Water Unit*
- Grade Four Native American Studies*
- Grade Five Science Unit on Sound*
- LLC Makerspace*
- Grade Five Student Council*
- Professional Development*

## GRADE THREE EARTH’S MATERIALS STUDY

This month students in third grade are participating in a science unit entitled, “Earth’s Materials.” In this unit, students are learning about the three types of rocks and the conditions under which they form. They are also learning about the differences between rocks and minerals. To assist students with this understanding, they recently participated in a “mock rock” investigation. In this lab, the students first observed and then described the physical properties of the mock rocks using measuring tools to gather data. They then broke their “rock” apart to see that the rocks could be broken down into different ingredients called minerals. This activity helped 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. Students have learned 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 WATER UNIT**

This month, the fourth graders have been involved in a science unit on water. The students are beginning to learn about the properties of water, and the difference in how water molecules move in hot and cold water. To assist with this understanding, the students took part in a lab where they built their own thermometers. The students were excited to see the changes in their thermometers as they moved between the hot water to the cool water and easily made the connection to their learning. Students will soon be learning about the water cycle, and understanding how heating and cooling creates a continuous cycling of water between the earth and the atmosphere through evaporation, condensation, and precipitation. They will also be conducting investigations to determine how moving water causes changes to the land, leading to a discussion on the positive and negative impacts of erosion.

### **GRADE FOUR NATIVE AMERICAN STUDIES**



To support their upcoming social studies units on Native Americans and Connecticut geography, fourth grade students recently participated in two highly engaging workshops. Instructors from the Stamford Nature Center lead the students through several hands-on activities that let them experience first-hand some of the tools and natural materials used by the Native Americans to support their everyday lives, as well as listen to some of the stories and native folktales. The students learned how early Native Americans met their need for homes, food, clothes, and medicine by using the resources of their environment—the forest woodlands. Through real Native American artifacts and authentic reproductions, students learned how

connections to the land were vital to the survival of early tribes. Students also participated in an interactive map-making experience to help them develop an awareness of the geography of Connecticut. Students examined the relationship and interactions between the natural environment and humans; and discovered major natural and man-made features that are important to Connecticut and our state history.



## GRADE FIVE SCIENCE UNIT ON SOUND

In the first fifth grade science unit, students are investigating the physics of sound. The unit began by reviewing the differences between energy and matter in order to review previous learning and to prepare for the new learning they were about embark upon. Students were reminded of the



importance of recording careful observations, detailed sketches, and wonderings in their notebooks to help with their guided discovery learning. The lessons opened with the students investigating different objects and their characteristics, specifically the properties of sound. Students learned how to discriminate different objects based on sounds using a drop chamber. They participated in an activity where members of the science groups played against each other, dropping different objects and listening to the sounds in order to decipher which item was being dropped. Students will soon be focusing on how sound sources are created, and discovering that when an object vibrates, sound is created. They will then begin to



explore how sounds differ in regard to volume and pitch based on different variables such as force, length, and tension.

## LLC MAKERSPACE

Fifth graders had an opportunity to learn about plasma during an introductory STEM lesson designed to engage students and increase their understanding of energy and matter. Fifth graders study different forms of energy throughout the year so it is helpful for them to understand the difference between matter and energy. Plasma is a powerful form of matter and is frequently confused with energy. Plasma stores more energy than any other form of matter and students were able to experience this first hand. They watched as energy was transferred from simple plasma ball to a light bulb. Students had an opportunity to interact with the plasma ball and use an online matter sorter to explore the states of matter and practice classifying matter by the properties of solid, liquid, gas, and plasma. All students gained a better understanding of matter versus energy, and contextually what they will studying this year.

## GRADE FIVE STUDENT COUNCIL



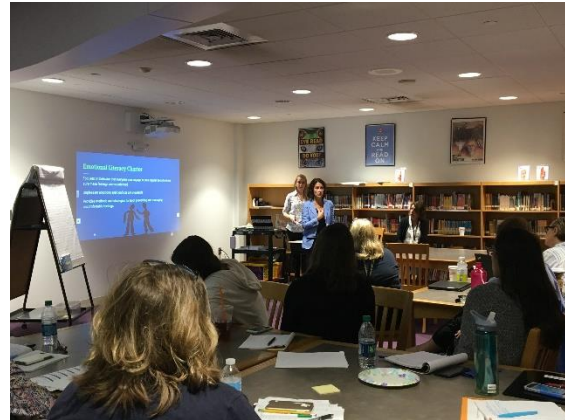
This year fifth grade students were invited to run for a seat on the WIS Student Council—a group of student leaders who will act as liaisons as they plan and coordinate various school functions including: community outreach, fundraisers, and the promotion of school spirit. Interested students were required to complete an application and deliver a two-minute speech to their peers. Classes then voted for their representatives. As a result of this process, WIS has an enthusiastic group of students eager to make an impact. In their first two weeks working together, this group has already planned and is in the process of launching the Students-for-



Students Disaster Relief Fundraiser, a schoolwide campaign to raise funds for students who have been negatively impacted by the recent natural disasters. We are so proud of them.

### PROFESSIONAL DEVELOPMENT

On October 9, the staff participated in various professional development workshops to support our school and district goals. The day began with a workshop for all certified staff members on Emotional Intelligence that supported the continuation of this work in our school. Time was spent reviewing our faculty charter and looking at various strategies that help diminish conflict and promote more positive interactions and understanding. Teachers were able to share the work they have done in their classrooms, and discuss the next steps for their individual classrooms as well as for the school. It was a very positive and productive morning. The remaining part of the day, teachers participated in various workshops that supported the curriculum work, as well as how we can best support our students through more differentiation and inclusive strategies.



**Hurlbutt Elementary School**

**Laura Kaddis, Principal**

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### POSITIVE SCHOOL CLIMATE



All of our Hurlbutt Honey Bees worked together to fill the hive for being safe, kind and responsible in record time. This was the first year that our students filled the honey hive so early in the school year. The students practiced 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. With Such beautiful weather lately, fun was had by 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 their next schoolwide reward will be.

## **KINDERGARTEN**

Our kindergarten students enjoyed their first full day of school on September 15. It was great to have them here for a full day of learning! They began their Spanish language program class on their first full day. Our Spanish language teachers speak only in Spanish for the full ten minutes of instruction and the first day was no exception. We also use music, movement, and visual support to ensure that our students are engaged and active during this exciting program. They have adjusted well to the longer day and increase in activities.

## **TEACHING AND LEARNING**

Makerspace: Thanks to the support of the PTO in creating our makerspace, we now have a Lego wall! We collected Legos from any family willing to donate to this special project. Each student who brought in a small sandwich bag filled with Legos was entered into a raffle. The prize is a special time to come to the LRC and use the Lego wall along with a friend. The planning for our makerspace has been spearheaded by Sharon Rodko, our school librarian.

New TC reading units: Our kindergarten, first, and second grade classrooms added new reading units based on the Teachers College Reading Units of Study. This summer several teachers from each grade level met to preview the units and to begin to prepare for grade-level implementation.

Our kindergarten classes began the year with the new unit, “We are Readers.” This launch unit helps support the desire, belief, and identify 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 through engaging lessons. The two main sections of the book are “Learn about the World Books” and “Reading Old Favorite Storybooks.” 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 parents to have their children tell them stories, which young children love to do!

Professional development was provided for all teaching staff by Teachers College staff developer, Katie Lindner, on Friday, September 29. The focus was on small-group planning and implementation of these small-group lessons. Katie modeled and shared many strategies for our teachers to assist in personalization of student learning. This training strengthens our teachers' use of small-group work and demonstrates different techniques in conferencing to meet the needs of each student. We are looking forward to our next visit from Katie on October 26.

## **PARENT INVOLVEMENT**

LRC: Many parents gathered on Wednesday, September 20, in the Library Resource Center (LRC) to learn how they can volunteer in this exciting learning space. Our volunteers play a valuable role in helping students find books, use the circulation system, check out books, and keep our library organized by shelving books. Many parents volunteer during their child's class book exchange time. We are grateful for the many parents who help make our LRC a rich learning environment.

Tennis: Our PTO began its fundraising for the North House Playground with a tennis tournament held at Aspetuck Country Club.



Gala: The next fundraising event for the North House Playground will be a gala held at Rolling Hills Country Club on Friday, November 3. At the gala there will be dinner, dancing, and an amazing silent auction. If you own a company that services our community, please consider donating a service or an item. We are also looking for big ticket items: vacation homes/ time shares, overnight get-away/ day trips, theater tickets, ski trips/ lessons, cooking classes, and anything you can think of—the sky is the limit. Have a special talent for crafting or cooking? Offer some lessons. Those personal items are wonderful, and priceless!

The playground serves our elementary students as well as the entire Weston community and is in need of a complete renovation. The cost of the new playground is approximately \$130,000. Check out the Weston PTO website for more details or the playground fundraising website, [www.hesplayground.com](http://www.hesplayground.com).

