

WESTON BOARD OF EDUCATION

Monday, September 21, 2015

Weston Middle School Library Resource Center

Executive Session 6:30 p.m.

Regular Session 7:30 p.m.

Agenda

- I. CALL TO ORDER, VERIFICATION OF QUORUM**
Philip Schaefer, Chairperson
- II. EXECUTIVE SESSION**
 - 1. Matters Pertaining to Security**
- III. PLEDGE OF ALLEGIANCE**
- IV. RECOGNITION** **Motion**
 - 1. Mr. Schaefer, Board Chair, will recognize Nina Daniel for her four years of service to the Weston Board of Education.**
- V. APPROVAL OF MINUTES, *pages 1-6*** **Motion**
 - 1. The Board will vote to approve the minutes from June 29.**
 - 2. The Board will vote to approve the minutes from August 17.**
- VI. PUBLIC COMMENT** **Information**
- VII. NEW BUSINESS**
 - 1. Gifts, *page 7*** **Information**

Dr. Palmer, as per Board Policy #3280, has accepted, with appreciation, a Steinway piano valued at \$75,000 and piano bench valued at \$1,000, for the Weston High School music program.
 - 2. Update on Beginning of 2015-16 School Year** **Information**

Dr. Palmer, Superintendent of Schools, will provide an update on the beginning of the 2015-16 school year.
 - 3. Tri-State Report, *pages 8-66*** **Information**

Dr. Craw, Assistant Superintendent, will present the math K-12 Tri-State Consultancy Report from the Tri-State Consortium's March 2015 visit.
 - 4. Weston High School Proposed International Field Trip, *pages 67-68*** **Information**

Dr. Craw, Assistant Superintendent, and Mrs. Deorio, Weston High School Principal, will discuss the proposed WHS trip to Spain for April 2016.
 - 5. Second FY 2016 Financial Update and Approval of Transfers, *pages 69-95*** **Motion**

Mr. Rudl, Director of Finance and Operations, will provide a monthly financial update.

VIII. OLD BUSINESS	None
IX. SUPERINTENDENT’S REPORT	Information
<ul style="list-style-type: none"> 1. Next Regular Board Meeting is Monday, October 19, 2015, at 7:30 p.m. 2. District Update 3. Principals’ Reports, <i>pages 96-107</i> 	
X. COMMITTEE REPORTS	
1. Communications Committee – Sara Spaulding	Information
2. Curriculum Committee - Ellen Uzenoff	Information
3. Finance Committee - Denise Harvey	Information
4. Facilities Committee - Ellen Uzenoff	Information
5. Policy Committee - Dana Levin	Information
6. Negotiations Committee - Denise Harvey	Information
7. CES - Elise Major	Information
8. CAFE – Daniel McNeill	Information
9. Weston Education Foundation – Sara Spaulding	Information
XI. ADJOURNMENT	Motion

Weston Public Schools
Board of Education Special Meeting
Central Office Conference Room
June 29, 2015

Attendance:

Philip Schaefer, Chairperson	Dr. Colleen Palmer, Superintendent
Dana Levin, Secretary/Treasurer	Dr. Jo-Ann Keating, Director of Finance and Ops.
Denise Harvey	Richard Rudl, Director of Finance and Operations
Sara Spaulding	

I. CALL TO ORDER, VERIFICATION OF QUORUM
Philip Schaefer, Chairperson

II. Anticipated Executive Session

- 1. Discussion of evaluations relative to a prospective public supply contract (food service)**

III. Resume Public Session

1. Award food service contact

Dr. Keating provided an overview of the bidding process. Chartwells scored higher than the other two companies that bid, using that State's scoring matrix. There will be the option of a one-year renewal, and Dr. Keating will let the other two companies know the status of the bid.

Motion: Moved that the Weston Board of Education awards the food service contract for the fiscal year 2016, commencing on July 1, 2015 to Chartwells, a member of the Compass Group. Motion by Ms. Harvey, second by Mrs. Levin, all in favor. (4-0)

IV. ADJOURNMENT

*There being no further business to discuss, meeting adjourned at 6:02 p.m.
Motion by Ms. Harvey, second by Mrs. Levin, all in favor. (4-0)*

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Weston Public Schools
Board of Education Meeting
Central Office Conference Room
August 17, 2015

Attendance:

Philip Schaefer, Chairperson	Dr. Colleen Palmer, Superintendent
Ellen Uzenoff, Vice Chairperson	Dr. Kenneth Craw, Assistant Superintendent
Dana Levin, Secretary/Treasurer	Lewis Brey, Director of Human Resources
Nina Daniel	Richard Rudl, Director of Finance & Operations
Denise Harvey	
Elise Major	<i>Absent:</i> Sara Spaulding

I. CALL TO ORDER, VERIFICATION OF QUORUM
Philip Schaefer, Chairperson

II. EXECUTIVE SESSION

- 1. Discussion of the evaluation by the administration relative to the negotiation of a prospective public supply contract for cleaning services with Shamrock of New England**

III. PLEDGE OF ALLEGIANCE

Dr. Palmer expressed her concern for Jeanette Navin and her family and hopes for their safe return.

Mr. Schaefer announced that this meeting will be the last for Ms. Daniel as a member of the Board of Education, and that she will be formally recognized at the September meeting.

IV. RECOGNITION – No report

V. APPROVAL OF MINUTES

The Board will vote to approve the minutes from June 29 at its next monthly meeting due to a lack of quorum for the motion.

The Board voted to approve the minutes from July 28. Ms. Harvey was absent.

Motion: Moved that the Weston Board of Education approves the minutes of the July 28, 2015, Special Meeting and Executive Session. Motion by Mrs. Levin, second by Ms. Major, 5 in favor – Mr. Schaefer, Mrs. Uzenoff, Mrs. Levin, Ms. Major, Ms. Daniel; 1 abstained – Ms. Harvey. (5-0-1)

VI. PUBLIC COMMENT – no report

VII. NEW BUSINESS

1. Resignation

Motion: Moved that the Weston Board of Education notes the resignation of Jeff Horton, 1.0 FTE Weston High School English Teacher, effective June 30, 2015. Motion by Mrs. Uzenoff, second by Ms. Major, all in favor. (6-0)

Dr. Palmer announced that she has accepted the letter of resignation from Dr. Marotto indicating his retirement from his position as Weston High School Assistant Principal, acknowledged his years of service, and wished him well.

Mr. Schaefer requested the amendment of the agenda to include the addition of two items:

- Under New Business – the appointment of an assistant principal to fill the vacancy at the high school, and
- Under Old Business – a second reading of Administrative Regulation 3323, Soliciting Prices (Bids and Quotations).

Motion: Moved that the Weston Board of Education adds a new agenda item under New Business, which is for the appointment of a new assistant principal at Weston High School, and adds a new agenda item under Old Business, which is a second reading of Administrative Regulations 3323 A and B, Soliciting Prices (Bids and Quotations). Motion by Ms. Harvey, second by Ms. Levin. (6-0)

2. Appointment of Weston High School Assistant Principal

Motion: Moved that the Weston Board of Education appoints Juli Givoni as the Assistant Principal for Weston High School at a date of mutual agreement. Motion by Ms. Daniel, second by Ms. Major, all in favor. (6-0)

Dr. Palmer welcomed Ms. Givoni to Weston Public Schools and highlighted her stellar background. Ms. Givoni began interviewing as a candidate for Assistant Principal with the departure of Mr. Doak and was one of the two finalists for the position.

3. FY 2015 Year-End Financial Report

Mr. Rudl, Director of Finance and Operations, reviewed the Year-End Financial Report, and presented six journal entries to the operating budget from the IDEA grant for Special Education totaling \$176,454 and an additional 25 transfers to reconcile and balance out all accounts, totaling \$30,703. Fiscal year-end balance was \$3,003. The Internal Services Fund remains with a healthy balance. Discussion by the Board followed.

Motion: Moved that the Weston Board of Education approves the final financial report and transfers presented by Mr. Rudl and reflected in the tenth financial

report for FY 2015, which is for the fiscal year ending June 30, 2015. Motion by Ms. Harvey, second by Ms. Major, all in favor (6-0)

4. First FY 2016 Financial Update and Approval of Transfers

Mr. Rudl, Director of Finance and Operations, provided a monthly financial update. There were four transfers presented for approval, in the areas of technology (a reclassification), student liability insurance, increased association membership fee for the high school library, and a membership in a facilities leadership organization.

Motion: Moved that the Weston Board of Education approves the transfers as presented by Mr. Rudl in the first FY 2016 financial update. Motion by Mrs. Uzenoff, second by Mrs. Levin, all in favor. (6-0)

VIII. EXECUTIVE SESSION

1. Matters Pertaining to Security

Motion: Motion to enter into executive session by Ms. Major, second by Ms. Daniel, all in favor. (6-0)

The following individuals were invited into executive session: Police Commissioners Beth Gralnick, William Brady, and Jess DiPasquale; Dr. Colleen Palmer, Superintendent of Schools; Dr. Kenneth Craw, Assistant Superintendent; Richard Rudl, Director of Finance and Operations; Dr. Craig Tunks, Director of Digital Learning and Innovation; Lewis Brey, Director of Human Resources and Internal Counsel; and Lois Pernice, Director of Pupil Personnel Services.

IX. RESUME PUBLIC SESSION

5. Discussion and Possible Vote on School Resource Officer Program Agreement

Dr. Palmer, Superintendent of Schools, discussed collaborative work to craft the proposed agreement between the Weston Police Department and Weston Public Schools for the School Resource Officer Program. She thanked the Board, Police Commission, and Weston Police Department for their hard work in supporting campus safety. Mrs. Levin also thanked Ms. Harvey, who was on the Committee; Ms. Daniel who attended site visits; and Dr. Marotto, who gathered data and arranged the site visits.

Motion: Moved that the Weston Board of Education approves the agreement between the Weston Police Department and Weston Public Schools for the School Resource Officer Program as presented to the Board of Education by the Weston Police Commission in Executive Session with the addition of the phrase "other administrators" after the word "principals" in the first bullet point under the section entitled "Duties of the School Resource Officer," and authorizes the Board Chair and Superintendent to sign an agreement on its behalf. Motion by Ms. Harvey, second by Ms. Daniel, all in favor. (6-0)

X. OLD BUSINESS

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

The Board voted to approve Administrative Regulations 3323A and B, Soliciting Prices (Bids and Quotations).

Motion: Moved that the Weston Board of Education approves Administrative Regulations 3323 A and B, Soliciting Prices (Bids and Quotations). Motion by Mrs. Levin, second by Ms. Major, all in favor. (6-0)

XI. SUPERINTENDENT'S REPORT

1. Next Regular Board Meeting is Monday, September 21, 2015, at 7:30 p.m.

2. District Update

Dr. Palmer, Superintendent of Schools, welcomed 11 new teachers to the Weston district and asked Mr. Brey to highlight the draft of the new teacher brochure. Mr. Brey explained the rigorous process that goes into the process of hiring a teacher, and listed the areas in the district in which new teachers were hired for the 2015-16 school year. Dr. Palmer also provided an update on summer renovations and repairs to instructional space and other facilities/grounds areas. Discussion by the Board and Superintendent followed on district enrollment and the addition of a section for kindergarten.

XII. COMMITTEE REPORTS

1. Communications Committee

There was nothing to report.

2. Curriculum Committee

There was nothing to report.

3. Finance Committee

Per Mr. Schaefer, in addition to what was discussed previously in the agenda, an update on the Shamrock and Zenon plant contracts was discussed at the August 12 meeting. The next meeting is scheduled for September 10.

4. Facilities Committee

Mrs. Uzenoff highlighted the high school courtyard renovations.

5. Policy Committee

There was nothing to report.

6. Negotiations Committee

Per Ms. Harvey, negotiations continue with AFCSME.

7. CES

There was nothing to report.

8. CAFE

There was nothing to report.

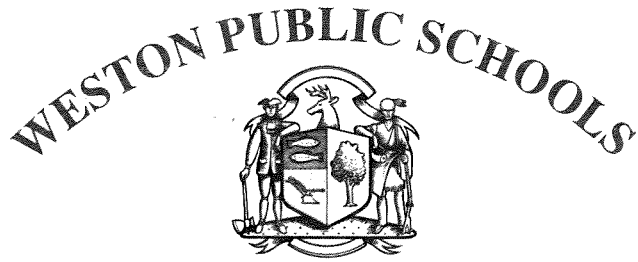
9. Weston Education Foundation

There was nothing to report.

XIII. ADJOURNMENT

*Motion: Motion to adjourn by Mrs. Uzenoff, second by Ms. Daniel, all in favor.
(6-0) Meeting adjourned at 9:22 p.m.*

Minutes prepared by Jennifer Markov, Board of Education Clerk.



COLLEEN A. PALMER, Ph.D.
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September 9, 2015

David Allon
7 Birch Hill
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Dear Mr. Allon:

On behalf of the Weston Board of Education, I extend sincere appreciation for the donation of a 1910 Steinway Model A Grand Piano valued at \$75,000 and double-wide bench valued at \$1,000 to Weston High School's music department. No goods or services were received in exchange for this gift.

We appreciate this generous gifts and thank you for consideration of the needs of the school system. Your efforts contribute to an improved instructive opportunity for Weston students.

Sincerely,

Colleen A. Palmer
Superintendent of Schools



WESTON SCHOOL DISTRICT

TRI-STATE CONSULTANCY 2015

Math K-12 | March 11-13, 2015

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WESTON SCHOOL DISTRICT

TRI-STATE CONSULTANCY 2015

Math K-12 | March 11-13, 2015

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Executive Summary

The Weston Public Schools invited a Tri-State visiting team to benchmark the progress of the district's current K-12 Math initiative centered on a renewal of professional learning experiences, math instruction and assessment practices, and the implementation of performance-based assessments. As the Tri-State Consortium enters its third decade, we describe our mission as ***"... a dynamic learning organization of public school districts that values systems thinking as the foundation for continuous improvement. The Consortium assists its member districts in using quantitative and qualitative data to enhance student performance and to build a rigorous framework for planning, assessment and systemic change. Collaborating as colleagues and critical friends, Consortium members apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning."*** The Tri-State team, composed of elementary, middle, and high school teachers, and administrators, spent three days, March 11, 12, 13, 2015, examining documents prepared as evidence of Weston's Mathematics program. The goal of the Tri-State visit team is to affirm and confirm the district's decisions about the current Mathematics program, the growth of student achievement, and the strength of the professional learning community. Through the collaborative analysis of student work samples, curriculum documents, district and building initiatives, representative district publications, and data, both quantitative and qualitative, the team draws its conclusions about the ongoing and systemic processes in place. The team seeks to help our member districts further coordinate and systematize the processes already in place to that are designed to educate the whole child.

The philosophical underpinning of the Tri-State Consortium assessment model is based on systems thinking; that is, the model focuses on the degree to which there is consistent alignment with the model's eight indicators throughout the K-12 system. The extent to which the district's evidence is aligned with the Tri-State indicators organizes our thinking and modes

of inquiry during our visit. We center our analysis on the district's current application of the model in the process of planning, monitoring, and assuring continuous improvement in student performance.

The team was based in the High School Library. We were welcomed by Superintendent Colleen Palmer; Assistant Superintendent of Curriculum and Instruction, Ken Craw; building Principals and Assistant Principals; and district Math Curriculum Instructional Leaders, Caroline Vinton and Janine Russo. Dr. Palmer described the current curriculum renewal cycle for the K-12 math program as a "...high priority for our district." She spoke about the research-based process of analyzing the newest programmatic resources to support decisions and the professional development phase to support staff in the process, adding that the district goal is to develop highly effective problem-solvers.

Assistant Superintendent of Curriculum and Instruction, Ken Craw 's presentation guided us through the district's "Theory of Action" about K-12 Math Renewal --- a document that links the theory's phases to the development of the Essential Questions posed to the team. Dr. Craw's impressive document, "Internal Assessment Report", was in our packets and it most effectively outlined Weston's commitment to the AIM (Academic Innovation and Measurement) initiative and the current status of performance-based assessments. Further, this report contains detailed descriptors of performance-based assessments, and grade level rubrics designed to assess existing Cornerstone Projects.

Weston's Tri-State Steering Committee represented all district levels, and they collaborated to create the Essential Questions. These questions guide the team's thinking, analysis, and conclusions as we move through the visit process:

Essential Question # 1

To what extent are our district's K-12 professional learning activities influencing teacher planning and instructional practice to:

- *Promote greater emphasis on developing a deeper understanding of math concepts and problem-solving strategies with students.*

- *Provide opportunities for student metacognition to enhance their learning through self and/or peer assessment.*

Essential Question # 2

To what extent are our district's K-12 math instruction and assessment practices enabling us to:

- *Become more systemic in our use of pre-assessment, formative, and summative assessment data to inform and adjust classroom instruction?*
- *Become more systemic in our use of data for providing targeted intervention/enrichment and for progress monitoring?*
- *Appropriately program and accelerate pathways for learning providing all students with access to coursework that is personally challenging?*

As our commendations make clear, the visiting team encountered substantial evidence that Weston elementary and secondary math teachers have benefitted from the district's commitment to professional learning. Elementary teachers, in particular, spoke enthusiastically about the support provided to implement the Math in Focus materials. They were explicit about using these materials as part of a larger shift in their planning and pedagogy that aim at deep conceptual understanding, problem-solving strategies, and metacognition.

The visiting team was impressed with the district's ambitious thinking about how student learning data may be aggregated and disseminated to leverage systemic change in teacher practice and curricular structures. Our recommendations acknowledge that this aspect of the math initiative is just beginning to unfold. We applaud the resource commitments made by district leadership and supported by the Board of Education, and we are confident that the professional talent and expertise inherent among Weston educators will fuel significant system growth as the district's approach deepens.

General Commentary on Commendations

More so than many of their colleagues, math teachers, especially of elementary and middle school students, contend with many challenges rooted in the Common Core's impact on their "subject." Among other effects, the K-12 Standards reverse course on conceptual spiraling and re-order topical sequence. Instructional focus necessarily changes as a result, especially in the

earlier grades. These changes anticipate improved high school outcomes with more college-bound students knowing math more deeply.

For the Weston Public Schools, the policy challenge of improved math outcomes overlies the community's historical expectation that its high performing schools will benefit all students in all key academic respects. Recognizing that the external policy challenge requires an adaptive response, Weston school leaders acted strategically to rework existing instructional arrangements in math education. Program options were evaluated, choices were made, and new materials – e.g., Math in Focus -- were introduced moving upward from kindergarten. Teachers were provided ample support in using those materials and in pivoting their instruction in keeping with more ambitious learning goals.

As the impact of new instructional method and material works its way upward toward the middle and high school years, leadership seeks *to pivot the system* to leverage realized gains and identify next steps. A wider discussion is envisioned around the following prominent issues:

- 1) K-12 teacher access to and facility in using student learning data to plan/adjust instruction, monitor student progress, and appraise student performance
- 2) K -5 instructional differentiation
- 3) 6th grade placement protocols and subsequent effects upon student math attainment
- 4) Content disparity between identically labeled courses at different grade levels
- 5) Track disparities within the secondary grades and accompanying teacher/student selection effects
- 6) Ongoing adult learning opportunities (PD)

Weston enjoys exceptional material and human assets. Nonetheless assets often do not equate with results. These arise from *a system* of forward-thinking governance, strong leadership and highly skilled teachers. When these assets are blended with motivated students from families who endow the schools with treasured social capital, there is much for a visiting team to admire. Such was the case with our encounter with “the Weston Way.”

We were deeply impressed, for example, with what we heard from Weston Board of Education members serving on the Curriculum Committee. Their history on their board, standing in the community, and appreciation of what counts most in student learning imbued their responses to our questions. Uniformly, they discussed changes in math instruction as a means of

improving educational opportunity for all students. Further, they emphasized that the sought “opportunity” had much less to do with standardized outcomes and much more to do with “genuine and authentic” learning. They acknowledged that Weston parents are not indifferent to test scores, but they also emphasized their hope that Weston educators could support all students in learning math deeply in a school context that also emphasizes emotional balance and civic responsibility.

Similarly, we were impressed by the vision of district leaders to ensure that students are personally challenged in their math learning and that their teachers are afforded every opportunity to grow their craft. The Theory of Action accompanying the Essential Questions makes explicit one aspect of that vision: “Improved Instructional and Performance Assessment Practices” are declared to be contingent upon district-level action to augment professional development and widen data use. Such action, in turn, will “strengthen the capacity of our teachers to meet the needs of all learners.” We concur.

Most school districts know how to organize professional development activities. Knowing how to prompt more teachers to use learning data to greater effect is less prevalent. The newly created roles of District Data Coordinator and Director of Digital Learning and Innovation indicate that Weston appreciates that new routines featuring data use require new supports for superseding older routines that feature the absence of such use. The acumen and the enthusiasm of the Data Coordinator especially impressed the visiting team. We have no doubt that she will meet her target date for integrating disparate data bases into a common platform, thereby making it easier for her and her colleagues to “crunch the numbers” to good effect. As she asserted, “We’re on the move [and soon we’ll be able] to talk data the Weston Way!”

Mention must also be made of district leaders’ own use of data to highlight the current results – both positive and problematic -- of existing arrangements and routines. As Knapp, Copeland and Swinnerton write, *“Data is only useful to the extent that leaders and those who work with them ask questions that can be answered with the data.”* (Data Informed Leadership in Education, 2006, University of Washington.) We commend district leadership for calling attention to high rates of student attrition in high school double-accelerated courses and for believing in the capacity of Weston teachers to better support students through existing and prospective learning pathways.

Based on K-12 classroom visits as well as on interviews with teachers, students and parents, leadership faith in teacher efficacy is fully merited. Anecdotal impressions of eager, well-trained, and committed teachers are supported by student and parent testimony as well as by faculty demographic data. Fully 51 of 223 district teachers were hired in the past 4 years, presumably allowing Weston to blend new perspectives with established expertise. Of equal interest, these teachers are distributed on all steps and across all lanes of the salary guide, suggesting a conscious intent to match specific talent to specific need. Math curricular

leadership – via the work of the two Curriculum Instructional Leaders --- appears to be one of the beneficiaries of Weston’s hiring philosophy.

We encountered little of the fraught testimony that characterizes how teachers elsewhere respond to the present moment. In various meetings, Weston teachers expressed confidence in their efficacy and satisfaction with the support given to shift their math instruction. Even the recurring request for “more time to learn from each other” can be understood as expressing a bent to rely upon colleagues to work through common challenges. That confidence resurfaces in their instruction: teachers are in command of their classrooms and move purposefully through their lessons.

Students and parents matched the teachers’ pride in their membership in the Weston community. It may be intangible, but the collective sense of being part of something special is a genuine asset that Weston educators draw upon to accomplish the work they’ve defined for themselves.

We endorse the leadership’s understanding of that work as a matter of embedding systemic processes that forge K-12 connections that are stronger than those now in place. Such connections support multi-directional information flows that may also be described as the feedback loops upon which true systems depend. Many school districts everywhere struggle to define, nurture and anchor these processes, and Weston is no exception. However – and for the reasons discussed above – Weston has the wherewithal to take that work to the next level.

General Commentary on Recommendations

Many of our recommendations refer, one way or another, to “system building” as in:

Consider a process that brings K-12 teachers together to define, discuss and agree upon an understanding of the concepts of metacognition.

It may be useful to identify some of the defining features of the arrangements in place that make it challenging to integrate adult effort around student learning – the “bringing together” aspect of system building.

Weston has a 187 day teacher work year that supports robust professional development activities. Three percent of the Weston budget – a remarkable statistic --- is dedicated to curriculum and professional development. Nonetheless, educators face many change demands beyond math that are chasing the resource of time, the scarcity of which is often cited as one of the reasons why “change is so difficult.” Complex change – as envisioned in the math initiative -- adds another layer of difficulty.

No one teacher, or for that matter, no one group of teachers, can be expected to work through the complexities of the change that the math initiative entails. By the same token, no one teacher – or for that matter no one group of teachers at any grade level --- should be exempted from the needed whole system response. For this reason, it makes sense to nest the question of “what must change about math instruction” within the larger question of “what can be provided to all students throughout their school experience to support deeper learning than is now the case?” Reframing the question to focus upon “integrated learning supports” emphasizes the k-12 nature of the work at hand.

Student interviews reinforced certain parent survey comments that not all math instruction results in all students learning the math lessons at hand. Course attrition rates in the high school can be understood in this context. These rates highlight the difference between instructional intention and instructional impact. This is a commonplace disconnect; minimizing it is a complex challenge.

Learning supports take many different forms, including the necessary, but insufficient, form of teacher-centered content coverage. Other examples include:

- “Compacting” a unit of instruction for particular students based upon the results of a unit pre-assessment;
- Emphasizing particular content or modifying instructional approach based upon a team analysis of student learning results. The analysis may be qualitative, quantitative, or both. The results so analyzed may include performance as well as standardized data. The results may reflect that of a single student or of a class gathered at one specific point in time. Or, it might reflect data collected from larger populations and assembled longitudinally;
- Minimizing instructional variability through collectively developed assured experiences;
- Re-teaching material through extra-help sessions offered in school settings other than the classroom (a STEM Center, for example);
- Flexible within-class or across-class grouping practices;
- Vertical feedback loops --- particularly at grade-level transition points – that build upon existing teacher affiliations (grade level teams, for example) toward a K-12 teaching community (that in this instance shares the concern of student math learning. “Vertical articulation” is the common name for this process);
- Co-teaching; and
- Track reduction and flexible student placement practices.

There are other learning supports that Weston educators surely have used, contemplate using, or are familiar with. These may be enumerated and applied to particular points along the grade continuum. Doing so is important work, *but not as important as integrating a continuum of support for students as they move upward through the grades.*

A collective focus on *this* work would instill the prospect of a k-12 learning continuum in the minds of K-12 teachers. Success in doing so would maximize, for example, high school teacher concern about K-8 learning conditions and arrangements. It would also enable second grade teachers to better appreciate the impact of their instruction upon the high stakes outcome of sixth grade math placements. In due time, a continuum of support tied to developmental needs would be a feature of the system.

Time is indeed a scarce resource that inhibits such system building work. Certainly Weston teachers are not alone in recognizing (and lamenting) this familiar constraint that can neither be ignored nor wished away. Its effects often undermine innovation and its diffusion. It explains why habit is such a durable feature in school cultures and why formalized change initiatives are so often disappointing.

In this context, Weston might consider how technology can be deployed to support asynchronous teacher collaboration that interrogates existing practices in the name of building a system of learning supports. Technology's power to amass, manipulate, and disseminate data is already an intrinsic feature of the district's vision. Technology's social networking capacity complements that power. The second Essential Question refers to "instruction and assessment practices" as an "enabler" of data usage that can assist in "accelerating pathways for learning." "Practice" is defined as "the actual application or use of an idea, belief or method as opposed to theories about such application or use." In this sense, "practices" are akin to the very habits that innovation aims to uproot. Technology can be an ally converting "inhibitors" into "enablers."

As an adult workplace, school often incentivizes teachers to protect habits upon which the difficult work of individual teaching relies. Deconstructing individual habit in the name of more effective collective practice requires re-imagining the work at hand as a *community's* handiwork – as in a *community of practitioners*. Providing teachers the means of connection ---- the essence of social networking --- may assist in creating such a community.

Membership in a community of practice -- as opposed to membership in a group that reinforces shared habits --- encourages teachers to moderate habits that are at odds with the mission-related goals of deeper understanding, enriched metacognition, and universal personal challenge that are embedded in the two Essential Questions.

To once again belabor the obvious, Weston leadership is asking much of its math educators. Content coverage, especially in secondary courses, creates its own set of imperatives as do the existing protocols associated with student track placement. Insofar as district goals and theories of action interrogate these imperatives, teachers may seek distance from the efforts required to do so. Thus, a number of high school teachers in their survey responses distanced themselves from the math reforms underway in the earlier grades in favor of emphasizing their own allegedly unmet support needs. Their detachment seemingly contrasts with the

enthusiasm that many of the teachers in those earlier grades expressed, and is an important matter to examine. What supports would the high school teachers want, and how can the district provide them? Their engagement in the process is critical to systemic success.

Because their prospective participation is critical, ways must be found to induce the high school to join their colleagues in a singular community of practice. How might this be done? Perhaps by acknowledging that high school teachers are no less -- nor more -- concerned about their own particular interests than their elementary and middle school colleagues. Even as teaching imperatives change as students age through the system, all teachers rely upon their particular "proven" ways. Indeed, the "enthusiasm gap" between the two groups might be more apparent than real, masking shared problems of practice.

We also suggest that high school teachers be supported in the development of performance based assessments, to better match the assessment structures used in the elementary and middle schools and also to acknowledge the district's growing interest in deeper conceptual thinking. Providing time for high school teachers to develop such assessments could be a way of bringing the system into greater alignment, and engaging teacher voice (and student voice) can be most helpful in this process.

Consider the attrition rates in accelerated high school math courses, rightly perceived as a problem --- but not by the high school math teachers for whom those rates validate their efforts to maintain the integrity of high school course differentiation. For obvious reasons, attrition rates are not a problem in the elementary grades and for elementary teachers. Unless one buys the argument that poor preparation in the earlier grades *causes* high school course attrition, the attrition rate problem is wrapped in a leadership dilemma: teachers do not seem to be taking ownership of it.

Both kindergarten and second grade teachers answered the following question in the affirmative: "Based upon your students' math performance, do you feel that you can identify which ones will be taking Calculus BC in high school?" That teachers recognize differences among their students is not surprising. The further question, however, is the extent to which their instruction responds to those differences. In other words, to what extent do elementary teachers differentiate math instruction within their heterogeneous classrooms?

In the absence of sufficient evidence one way or the other, the visiting team has no definitive answer to that question. But generalizing from other settings, it would be surprising if differentiated math instruction prevailed over the whole class routines that are baked into an elementary teacher's pedagogy. Interviews and observations provide some basis for noting how readily existing routines assimilate the innovation --- *Math in Focus* in this instance. Elementary teachers acknowledge that they supplement *Math in Focus* with their own, time-honored materials and pedagogical practices.

Navigation through the Scylla of High School Deflection and the Charybdis of Elementary School Assimilation depends upon the membership of all teachers in a single community of practice that holds itself responsible for answering the cross-cutting question: what system of integrated learning supports in math offers the greatest likelihood that each and every student will acquire deeper conceptual understanding through personally challenging coursework?

Our discussions with teachers, students and parents revealed that high stakes placement decisions are made about students in the 6th grade, and there is little movement among the tracks once those decisions have been made. It is important to remember that students develop at different rates, and that decisions made when students are 11 years of age may not hold when they reach the high school.

We are convinced that Weston has the wherewithal to foster such a community of practice. Mention has already been made of using technology to support asynchronous collaboration among teachers to amplify real-time, face-to-face collaboration. Confronting the empirical effects of existing practices, structures and arrangements leads teachers to consider the efficacy of current course tracks and course sequences, placement criteria, within-class differentiation, performance task and assessment design, school-home communication, et. al.

The learning interests of Weston students certainly will benefit from meaningful teacher collaboration. But so, too, will the professional interests of teachers by de-mystifying system issues that are rooted in a lack of understanding of the imperatives shaping teacher work in other classrooms. For example, both high school math teachers and elementary teachers wonder about what goes on in middle school math classrooms. But they do so for different reasons. High school teachers wonder about what hasn't happened in the middle school years that explains high school math placement problems. Elementary teachers wonder what happens to the children they pass upward and into the consequential placement protocols of 6th grade and above. Meaningful collaboration ends the wonder in favor of shared understanding and shared ownership of better outcomes.

Vertical alignment is an area ripe for attention. The three transition points for students (2nd to 3rd grade, 5th to 6th grade, and 8th to 9th grade) are acknowledged as being problematic for some students. What needs to be done to improve school-to-school alignment? We suggest this is a question for the faculties in the sending and receiving grades.

We also wondered about course alignment. For example, geometry is offered in the middle school and the high school. Yet, the materials used in the courses are different. We are not calling for standardization, but we are asking if the district is comfortable with this disparity.

In summary, make it possible for the stewards of the system – the teachers --- to examine the system, consider its results, and refine its operations.

The Weston Public Schools are well positioned to attain its highest aspirations. Throughout our visit, the human resources -- the caliber of the educators, the enthusiasm of the students, the value that parents place on learning – impressed us as second to none. When fully marshaled, these resources will move forward the “Weston Way.”

Finally, our thanks to the High School librarians for sharing their space; it was the ideal base for us, and we appreciated the generosity of everyone in each building we visited. Teachers and administrators are dedicated to their students, eager to participate in initiatives that identify methods leading to deeper understanding and learning. We were delighted with Chef Maria’s special attention to our meals, her most inviting food presentations and, of course, the snacks!

Commendations and Recommendations

Indicator #1: Performance Based Assessment

Commendations:

- There is consistent evidence of the use of performance based assessments to achieve k-12 learning outcomes described in the Academic Innovation and Measurement matrix of learning outcomes presented to the Board of Education on February 24th, 2015.
- The district has established Cornerstone interdisciplinary projects in grades 2, 5 and 8. These projects emphasized the process and product of learning and will be used to measure student growth as they progress through the school system.
- There is notable evidence of common language around the use of performance based assessments throughout the district.

Recommendations:

- Consider establishing a more systemic utilization of performance based assessments by offering professional development that provides training in their composition.
- Expand the practice of evaluating student work based on common criteria and analyzing the results over time to inform curriculum and instruction.
- Continue developing a process to collect and measure evidence of improved student learning linked to the use of performance based assessments.
- Consider ways to engage high school math teachers in the development of more performance-based assessments.

Indicator #2: Student Metacognition in the Learning Process

Commendations:

- Throughout the district there is evidence that teachers have discussed and engaged students in opportunities that require them to think about their thinking in mathematics. Students are comfortable explaining how they accomplished a task and justifying their answers.
- The choice of Math In Focus as the foundation of mathematics instruction in K-8 reflects a commitment to a student learning environment that encourages engagement, reflection and metacognition.

Recommendations:

- Consider a process that brings K-12 teachers together to define, discuss and agree upon a common understanding of metacognition.
- Consider a process to decide what shared metacognitive expectations are in place, K-12. This information should lead to systemic and consistent practices that can be seamlessly implemented.
- Consider curriculum writing that provides students with active instruction devoted to the transition from thinking about how to accomplish a task, to why it is important, and to what extent they are successful.

Indicator #3: Student Performance Data

Commendations:

- The district's students perform well on all assessments, and the district conducts longitudinal analyses of trends, utilizing multiple data sources.
- The district collects a large amount of data pertaining to student performance on assessments, and provides time for teachers to review and analyze the data.
- The district has developed rubrics for cornerstone projects to benchmark student progress and provide detailed feedback to the students and their parents.

Recommendations:

- Consider engaging the faculty's voice in determining what forms of data are important for the district to examine in order to understand students' strengths and needs.
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- Determine "next steps" for the most effective use of the data analyst and director of digital learning. These may include a cross-walk among the data sources (NWEA, SBAC, Iowa's, PSATs, SATs, ACTs, APs, etc.) to determine synchrony in the district's data points.
- Consider a process to measure student growth other than standard scores, especially K -2, in light of the current work on standards based report cards

Indicator #4: Curriculum and Instruction

Commendations:

There is evidence that stakeholders are vested in the success of the district, engaging in dialogue to strengthen the curricular and instructional practices K-12.

- Students communicate pride in their work, their teachers, and their school; leading to increased engagement in the classroom.
- The district is hiring a Director of Digital Learning to oversee the instructional technology practices with a focus on investigating blended and asynchronous learning opportunities afforded to Weston students.

Recommendations:

- Seek to foster communication across grade levels to ensure vertical and horizontal alignment and articulation allowing for mathematics and cross-curricular discussions.
- Consider convening curriculum writing teams with teachers and disciplines to ensure consistency in approach and rigor in mathematics courses with a focus on embedded performance-based assessments and project-based learning opportunities.
- Consider adopting a process that allows curriculum and technology leaders in the district to meet and discuss curriculum supported by targeted technology initiatives.

Indicator #5: Professional Learning

Commendations:

The Curriculum Instructional Leaders have conducted professional development for teachers on a regular basis, including opportunities for teachers to discuss the philosophy of the Singapore Math approach as well as for content-focused work.

- The roll out of Math in Focus has been well received by staff. The implementation plan included a pilot year and professional development provided by a Math in Focus staff developer as well as in-house personnel.
- Teachers have opportunities to meet regularly for Team Meetings (three times a month) and during common planning time (once a week).
- Professional development activities have encouraged teachers to elicit various strategies from students for solving problems.

Recommendations:

- Consider incorporating the review of student work and student assessment data into professional development in order to determine if existing practices are creating a deeper understanding of math concepts and problem-solving strategies.
- Consider using formative assessments throughout the units to check on student understanding; use the data from these assessments to re-form groups as needed.
- Consider using pre-assessment data to form groups for instruction and provide targeted enrichment for students who have shown mastery of the concepts/skills.

Indicator #6: Equitable Support for Student Needs

Commendations:

There is a K-5 math SRBI plan for identifying students' academic needs from a variety of sources that is systemic and periodically reviewed and revised.

- There are systems in place to ensure that information is easily disseminated and time is provided for colleagues to engage one another in discussion and planning.

Recommendations:

- Consider setting expectations for common planning time so that it can be used, in part, to analyze grade level data so teachers are able to differentiate instruction and align student outcomes with the goals of the program.
- Consider designing professional development opportunities for reflection upon instructional strategies that satisfy the educational needs of diverse learners.
- Examine existing supports and identify new methods of support to assist students as they seek to maintain their path of mathematics study.
- Consider ways to permit students to move up to more challenging work as they become more confident mathematicians.

Indicator # 7: Shared Vision and Environment for Change

Commendations:

There appears to have been a concerted effort to thoughtfully introduce Singapore math through Math in Focus by utilizing such resources as Dr. Yeap Ban Hur and by providing ongoing professional development. Teachers expressed comfort in this method of instruction and student learning.

- A high level of cooperation and collegiality was observed among teachers in the district including the sharing of ideas, lessons, and mathematics teaching strategies. This positive culture is reflected in students' attitudes toward their mathematics instruction.
- Mathematics teachers are collecting data and giving common summative assessments in similar classes/levels.

Recommendations:

- Consider the design and adoption of a vertical team (K-12) charged with defining a well-articulated K-12 mathematics vision that encompasses mathematics at the high school.
- Consider engaging the mathematics department at the high school in curricular evaluation in order to provide continuity in implementing the Math in Focus district philosophy and vision.
- Consider expanding upon the foundational work of data collection by utilizing a district-wide database and forming data analysis teams. This will allow teachers to implement the vision of using performance data to inform instruction.
- Consider ways to include student voice in the development and expansion of the district vision.

Indicator #8: Parent and Community Support

Commendation:

There is considerable and impressive evidence of the district's outreach to the community, particularly connected to the selection, implementation and professional learning of Math in Focus.

- The Weston Education Foundation describes its mission "...to coordinate and support initiatives that cultivate meaningful learning experiences for our community." Direct grants are awarded to individual teachers and administrators.
- The Internal Assessment Report developed by Assistant Superintendent Kenneth Crow, details the implementation of district performance assessments and the current status of the AIM initiative. The curricular focus to develop and integrate authentic assessments that reflect creative and critical thinking strategies is evident in the district-developed "Characteristics" chart that breaks down the specific elements, and the rubrics for Cornerstone Projects are included.
- The budget strongly aligns with and supports the stated mission and aspirations of the district. There are scheduled public BOE sessions that outline the allocation of funds by department across the district; comprehensive documents are available that describe emerging trends and issues that affect the budget allotment.
- Parents interviewed confirmed the consistent, timely two-way communication with teachers across all grade levels. Teachers maintain individual websites that contain daily information as well as links to research-based resources for students and parents.

Recommendations:

- Continue to involve parents in experiences that will deepen their understanding of and facility with Math in Focus as students transition to the Middle and High Schools. Interviews with parents reflect their desire to be involved in the process.

- Parent surveys, completed in advance of the Tri-State visit, describe a range of experiences and concerns about the consistency of instruction in the upper grades. Close reading of the narrative responses may uncover areas that need clarification.
- Continue to tap into the parent resources inherent in the district population. Opportunities to involve parents such as the Engineer and Math seminar create a natural extension of student learning.

Appendix I: Evaluation Scores

Performance-based Assessment

Student Performance – Indicator # 1

Educators utilize performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge. These assessments demonstrate the degree to which students integrate knowledge, skills, and higher-level thinking both within and across disciplines. Student work is evaluated based on common criteria, and results are analyzed and used over time to inform curriculum and instruction.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.</p> <ul style="list-style-type: none">• Evidence of a foundational process to create and use performance-based assessments.• Evidence that the foundational process enables students to demonstrate, transfer and apply knowledge, skills and higher level thinking.• Evidence that the foundational process includes evaluation of student work based on common criteria.	<p>Individual educators use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills, and higher level thinking within and across disciplines. Some educators evaluate student work based on common criteria.</p> <ul style="list-style-type: none">• Evidence that individual educators use performance-based assessments that meet established design criteria.• Evidence that these assessments enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines.• Evidence that individual educators evaluate student work based on common criteria.	<p>Some improvement in student learning is related (in part) to the use of performance assessments that are evaluated based on common criteria.</p> <ul style="list-style-type: none">• Evidence of improved student learning linked (in part) to the use of performance-based assessments.• Evidence of improved student learning linked (in part) to evaluation based on common criteria.

Performance-based Assessment Student Performance – Indicator # 1 (<i>continued</i>)		
Approach	Implementation	Results
<p>There is a systematic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.</p> <ul style="list-style-type: none"> • Evidence that a common understanding of performance-based assessments exists within the district. • Evidence of a systematic process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking both within and across disciplines. • Evidence of a systematic plan to evaluate student work using common criteria. 	<p>Many educators use a variety of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Many educators evaluate student work based on common criteria.</p> <ul style="list-style-type: none"> • Evidence that up to half (50 %) of educators are using performance-based assessments that enable students to transfer and apply knowledge, skills, and higher level thinking within and across disciplines. 	<p>Measurable improvement in student learning related (in part) to the use of performance assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines.</p> <ul style="list-style-type: none"> • Evidence of measurable improvement in student learning linked (in part) to the use of performance-based assessments. • Evidence of measurable student improvement linked to the analysis of performance-based assessment results, using common criteria
<p>There is a systemic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated on common based on common criteria and results are analyzed and used over time to inform curriculum and instruction decisions.</p> <ul style="list-style-type: none"> • Evidence of a systemic process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that student work is evaluated based on common criteria. • Evidence of a plan to analyze results over time to inform curriculum and instruction decisions. 	<p>Most educators use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Most educators use common criteria to evaluate student work, and analyze results to inform curriculum and instruction decisions.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators use performance-based assessments that enable students to demonstrate the capacity to transfer and apply knowledge, skills and higher level thinking within an across disciplines. • Evidence that this information is used to inform decisions about curriculum and instruction. 	<p>Significant improvement in student learning is sustained over time and related (in part) to the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning linked (in part) to the use of performance-based assessments. • Evidence of significant improvement in student learning linked in part to the capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that significant improvement in student learning is sustained over time.

Performance-based Assessment
Student Performance – Indicator # 1 (*continued*)

Approach	Implementation	Results
<p>There is a systemic, district-wide process for the use of performance-based assessments to enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria and results are analyzed and used over time to inform curriculum and instruction. The process is reviewed and revised periodically based on current research and district analysis of performance-based assessments.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process to use performance-based assessments. • Evidence that the process is reviewed and refined periodically, based on current research and district analysis of performance-based assessments. 	<p>All educators systematically use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines. All educators evaluate student work based on common criteria, and analyze student results to inform curriculum and instruction decisions.</p> <ul style="list-style-type: none"> • Evidence that all educators are using performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that all educators evaluate that student work based on common criteria. • Evidence that all educators analyze student results to inform curriculum and instruction decisions. 	<p>Significant improvement in student learning sustained over time is related to the use of performance-based assessments that enable students to demonstrate their capacity of transfer and apply knowledge, skills and higher level thinking. Improved student performance is attributable to the use of common criteria and analysis of results, and supported by local, regional and national measures of excellence.</p> <ul style="list-style-type: none"> • Evidence of improved student learning linked to the use of performance assessments. • Evidence of how that improvement is measured using local, regional and national measures of excellence. • Evidence that the improvement is sustained over time.

Student Metacognition in the Learning Process
Student Performance – Indicator #2

Educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. As a result, students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to design a learning environment that enables students to engage in metacognition.</p> <ul style="list-style-type: none"> Evidence of a foundational process to design a learning environment that enables students to engage in metacognition. 	<p>Individual educators design and intentionally implement a learning environment that enables students to engage in metacognition.</p> <ul style="list-style-type: none"> Evidence that individual educators design and implement a learning environment that enables students to engage in metacognition. Evidence that individual educators provide some opportunities for students to make choices about their learning. 	<p>Some improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition.</p> <ul style="list-style-type: none"> Evidence of improved learning and student performance linked (in part) to a learning environment that enables students to engage in metacognition.
<p>There is a systematic process to design a learning environment that enables students to engage in metacognition continuously and systematically. This process includes student reflection, choice and self-assessment.</p> <ul style="list-style-type: none"> Evidence that a common understanding of metacognition exists within the district. Evidence of a systematic process that enables students to engage in metacognition. Evidence that the process includes student reflection, choice, and self-assessment 	<p>Many educators design and implement a learning environment that enables students to engage in metacognition systematically. Many educators provide opportunities for student reflection, choice, and self-assessment.</p> <ul style="list-style-type: none"> Evidence that up to half (50%) of educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. Evidence that up to half (50%) of educators provide opportunities for student reflection, choice, and self-assessment. Evidence that up to half (50%) of educators inform instruction based upon students' reflections, self-assessment and choice. 	<p>Measurable improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition systematically.</p> <ul style="list-style-type: none"> Evidence of measurable improvement in student learning and performance linked (in part) to a learning environment that enables students to engage in metacognition continuously and systematically. Evidence of measurable improvement in student learning and performance linked (in part) to a learning environment that provides opportunities for reflection, choice, and self-assessment.

Student Metacognition in the Learning Process
Student Performance – Indicator #2 (continued)

Approach	Implementation	Results
<p>There is a systemic process that enables students to engage in metacognition continuously and systematically. The learning environment is designed to enable students to build the capacity to assess and reflect upon their learning and make choices that advance their learning.</p> <ul style="list-style-type: none"> • <i>Evidence of a systemic process that enables students to engage in metacognition continuously and systemically.</i> • <i>Evidence of a systemic process to design a learning environment that enables students to build the capacity to assess and reflect upon their learning and make choices that advance their learning.</i> 	<p>Most educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. Educators enable students to build the capacity to assess, reflect upon their learning, and make choices that advance their learning</p> <ul style="list-style-type: none"> • <i>Evidence that up to 75% of educators design and implement a learning environment that enables students to engage in metacognition continuously and systemically.</i> • <i>Evidence that up to 75% of educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning.</i> 	<p>Students' capacity to assess, reflect upon and make choices that advance their learning is attributable (in part) to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Significant improvement in student performance is sustained over time.</p> <ul style="list-style-type: none"> • <i>Evidence of significant improvement in student learning and performance resulting (in part) from continuous and systemic engagement in metacognition.</i> • <i>Evidence of significant improvement in student learning and performance linked (in part) to their capacity to assess, reflect upon and make choices that advance their learning.</i> • <i>Evidence of significant improvement in student learning and performance being sustained over time.</i>
<p>There is a systemic, district-wide process that enables students to engage in metacognition continuously and systematically. The design of the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning. The process is reviewed and revised, periodically, based on current research and district analysis of student metacognition data.</p> <ul style="list-style-type: none"> • <i>Evidence of a systemic, district-wide process that enables students to engage in metacognition continuously and systemically.</i> • <i>Evidence that the design of the learning environment enables teachers to make instructional choices based upon student metacognitive data.</i> • <i>Evidence that the process is reviewed and revised, periodically, based on current research and analysis of student metacognition data.</i> 	<p>All educators design and implement a learning environment that enables students to engage in metacognition, continuously and systematically. All educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning.</p> <ul style="list-style-type: none"> • <i>Evidence that all educators design and implement a learning environment that enables students to engage in metacognition continuously and systemically.</i> • <i>Evidence that the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning.</i> • <i>Evidence that educators adjust instruction based upon the analysis of student metacognition data.</i> 	<p>Significant improvement in student performance, sustained over time, is attributable to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Students build the capacity to assess, reflect upon and make choices that advance their learning.</p> <ul style="list-style-type: none"> • <i>Evidence of significant improvement in student learning and performance resulting from continuous and systemic engagement in metacognition.</i> • <i>Evidence of significant improvement in student learning and performance resulting from the capacity to assess and reflect upon their learning, and make choices that advance their learning.</i> • <i>Evidence of how that improvement is measured against local and national measures of excellence.</i>

Student Performance Data
Student Performance - Indicator #3

Norm-referenced and criterion-referenced tests provide data on student knowledge and higher level thinking. The district has in place a system for collecting, analyzing and disseminating student performance data to teachers and administrators. Teachers and administrators use these data collaboratively to make informed decisions on improving student performance.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process for using norm-referenced and criterion-referenced test data to analyze student knowledge and higher level thinking. The data are disseminated to administrators and teachers.</p> <ul style="list-style-type: none"> • Evidence of a foundational process to analyze norm-referenced and criterion-referenced test data. • Evidence that the data are used to analyze student knowledge and higher level thinking. • Evidence that the data are disseminated to administrators and teachers. 	<p>Individual educators analyze data from norm-referenced and criterion-referenced tests to make informed decisions on improving student performance and higher level thinking.</p> <ul style="list-style-type: none"> • Evidence that individual educators analyze student performance data from norm-referenced and criterion-referenced tests. • Evidence that the individual educators use data to analyze student knowledge and higher level thinking and to inform curricular and instructional decisions. 	<p>Some improvement in student knowledge and higher level thinking is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests.</p> <ul style="list-style-type: none"> • Evidence of improved student learning and higher level thinking related (in part) to the analysis of student performance data from norm-referenced and criterion-referenced tests.
<p>There is a systematic process for using norm-referenced and criterion-referenced test data to analyze student performance over time. The data are used to measure, monitor, and improve student knowledge and higher level thinking. The data are disseminated to administrators and teachers.</p> <ul style="list-style-type: none"> • Evidence that norm-referenced and criterion-referenced test data are analyzed systematically over time. • Evidence that the data are disseminated to administrators and teachers and used to measure, monitor, and improve student knowledge and higher level thinking. 	<p>Many educators collaborate, over time, to analyze data from norm-referenced and criterion-referenced tests to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.</p> <ul style="list-style-type: none"> • Evidence that up to half (50%) of educators collaborate to analyze student performance data over time. • Evidence that up to half (50%) of educators use data from norm-referenced and criterion-referenced tests to analyze student knowledge and higher level thinking. • Evidence that up to half (50%) of educators use data to inform curricular and instructional decisions. 	<p>Measurable improvement in student learning is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests. The analysis is linked to decisions about curriculum, instruction, student knowledge and higher level thinking</p> <ul style="list-style-type: none"> • Evidence that measurable improvement in student knowledge and higher level thinking are related (in part) to the analysis of norm-referenced and criterion-referenced tests over time. • Evidence that the test data are used to make curricular and instructional decisions on improving student performance.
Student Performance Data		

Student Performance—Indicator #3 (continued)

Approach	Implementation	Results
<p>There is a systemic process for using norm-referenced and criterion-referenced test data to monitor student performance over time and to disaggregate data from norm-referenced and criterion-referenced tests. The data are used to improve the learning environment, student knowledge, and higher level thinking. The data are disseminated, systemically, to administrators and teachers.</p> <ul style="list-style-type: none"> • Evidence of a systemic process to analyze student performance data from norm-referenced and criterion-referenced tests. • Evidence that test data are disaggregated and analyzed over time. • Evidence that the data analysis is linked to the learning environment, student knowledge, and higher level thinking. • Evidence of a systemic process to disseminate data to administrators and teachers. 	<p>Most educators collaborate to disaggregate and analyze data from norm-referenced and criterion-referenced tests over time as part of a sustained effort to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators collaborate to disaggregate and analyze norm-referenced and criterion-referenced test data over time. • Evidence that up to 75% of educators use data analysis in a sustained effort to make informed curricular and instructional decisions. 	<p>Significant improvement in student learning sustained over time is related (in part) to the use and analysis of student performance data from norm-referenced and criterion-referenced tests and other forms of assessment.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning related (in part) to the analysis of tests and student performance data over time. • Evidence that improvement is measured using multiple forms of assessment data. • Evidence that the improvement in student learning is sustained over time.
<p>There is a systemic, district-wide process that integrates and monitors student performance data from multiple assessments over time. The disseminated data are used to improve the learning environment, student learning, and higher level thinking through formal cycles of review and revision based on current research.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process that integrates and monitors student performance data into the teaching and learning cycle. • Evidence of data analysis and disaggregation of student performance from multiple assessments over time. Evidence that the process is reviewed and refined based on current research. 	<p>All educators collaborate to disaggregate and analyze student performance data from multiple sources over time. All educators are involved in a sustained effort to make informed decisions about curriculum and instruction across grades and subject areas.</p> <ul style="list-style-type: none"> • Evidence that all educators collaborate to disaggregate and analyze student performance data over time. • Evidence that all educators use data from multiple sources to analyze student performance and to inform curriculum and instruction across grades and subject levels. • Evidence that the use of data is part of a sustained effort to improve curriculum, instruction, and student performance through formal cycles of evaluation. 	<p>Significant improvement in student learning is sustained over time and related to the use and analysis of student performance data. Student performance is benchmarked against local, regional, and national measures of performance.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning related to the sustained analysis of tests and performance data over time. • Evidence of how that improvement is measured using local, regional, and national benchmarks.

Curriculum and Instruction
Internal Support – Indicator # 4

Teachers and administrators collaborate and develop an articulated and aligned curriculum that ensures optimal student results. Assessment data from multiple sources are analyzed by teachers and administrators when making curricular and instructional decisions. In their planning, teachers purposefully select from a variety of teaching techniques and tools to help students improve and they differentiate curriculum and instruction to address all students' learning needs.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators analyze student assessment data from multiple sources and select from a variety of teaching materials and instructional strategies that ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence of a foundational process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12. • Evidence of a foundational process to link data analysis to decisions about teaching materials and instructional strategies that ensure optimal student results. • Evidence of a foundational process of differentiating instruction to address the learning needs of all students. 	<p>Individual educators collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Data are used to select appropriate teaching materials and instructional strategies that support differentiation, and to make curricular and instructional decisions to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence that individual educators collect and analyze student assessment data from multiple sources. • Evidence that individual educators collaborate to develop, articulate, and align curriculum and instruction, K-12. • Evidence that individual educators differentiate curriculum and instruction to address the learning needs of all students. • Evidence that individual educators analyze data to select appropriate teaching materials and instructional strategies that ensure optimal student results. 	<p>Some improvement in student learning is related (in part) to the link between educators' collaboration and analysis of multiple forms of student assessment data to make curricular and instructional decisions, K-12.</p> <ul style="list-style-type: none"> • Evidence of improved student learning related (in part) to educators' analysis of multiple forms of student assessment data. • Evidence of improved student learning linked (in part) to curricular and instructional decisions that ensure optimal student results.

Curriculum and Instruction
Internal Support – Indicator # 4 (*continued*)

Approach	Implementation	Results
<p>There is a systematic process used for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators collaborate to collect and analyze multiple forms of data to ensure optimal student results and to make curricular and instructional decisions.</p> <ul style="list-style-type: none"> • Evidence that a common understanding of differentiated instruction exists within the district. • Evidence of a systematic process to collect and analyze student performance data from multiple sources. • Evidence of a systematic process to link student performance data to decisions about teaching materials and instructional strategies to ensure optimal student results. • Evidence of designated standards used to guide analysis of student assessment data. • Evidence of systematic differentiation of instruction to address the learning needs of all students. 	<p>Many educators systematically collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Educators purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence that up to half (50%) of educators collaborate to develop, articulate and align curriculum and instruction, K-12. • Evidence that up to half (50%) of educators collect and analyze student assessment data from multiple sources to make curricular and instructional decisions. • Evidence of designated standards used to guide the analysis of student assessment data. • Evidence that educators use the data to purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results. 	<p>Measurable improvement in student learning is related (in part) to the link between a clearly developed, articulated, and aligned curriculum and the systematic use of data analysis from multiple sources to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence of measurable improvement in student learning related (in part) to educators' use of assessment data to make curricular and instructional decisions. • Evidence of designated standards used to guide the analysis of student assessment data, and to differentiate instruction that ensures optimal student results.

Curriculum and Instruction
Internal Support – Indicator # 4 (*continued*)

Approach	Implementation	Results
<p>There is a systemic process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12. This process is directly linked to the analysis of multiple forms of student assessment data when making curriculum and instruction decisions to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence of a systemic process for educators to collaborate to develop, articulate and align curriculum and instruction, K-12. • Evidence that the systemic process is linked to curriculum and instruction decisions to ensure optimal student results. • Evidence of a cycle to review and refine designated standards to guide the analysis of student assessment data. • Evidence of systemic differentiation of instruction to address the learning needs of all students. 	<p>Most educators collaborate in the systemic analysis of student assessment data from multiple sources and to plan, develop, articulate, and align curriculum and instruction, K-12. Student performance data analysis is used to plan, implement, and review curriculum and instruction decisions and to select teaching materials and instructional strategies that ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators collaborate in the systemic analysis of student assessment data from multiple sources. • Evidence that the collaboration extends across grade levels and content areas. • Evidence that up to 75% of educators use data to select appropriate teaching materials and instructional strategies to differentiate and ensure optimal student results. • Evidence that the designated standards used to guide analysis of student assessment data are reviewed. 	<p>Significant improvement in student learning is sustained over time and related (in part) to the link between the systemic, collaborative analysis of student assessment data and optimal student results.</p> <ul style="list-style-type: none"> • Evidence that significant improvement in student learning is linked (in part) to curriculum and instruction decisions that ensure optimal student results. • Evidence that significant improvement in student learning is sustained over time and is linked (in part) to the systemic analysis of multiple sources of assessment data.
<p>There is a systemic, district-wide process for educators to collaborate in the ongoing planning, development, articulation and alignment of curriculum and instruction, K-12. The systemic, district-wide analysis of student assessment data from multiple sources is directly linked to decisions about teaching materials and instructional strategies. The process is continually monitored and improved based on a formal cycle of review, shared experience, current research, new knowledge and feedback from multiple sources.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process for educators to collaborate to plan, develop, articulate and align curriculum and instruction, K-12. 	<p>All educators collaborate with colleagues across grade and content levels in the systemic analysis of multiple forms of student assessment data. All educators use student performance data to purposefully plan and select appropriate teaching materials and instructional strategies that differentiate to ensure optimal student results</p> <ul style="list-style-type: none"> • Evidence that all educators collaborate across grade levels and content areas to collect, analyze, and review multiple forms of student assessment data. • Evidence that all educators plan and select teaching materials and instructional. 	<p>Significant improvement in student learning is sustained over time and consistent with local, national and international standards of excellence. Improved student achievement results are related to systemic, district-wide developed, articulated, and aligned curriculum, instruction, and data analysis from multiple sources.</p> <ul style="list-style-type: none"> • Evidence of significantly improved student learning related to a planned, developed, articulated and aligned curriculum that is systemic and district-wide, and ensures optimal student results. • Evidence that improved

Curriculum and Instruction
Internal Support – Indicator # 4 (*continued*)

Approach	Implementation	Results
<ul style="list-style-type: none"> • Evidence that the process involves the systemic, district-wide analysis of multiple forms of student assessment data to make curricular and instructional decisions. • Evidence that the process is continually monitored and revised based on current research, shared experience, and feedback from multiple sources. • Evidence of systemic, district-wide differentiation of instruction to address the learning needs of all students. 	<p>strategies based on systemic data analysis.</p> <ul style="list-style-type: none"> • Evidence that all educators use data analysis and designated standards and benchmarks to make curriculum and instruction decisions and to ensure optimal student results. 	<p>student learning is sustained over time.</p> <ul style="list-style-type: none"> • Evidence that student improvement is consistent with local, national and international standards of excellence.

Professional Learning
Internal Support – Indicator # 5

The professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative, and reflective. The district is attentive to providing the time and resources for this learning to take place. Professional learning is evaluated using a supervision and evaluation process that focuses on the efficacy of instruction and attendant growth in student learning.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational professional learning process that is based on current student and teacher needs related to district goals. This process is embedded, collaborative and reflective.</p> <ul style="list-style-type: none"> Evidence of a foundational professional learning process based on current student/teacher needs and linked to district goals. Evidence that the district provides time and resources to ensure embedded professional learning. Evidence that professional learning is designed to be collaborative and reflective. 	<p>Individual educators are involved in professional learning that is embedded, collaborative and reflective and based on teacher and student needs related to district goals.</p> <ul style="list-style-type: none"> Evidence that individual educators are participating in professional learning that is embedded, collaborative, reflective and linked to student and teacher needs and district goals. Evidence that educators have the time and resources to participate in district professional learning. Individual educators participate in professional learning that is focused on improved student learning. 	<p>Some improvement in student learning related (in part) to the link between professional learning and district goals.</p> <ul style="list-style-type: none"> Evidence of improved student learning is related (in part) to the link between professional learning and student needs.
<p>There is a systematic professional learning process that is based on student and teacher needs related to district goals. Professional learning is embedded, collaborative and reflective; it is systematically evaluated.</p> <ul style="list-style-type: none"> Evidence of a systematic process for professional learning that is linked to student/teacher needs and district goals. Evidence that professional learning is systematically evaluated and focused on improved student learning. Evidence that the supervision and evaluation process is linked to professional learning, student learning and district goals. 	<p>Many educators participate in professional learning that is embedded, collaborative, reflective and based on teacher and student needs related to district goals.</p> <ul style="list-style-type: none"> Evidence that up to 50% of educators regularly participate in professional learning that is embedded, collaborative and reflective. Evidence that up to 50% of educators are provided time to participate in professional learning that is focused on student/teacher needs and aligned with district goals. Evidence that up to 50% of educators align professional learning goals and instructional strategies with student learning. 	<p>Measurable improvement in student learning is related (in part) to district goals linked to professional learning that is embedded, collaborative and reflective.</p> <ul style="list-style-type: none"> Evidence of measurable improvement in student learning related (in part) to professional learning that is embedded, collaborative and reflective. Evidence of how improvement in student learning is measured.

Professional Learning
Internal Support – Indicator # 5 (*continued*)

Approach	Implementation	Results
<p>There is a systemic professional learning process that is based on student and teacher needs related to district goals. Sustained professional learning is embedded, collaborative and reflective. Professional learning is reviewed and revised over time and is linked to the district plan for supervision and evaluation.</p> <ul style="list-style-type: none"> • Evidence of a systemic professional learning process that is based on student/teacher needs related to district goals. • Evidence that the systemic process is periodically revisited and refined. • Evidence that the professional learning plan is directly linked to the district supervision and evaluation process. 	<p>Most educators participate in professional learning that is systemic and based on student/teacher needs related to district goals. Educators consistently link professional goals to student learning.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators participate in systemic, on-going, scheduled professional learning that is embedded, collaborative and reflective. • Evidence that up to 75% of educators are provided time to participate in systemic professional learning that is focused on student/ teacher needs and aligned with district goals. • Evidence that up to 75% of educators align professional learning goals and instructional strategies to promote optimal student results. 	<p>Significant improvement in student learning related (in part) to educators’ participation in systemic professional learning that is embedded, collaborative, reflective and related to student needs. Student growth is directly linked to systematic, sustained professional learning.</p> <ul style="list-style-type: none"> • Evidence that significant improvement in student learning is sustained over time. • Examples of how significant improvement is measured using data from multiple sources.
<p>There is a systemic, district-wide professional learning process in place that is based on teacher/student needs related to district goals. Time and resources are provided to ensure that professional learning is embedded, collaborative and reflective. The plan is evaluated using a supervision and evaluation process that focuses on optimal student results. The professional learning plan is reviewed and revised based on current research and district analysis of professional learning.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide professional learning process related to district goals. • Evidence that the process is sustained over time. • Evidence that the revisions are based on current research and analysis of the district’s professional learning process. 	<p>All educators participate in professional learning that is systemic, district-wide, and based on student and teacher needs related to district goals. Educators consistently link professional goals to decisions about instructional strategies that promote optimal student learning.</p> <ul style="list-style-type: none"> • Evidence that all educators participate in ongoing scheduled professional learning that is embedded, collaborative and reflective. • Evidence that all educators are provided time to participate in professional learning that is focused on student and teacher needs and aligned with district goals. • Evidence that all educators align professional learning goals and instructional strategies to promote optimal student results. • Evidence that all educators analyze current research and practices to inform instructional decisions. 	<p>Significant improvement in student learning is related to educators’ participation in systemic, district-wide professional learning that is embedded, collaborative, reflective and related to student needs. Student learning is directly linked to professional learning.</p> <ul style="list-style-type: none"> • Evidence that significant improvement in student learning is sustained over time. • Examples of how significant improvement is measured using data from multiple sources. • Examples of how significant improvement is benchmarked against local and national best practices.

Equitable Support for Student Needs
Student Performance Indicator #6

Processes and practices are in place in the district that identify and meet students' academic and non-academic needs. These processes and practices are informed by data gathered from a variety of sources and are aligned with student learning goals for students at all performance levels. Policies and practices that govern student access to all programs are non-discriminatory and set high expectations that challenge each student. All students have equitable access to all programs.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to identify students' academic and non-academic needs through policies and practices informed by data from a variety of sources.</p> <ul style="list-style-type: none"> <i>Evidence of a foundational process to identify students' academic and non-academic needs.</i> <i>Evidence that processes and practices are informed by data analysis from a variety of sources and aligned with student learning goals.</i> 	<p>Individual educators analyze data from a variety of sources to meet students' academic and non-academic needs. Data analysis is used to align policies and practices with learning goals of students at all performance levels.</p> <ul style="list-style-type: none"> <i>Evidence that individual educators analyze data from a variety of sources to meet students' academic and non-academic needs.</i> <i>Evidence that the foundational processes and practices are informed by data analysis and aligned with student learning goals at all performance levels.</i> 	<p>Some improvement in student performance is attributable (in part) to the alignment of policies and practices with student learning goals. Data from a variety of sources are analyzed and used to ensure students' equitable access to all programs.</p> <ul style="list-style-type: none"> <i>Evidence that some improvement in student learning is attributable (in part) to the alignment of policies and practices with student learning goals.</i> <i>Evidence that data from a variety of sources are analyzed and used to ensure equitable access to all programs.</i>
<p>There is a systematic process that identifies students' academic and non-academic needs. Data from a variety of sources are analyzed and aligned with student learning goals to ensure non-discriminatory, equitable access to all programs for students at all performance levels. High expectations challenge all students.</p> <ul style="list-style-type: none"> <i>Evidence that the systematic process sets high expectations that challenge students at all performance levels.</i> <i>Evidence that the systematic process is non-discriminatory and ensures that students at all performance levels have equitable access to all programs.</i> 	<p>Many educators analyze data from a variety of sources to meet students' academic and non-academic needs. The data analysis is aligned with student learning goals, ensures equitable access to all programs. High expectations challenge students at all performance levels.</p> <ul style="list-style-type: none"> <i>Evidence that up to half (50%) of educators analyze data to identify and meet students' academic and non-academic needs.</i> <i>Evidence that up to half (50%) of educators analyze data from a variety of sources.</i> <i>Evidence that data analysis is aligned with student learning goals and used to set high expectations that challenge</i> 	<p>Measurable improvement in student performance is attributable (in part) to the analysis of data aligned with student learning goals. The data are used to ensure equitable access to all programs and to set high expectations that challenge students at all performance levels.</p> <ul style="list-style-type: none"> <i>Evidence that measurable improvement in student learning is attributable (in part) to data analysis from a variety of sources.</i> <p><i>Evidence that the systematic data analysis process is non-discriminatory, used to ensure equitable access to all programs, and sets high expectations that challenge students at all performance levels.</i></p>

Equitable Support for Student Needs
Student Performance Indicator #6 (continued)

Approach	Implementation	Results
	<p><i>each student.</i></p> <ul style="list-style-type: none"> <i>Evidence that students at all performance levels have equitable access to all programs.</i> 	
<p>There is a systemic process that identifies student academic and non-academic needs. Data from a variety of sources, aligned with student learning goals, are analyzed to ensure all students have non-discriminatory, equitable access to all programs. The systemic process includes setting high expectations that challenge students at all performance levels and is periodically reviewed and revised.</p> <ul style="list-style-type: none"> <i>Evidence that the systemic process is periodically reviewed and revised.</i> 	<p>Most educators analyze data to meet students' academic and non-academic needs at all performance levels. Data analyses are aligned with student learning goals to ensure equitable access to all programs and to challenge students to meet high expectations at all performance levels.</p> <ul style="list-style-type: none"> <i>Evidence that up to 75% of educators analyze data from a variety of sources to meet the academic and non-academic needs of students at all performance levels.</i> 	<p>Significant improvement in student performance is attributable (in part) to the analysis of data aligned with student goals, and is sustained over time. Data are analyzed to ensure equitable access to all programs for students at all performance levels.</p> <ul style="list-style-type: none"> <i>. Evidence of significant and sustained improvement in student learning linked (in part) to data analysis.</i> <i>Evidence of significant improvement in student learning linked (in part) to high expectations that challenge students at all performance levels.</i> <p><i>Evidence of significant improvement in student learning attributable (in part) to equitable access to all programs.</i></p>
<p>There is a systemic, district-wide process to analyze data from a variety of sources to meet students' academic and non-academic needs. This process is aligned with student learning goals to ensure equitable access to all programs for students at all performance levels. High expectations are set that challenge each student. The process is formally reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence that the process is formally reviewed and revised based on current research.</i> 	<p>All educators analyze data from a variety of sources to meet students' academic and non-academic needs. The data and analyses are aligned with student learning goals and used to set high expectations that challenge students at all performance levels. Students at all performance levels have equitable access to all programs.</p> <ul style="list-style-type: none"> <i>Evidence that all educators systemically analyze student performance data from a variety of sources to ensure high expectations that challenge students at all performance levels.</i> 	<p>Significant improvement in student learning sustained over time is linked to the systematic analysis of data aligned with student learning goals and high expectations that challenge students at all performance levels. The data are used to ensure all students have equitable access to all programs.</p> <ul style="list-style-type: none"> <i>Evidence that significant improvement in student learning is sustained over time.</i> <i>Evidence of the link among equitable access, high expectations that challenge students, and significant improvement in student learning and performance.</i>

Shared Vision and Environment for Change
Internal Support – Indicator # 7

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community. This vision expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to build a shared vision with staff and community to establish goals focused on student performance. This process encourages progressive innovation that leads toward higher student achievement.</p> <ul style="list-style-type: none"> • Evidence of a foundational process to build a shared vision and establish goals focused on student performance. • Evidence of a foundational process to encourage progressive innovation. 	<p>Individual educators and community members collaborate to pursue a shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation.</p> <ul style="list-style-type: none"> • Evidence that individual educators and community members collaborate to pursue a shared vision and goals that are focused on improved student performance. • Evidence that individual educators are engaged in progressive innovation that leads toward higher student achievement. 	<p>Some improvement in student performance is attributable (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.</p> <ul style="list-style-type: none"> • Evidence of improved student learning related (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.
<p>There is a systematic process to build a shared vision and goals with staff and community that are focused on student performance. The vision and goals are articulated, communicated and pursued throughout the district and school community. This process values and encourages change, creativity, and progressive innovation that lead toward higher student achievement.</p> <ul style="list-style-type: none"> • Evidence of a systematic process to build a shared vision and goals focused on student performance. • Evidence of a systematic process that ensures the vision and goals are articulated and communicated throughout the 	<p>Many educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.</p> <ul style="list-style-type: none"> • Evidence that up to half of (50%) the educators and community members support the systemic shared vision and goals. • Evidence that up to half (50%) 	<p>Measurable improvement in student learning is related (in part) to a shared vision and related goals and is suggested by data from multiple sources. Measurable improvement is a result (in part) of innovative programs and practices.</p> <ul style="list-style-type: none"> • Evidence of how measurable improvement in student learning related (in part) to a shared vision and related goals is measured. • Evidence of how measurable improvement in student learning related (in part) to innovative programs and practices is measured and tracked.

Shared Vision and Environment for Change
Internal Support – Indicator # 7 (*continued*)

Approach	Implementation	Results
<p><i>district and community.</i></p> <ul style="list-style-type: none"> <i>Evidence of a systematic process that encourages change, creativity and progressive innovation.</i> 	<p><i>Of the educators value change, creativity and progressive innovation.</i></p> <ul style="list-style-type: none"> <i>Evidence that change and innovation are linked to data analysis</i> 	
<p>There is a systemic process for building a shared vision and goals with staff and community. The vision and related goals are well articulated, communicated and pursued throughout the district and community. This process values change and creativity and encourages progressive innovation. Data are analyzed to support decisions for change. The process is periodically reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence that data are analyzed to support decisions for change.</i> <i>Evidence that the process is periodically reviewed and revised based on current research.</i> 	<p>Most educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.</p> <ul style="list-style-type: none"> <i>Evidence that up to 75% of educators support the district vision and goals focused on student performance.</i> <i>Evidence that up to 75% of educators value change, creativity and progressive innovation.</i> 	<p>Significant improvement in student learning, sustained over time, is related to a shared vision and related goals and to innovative programs, practices, and analysis of student performance data.</p> <ul style="list-style-type: none"> <i>Evidence of significant improvement in student achievement related to a shared vision and goals and to innovative programs and practices.</i> <i>Evidence that significant improvement in student learning is sustained over time.</i>
<p>There is a systemic, district-wide process for building a shared vision with staff and community and establishing related goals that are well articulated, communicated, and consistently pursued throughout the district and school community. This systemic, district-wide process is formally reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence of a systemic, district-wide process to build a shared vision and related goals.</i> <i>Evidence that the systemic, district-wide process is formally reviewed and revised based on current research.</i> 	<p>All educators and members of the community collaborate to support the systemic and district-wide vision and related goals focused on student performance. All educators are actively engaged in the development, testing, evaluating and sharing of new tools, techniques and instructional strategies focused on improving student achievement. Change and program innovations are expected, on-going and are derived from multiple assessments.</p> <ul style="list-style-type: none"> <i>Evidence that all educators understand and support the vision and goals.</i> <i>Evidence that all educators share a sense of responsibility for realizing the vision and goals.</i> <i>Evidence that all educators are engaged in programs focused on realizing the vision</i> 	<p>Significant improvement in student performance, sustained over time, is related to a shared vision and is benchmarked against local and national measures of excellence. Significant improvement in student achievement, sustained over time, is a result of innovative programs and practices.</p> <ul style="list-style-type: none"> <i>Evidence of significantly improved student leaning sustained over time and related to the shared vision and goals and to innovative programs and practices.</i> <i>Evidence of how significant improvement is benchmarked against local and national measures of excellence.</i>

Shared Vision and Environment for Change
Internal Support – Indicator # 7 (*continued*)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
	<p><i>and goals.</i></p> <ul style="list-style-type: none"> • <i>Evidence that all educators collaborate in developing, testing, evaluating and sharing new tools, techniques and strategies.</i> • <i>Evidence that the innovations are expected, ongoing and linked to the analysis of assessment data.</i> 	

Parent and Community Support
External Support – Indicator #8

The active involvement of parents and the community and ongoing communication among all constituent groups are encouraged and utilized to improve student learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget development process supports the mission, vision and goals of the district and is aligned with efforts to improve student performance.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process that encourages the active involvement of and communication with parents, community and educators. The budget process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> • Evidence of a foundational process for active involvement and ongoing communication among constituent groups. • Evidence of a foundational budget process that supports the district mission, vision and goals and is aligned with efforts to improve student performance. 	<p>Individual educators are actively involved with parents and community members in conversations focused on improved teaching and learning. Opportunities for parents to communicate with educators are aligned with district efforts to improve student performance.</p> <ul style="list-style-type: none"> • Evidence that individual educators, parents, and community members have opportunities for ongoing communication focused on student learning. • Evidence that individual educators, parents and community members communicate to support programs focused on improved student performance. 	<p>The active involvement and two-way communication among educators, parents and community members are linked (in part) to some improvement in student learning.</p> <ul style="list-style-type: none"> • Evidence of improved student learning linked (in part) to communication between parents, community members and educators.
<p>There is a systematic process for the active involvement of parents and community members, and ongoing communication among parents, community members, and educators. The systematic process includes developing a budget that supports the district mission, vision and goals. A wide range of community resources extends the classroom experience and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> • Evidence of a systematic process that encourages two-way communication between parents/community and educators. • Evidence of a systematic 	<p>Many educators communicate with parents and community members to improve student learning. Parents and community members support the budget, the mission, vision and goals of the district and provide resources that extend the classroom experience.</p> <ul style="list-style-type: none"> • Evidence that up to half (50%) of parents, community members and educators are actively involved in ongoing communication to improve student learning. • Evidence that a wide range of community resources extends and enriches the classroom experience. • Evidence that the district 	<p>The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to measurable improvement in student learning as assessed by classroom and district data from multiple sources.</p> <ul style="list-style-type: none"> • Evidence of measurable improvement in student learning linked (in part) to the active involvement of parents/community members. • Evidence of measurable improvement in student learning linked (in part) to programs supported by the district budget.

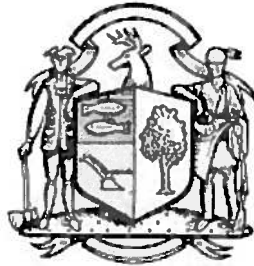
Parent and Community Support
External Support – Indicator #8 (*continued*)

Approach	Implementation	Results
<p><i>process for developing a budget that supports the district mission, vision, and goals.</i></p> <ul style="list-style-type: none"> <i>Evidence of community resources that extend and enrich the classroom experience.</i> 	<p><i>mission, vision and goals are aligned with educators' efforts to improve student performance.</i></p>	
<p>There is a systemic process to encourage the active involvement of and communication between parents and community members and educators. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance. A wide range of community resources extends and enriches the classroom experience and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> <i>Evidence of a systemic process that encourages the active involvement of parents and community members.</i> <i>Evidence that there is a systemic process at all grade levels and departments to maintain consistent, productive communication with parents.</i> <i>Evidence that the budget development process is aligned with efforts to improve student performance.</i> 	<p>Most parents and community members are actively involved in ongoing communication with educators to improve student learning. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> <i>Evidence that up to 75% of parents and community members have the opportunity to become involved in programs that are supported by the Board and are aligned with efforts to improve student performance.</i> <i>Evidence that up to 75% of parents and many community members consistently support the district mission, vision and goals.</i> 	<p>The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to significant improvement in student learning sustained over time.</p> <ul style="list-style-type: none"> <i>Evidence that significant improvement in student learning is related (in part) to parent and community support and is sustained over time.</i>
<p>There is a systemic, district-wide process for the active involvement of and communication among parents, community members and educators. The budget development process is systemic and district-wide, is aligned with the district mission, vision, and goals, and is aligned with efforts to improve student achievement. A wide range of community resources extends and enriches the classroom experience. These processes are periodically reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence of a systemic, district-wide process for active</i> 	<p>All parents and community members are afforded opportunities to be actively involved in ongoing communication with educators to improve student learning. Community resources provide enrichment that extends the classroom experience for all students. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> <i>Evidence that all parents and community members are afforded opportunities to be actively involved in ongoing communication with educators.</i> 	<p>The active involvement of parents and community members in ongoing two-way communication with educators is linked to significant improvement in student learning sustained over time. There is consistent community support for programs aligned with efforts to improve student performance and based on local and national measures of excellence.</p> <ul style="list-style-type: none"> <i>Evidence that significant improvement in student performance is benchmarked against local, regional, and national measures of excellence.</i>

Parent and Community Support
External Support – Indicator #8 (*continued*)

Approach	Implementation	Results
<p><i>involvement and two-way communication between parents/community members and educators.</i></p> <ul style="list-style-type: none"> • <i>Evidence that the budget development process is systemic, district-wide, and aligned with the district mission, vision and goals of improved student performance.</i> • <i>Evidence that these processes are periodically reviewed and revised</i> 	<ul style="list-style-type: none"> • <i>Evidence that all parents and community members are aware of the district mission, vision and goals and are afforded opportunities to inform and support these goals.</i> 	

WESTON PUBLIC SCHOOLS



**24 School Road
Weston, Connecticut 06883**

Tri-State Consultancy Stakeholder Feedback Surveys January 2015

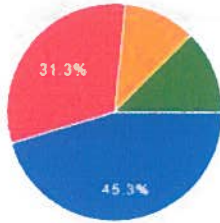
**Tri-State Consultancy
Stakeholder Feedback Surveys
January 2015**

Teacher Responses

Tri-State Consortium Teacher Survey-64 Responses

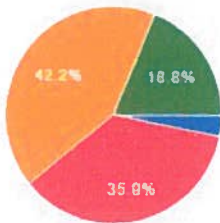
Summary

At what level do you teach?



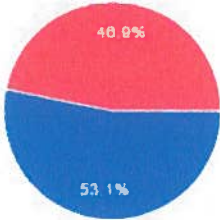
Elementary School	29	45.3%
Intermediate School	20	31.3%
Middle School	7	10.9%
High School	8	12.5%

How many years' experience do you have teaching?



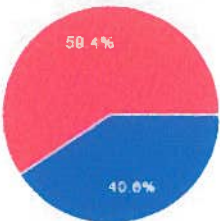
0 to 3	2	3.1%
4 to 10	23	35.9%
11 to 19	27	42.2%
20+	12	18.8%

I am aware of the district's approach for the teaching of math.



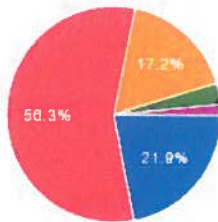
Strongly agree	34	53.1%
Agree	30	46.9%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%

I am aware of the district's standards for the teaching of math.



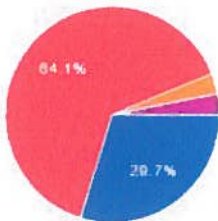
Strongly agree	26	40.6%
Agree	38	59.4%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%

I am aware of recent district data on student performance in math and use them in my lesson planning.



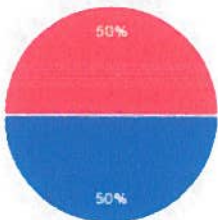
Strongly agree	14	21.9%
Agree	36	56.3%
Disagree	11	17.2%
Strongly disagree	2	3.1%
Not applicable	1	1.6%

I use performance assessments in my class that require students to apply knowledge and skills.



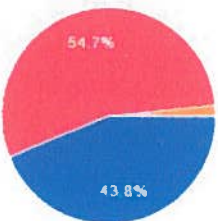
Strongly agree	19	29.7%
Agree	41	64.1%
Disagree	2	3.1%
Strongly disagree	0	0%
Not applicable	2	3.1%

My students receive ongoing feedback from me about their performance.



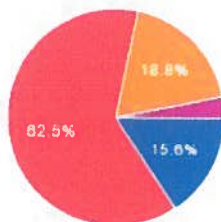
Strongly agree	32	50%
Agree	32	50%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%

I use formative assessments/feedback to inform my decisions about lesson and unit plans.



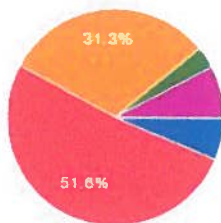
Strongly agree	28	43.8%
Agree	35	54.7%
Disagree	1	1.6%
Strongly disagree	0	0%
Not applicable	0	0%

My students have the opportunity to assess their own work.



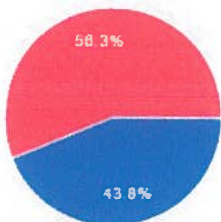
Strongly agree	10	15.6%
Agree	40	62.5%
Disagree	12	18.8%
Strongly disagree	0	0%
Not applicable	2	3.1%

My students have the opportunity to assess the work of their peers



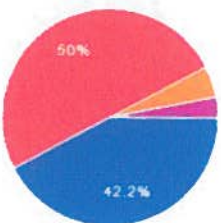
Strongly agree	4	6.3%
Agree	33	51.6%
Disagree	20	31.3%
Strongly disagree	2	3.1%
Not applicable	5	7.8%

I am in contact with parents about their child's progress.



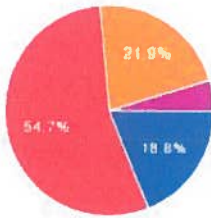
Strongly agree	28	43.8%
Agree	36	56.3%
Disagree	0	0%
Strongly disagree	0	0%
Not applicable	0	0%

I collaborate with colleagues in planning teaching and learning activities in math.



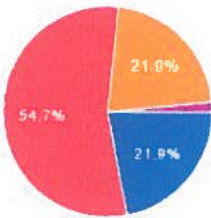
Strongly agree	27	42.2%
Agree	32	50%
Disagree	3	4.7%
Strongly disagree	0	0%
Not applicable	2	3.1%

I collaborate with colleagues in assessing student work.



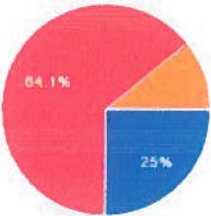
Strongly agree	12	18.8%
Agree	35	54.7%
Disagree	14	21.9%
Strongly disagree	0	0%
Not applicable	3	4.7%

I collaborate with my CIL and/or administrator in the analysis of student assessment data.



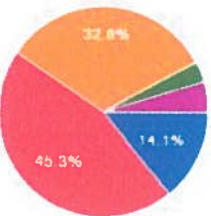
Strongly agree	14	21.9%
Agree	35	54.7%
Disagree	14	21.9%
Strongly disagree	0	0%
Not applicable	1	1.6%

The district's professional development opportunities are designed to help me focus on student learning and student performance.



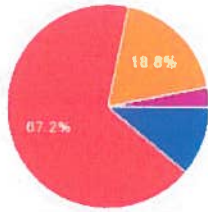
Strongly agree	16	25%
Agree	41	64.1%
Disagree	7	10.9%
Strongly disagree	0	0%
Not applicable	0	0%

I am involved in the decision-making process in developing the math curriculum.



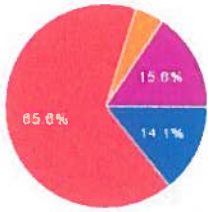
Strongly agree	9	14.1%
Agree	29	45.3%
Disagree	21	32.8%
Strongly disagree	2	3.1%
Not applicable	3	4.7%

The district budget supports shared vision, long-range plans, technology integration, and other valued elements of the math curriculum.



Strongly agree	7	10.9%
Agree	43	67.2%
Disagree	12	18.8%
Strongly disagree	0	0%
Not applicable	2	3.1%

I see evidence of improved student performance in math over time in this district.



Strongly agree	9	14.1%
Agree	42	65.6%
Disagree	3	4.7%
Strongly disagree	0	0%
Not applicable	10	15.6%

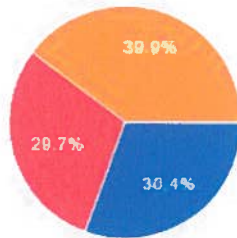
**Tri-State Consultancy
Stakeholder Feedback Surveys
January 2015**

Student Responses

Tri-State Consortium Student Survey-1104 Responses

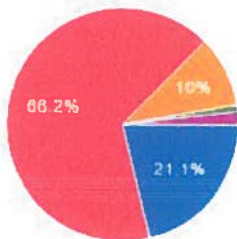
Summary

At what level are you in school?



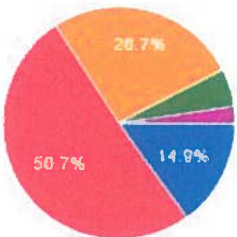
Intermediate School	336	30.4%
Middle School	328	29.7%
High School	440	39.9%

I have opportunities to reflect on my own work (self-assess) in math.



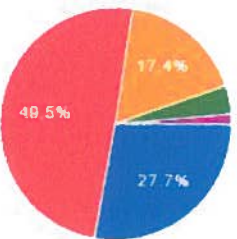
Strongly agree	233	21.1%
Agree	731	66.2%
Disagree	110	10%
Strongly disagree	10	0.9%
Not applicable	20	1.8%

I have opportunities to provide feedback on the work of my fellow students in math.



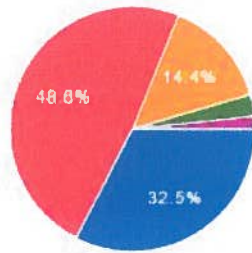
Strongly agree	165	14.9%
Agree	560	50.7%
Disagree	295	26.7%
Strongly disagree	58	5.3%
Not applicable	26	2.4%

I have opportunities to tell my teacher what would help me do better work in math.



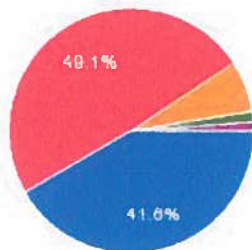
Strongly agree	306	27.7%
Agree	547	49.5%
Disagree	192	17.4%
Strongly disagree	43	3.9%
Not applicable	16	1.4%

The information I get from my teacher about my progress in math helps me improve.



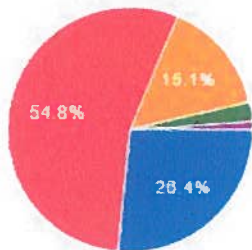
Strongly agree	359	32.5%
Agree	536	48.6%
Disagree	159	14.4%
Strongly disagree	31	2.8%
Not applicable	19	1.7%

I have opportunities to receive additional support from my teachers in math.



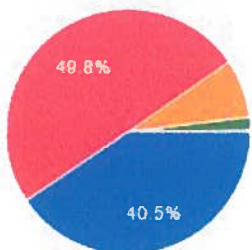
Strongly agree	459	41.6%
Agree	542	49.1%
Disagree	75	6.8%
Strongly disagree	15	1.4%
Not applicable	13	1.2%

I can demonstrate what I know in math in a variety of ways.



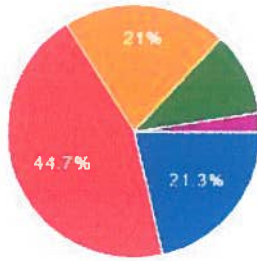
Strongly agree	292	26.4%
Agree	605	54.8%
Disagree	167	15.1%
Strongly disagree	28	2.5%
Not applicable	12	1.1%

I have opportunities to work with my peers in math.



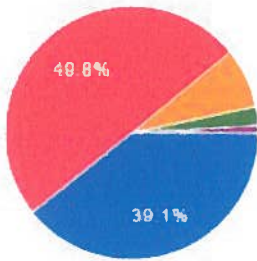
Strongly agree	447	40.5%
Agree	550	49.8%
Disagree	86	7.8%
Strongly disagree	18	1.6%
Not applicable	3	0.3%

I can use my math skills in everyday situations.



Strongly agree	235	21.3%
Agree	493	44.7%
Disagree	232	21%
Strongly disagree	117	10.6%
Not applicable	27	2.4%

I think my performance in math is improving over time.



Strongly agree	432	39.1%
Agree	550	49.8%
Disagree	85	7.7%
Strongly disagree	26	2.4%
Not applicable	11	1%

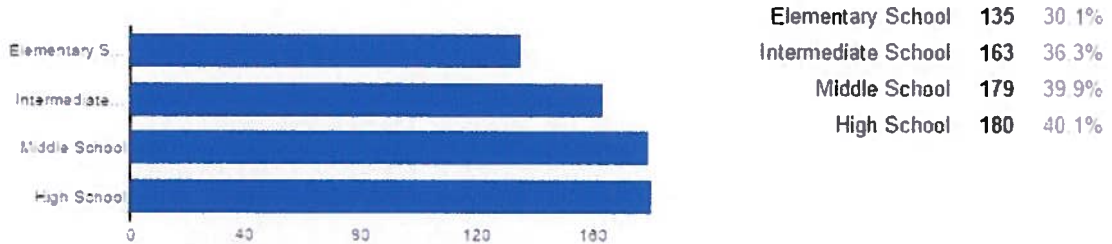
**Tri-State Consultancy
Stakeholder Feedback Surveys
January 2015**

Parent Responses

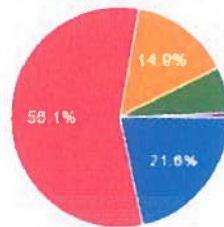
Tri-State Consortium Parent Survey-449 Responses

Summary

At what level(s) are your children in school? (Indicate more than one response if appropriate)

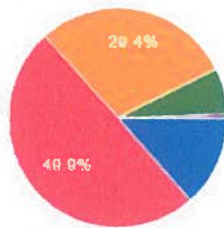


There is a clear, cohesive curriculum for math in this district.



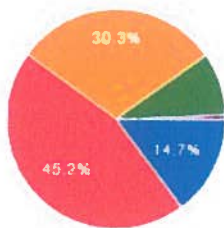
Strongly agree	97	21.6%
Agree	252	56.1%
Disagree	67	14.9%
Strongly disagree	30	6.7%
Not applicable	3	0.7%

I understand the district's grade-level standards that my child is expected to reach in math.



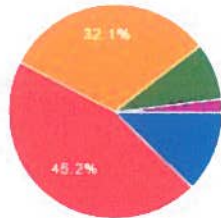
Strongly agree	60	13.4%
Agree	224	49.9%
Disagree	132	29.4%
Strongly disagree	30	6.7%
Not applicable	3	0.7%

I am clear about the expectations that the teacher has for my child in math.



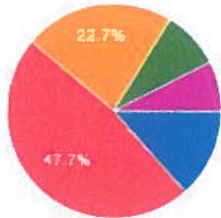
Strongly agree	66	14.7%
Agree	203	45.2%
Disagree	136	30.3%
Strongly disagree	41	9.1%
Not applicable	3	0.7%

I am encouraged to inquire about my child's strengths and needs in math.



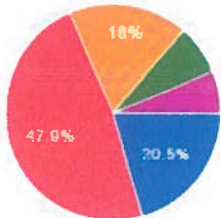
Strongly agree	55	12.2%
Agree	203	45.2%
Disagree	144	32.1%
Strongly disagree	38	8.5%
Not applicable	9	2%

My feedback about my child's learning strengths and needs in math is valued.



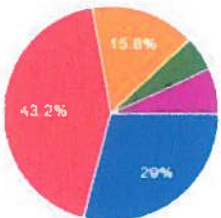
Strongly agree	60	13.4%
Agree	214	47.7%
Disagree	102	22.7%
Strongly disagree	39	8.7%
Not applicable	34	7.6%

My participation in my child's learning is valued in this school system.



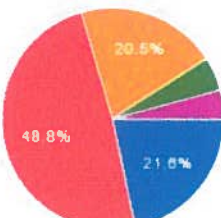
Strongly agree	92	20.5%
Agree	215	47.9%
Disagree	81	18%
Strongly disagree	33	7.3%
Not applicable	28	6.2%

Understanding and participating in my child's learning has made a difference in his/her learning in math.



Strongly agree	130	29%
Agree	194	43.2%
Disagree	71	15.8%
Strongly disagree	23	5.1%
Not applicable	31	6.9%

I think there is evidence that my child's performance in math is improving over time.



Strongly agree	97	21.6%
Agree	219	48.8%
Disagree	92	20.5%
Strongly disagree	22	4.9%
Not applicable	19	4.2%

**International Field Trip Request for Weston High School
Presented to the Board of Education**

September 21, 2015

Request:

Weston High School is proposing to lead a student delegation to Spain. Interested students are invited on a trip to Spain with an itinerary that will include Madrid, Toledo, Córdoba, Sevilla, Granada, and Costa del Sol. The trip schedule is outlined in the following page.

Purpose and relation to the curriculum:

- To immerse World Languages and Fine Arts students in a foreign culture rich in art and history from Ancient to Modern times in order to broaden their understanding and appreciation of cultural products, practices and perspectives
- To communicate and interact with cultural competence in the target language and culture (Note: Students do not need to be taking Spanish at WHS to participate in this trip)
- To enable students to make connections and comparisons between languages and cultures

History: WHS has taken several delegations of students to Spain in the past, although not in recent years.

Depart / Return: Friday, April 8th, 2016 / Saturday, April 16th, 2016

Chaperones: Mercedes Fernandes, Spanish teacher and WL CIL, Dan Passarelli, Social Studies teacher, and Maria Caracuel, Spanish teacher

Minimum number of students: 20 students – open to interested students in grades 9-12 enrolled in a World Language and/or Fine Arts course. Priority will be given to upper classmen and students enrolled in a language course.

Cost Estimate per Person: the estimated cost is \$3,500 USD per person based on a \$1,100 USD airfare, and tax, a 1.10 euro/dollar exchange rate, and a minimum of 20 participants

Flight: Economy-class flights from NYC to Madrid and return flight from Madrid to NYC

Lodging: 3/4-star hotels centrally located based on double-occupancy (single room supplement is approximately \$700 (\$80 per night) including breakfast and dinner daily

State Department Checks: There are no travel advisories currently posted for Spain for American travelers.

WHS Trip to Spain 2016
Trip Itinerary
Friday, April 8th – Saturday, April 16th, 2016

Trip Schedule

Fri, April 8 th	Evening departure from NYC airports to Madrid. Dinner and breakfast served on board.
Sat, April 9 th	Upon arrival, the group is met by a Bravo representative and transferred to the hotel. Dinner and overnight.
Sun, April 10 th	Breakfast. Morning panoramic tour seeing la Plaza de España, la Puerta del Sol, Gran vía, Cibeles, la Puerta de Alcalá, la Plaza Mayor, and more. This is followed by a guided visit to El Prado Museum. Dinner and lodging.
Mon, April 11 th	Breakfast. Visit to Toledo to see the Cathedral, Santo Tomé Church, El Greco's "The Burial of Count Orgaz", the Synagogue of Santa Maria la Blanca, the famous "View of Toledo", and Damasquinado factory (Damascene jewelry). Return to Madrid. Dinner and lodging.
Tue, April 12 th	Breakfast. Departure for Córdoba to see la Mezquita, and the old part of the city. Afterwards, on to Sevilla for dinner and lodging.
Wed, April 13 th	Breakfast. Morning tour to visit the Alcázar, its gardens, the Cathedral, the Giralda, and the Santa Cruz Quarters. Dinner and lodging.
Thu, April 14 th	Breakfast. Departure for Granada to visit the Alhambra, Generalife Gardens, and the Cathedral. Then, on to Costa del Sol for dinner and overnight in Málaga.
Fri, April 15 th	Breakfast. Morning walking tour of the Calle Larios, La Manquita – the Cathedral, Castillo de Gibralfaro, the Moorish fortress – the Alcazaba, the Roman Theatre, and the Picasso Museum. Evening Flamenco show and tapas, and overnight.
Sat, April 16 th	Breakfast. Transportation to the Malaga airport, connecting flight in Madrid for return to NYC. Arrival on the same day.

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2015 - August 2015

The first financial report for the FY 2016 Operating Budget can be found on pages 4 through 37 of this document. The financial information presented in this section of the report includes the adopted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget expenditures, encumbrances, anticipated expenditures that have not been encumbered, and the total projected expenditures by object, which is the sum of the previous three columns. The Internal Services report for health insurance can be found on pages 38-40.

FY 2016 Budget	\$	48,503,782	
FY 2016 YTD Actuals	\$	4,584,945	
FY 2016 Encumbrances	\$	2,822,007	
FY 2016 Anticipated	\$	40,951,337	
FY 2016 Balance	\$	145,493	*

**The available balance represents the IDEA carryover funds from the prior fiscal year after select para professional salaries were shifted from the operating budget to the IDEA carryover. It is anticipated these funds will be re-allocated to special education tuition/contracted services.*

There are transfers totaling \$234,255 before the Board of Education for its approval. Those transfers are as follows and are reflected in the financial report:

Facilities:

TO:	Contracted Services/Maintenance Projects (Facilities)	\$	19,908	
FROM:	Books (Curriculum)		\$	19,908

To address gas burners in the Weston High School Science Wing. These funds allowed the Science Wing of the High School to begin using gas burners.

TO:	Contracted Services/Maintenance Projects (Facilities)	\$	25,000	
FROM:	Non-Certified Salaries (Facilities)		\$	25,000

To provide additional funding in contracted services within the facilities department due to the general maintenance mechanic position being put on hold for FY 2016.

TO:	Contracted Services (Roof Repair)	\$	3,000	
FROM:	Contracted Services (Repair Allowance)		\$	3,000

To address roof repair at Weston High School.

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2015 - August 2015

Special Education:

TO:	Certified Salaries	\$	108,500	
FROM:	Professional & Educational Services			\$ 108,500

To fund recently hired Behavioral Analysts that were previously contracted out. This transfer was reflected in the budget book.

Hurlbutt Elementary School

TO:	Certified Salaries	\$	69,959	
FROM:	Certified Salaries (HES Teacher)			\$ 68,600
FROM:	Medicare Taxes			\$ 1,359

To fund a 1.0 FTE Kindergarten Teacher that was added to address increasing elementary enrollment.

Weston High School

TO:	Equipment Repairs	\$	288	
FROM:	Materials			\$ 288

To repair cameras used at the High School.

TO:	Dues, Fees, Memberships	\$	50	
FROM:	Materials			\$ 50

To fund an increase in American Library Association Membership.

TO:	Materials	\$	400	
FROM:	Books			\$ 400

To Purchase additional AP Biology Books due to increased enrollment in course.

TO:	Books	\$	50	
FROM:	Materials			50

To purchase Chemistry Books due to increased enrollment in course.

TO:	Books	\$	600	
FROM:	Supplies			\$ 600

To Purchase AP Spanish Books due to increased enrollment in course.

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2015 - August 2015

Weston Middle School

TO:	Materials	\$	2,500	
FROM:	Equipment (Curriculum)			\$ 2,500

To purchase additional Vex Kits.

Curriculum

TO:	Travel & Conference	\$	4,000	
FROM:	Certified Salaries (C&I Stipends)			\$ 4,000

To send district team to the EdLeader21 Conference.

Breakdown of Net Turnover Savings, which is reflected in the Salaries & Wages section of the financial statements
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<p>Certified Staff:</p> <table style="width: 100%;"> <tr><td>Special Education Teachers</td><td style="text-align: right;">\$ (97,167)</td></tr> <tr><td>BCBA's</td><td style="text-align: right;">\$ 108,500</td></tr> <tr><td>Guidance</td><td style="text-align: right;">\$ (24,784)</td></tr> <tr><td>C&I Salaries</td><td style="text-align: right;">\$ (14,847)</td></tr> <tr><td>Salary Increase CO Admin</td><td style="text-align: right;">\$ 23,719</td></tr> <tr><td>Tech Integrators</td><td style="text-align: right;">\$ (11,676)</td></tr> <tr><td>Classroom Teachers</td><td style="text-align: right;">\$ 75,081</td></tr> <tr><td>Director of Finance</td><td style="text-align: right;">\$ (13,524)</td></tr> <tr><td>WMS Principal</td><td style="text-align: right;">\$ (7,372)</td></tr> <tr><td>WHS Administrators</td><td style="text-align: right;">\$ 27,745</td></tr> <tr><td>HES Additional Kindergarten Teacher</td><td style="text-align: right;">\$ (68,600)</td></tr> <tr><td></td><td style="text-align: right;">\$ (2,925.00)</td></tr> </table>	Special Education Teachers	\$ (97,167)	BCBA's	\$ 108,500	Guidance	\$ (24,784)	C&I Salaries	\$ (14,847)	Salary Increase CO Admin	\$ 23,719	Tech Integrators	\$ (11,676)	Classroom Teachers	\$ 75,081	Director of Finance	\$ (13,524)	WMS Principal	\$ (7,372)	WHS Administrators	\$ 27,745	HES Additional Kindergarten Teacher	\$ (68,600)		\$ (2,925.00)	<p>Salary Differential:</p> <table style="width: 100%;"> <tr><td>Non Certified Supervisors</td><td style="text-align: right;">\$ 7,267</td></tr> <tr><td>Non Certified Staff Technicians</td><td style="text-align: right;">\$ 5,000</td></tr> <tr><td>Certified Staff (Administrators)</td><td style="text-align: right;">\$ 23,719</td></tr> <tr><td></td><td style="text-align: right;">\$ 35,986</td></tr> </table> <p>Certified Stipends:</p> <table style="width: 100%;"> <tr><td>C&I Stipends</td><td style="text-align: right;">\$ (4,000)</td></tr> <tr><td>Team Leader Stipends</td><td style="text-align: right;">\$ (11,000)</td></tr> <tr><td></td><td style="text-align: right;">\$ (15,000)</td></tr> </table> <p>Non Certified Stipends</p> <table style="width: 100%;"> <tr><td>Vacant HVAC Stipend</td><td style="text-align: right;">\$ (7,296)</td></tr> </table>	Non Certified Supervisors	\$ 7,267	Non Certified Staff Technicians	\$ 5,000	Certified Staff (Administrators)	\$ 23,719		\$ 35,986	C&I Stipends	\$ (4,000)	Team Leader Stipends	\$ (11,000)		\$ (15,000)	Vacant HVAC Stipend	\$ (7,296)	<p>Non Certified Staff:</p> <table style="width: 100%;"> <tr><td>HES Para's</td><td style="text-align: right;">\$ 26,944</td></tr> <tr><td>WIS Para</td><td style="text-align: right;">\$ 28,450</td></tr> <tr><td>WMS Para</td><td style="text-align: right;">\$ 510</td></tr> <tr><td>WHS Para</td><td style="text-align: right;">\$ 1,155</td></tr> <tr><td>Athletic Secretary</td><td style="text-align: right;">\$ (855)</td></tr> <tr><td>SPED Para's (Funding Source Change)</td><td style="text-align: right;">\$ (70,486)</td></tr> <tr><td>Occupational Therapist</td><td style="text-align: right;">\$ 1,978</td></tr> <tr><td>PPS Secretary</td><td style="text-align: right;">\$ (529)</td></tr> <tr><td>Technology Salary Increases</td><td style="text-align: right;">\$ 9,500</td></tr> <tr><td>Technicians</td><td style="text-align: right;">\$ (6,041)</td></tr> <tr><td>Facilities Director</td><td style="text-align: right;">\$ 2,767</td></tr> <tr><td>Grounds</td><td style="text-align: right;">\$ (18,884)</td></tr> <tr><td>Custodian</td><td style="text-align: right;">\$ (2,995)</td></tr> <tr><td>HVAC Position</td><td style="text-align: right;">\$ (87,405)</td></tr> <tr><td>Copy center</td><td style="text-align: right;">\$ 744</td></tr> <tr><td>Business Office Reorg</td><td style="text-align: right;">\$ 66,413</td></tr> <tr><td></td><td style="text-align: right;">\$ (48,734)</td></tr> </table>	HES Para's	\$ 26,944	WIS Para	\$ 28,450	WMS Para	\$ 510	WHS Para	\$ 1,155	Athletic Secretary	\$ (855)	SPED Para's (Funding Source Change)	\$ (70,486)	Occupational Therapist	\$ 1,978	PPS Secretary	\$ (529)	Technology Salary Increases	\$ 9,500	Technicians	\$ (6,041)	Facilities Director	\$ 2,767	Grounds	\$ (18,884)	Custodian	\$ (2,995)	HVAC Position	\$ (87,405)	Copy center	\$ 744	Business Office Reorg	\$ 66,413		\$ (48,734)
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WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Aug-15
Period: 2 of 12

Object	Account	FY Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget				Variance %	\$ Expended	Encumbered	Anticipated	Balance
WESTON PUBLIC SCHOOLS										
Salaries & Wages (1000s)										
	Certified Staff	\$23,016,234	(\$2,925)	(\$2,925)	\$23,013,309	0.0%	\$1,396,780	\$0	\$21,616,529	\$ (0)
	Non Certified Staff	\$5,953,211	(\$48,734)	(\$48,734)	\$5,904,477	-0.8%	\$625,600	\$0	\$5,139,883	\$ 138,994
	Overtime	\$144,620	(\$2,800)	(\$2,800)	\$141,820	-1.9%	\$19,020	\$0	\$122,801	\$ (1)
	Certified Stipends	\$784,494	(\$15,000)	(\$15,000)	\$769,494	-1.9%	\$5,230	\$0	\$761,264	\$ 3,000
	Non Certified Stipends	\$116,809	(\$7,296)	(\$7,296)	\$109,513	-6.2%	\$8,821	\$0	\$100,692	\$ (0)
	Turnover Savings	(\$193,600)	\$193,600	\$193,600	\$0	-100.0%	\$0	\$0	\$0	\$ -
	Salary Differential	\$193,250	(\$35,986)	(\$35,986)	\$157,264	-18.6%	\$0	\$0	\$157,264	\$ -
		\$30,015,018	\$80,859	\$80,859	\$30,095,877		\$2,055,451	\$ -	\$ 27,898,433	\$ 141,993
	Group \$ transfer in/(transfer out):				\$80,859					
	Group change %:				0.3%					
Benefits (2000's)										
	2000 Health Insurance	\$6,991,965	\$0	\$0	\$6,991,965		\$1,165,328	\$0	\$5,826,637	\$ -
	2001 Social Security	\$507,618	\$0	\$0	\$507,618		\$55,865	\$0	\$451,752	\$ 0
	2002 Medicare	\$436,781	(\$1,359)	(\$1,359)	\$435,422	-0.3%	\$29,660	\$0	\$405,762	\$ (0)
	2003 Workers Compensation	\$226,043	(\$10,023)	(\$10,023)	\$216,020	-4.4%	\$216,020	\$0	\$0	\$ -
	2004 Unemployment Compensation	\$68,000	\$0	\$0	\$68,000		\$5,078	\$0	\$62,922	\$ -
	2005 Early Retirement Incentive	\$4,759	\$0	\$0	\$4,759		\$4,758	\$0	\$0	\$ 1
	2007 Pension Contributions	\$834,052	\$0	\$0	\$834,052		\$81,141	\$0	\$752,911	\$ 0
	2010 Tuition Reimbursement	\$75,000	\$0	\$0	\$75,000		\$0	\$0	\$75,000	\$ -
	2011 Life Insurance	\$88,495	\$0	\$0	\$88,495		\$16,886	\$0	\$71,609	\$ 0
	2012 Disability Insurance	\$18,086	\$0	\$0	\$18,086		\$0	\$0	\$18,086	\$ -
	2014 Sick Bank	\$45,000	\$0	\$0	\$45,000		\$0	\$0	\$45,000	\$ -
	2015 GASB 43/45	\$209,000	\$0	\$0	\$209,000		\$0	\$0	\$209,000	\$ -
		\$9,504,799	(\$11,382)	(\$11,382)	\$9,493,417		\$1,574,736	\$ -	\$ 7,918,679	\$ 2
	Group \$ transfer in/(transfer out):				(\$11,382)					
	Group change %:				-0.1%					
Professional & Technical Services (3000s)										
	3210 Contracted Services Educational	\$723,785	(\$108,500)	(\$108,500)	\$615,285	-15.0%	\$13,268	\$5,116	\$596,901	\$ -
3220/3221	Consulting Services	\$176,900	\$0	\$0	\$176,900		\$25,600	\$28,000	\$123,300	\$ -
	3235 Testing	\$85,000	\$0	\$0	\$85,000		\$18,850	\$4,880	\$61,270	\$ 0
	3239 Other Pupil Services	\$201,665	\$0	\$0	\$201,665		\$4,014	\$132	\$197,519	\$ -
	3303 Management Services	\$27,895	\$0	\$0	\$27,895		\$4,866	\$400	\$22,629	\$ -
	3304 License Fees-Facilities	\$2,800	\$0	\$0	\$2,800		\$0	\$0	\$2,800	\$ -
	3306 Legal Fees	\$90,000	\$0	\$0	\$90,000		\$991	\$35,000	\$54,009	\$ -
	3308 Police/Fire	\$85,642	\$0	\$0	\$85,642		\$308	\$3,116	\$82,218	\$ (0)
	3309 Professional Technical Services	\$63,423	\$0	\$0	\$63,423		\$5,515	\$21,205	\$36,703	\$ (0)
	3310 Sports Officials	\$45,863	\$0	\$0	\$45,863		\$15,000	\$0	\$30,863	\$ -
		\$1,502,973	(\$108,500)	(\$108,500)	\$1,394,473		\$88,413	\$ 97,849	\$ 1,208,212	\$ (0)
	Group \$ transfer in/(transfer out):				(\$108,500)					
	Group change %:				-7.2%					
Property Services (4000s)										
	4200 Cleaning Services	\$585,245	\$0	\$0	\$585,245		\$48,275	\$531,907	\$5,063	\$ (0)
	4202 Rubbish Removal	\$74,475	\$0	\$0	\$74,475		\$2,123	\$69,877	\$2,475	\$ -
	4203 Mop & Mat Service	\$5,000	\$0	\$0	\$5,000		\$0	\$5,000	\$0	\$ -
	4204 Exterminator	\$8,000	\$0	\$0	\$8,000		\$0	\$7,500	\$500	\$ -
	4302 Equipment Repairs	\$146,001	\$288	\$288	\$146,289	0.2%	\$17,279	\$36,478	\$92,533	\$ (0)
	4400 Equipment Rental	\$529,699	\$0	\$0	\$529,699		\$19,678	\$82,511	\$427,510	\$ 0
	4401 Rental of Facilities	\$17,492	\$0	\$0	\$17,492		\$490	\$2,010	\$14,992	\$ -
	4500 Repair Allowance	\$132,000	(\$3,000)	(\$3,000)	\$129,000	-2.3%	\$0	\$28,104	\$100,896	\$ 0
	4510 Asbestos Abatement	\$5,000	\$0	\$0	\$5,000		\$0	\$0	\$5,000	\$ -
	4511 Elevator Contract	\$13,480	\$0	\$0	\$13,480		\$1,647	\$8,871	\$2,962	\$ -
	4512 Emergency Lights	\$11,570	\$0	\$0	\$11,570		\$5,909	\$0	\$5,661	\$ 0
	4513 Generator Contract	\$10,377	\$0	\$0	\$10,377		\$0	\$3,000	\$7,377	\$ -
	4514 Fire Alarm System	\$33,929	\$0	\$0	\$33,929		\$14,309	\$7,113	\$12,507	\$ -

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Aug-15
Period: 2 of 12

Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	4515 Fire Protection System	\$8,926	\$0	\$0	\$8,926		\$2,595	\$1,000	\$5,331	\$ -
	4516 UST Testing	\$6,996	\$0	\$0	\$6,996		\$0	\$0	\$6,996	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$0	\$4,648	\$210	\$ -
	4518 Sewer System Plant Maintenance	\$130,814	\$0	\$0	\$130,814		\$9,651	\$102,425	\$18,738	\$ -
	4530 Parks & Recreation	\$56,350	\$0	\$0	\$56,350		\$0	\$0	\$56,350	\$ -
	4531 Drain System	\$5,575	\$0	\$0	\$5,575		\$0	\$0	\$5,575	\$ -
	4533 Glass Replacement	\$3,000	\$0	\$0	\$3,000		\$650	\$850	\$1,500	\$ -
	4534 Roof Repair	\$5,000	\$3,000	\$3,000	\$8,000	60.0%	\$7,739	\$0	\$261	\$ (0)
	4535 Window Treatments	\$3,000	\$0	\$0	\$3,000		\$0	\$0	\$3,000	\$ -
	4536 Air Filter HVAC System	\$3,500	\$0	\$0	\$3,500		\$0	\$2,063	\$1,438	\$ (1)
	4538 Chiller Contract	\$10,600	\$25,000	\$25,000	\$35,600	235.8%	\$861	\$9,556	\$25,183	\$ 0
	4539 Energy Management System	\$27,500	\$0	\$0	\$27,500		\$19,624	\$0	\$7,876	\$ -
	4540 Athletic Facilities Repairs	\$6,000	\$0	\$0	\$6,000		\$0	\$0	\$6,000	\$ -
	4542 Contracted Services	\$8,400	\$0	\$0	\$8,400		\$0	\$0	\$8,400	\$ -
	4543 Paving	\$5,000	\$0	\$0	\$5,000		\$0	\$0	\$5,000	\$ -
	4600 Special Projects	\$60,304	\$19,908	\$19,908	\$80,212	33.0%	\$35,413	\$9,531	\$35,268	\$ 0
	4602 Tree Service	\$11,000	\$0	\$0	\$11,000		\$0	\$0	\$11,000	\$ -
	4603 Exterior Lighting	\$2,800	\$0	\$0	\$2,800		\$0	\$0	\$2,800	\$ -
	4604 Snow Plowing	\$12,500	\$0	\$0	\$12,500		\$0	\$0	\$12,500	\$ -
	4605 Signage	\$2,500	\$0	\$0	\$2,500		\$0	\$0	\$2,500	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	\$0	\$3,000		\$0	\$0	\$3,000	\$ -
	4607 Storm Draining	\$1,000	\$0	\$0	\$1,000		\$0	\$0	\$1,000	\$ -
	4608 Trucking Services	\$2,000	\$0	\$0	\$2,000		\$0	\$0	\$2,000	\$ -
	4610 Playground Repairs	\$2,200	\$0	\$0	\$2,200		\$0	\$0	\$2,200	\$ -
	4701 Security System Monitoring	\$20,040	\$0	\$0	\$20,040		\$5,010	\$15,030	\$0	\$ -
	4702 Locks/Keys	\$6,000	\$0	\$0	\$6,000		\$0	\$2,953	\$3,047	\$ -
	4705 United Alarm	\$500	\$0	\$0	\$500		\$0	\$500	\$0	\$ -
	4900 Other Property Services	\$1,000	\$0	\$0	\$1,000		\$0	\$0	\$1,000	\$ -
		\$1,982,631	\$45,196	\$45,196	\$2,027,827		\$191,253	\$ 930,926	\$ 905,649	\$ (0)
	Group \$ transfer in/(transfer out):				\$45,196					
	Group change %:				2.3%					
Other Services (5000s)										
	5100 Regular Transportation	\$1,208,552	\$0	\$0	\$1,208,552		\$0	\$1,174,240	\$34,312	\$ -
	5101 SPED Transportation	\$41,227	\$0	\$0	\$41,227		\$0	\$500	\$40,727	\$ -
	5104 Athletic Transportation	\$80,429	\$0	\$0	\$80,429		\$83	\$23,617	\$56,729	\$ -
	5105 Extra Curricular Transporation	\$8,150	\$0	\$0	\$8,150		\$0	\$0	\$8,150	\$ -
	5200 General Liability Insurance	\$85,433	\$0	\$0	\$85,433		\$0	\$0	\$85,433	\$ -
	5202 Athletic Insurance	\$19,916	\$10,023	\$10,023	\$29,939	50.3%	\$29,939	\$0	\$0	\$ -
	5205 Property Insurance	\$110,864	\$0	\$0	\$110,864		\$0	\$0	\$110,864	\$ -
	5300 Communications	\$148,820	\$0	\$0	\$148,820		\$26,239	\$135	\$122,446	\$ 0
	5400 Postage	\$23,601	\$0	\$0	\$23,601		\$584	\$6,247	\$16,770	\$ (0)
	5500 Advertising	\$7,000	\$0	\$0	\$7,000		\$342	\$252	\$6,406	\$ -
	5501 Printing	\$24,522	\$0	\$0	\$24,522		\$8,273	\$121	\$16,129	\$ (1)
	5600 Tuition	\$1,923,268	\$0	\$0	\$1,923,268		\$234,002	\$247,953	\$1,441,313	\$ 0
5800,5802-5880	Travel & Conference	\$53,370	\$4,000	\$4,000	\$57,370	7.5%	\$12,162	\$8,643	\$36,566	\$ (0)
	5801 Mileage Reimbursement	\$28,400	\$0	\$0	\$28,400		\$3,000	\$109	\$21,791	\$ 3,500
	5900 Other Purchased Services	\$11,350	(\$1,000)	(\$1,000)	\$10,350	-8.8%	\$0	\$5,500	\$4,850	\$ -
		\$3,774,902	\$13,023	\$13,023	\$3,787,925		\$314,623	\$ 1,467,316	\$ 2,002,486	\$ 3,499
	Group \$ transfer in/(transfer out):				\$13,023					
	Group change %:				0.3%					
Supplies & Materials (6000's)										
	6110 Materials	\$667,525	\$1,762	\$1,762	\$669,287	0.3%	\$63,469	\$191,186	\$414,632	\$ 0
	6120 Office Materials	\$37,182	\$0	\$0	\$37,182		\$2,267	\$5,644	\$29,271	\$ 0
	6130 Maintenance Materials	\$0	\$0	\$0	\$0	0.0%	\$0	\$0	\$0	\$ -
	6131 Custodial Materials	\$78,061	\$0	\$0	\$78,061		\$15,808	\$19,753	\$42,500	\$ 0
	6132 Security Materials	\$0	\$0	\$0	\$0	0.0%	\$0	\$0	\$0	\$ -
	6140 Software	\$342,985	\$0	\$0	\$342,985		\$201,931	\$17,907	\$123,147	\$ (0)
	6270 Diesel Fuel	\$131,171	\$0	\$0	\$131,171		\$3,307	\$3,321	\$124,544	\$ (0)
	6410 Books	\$185,707	(\$19,508)	(\$19,508)	\$166,199	-10.5%	\$30,130	\$61,043	\$75,026	\$ (1)
	6510 Heating Oil	\$466,479	\$0	\$0	\$466,479		\$5,516	\$0	\$460,963	\$ 0

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Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6520 Electricity	\$727,800	\$0	\$0	\$727,800		\$24,021	\$0	\$703,779	\$ 0
	6530 Propane gas	\$3,500	\$0	\$0	\$3,500		\$60	\$2,940	\$500	\$ -
		\$2,640,410	(\$17,746)	(\$17,746)	\$2,622,664		\$346,509	\$ 301,793	\$ 1,974,362	\$ (0)
	Group \$ transfer in/(transfer out):				(\$17,746)					
	Group change %:				-0.7%					
Equipment (7000's)										
	7300 Equipment	\$25,000	(\$2,500)	(\$2,500)	\$22,500	-10.0%	\$38	\$590	\$21,872	\$ 0
		\$25,000	(\$2,500)	(\$2,500)	\$22,500		\$38	\$ 590	\$ 21,872	\$ 0
	Group \$ transfer in/(transfer out):				(\$2,500)					
	Group change %:				-10%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$93,400	\$1,050	\$1,050	\$94,450	1.1%	\$52,637	\$21,612	\$20,201	\$ 0
	8900 Other Objects	\$1,895	\$0	\$0	\$1,895		\$2,201	\$1,922	(\$2,228)	\$ (0)
		\$95,295	\$1,050	\$1,050	\$96,345		\$54,838	\$ 23,534	\$ 17,973	\$ 0
	Group \$ transfer in/(transfer out):				\$1,050					
	Group change %:				1.1%					
Revenues (9000's)										
	9200 Technology Revenue	(\$45,000)	\$0	\$0	(\$45,000)		\$0	\$0	(\$45,000)	\$ -
	9201 Participation Fees, Athletics	(\$59,710)	\$0	\$0	(\$59,710)		\$0	\$0	(\$59,710)	\$ -
	9202 Gate Receipts, Athletics	(\$15,500)	\$0	\$0	(\$15,500)		\$0	\$0	(\$15,500)	\$ -
	9205 Excess Cost SPED	(\$764,946)	\$0	\$0	(\$764,946)		\$0	\$0	(\$764,946)	\$ -
	9206 Pre School Tuition SPED	(\$82,500)	\$0	\$0	(\$82,500)		(\$27,356)	\$0	(\$55,144)	\$ (0)
	9207 Regular Ed. Tuition	\$0	\$0	\$0	\$0	0.0%	(\$13,561)	\$0	\$13,561	\$ -
	9208 Revenue from Town for Fields	(\$39,590)	\$0	\$0	(\$39,590)		\$0	\$0	(\$39,590)	\$ -
	9209 Parking Fees	(\$30,000)	\$0	\$0	(\$30,000)		\$0	\$0	(\$30,000)	\$ -
		\$ (1,037,246.00)	\$0	\$0	\$ (1,037,246.00)		\$ (40,916.55)	\$ -	\$ (996,329)	\$ (0)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
Total:		\$48,503,782	\$0	\$0	\$48,503,782		\$4,584,945	\$ 2,822,007	\$ 40,951,337	\$ 145,493

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OPERATING FUND BUDGET

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Hurlbutt Elementary										
Salaries & Wages (1000s)										
	Certified Staff	\$2,705,713	(\$56,958)	(\$56,958)	\$2,648,755	-2.1%	\$134,275	\$ -	\$ 2,514,480	\$ (0)
	Non Certified Staff	\$289,891	\$26,944	\$26,944	\$316,835	9.3%	\$19,883	\$ -	\$ 296,952	\$ 0
	Overtime	\$1,500	\$0	\$0	\$1,500		\$0	\$ -	\$ 1,500	\$ -
	Certified Stipends	\$18,500	(\$2,750)	(\$2,750)	\$15,750	-14.9%	\$511	\$ -	\$ 15,239	\$ (0)
		<u>\$3,015,604</u>	<u>(\$32,764)</u>	<u>(\$32,764)</u>	<u>\$2,982,840</u>		<u>\$154,669</u>	<u>\$ -</u>	<u>\$ 2,828,171</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				(\$32,764)					
	Group change %:				-1.1%					
Professional & Technical Services (3000s)										
	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>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$3,390	\$0	\$0	\$3,390		\$0	\$ -	\$ 3,390	\$ -
		<u>\$3,390</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,390</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 3,390</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5105 Extra Curricular Transportation	\$350	\$0	\$0	\$350		\$0	\$ -	\$ 350	\$ -
	5400 Postage	\$200	\$0	\$0	\$200		\$0	\$ -	\$ 200	\$ -
	5501 Printing	\$700	\$0	\$0	\$700		\$486	\$ -	\$ 214	\$ -
	5800,5802-5880 Travel & Conference	\$750	\$0	\$0	\$750		\$0	\$ -	\$ 750	\$ -
	5801 Mileage Reimbursement	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		<u>\$2,250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,250</u>		<u>\$486</u>	<u>\$ -</u>	<u>\$ 1,764</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$59,624	\$0	\$0	\$59,624		\$2,761	\$ 36,281	\$ 20,582	\$ (0)
	6120 Office Materials	\$2,363	\$0	\$0	\$2,363		\$49	\$ 73	\$ 2,240	\$ 0
	6410 Books	\$18,850	\$0	\$0	\$18,850		\$5,188	\$ 3,893	\$ 9,769	\$ 0
		<u>\$80,837</u>	<u>\$0</u>	<u>\$0</u>	<u>\$80,837</u>		<u>\$7,998</u>	<u>\$ 40,248</u>	<u>\$ 32,591</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,735	\$0	\$0	\$1,735		\$60	\$ 35	\$ 1,640	\$ 0
		<u>\$1,735</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,735</u>		<u>\$60</u>	<u>\$ 35</u>	<u>\$ 1,640</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Total:										
		<u>\$3,104,566</u>	<u>(\$32,764)</u>	<u>(\$32,764)</u>	<u>\$3,071,802</u>		<u>\$163,213</u>	<u>\$ 40,283</u>	<u>\$ 2,868,306</u>	<u>\$ 0</u>

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OPERATING FUND BUDGET

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Weston Intermediate School										
Salaries & Wages (1000s)										
	Certified Staff	\$3,514,852	\$119,585	\$119,585	\$3,634,437	3.4%	\$186,526	\$ -	\$ 3,447,911	\$ (0)
	Non Certified Staff	\$224,181	\$28,450	\$28,450	\$252,631	12.7%	\$14,475	\$ -	\$ 238,156	\$ (0)
	Overtime	\$750	\$0	\$0	\$750		\$0	\$ -	\$ 750	\$ -
	Certified Stipends	\$33,593	(\$2,750)	(\$2,750)	\$30,843	-8.2%	\$624	\$ -	\$ 30,219	\$ (0)
		\$3,773,376	\$145,285	\$145,285	\$3,918,661		\$201,626	\$ -	\$ 3,717,036	\$ (1)
	Group \$ transfer in/(transfer out):				\$145,285					
	Group change %:				3.9%					
Property Services (4000s)										
	4302 Equipment Repairs	\$2,420	\$0	\$0	\$2,420		\$0	\$ -	\$ 2,420	\$ -
		\$2,420	\$0	\$0	\$2,420		\$0	\$ -	\$ 2,420	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5501 Printing	\$1,000	\$0	\$0	\$1,000		\$124	\$ 65	\$ 812	\$ (1)
	5800,5802-5880 Travel & Conference	\$500	\$0	\$0	\$500		\$0	\$ -	\$ 500	\$ -
	5801 Mileage Reimbursement	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
		\$1,750	\$0	\$0	\$1,750		\$124	\$ 65	\$ 1,562	\$ (1)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$37,221	\$0	\$0	\$37,221		\$1,324	\$ 22,038	\$ 13,860	\$ (0)
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$0	\$ 311	\$ 1,689	\$ 0
	6410 Books	\$38,192	\$0	\$0	\$38,192		\$373	\$ 20,744	\$ 17,075	\$ (0)
		\$77,413	\$0	\$0	\$77,413		\$1,697	\$ 43,093	\$ 32,624	\$ (1)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,189	\$0	\$0	\$1,189		\$218	\$ -	\$ 971	\$ -
		\$1,189	\$0	\$0	\$1,189		\$218	\$ -	\$ 971	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Total:										
		\$3,856,148	\$145,285	\$145,285	\$4,001,433		\$203,664	\$ 43,157	\$ 3,754,613	\$ (2)

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Weston Middle School										
Salaries & Wages (1000s)										
	Certified Staff	\$4,214,955	(\$16,873)	(\$16,873)	\$4,198,082	-0.4%	\$211,841	\$ -	\$ 3,986,241	\$ (0)
	Non Certified Staff	\$177,500	\$510	\$510	\$178,010	0.3%	\$15,288	\$ -	\$ 162,722	\$ (0)
	Certified Stipends	\$147,251	(\$2,750)	(\$2,750)	\$144,501	-1.9%	(\$216)	\$ -	\$ 144,717	\$ 0
		<u>\$4,539,706</u>	<u>(\$19,113)</u>	<u>(\$19,113)</u>	<u>\$4,520,593</u>		<u>\$226,914</u>	<u>\$ -</u>	<u>\$ 4,293,680</u>	<u>\$ (1)</u>
	Group \$ transfer in/(transfer out):				(\$19,113)					
	Group change %:				-0.4%					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$1,610	\$0	\$0	\$1,610		\$224	\$ 600	\$ 786	\$ (0)
	3309 Professional Technical Services	\$13,620	\$0	\$0	\$13,620		\$0	\$ -	\$ 13,620	\$ -
		<u>\$15,230</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,230</u>		<u>\$224</u>	<u>\$ 600</u>	<u>\$ 14,406</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4400 Equipment Rental	\$5,871	\$0	\$0	\$5,871		\$0	\$ 800	\$ 5,071	\$ -
		<u>\$5,871</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,871</u>		<u>\$0</u>	<u>\$ 800</u>	<u>\$ 5,071</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5105 Extra Curricular Transporation	\$7,800	\$0	\$0	\$7,800		\$0	\$ -	\$ 7,800	\$ -
	5400 Postage	\$292	\$0	\$0	\$292		\$245	\$ -	\$ 47	\$ -
	5501 Printing	\$3,160	\$0	\$0	\$3,160		\$0	\$ 56	\$ 3,104	\$ -
	5600 Tuition	\$2,630	\$0	\$0	\$2,630		\$0	\$ -	\$ 2,630	\$ -
	5800,5802-5880 Travel & Conference	\$1,000	\$0	\$0	\$1,000		\$0	\$ -	\$ 1,000	\$ -
	5801 Mileage Reimbursement	\$550	\$0	\$0	\$550		\$0	\$ -	\$ 550	\$ -
		<u>\$15,432</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,432</u>		<u>\$245</u>	<u>\$ 56</u>	<u>\$ 15,131</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$79,797	\$2,500	\$2,500	\$82,297	3.1%	\$3,983	\$ 25,174	\$ 53,140	\$ 0
	6120 Office Materials	\$3,500	\$0	\$0	\$3,500		\$33	\$ 21	\$ 3,446	\$ 0
	6410 Books	\$20,395	\$0	\$0	\$20,395		\$0	\$ 2,119	\$ 18,276	\$ (0)
		<u>\$103,692</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$106,192</u>		<u>\$4,016</u>	<u>\$ 27,314</u>	<u>\$ 74,862</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$2,500					
	Group change %:				2.4%					
Equipment (7000's)										
	7300 Equipment	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
		<u>\$3,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,000</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 3,000</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$5,771	\$0	\$0	\$5,771		\$625	\$ 217	\$ 4,929	\$ -
		<u>\$5,771</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,771</u>		<u>\$625</u>	<u>\$ 217</u>	<u>\$ 4,929</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Total:		\$4,688,702	(\$16,613)	(\$16,613)	\$4,672,089		\$232,023	\$ 28,987	\$ 4,411,079	\$ (0)

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Weston High School										
Salaries & Wages (1000s)										
	Certified Staff	\$5,640,273	\$49,700	\$49,700	\$5,689,973	0.9%	\$274,740	\$ -	\$ 5,415,233	\$ 0
	Non Certified Staff	\$188,451	\$1,155	\$1,155	\$189,606	0.6%	\$16,722	\$ -	\$ 172,884	\$ (0)
	Overtime	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
	Certified Stipends	\$129,628	(\$2,750)	(\$2,750)	\$126,878	-2.1%	\$0	\$ -	\$ 126,878	\$ -
		<u>\$5,958,602</u>	<u>\$48,105</u>	<u>\$48,105</u>	<u>\$6,006,707</u>		<u>\$291,462</u>	<u>\$ -</u>	<u>\$ 5,715,245</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$48,105					
	Group change %:				0.8%					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$1,800	\$0	\$0	\$1,800		\$0	\$ -	\$ 1,800	\$ -
	3309 Professional Technical Services	\$6,303	\$0	\$0	\$6,303		\$0	\$ 1,500	\$ 4,803	\$ -
		<u>\$8,103</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,103</u>		<u>\$0</u>	<u>\$ 1,500</u>	<u>\$ 6,603</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$13,994	\$288	\$288	\$14,282	2.1%	\$2,828	\$ 1,050	\$ 10,404	\$ -
	4400 Equipment Rental	\$1,700	\$0	\$0	\$1,700		\$0	\$ -	\$ 1,700	\$ -
		<u>\$15,694</u>	<u>\$288</u>	<u>\$288</u>	<u>\$15,982</u>		<u>\$2,828</u>	<u>\$ 1,050</u>	<u>\$ 12,104</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$288					
	Group change %:				1.8%					
Other Services (5000s)										
	5100 Regular Transportation	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
	5400 Postage	\$539	\$0	\$0	\$539		\$0	\$ 489	\$ 50	\$ -
	5501 Printing	\$13,812	\$0	\$0	\$13,812		\$7,235	\$ -	\$ 6,577	\$ -
	5800,5802-5880 Travel & Conference	\$1,890	\$0	\$0	\$1,890		\$0	\$ -	\$ 1,890	\$ -
	5801 Mileage Reimbursement	\$1,750	\$0	\$0	\$1,750		\$0	\$ -	\$ 1,750	\$ -
	5900 Other Purchased Services	\$900	\$0	\$0	\$900		\$0	\$ -	\$ 900	\$ -
		<u>\$21,891</u>	<u>\$0</u>	<u>\$0</u>	<u>\$21,891</u>		<u>\$7,235</u>	<u>\$ 489</u>	<u>\$ 14,167</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$153,396	(\$738)	(\$738)	\$152,658	-0.5%	\$22,136	\$ 48,766	\$ 81,756	\$ 0
	6120 Office Materials	\$6,928	\$0	\$0	\$6,928		\$62	\$ 301	\$ 6,565	\$ 0
	6410 Books	\$43,705	\$400	\$400	\$44,105	0.9%	\$9,113	\$ 21,774	\$ 13,218	\$ (0)
		<u>\$204,029</u>	<u>(\$338)</u>	<u>(\$338)</u>	<u>\$203,691</u>		<u>\$31,311</u>	<u>\$ 70,841</u>	<u>\$ 101,539</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				(\$338)					
	Group change %:				-0.2%					
Equipment (7000's)										
	7300 Equipment	\$4,500	\$0	\$0	\$4,500		\$0	\$ -	\$ 4,500	\$ -
		<u>\$4,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,500</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 4,500</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$14,140	\$50	\$50	\$14,190	0.4%	\$8,930	\$ -	\$ 5,260	\$ -
		<u>\$14,140</u>	<u>\$50</u>	<u>\$50</u>	<u>\$14,190</u>		<u>\$8,930</u>	<u>\$ -</u>	<u>\$ 5,260</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$50					
	Group change %:				0.4%					
Revenues (9000's)										
	9209 Parking Fees	\$ (30,000)	\$ -	\$0	\$ (30,000)		\$0	\$ -	\$ (30,000)	\$ -
		<u>\$ (30,000.00)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$ (30,000.00)</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ (30,000)</u>	<u>\$ -</u>

Group \$ transfer in/(transfer out):
 Group change %:

				\$0					
				0%					
Total:	\$6,196,959	\$48,105	\$48,105	\$6,245,064		\$341,766	\$ 73,880	\$ 5,829,418	\$ 0

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Athletics										
Salaries & Wages (1000s)										
	Certified Staff	\$147,895	\$0	\$0	\$147,895		\$28,441	\$ -	\$ 119,454	\$ (0)
	Non Certified Staff	\$118,561	(\$855)	(\$855)	\$117,706	-0.7%	\$3,992	\$ -	\$ 113,714	\$ (0)
	Certified Stipends	\$341,037	\$0	\$0	\$341,037		\$0	\$ -	\$ 341,037	\$ -
		<u>\$607,493</u>	<u>(\$855)</u>	<u>(\$855)</u>	<u>\$606,638</u>		<u>\$32,434</u>	<u>\$ -</u>	<u>\$ 574,205</u>	<u>\$ (1)</u>
	Group \$ transfer in/(transfer out):				(\$855)					
	Group change %:				-0.1%					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$3,500	\$0	\$0	\$3,500		\$0	\$ -	\$ 3,500	\$ -
	3308 Police/Fire	\$4,300	\$0	\$0	\$4,300		\$84	\$ 2,516	\$ 1,700	\$ -
	3310 Sports Officials	\$45,863	\$0	\$0	\$45,863		\$15,000	\$ -	\$ 30,863	\$ -
		<u>\$53,663</u>	<u>\$0</u>	<u>\$0</u>	<u>\$53,663</u>		<u>\$15,084</u>	<u>\$ 2,516</u>	<u>\$ 36,063</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$21,604	\$0	\$0	\$21,604		\$0	\$ 12,000	\$ 9,604	\$ -
	4900 Other Property Services	\$1,000	\$0	\$0	\$1,000		\$0	\$ -	\$ 1,000	\$ -
		<u>\$22,604</u>	<u>\$0</u>	<u>\$0</u>	<u>\$22,604</u>		<u>\$0</u>	<u>\$ 12,000</u>	<u>\$ 10,604</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5104 Athletic Transportation	\$80,429	\$0	\$0	\$80,429		\$83	\$ 23,617	\$ 56,729	\$ -
	5202 Athletic Insurance	\$19,916	\$10,023	\$10,023	\$29,939	50.3%	\$29,939	\$ -	\$ -	\$ -
5800,5802-5880	Travel & Conference	\$2,100	\$0	\$0	\$2,100		\$2,100	\$ -	\$ -	\$ -
		<u>\$102,445</u>	<u>\$10,023</u>	<u>\$10,023</u>	<u>\$112,468</u>		<u>\$32,122</u>	<u>\$ 23,617</u>	<u>\$ 56,729</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$10,023					
	Group change %:				9.8%					
Supplies & Materials (6000's)										
	6110 Materials	\$56,250	\$0	\$0	\$56,250		\$1,628	\$ 3,791	\$ 50,831	\$ (0)
		<u>\$56,250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$56,250</u>		<u>\$1,628</u>	<u>\$ 3,791</u>	<u>\$ 50,831</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$15,835	\$0	\$0	\$15,835		\$15,000	\$ -	\$ 835	\$ -
	8900 Other Objects	(\$20,000)	\$0	\$0	(\$20,000)		\$0	\$ -	\$ (20,000)	\$ -
		<u>(\$4,165)</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$4,165)</u>		<u>\$15,000</u>	<u>\$ -</u>	<u>\$ (19,165)</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Revenues (9000's)										
	9201 Participation Fees, Athletics	\$ (59,710.00)	\$0	\$0	\$ (59,710.00)		\$0	\$ -	\$ (59,710)	\$ -
	9202 Gate Receipts, Athletics	\$ (15,500.00)	\$0	\$0	\$ (15,500.00)		\$0	\$ -	\$ (15,500)	\$ -
		<u>\$ (75,210.00)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$ (75,210.00)</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ (75,210)</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
	Total:	<u>\$763,080</u>	<u>\$9,168</u>	<u>\$9,168</u>	<u>\$772,248</u>		<u>\$96,267</u>	<u>\$ 41,924</u>	<u>\$ 634,057</u>	<u>\$ (1)</u>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Special Education										
Salaries & Wages (1000s)										
	Certified Staff	\$3,529,258	\$11,333	\$11,333	\$3,540,591	0.3%	\$247,878	\$ -	\$ 3,292,713	\$ 0
	Non Certified Staff	\$1,483,373	(\$70,486)	(\$70,486)	\$1,412,887	-4.8%	\$131,724	\$ -	\$ 1,142,168	\$ 138,995
		\$5,012,631	(\$59,153)	(\$59,153)	\$4,953,478		\$379,602	\$ -	\$ 4,434,881	\$ 138,995
	Group \$ transfer in/(transfer out):				(\$59,153)					
	Group change %:				-1.2%					
Professional & Technical Services (3000s)										
3210	Contracted Services Educational	\$715,970	(\$108,500)	(\$108,500)	\$607,470	-15.2%	\$13,268	\$ 5,116	\$ 589,086	\$ -
3220/3221	Consulting Services	\$82,800	\$0	\$0	\$82,800		\$0	\$ -	\$ 82,800	\$ -
3235	Testing	\$48,000	\$0	\$0	\$48,000		\$0	\$ -	\$ 48,000	\$ -
3306	Legal Fees	\$40,000	\$0	\$0	\$40,000		\$0	\$ -	\$ 40,000	\$ -
		\$886,770	(\$108,500)	(\$108,500)	\$778,270		\$13,268	\$ 5,116	\$ 759,886	\$ -
	Group \$ transfer in/(transfer out):				(\$108,500)					
	Group change %:				-12.2%					
Property Services (4000s)										
4302	Equipment Repairs	\$1,250	\$0	\$0	\$1,250		\$0	\$ -	\$ 1,250	\$ -
4400	Equipment Rental	\$1,250	\$0	\$0	\$1,250		\$0	\$ -	\$ 1,250	\$ -
		\$2,500	\$0	\$0	\$2,500		\$0	\$ -	\$ 2,500	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
5600	Tuition	\$1,920,638	\$0	\$0	\$1,920,638		\$234,002	\$ 247,953	\$ 1,438,683	\$ 0
5801	Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
		\$1,923,638	\$0	\$0	\$1,923,638		\$234,002	\$ 247,953	\$ 1,441,683	\$ 0
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
6110	Materials	\$36,631	\$0	\$0	\$36,631		\$4,438	\$ 8,121	\$ 24,071	\$ 0
6120	Office Materials	\$719	\$0	\$0	\$719		\$0	\$ -	\$ 719	\$ -
6410	Books	\$5,900	\$0	\$0	\$5,900		\$345	\$ -	\$ 5,555	\$ (0)
		\$43,250	\$0	\$0	\$43,250		\$4,784	\$ 8,121	\$ 30,345	\$ (0)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Equipment (7000's)										
7300	Equipment	\$15,000	\$0	\$0	\$15,000		\$38	\$ 590	\$ 14,372	\$ 0
		\$15,000	\$0	\$0	\$15,000		\$38	\$ 590	\$ 14,372	\$ 0
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$2,000	\$0	\$0	\$2,000		\$20	\$ -	\$ 1,980	\$ -
		\$2,000	\$0	\$0	\$2,000		\$20	\$ -	\$ 1,980	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Revenues (9000's)										
9205	Excess Cost SPED	\$ (764,946.00)	\$0	\$0	\$ (764,946.00)		\$0	\$ -	\$ (764,946)	\$ -
9206	Pre School Tuition SPED	\$ (82,500.00)	\$0	\$0	\$ (82,500.00)		(\$27,356)	\$ -	\$ (55,144)	\$ (0)
		\$ (847,446.00)	\$0	\$0	\$ (847,446.00)		\$ (27,355.55)	\$ -	\$ (820,090)	\$ (0)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
Total:		\$7,038,343	(\$167,653)	(\$167,653)	\$6,870,690		\$604,359	\$ 261,780	\$ 5,865,557	\$ 138,995

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Pupil Services										
Salaries & Wages (1000s)										
	Certified Staff	\$1,598,511	(\$24,784)	(\$24,784)	\$1,573,727	-1.6%	\$88,460	\$ -	\$ 1,485,267	\$ -
	Non Certified Staff	\$694,273	\$1,449	\$1,449	\$695,722	0.2%	\$45,672	\$ -	\$ 650,050	\$ -
	Certified Stipends	\$28,860	\$0	\$0	\$28,860		\$1,110	\$ -	\$ 27,750	\$ -
	Non Certified Stipends	\$19,340	\$0	\$0	\$19,340		\$878	\$ -	\$ 18,462	\$ (0)
		<u>\$2,340,984</u>	<u>(\$23,335)</u>	<u>(\$23,335)</u>	<u>\$2,317,649</u>		<u>\$136,120</u>	<u>\$ -</u>	<u>\$ 2,181,529</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				(\$23,335)					
	Group change %:				-1.0%					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$198,165	\$0	\$0	\$198,165		\$4,014	\$ 132	\$ 194,019	\$ -
		<u>\$198,165</u>	<u>\$0</u>	<u>\$0</u>	<u>\$198,165</u>		<u>\$4,014</u>	<u>\$ 132</u>	<u>\$ 194,019</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,075	\$0	\$0	\$1,075		\$524	\$ -	\$ 551	\$ -
		<u>\$1,075</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,075</u>		<u>\$524</u>	<u>\$ -</u>	<u>\$ 551</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5400 Postage	\$2,000	\$0	\$0	\$2,000		\$0	\$ 2,000	\$ -	\$ -
	5501 Printing	\$4,600	\$0	\$0	\$4,600		\$0	\$ -	\$ 4,600	\$ -
	5801 Mileage Reimbursement	\$100	\$0	\$0	\$100		\$0	\$ -	\$ 100	\$ -
		<u>\$6,700</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,700</u>		<u>\$0</u>	<u>\$ 2,000</u>	<u>\$ 4,700</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$13,600	\$0	\$0	\$13,600		\$2,312	\$ 4,742	\$ 6,546	\$ 0
		<u>\$13,600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$13,600</u>		<u>\$2,312</u>	<u>\$ 4,742</u>	<u>\$ 6,546</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$575	\$0	\$0	\$575		\$0	\$ -	\$ 575	\$ -
		<u>\$575</u>	<u>\$0</u>	<u>\$0</u>	<u>\$575</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 575</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	Total:	<u>\$2,561,099</u>	<u>(\$23,335)</u>	<u>(\$23,335)</u>	<u>\$2,537,764</u>		<u>\$142,970</u>	<u>\$ 6,874</u>	<u>\$ 2,387,920</u>	<u>\$ (0)</u>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Curriculum & Instruction										
Salaries & Wages (1000s)										
	Certified Staff	\$767,609	(\$10,764)	(\$10,764)	\$756,845	-1.4%	\$108,166	\$ -	\$ 648,679	\$ 0
	Non Certified Staff	\$59,594	\$0	\$0	\$59,594		\$11,460	\$ -	\$ 48,134	\$ (0)
	Certified Stipends	\$85,625	(\$4,000)	(\$4,000)	\$81,625	-4.7%	\$3,201	\$ -	\$ 75,424	\$ 3,000
		<u>\$912,828</u>	<u>(\$14,764)</u>	<u>(\$14,764)</u>	<u>\$888,064</u>		<u>\$122,827</u>	<u>\$ -</u>	<u>\$ 772,237</u>	<u>\$ 3,000</u>
	Group \$ transfer in/(transfer out):				(\$14,764)					
	Group change %:				-1.6%					
Professional & Technical Services (3000s)										
3210	Contracted Services Educational	\$7,815	\$0	\$0	\$7,815		\$0	\$ -	\$ 7,815	\$ -
3220/3221	Consulting Services	\$60,500	\$0	\$0	\$60,500		\$20,000	\$ -	\$ 40,500	\$ -
3235	Testing	\$37,000	\$0	\$0	\$37,000		\$18,850	\$ 4,880	\$ 13,270	\$ 0
		<u>\$105,315</u>	<u>\$0</u>	<u>\$0</u>	<u>\$105,315</u>		<u>\$38,850</u>	<u>\$ 4,880</u>	<u>\$ 61,585</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
Other Services (5000s)										
5800,5802-5880	Travel & Conference	\$47,130	\$4,000	\$4,000	\$51,130	8.5%	\$10,062	\$ 8,643	\$ 32,426	\$ (0)
5801	Mileage Reimbursement	\$6,000	\$0	\$0	\$6,000		\$1,000	\$ -	\$ 5,000	\$ -
5900	Other Purchased Services	\$8,450	\$0	\$0	\$8,450		\$0	\$ 5,500	\$ 2,950	\$ -
		<u>\$61,580</u>	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$65,580</u>		<u>\$11,062</u>	<u>\$ 14,143</u>	<u>\$ 40,376</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$4,000					
	Group change %:				6.5%					
Supplies & Materials (6000's)										
6110	Materials	\$1,450	\$0	\$0	\$1,450		\$0	\$ 659	\$ 791	\$ -
6120	Office Materials	\$5,825	\$0	\$0	\$5,825		\$352	\$ 1,648	\$ 3,825	\$ -
6410	Books	\$58,665	(\$19,908)	(\$19,908)	\$38,757	-33.9%	\$15,111	\$ 12,513	\$ 11,133	\$ 0
		<u>\$65,940</u>	<u>(\$19,908)</u>	<u>(\$19,908)</u>	<u>\$46,032</u>		<u>\$15,464</u>	<u>\$ 14,819</u>	<u>\$ 15,749</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				(\$19,908)					
	Group change %:				-30.2%					
Equipment (7000's)										
7300	Equipment	\$2,500	(\$2,500)	(\$2,500)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$2,500</u>	<u>(\$2,500)</u>	<u>(\$2,500)</u>	<u>\$0</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				(\$2,500)					
	Group change %:				-100%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$21,655	\$0	\$0	\$21,655		\$1,524	\$ 19,735	\$ 396	\$ -
		<u>\$21,655</u>	<u>\$0</u>	<u>\$0</u>	<u>\$21,655</u>		<u>\$1,524</u>	<u>\$ 19,735</u>	<u>\$ 396</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Total:		\$1,169,818	(\$33,172)	(\$33,172)	\$1,136,646		\$189,726	\$ 53,577	\$ 890,343	\$ 3,000

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Technology										
Salaries & Wages (1000s)										
	Certified Staff	\$160,998	(\$11,676)	(\$11,676)	\$149,322	-7.3%	\$4,606	\$ -	\$ 144,716	\$ (0)
	Non Certified Staff	\$551,234	\$3,459	\$3,459	\$554,693	0.6%	\$84,440	\$ -	\$ 470,253	\$ (0)
	Overtime	\$6,120	(\$2,800)	(\$2,800)	\$3,320	-45.8%	\$0	\$ -	\$ 3,320	\$ -
		<u>\$718,352</u>	<u>(\$11,017)</u>	<u>(\$11,017)</u>	<u>\$707,335</u>		<u>\$89,047</u>	<u>\$ -</u>	<u>\$ 618,289</u>	<u>\$ (1)</u>
	Group \$ transfer in/(transfer out):				(\$11,017)					
	Group change %:				-1.5%					
Professional & Technical Services (3000s)										
	3220/3221 Consulting Services	\$33,600	\$0	\$0	\$33,600		\$5,600	\$ 28,000	\$ -	\$ -
	3309 Professional Technical Services	\$18,750	\$0	\$0	\$18,750		\$4,007	\$ 14,705	\$ 38	\$ -
		<u>\$52,350</u>	<u>\$0</u>	<u>\$0</u>	<u>\$52,350</u>		<u>\$9,607</u>	<u>\$ 42,705</u>	<u>\$ 38</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$15,000	\$0	\$0	\$15,000		\$0	\$ 2,838	\$ 12,162	\$ (0)
	4400 Equipment Rental	\$372,001	\$0	\$0	\$372,001		\$0	\$ -	\$ 372,001	\$ -
		<u>\$387,001</u>	<u>\$0</u>	<u>\$0</u>	<u>\$387,001</u>		<u>\$0</u>	<u>\$ 2,838</u>	<u>\$ 384,163</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5300 Communications	\$148,820	\$0	\$0	\$148,820		\$26,239	\$ 135	\$ 122,446	\$ 0
	5801 Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$500	\$ -	\$ 2,500	\$ -
		<u>\$151,820</u>	<u>\$0</u>	<u>\$0</u>	<u>\$151,820</u>		<u>\$26,739</u>	<u>\$ 135</u>	<u>\$ 124,946</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$27,250	\$0	\$0	\$27,250		\$824	\$ 500	\$ 25,926	\$ (0)
	6140 Software	\$342,985	\$0	\$0	\$342,985		\$201,931	\$ 17,907	\$ 123,147	\$ (0)
		<u>\$370,235</u>	<u>\$0</u>	<u>\$0</u>	<u>\$370,235</u>		<u>\$202,755</u>	<u>\$ 18,407</u>	<u>\$ 149,073</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Revenues (9000's)										
	9200 Technology Revenue	\$ (45,000.00)	\$0	\$0	\$ (45,000.00)		\$0	\$ -	\$ (45,000)	\$ -
		<u>\$ (45,000.00)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$ (45,000.00)</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ (45,000)</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
	Total:	<u>\$1,634,758</u>	<u>(\$11,017)</u>	<u>(\$11,017)</u>	<u>\$1,623,741</u>		<u>\$328,147</u>	<u>\$ 64,085</u>	<u>\$1,231,509</u>	<u>\$ (1)</u>

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget	Budget	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Security										
Salaries & Wages (1000s)										
	Non Certified Staff	\$311,798	\$0	\$0	\$311,798		\$14,173	\$ -	\$ 297,625	\$ 0
	Overtime	\$20,000	\$0	\$0	\$20,000		\$0	\$ -	\$ 20,000	\$ -
	Non Certified Stipends	\$24,000	\$0	\$0	\$24,000		\$157	\$ -	\$ 23,843	\$ 0
		<u>\$355,798</u>	<u>\$0</u>	<u>\$0</u>	<u>\$355,798</u>		<u>\$14,329</u>	<u>\$ -</u>	<u>\$ 341,468</u>	<u>\$ 1</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$77,682	\$0	\$0	\$77,682		\$0	\$ -	\$ 77,682	\$ -
		<u>\$77,682</u>	<u>\$0</u>	<u>\$0</u>	<u>\$77,682</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 77,682</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4701 Security System Monitoring	\$20,040	\$0	\$0	\$20,040		\$5,010	\$ 15,030	\$ -	\$ -
		<u>\$20,040</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,040</u>		<u>\$5,010</u>	<u>\$ 15,030</u>	<u>\$ -</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$5,500	\$0	\$0	\$5,500		\$3,849	\$ 288	\$ 1,363	\$ 0
		<u>\$5,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,500</u>		<u>\$3,849</u>	<u>\$ 288</u>	<u>\$ 1,363</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	Total:	<u>\$459,020</u>	<u>\$0</u>	<u>\$0</u>	<u>\$459,020</u>		<u>\$23,188</u>	<u>\$ 15,318</u>	<u>\$ 420,513</u>	<u>\$ 1</u>

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Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2016 \$ Expended	FY 2016 Encumbered	FY 2016 Anticipated	FY 2016 Balance
District Administration										
Salaries & Wages (1000s)										
	Certified Staff	\$604,050	\$6,112	\$6,112	\$610,162	1.0%	\$111,847	\$ -	\$ 498,315	\$ 0
	Non Certified Staff	\$353,489	\$66,413	\$66,413	\$419,902	18.8%	\$68,107	\$ -	\$ 351,795	\$ (0)
	Overtime	\$1,000	\$0	\$0	\$1,000		\$88	\$ -	\$ 912	\$ (0)
	Non Certified Stipends	\$6,000	\$0	\$0	\$6,000		\$1,000	\$ -	\$ 5,000	\$ -
		<u>\$964,539</u>	<u>\$72,525</u>	<u>\$72,525</u>	<u>\$1,037,064</u>		<u>\$181,042</u>	<u>\$ -</u>	<u>\$ 856,022</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$72,525					
	Group change %:				7.5%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$19,500	\$0	\$0	\$19,500		\$500	\$ -	\$ 19,000	\$ -
	3306 Legal Fees	\$50,000	\$0	\$0	\$50,000		\$991	\$ 35,000	\$ 14,009	\$ -
	3309 Professional Technical Services	\$20,000	\$0	\$0	\$20,000		\$1,508	\$ 5,000	\$ 13,492	\$ (0)
		<u>\$89,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$89,500</u>		<u>\$2,999</u>	<u>\$ 40,000</u>	<u>\$ 46,501</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$750	\$0	\$0	\$750		\$0	\$ -	\$ 750	\$ -
		<u>\$750</u>	<u>\$0</u>	<u>\$0</u>	<u>\$750</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ 750</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5400 Postage	\$2,500	\$0	\$0	\$2,500		\$339	\$ 1,886	\$ 275	\$ -
	5500 Advertising	\$7,000	\$0	\$0	\$7,000		\$342	\$ 252	\$ 6,406	\$ -
	5501 Printing	\$1,250	\$0	\$0	\$1,250		\$428	\$ -	\$ 822	\$ -
	5801 Mileage Reimbursement	\$10,500	\$0	\$0	\$10,500		\$1,000	\$ 109	\$ 5,891	\$ 3,500
		<u>\$21,250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$21,250</u>		<u>\$2,109</u>	<u>\$ 2,247</u>	<u>\$ 13,394</u>	<u>\$ 3,500</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6120 Office Materials	\$15,847	\$0	\$0	\$15,847		\$1,770	\$ 3,290	\$ 10,787	\$ (0)
		<u>\$15,847</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,847</u>		<u>\$1,770</u>	<u>\$ 3,290</u>	<u>\$ 10,787</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$30,020	\$0	\$0	\$30,020		\$26,260	\$ 875	\$ 2,885	\$ -
	8900 Other Objects	\$6,895	\$0	\$0	\$6,895		\$2,201	\$ 1,922	\$ 2,772	\$ (0)
		<u>\$36,915</u>	<u>\$0</u>	<u>\$0</u>	<u>\$36,915</u>		<u>\$28,461</u>	<u>\$ 2,797</u>	<u>\$ 5,657</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	Total:	\$1,128,801	\$72,525	\$72,525	\$1,201,326		\$216,382	\$ 48,334	\$ 933,111	\$ 3,499

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Facilities										
Salaries & Wages (1000s)										
	Non Certified Staff	\$1,218,553	(\$106,517)	(\$106,517)	\$1,112,036	-8.7%	\$165,970	\$ -	\$ 946,066	\$ (0)
	Overtime	\$115,000	\$0	\$0	\$115,000		\$18,931	\$ -	\$ 96,069	\$ (0)
	Non Certified Stipends	\$67,469	(\$7,296)	(\$7,296)	\$60,173	-10.8%	\$6,786	\$ -	\$ 53,387	\$ -
		\$1,401,022	(\$113,813)	(\$113,813)	\$1,287,209		\$191,687	\$ -	\$ 1,095,522	\$ (0)
	Group \$ transfer in/(transfer out):				(\$113,813)					
	Group change %:				-8.1%					
Professional & Technical Services (3000s)										
	3304 License Fees-Facilities	\$2,800	\$0	\$0	\$2,800		\$0	\$ -	\$ 2,800	\$ -
	3309 Professional Technical Services	\$4,250	\$0	\$0	\$4,250		\$0	\$ -	\$ 4,250	\$ -
		\$7,050	\$0	\$0	\$7,050		\$0	\$ -	\$ 7,050	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4200 Cleaning Services	\$585,245	\$0	\$0	\$585,245		\$48,275	\$ 531,907	\$ 5,063	\$ (0)
	4202 Rubbish Removal	\$74,475	\$0	\$0	\$74,475		\$2,123	\$ 69,877	\$ 2,475	\$ -
	4203 Mop & Mat Service	\$5,000	\$0	\$0	\$5,000		\$0	\$ 5,000	\$ -	\$ -
	4204 Exterminator	\$8,000	\$0	\$0	\$8,000		\$0	\$ 7,500	\$ 500	\$ -
	4302 Equipment Repairs	\$61,518	\$0	\$0	\$61,518		\$11,464	\$ 12,552	\$ 37,502	\$ 0
	4400 Equipment Rental	\$21,110	\$0	\$0	\$21,110		\$0	\$ 7,604	\$ 13,506	\$ (0)
	4401 Rental of Facilities	\$17,492	\$0	\$0	\$17,492		\$490	\$ 2,010	\$ 14,992	\$ -
	4500 Repair Allowance	\$132,000	(\$3,000)	(\$3,000)	\$129,000	-2.3%	\$0	\$ 28,104	\$ 100,896	\$ 0
	4510 Asbestos Abatement	\$5,000	\$0	\$0	\$5,000		\$0	\$ -	\$ 5,000	\$ -
	4511 Elevator Contract	\$13,480	\$0	\$0	\$13,480		\$1,647	\$ 8,871	\$ 2,962	\$ -
	4512 Emergency Lights	\$11,570	\$0	\$0	\$11,570		\$5,909	\$ -	\$ 5,661	\$ 0
	4513 Generator Contract	\$10,377	\$0	\$0	\$10,377		\$0	\$ 3,000	\$ 7,377	\$ -
	4514 Fire Alarm System	\$33,929	\$0	\$0	\$33,929		\$14,309	\$ 7,113	\$ 12,507	\$ -
	4515 Fire Protection System	\$8,926	\$0	\$0	\$8,926		\$2,595	\$ 1,000	\$ 5,331	\$ -
	4516 UST Testing	\$6,996	\$0	\$0	\$6,996		\$0	\$ -	\$ 6,996	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$0	\$ 4,648	\$ 210	\$ -
	4518 Sewer System Plant Maintenance	\$130,814	\$0	\$0	\$130,814		\$9,651	\$ 102,425	\$ 18,738	\$ -
	4530 Parks & Recreation	\$56,350	\$0	\$0	\$56,350		\$0	\$ -	\$ 56,350	\$ -
	4531 Drain System	\$5,575	\$0	\$0	\$5,575		\$0	\$ -	\$ 5,575	\$ -
	4533 Glass Replacement	\$3,000	\$0	\$0	\$3,000		\$650	\$ 850	\$ 1,500	\$ -
	4534 Roof Repair	\$5,000	\$3,000	\$3,000	\$8,000	60.0%	\$7,739	\$ -	\$ 261	\$ (0)
	4535 Window Treatments	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
	4536 Air Filter HVAC System	\$3,500	\$0	\$0	\$3,500		\$0	\$ 2,063	\$ 1,438	\$ (1)
	4538 Chiller Contract	\$10,600	\$25,000	\$25,000	\$35,600	235.8%	\$861	\$ 9,556	\$ 25,183	\$ 0
	4539 Energy Management System	\$27,500	\$0	\$0	\$27,500		\$19,624	\$ -	\$ 7,876	\$ -
	4540 Athletic Facilities Repairs	\$6,000	\$0	\$0	\$6,000		\$0	\$ -	\$ 6,000	\$ -
	4542 Contracted Services	\$8,400	\$0	\$0	\$8,400		\$0	\$ -	\$ 8,400	\$ -
	4543 Paving	\$5,000	\$0	\$0	\$5,000		\$0	\$ -	\$ 5,000	\$ -
	4600 Special Projects	\$60,304	\$19,908	\$19,908	\$80,212	33.0%	\$35,413	\$ 9,531	\$ 35,268	\$ 0
	4602 Tree Service	\$11,000	\$0	\$0	\$11,000		\$0	\$ -	\$ 11,000	\$ -
	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		\$0	\$ -	\$ 2,500	\$ -
	4606 Sprinkler Repairs	\$3,000	\$0	\$0	\$3,000		\$0	\$ -	\$ 3,000	\$ -
	4607 Storm Draining	\$1,000	\$0	\$0	\$1,000		\$0	\$ -	\$ 1,000	\$ -
	4608 Trucking Services	\$2,000	\$0	\$0	\$2,000		\$0	\$ -	\$ 2,000	\$ -
	4610 Playground Repairs	\$2,200	\$0	\$0	\$2,200		\$0	\$ -	\$ 2,200	\$ -
	4702 Locks/Keys	\$6,000	\$0	\$0	\$6,000		\$0	\$ 2,953	\$ 3,047	\$ -
	4705 United Alarm	\$500	\$0	\$0	\$500		\$0	\$ 500	\$ -	\$ -
		\$1,368,519	\$44,908	\$44,908	\$1,413,427		\$160,751	\$ 817,063	\$ 435,614	\$ (0)

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	Group \$ transfer in/(transfer out):				\$44,908					
	Group change %:				3.3%					
Other Services (5000's)										
	5205 Property Insurance	\$102,160	\$0	\$0	\$102,160		\$0	\$ -	\$ 102,160	\$ -
	5801 Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$500	\$ -	\$ 2,500	\$ -
	5900 Other Purchased Services	\$2,000	(\$1,000)	(\$1,000)	\$1,000	-50.0%	\$0	\$ -	\$ 1,000	\$ -
		\$107,160	(\$1,000)	(\$1,000)	\$106,160		\$500	\$ -	\$ 105,660	\$ -
	Group \$ transfer in/(transfer out):				(\$1,000)					
	Group change %:				-0.9%					
Supplies & Materials (6000's)										
	6110 Materials	\$182,644	\$0	\$0	\$182,644		\$16,018	\$ 40,523	\$ 126,104	\$ (0)
	6131 Custodial Materials	\$78,061	\$0	\$0	\$78,061		\$15,808	\$ 19,753	\$ 42,500	\$ 0
	6510 Heating Oil	\$466,479	\$0	\$0	\$466,479		\$5,516	\$ -	\$ 460,963	\$ 0
	6520 Electricity	\$727,800	\$0	\$0	\$727,800		\$24,021	\$ -	\$ 703,779	\$ 0
	6530 Propane gas	\$3,500	\$0	\$0	\$3,500		\$60	\$ 2,940	\$ 500	\$ -
		\$1,458,484	\$0	\$0	\$1,458,484		\$61,422	\$ 63,215	\$ 1,333,846	\$ 0
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$480	\$1,000	\$1,000	\$1,480	208.3%	\$0	\$ 750	\$ 730	\$ -
	8900 Other Objects	\$15,000	\$0	\$0	\$15,000		\$0	\$ -	\$ 15,000	\$ -
		\$15,480	\$1,000	\$1,000	\$16,480		\$0	\$ 750	\$ 15,730	\$ -
	Group \$ transfer in/(transfer out):				\$1,000					
	Group change %:				6.5%					
Revenues (9000's)										
	9208 Revenue from Town for Fields	\$ (39,590.00)	\$0	\$0	\$ (39,590.00)		\$0	\$ -	\$ (39,590)	\$ -
		\$ (39,590.00)	\$0	\$0	\$ (39,590.00)		\$ -	\$ -	\$ (39,590)	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
Total:		\$4,318,125	(\$68,905)	(\$68,905)	\$4,249,220		\$414,360	\$ 881,028	\$ 2,953,832	\$ (0)

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Transportation										
Salaries & Wages (1000s)										
	Non Certified Staff	\$221,200	\$0	\$0	\$221,200		\$32,350	\$ -	\$ 188,850	\$ 0
		\$221,200	\$0	\$0	\$221,200		\$32,350	\$ -	\$ 188,850	\$ 0
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$1,500	\$0	\$0	\$1,500		\$0	\$ -	\$ 1,500	\$ -
		\$1,500	\$0	\$0	\$1,500		\$0	\$ -	\$ 1,500	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$25,000	\$0	\$0	\$25,000		\$2,462	\$ 8,038	\$ 14,500	\$ -
		\$25,000	\$0	\$0	\$25,000		\$2,462	\$ 8,038	\$ 14,500	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5100 Regular Transportation	\$1,205,552	\$0	\$0	\$1,205,552		\$0	\$ 1,174,240	\$ 31,312	\$ -
	5101 SPED Transportation	\$41,227	\$0	\$0	\$41,227		\$0	\$ 500	\$ 40,727	\$ -
	5205 Property Insurance	\$8,704	\$0	\$0	\$8,704		\$0	\$ -	\$ 8,704	\$ -
		\$1,255,483	\$0	\$0	#####		\$0	\$ 1,174,740	\$ 80,743	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6270 Diesel Fuel	\$131,171	\$0	\$0	\$131,171		\$3,307	\$ 3,321	\$ 124,544	\$ (0)
		\$131,171	\$0	\$0	\$131,171		\$3,307	\$ 3,321	\$ 124,544	\$ (0)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	Total:	\$1,634,354	\$0	\$0	\$1,634,354		\$38,119	\$ 1,186,099	\$ 410,137	\$ (0)

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	YTD	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	% Expended	Encumbered	Anticipated	Balance
District Wide											
Salaries & Wages (1000s)											
	Certified Staff	\$132,120	(\$68,600)	(\$68,600)	\$63,520	-51.9%	\$0	0.0%	\$ -	\$ 63,520	\$ -
	Turnover Savings	(\$193,600)	\$193,600	\$193,600	\$0	-100.0%	\$0	0.0%	\$ -	\$ -	\$ -
	Salary Differential	\$193,250	(\$35,986)	(\$35,986)	\$157,264	-18.6%	\$0	0.0%	\$ -	\$ 157,264	\$ -
		<u>\$131,770</u>	<u>\$89,014</u>	<u>\$89,014</u>	<u>#####</u>		<u>\$0</u>	<u>0.0%</u>	<u>\$ -</u>	<u>\$ 220,784</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$89,014						
	Group change %:				67.6%						
Other Services (5000s)											
	5200 General Liability Insurance	\$85,433	\$0	\$0	\$85,433		\$0	0.0%	\$ -	\$ 85,433	\$ -
		<u>\$85,433</u>	<u>\$0</u>	<u>\$0</u>	<u>\$85,433</u>		<u>\$0</u>	<u>0.0%</u>	<u>\$ -</u>	<u>\$ 85,433</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0						
	Group change %:				0.0%						
Revenues (9000's)											
	9207 Regular Ed. Tuition	\$ -	\$0	\$0	\$ -		(\$13,561)	0.0%	\$ -	\$ 13,561	\$ -
		<u>\$ -</u>	<u>\$0</u>	<u>\$0</u>	<u>\$ -</u>		<u>#####</u>	<u>0.0%</u>	<u>\$ -</u>	<u>\$ 13,561</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0						
	Group change %:				0.0%						
	Total:	\$217,203	\$89,014	\$89,014	\$306,217		(\$13,561)	-4.4%	\$ -	\$ 319,778	\$ -

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Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Employee Benefits										
Benefits (2000's)										
	2000 Health Insurance	\$6,991,965	\$0	\$0	\$6,991,965		\$1,165,328	\$ -	\$ 5,826,637	\$ -
	2001 Social Security	\$507,618	\$0	\$0	\$507,618		\$55,865	\$ -	\$ 451,752	\$ 0
	2002 Medicare	\$436,781	(\$1,359)	(\$1,359)	\$435,422	-0.3%	\$29,660	\$ -	\$ 405,762	\$ (0)
	2003 Workers Compensation	\$226,043	(\$10,023)	(\$10,023)	\$216,020	-4.4%	\$216,020	\$ -	\$ -	\$ -
	2004 Unemployment Compensation	\$68,000	\$0	\$0	\$68,000		\$5,078	\$ -	\$ 62,922	\$ -
	2005 Early Retirement Incentive	\$4,759	\$0	\$0	\$4,759		\$4,758	\$ -	\$ -	\$ 1
	2007 Pension Contributions	\$834,052	\$0	\$0	\$834,052		\$81,141	\$ -	\$ 752,911	\$ 0
	2010 Tuition Reimbursement	\$75,000	\$0	\$0	\$75,000		\$0	\$ -	\$ 75,000	\$ -
	2011 Life Insurance	\$88,495	\$0	\$0	\$88,495		\$16,886	\$ -	\$ 71,609	\$ 0
	2012 Disability Insurance	\$18,086	\$0	\$0	\$18,086		\$0	\$ -	\$ 18,086	\$ -
	2014 Sick Bank	\$45,000	\$0	\$0	\$45,000		\$0	\$ -	\$ 45,000	\$ -
	2015 GASB 43/45	\$209,000	\$0	\$0	\$209,000		\$0	\$ -	\$ 209,000	\$ -
		<u>\$9,504,799</u>	<u>(\$11,382)</u>	<u>(\$11,382)</u>	<u>\$9,493,417</u>		<u>\$1,574,736</u>	<u>\$ -</u>	<u>\$ 7,918,679</u>	<u>\$ 2</u>
	Group \$ transfer in/(transfer out):				(\$11,382)					
	Group change %:				-0.1%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$6,895	\$0	\$0	\$6,895		\$4,366	\$ 400	\$ 2,129	\$ -
		<u>\$6,895</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,895</u>		<u>\$4,366</u>	<u>\$ 400</u>	<u>\$ 2,129</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Property Services (4000s)										
	Total:	<u>\$9,511,694</u>	<u>(\$11,382)</u>	<u>(\$11,382)</u>	<u>\$9,500,312</u>		<u>\$1,579,102</u>	<u>\$ 400</u>	<u>\$ 7,920,808</u>	<u>\$ 2</u>

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Aug-15
Period: 2 of 12

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2016	FY 2016	FY 2016	FY 2016
Series		Budget	Budget	Budget	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Copy Center										
Salaries & Wages (1000s)										
	Non Certified Staff	\$61,113	\$744	\$744	\$61,857	1.2%	\$1,343	\$ -	\$ 60,514	\$ (0)
		\$61,113	\$744	\$744	\$61,857		\$1,343	\$ -	\$ 60,514	\$ (0)
	Group \$ transfer in/(transfer out):				\$744					
	Group change %:				1.2%					
Property Services (4000s)										
	4400 Equipment Rental	\$127,767	\$0	\$0	\$127,767		\$19,678	\$ 74,107	\$ 33,982	\$ 0
		\$127,767	\$0	\$0	\$127,767		\$19,678	\$ 74,107	\$ 33,982	\$ 0
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Other Services (5000s)										
	5400 Postage	\$18,070	\$0	\$0	\$18,070		\$0	\$ 1,872	\$ 16,198	\$ (0)
		\$18,070	\$0	\$0	\$18,070		\$0	\$ 1,872	\$ 16,198	\$ (0)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Supplies & Materials (6000's)										
	6110 Materials	\$14,162	\$0	\$0	\$14,162		\$4,197	\$ 303	\$ 9,662	\$ -
		\$14,162	\$0	\$0	\$14,162		\$4,197	\$ 303	\$ 9,662	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
Total:		\$221,112	\$744	\$744	\$221,856		\$25,218	\$ 76,282	\$ 120,356	\$ (0)

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

Fiscal Year Ended

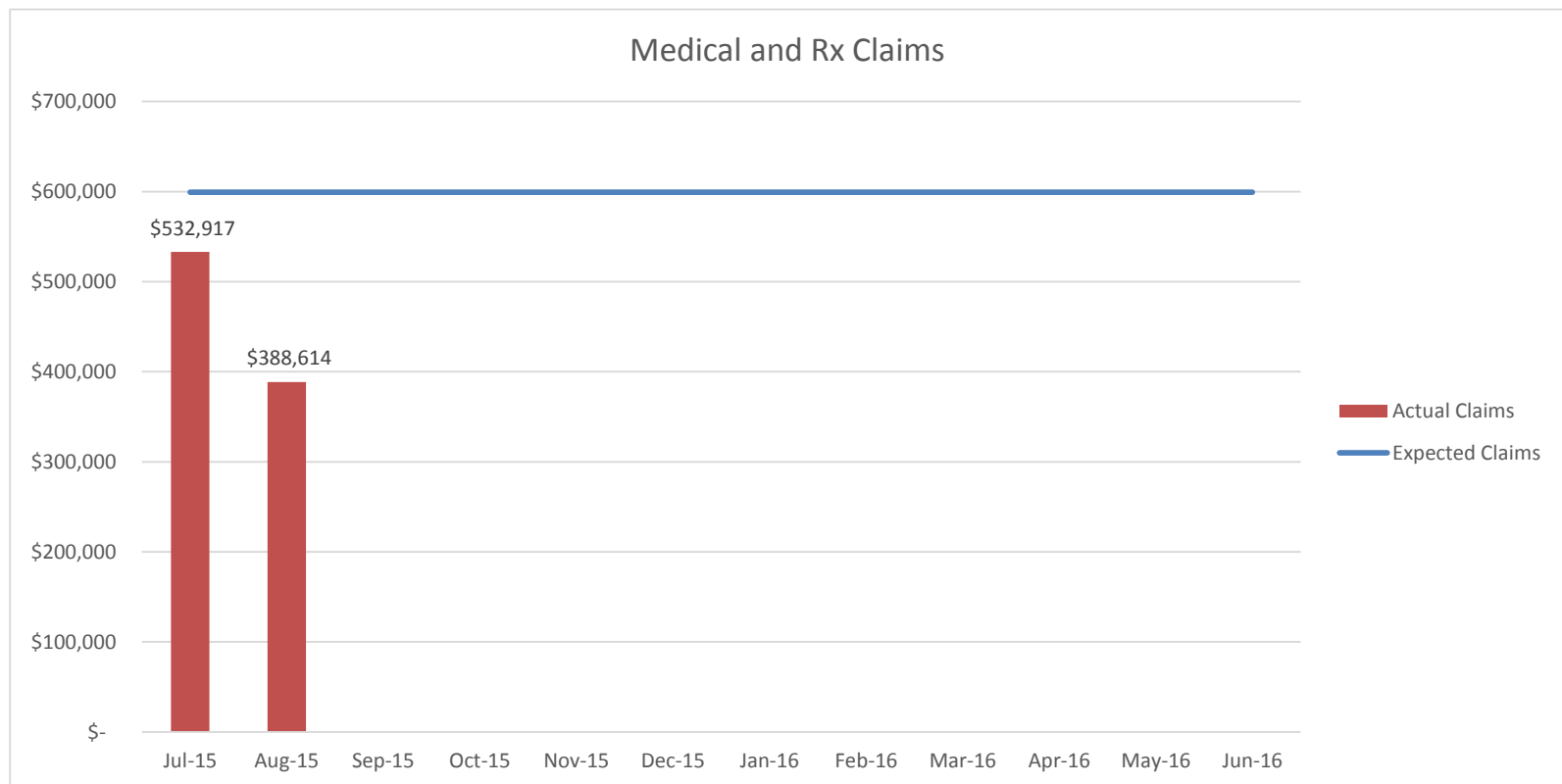
Actual 2016

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance -July 1, 2015	\$ 2,023,677
Revenues:	
General Fund Appropriation (July-June)	\$ 1,165,328
Contributions:	
Employee Cost Sharing	\$ -
Retiree/COBRA Contributions	\$ 102,877
State Teachers Retirement Reimbursement (TRB)	\$ 13,442
Stop Loss Settlement	\$ -
Total Contributions	<u>\$ 116,319</u>
 Total Revenues (A)	 <u><u>\$ 1,281,647</u></u>
Expenditures	
Aetna Medical & RX:	
Claims	\$ 921,531
Administrative Fees	\$ 19,167
Stop Loss	\$ 76,881
District Portion of H.S.A. Deductible	\$ 228,410
Delta Dental:	
Claims	\$ 63,044
Administrative Fees	\$ 1,804
Affordable Care Act Taxes	\$ 1,794
EAP	\$ 1,943
Medical/Supplement/Other Costs	\$ 4,901
Total Health Plan Costs (B)	<u>\$ 1,319,475</u>
 Net Change (A-B)	 <u><u>\$ (37,828)</u></u>
 Fund balance June 30, 2016	 <u><u>\$ 1,985,849</u></u>

WESTON PUBLIC SCHOOLS
INSURANCE FUNDS

Month	Medical and RX							Delta Dental			
	Expected Claims	Actual Claims	% of Total Actuals Claims	Cumulative Total of Actual Claims %	Anticipated Cumulative Expected Claims	Variance		Expected Claims	Actual Claims	% of Total	Variance
Jul-15	\$ 599,245	\$ 532,917	58%	58%	8%	\$ 66,328		\$ 33,292	\$ 34,556	55%	\$ (1,264)
Aug-15	\$ 599,245	\$ 388,614	42%	100%	17%	\$ 210,631		\$ 33,292	\$ 28,488	45%	\$ 4,804
Sep-15	\$ 599,245		0%	100%	25%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Oct-15	\$ 599,245		0%	100%	33%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Nov-15	\$ 599,245		0%	100%	42%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Dec-15	\$ 599,245		0%	100%	50%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Jan-16	\$ 599,245		0%	100%	58%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Feb-16	\$ 599,245		0%	100%	67%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Mar-16	\$ 599,245		0%	100%	75%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Apr-16	\$ 599,245		0%	100%	83%	\$ 599,245		\$ 33,292		0%	\$ 33,292
May-16	\$ 599,245		0%	100%	92%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Jun-16	\$ 599,245		0%	100%	100%	\$ 599,245		\$ 33,292		0%	\$ 33,292
Total	\$ 7,190,943	\$ 921,531	100%	200%	108%	\$ 6,269,412		\$ 399,500	\$ 63,044	100%	\$ 336,456



Expected Claims = \$559,245 per month

WESTON PUBLIC SCHOOLS REPORT

September 21, 2015



Weston High School

Lisa Deorio, Principal

In this issue...

- Principal's Update*
- Academic Programs*
- Co-Curricular Programs*
- Alumni News*

Principal's Update

The first four weeks of school were incredibly busy. Freshmen and new students became familiar with their class schedules at our orientation, the entire school community participated in the annual Trojan Kick Off, and our club advisors hosted a club fair last week. Fall sports are underway and Company has casted its fall production *You Can't Take It With You*. I encourage students to get involved with our co-curricular program.

This summer I received some wonderful news and am very proud to announce that senior Eric Benninghoff has been selected to the 2015-2016 State Student Advisory Council on Education. This council gives students a voice and shares their perspective on key issues with the State Board of Education. We are fortunate to have Eric representing our community in this role.

One of our district and school commitments is to continually promote a positive learning environment for our students and staff. The following is a list that highlights some of our different programs and initiatives in this area.

- No homework or tests due immediately following vacations and religious holidays;
- Monthly Blue and Gold Fridays;
- Relaxation exercises before PE classes;
- Daily announcements emailed to all students and staff in addition to posting in the "T" of the school;
- Morning break between third and fourth block;
- Writing Center in the Learning Commons to support student writing;
- Increased focus on transition from WMS to WHS;
- Student support groups through the school counseling office;
- Club Fair during Trojan Time September 17;
- True Trojans of the Month recognize grade-level students and staff;
- 30-minute reduction of athletic practices during midterm and final weeks;
- Monthly "Munchkin Mondays;"
- Morning music before school;
- Newly refurbished main courtyard;
- Refurbished space for students to charge electronic devices/socialize;
- Therapy dog visits bimonthly to provide staff and students with an outlet to reduce stress; and

- Spirit weeks by season (Homecoming/Winter Spirit/Spring Color Clash).

Our Alumni News is the last section of this newsletter where we share information about what our graduates have done after leaving Weston High School. If you have any news that you would like to share, kindly email me at lisadeorio@westonps.org.

Academic Programs

Math

The math department is ready to start a new year. We have some familiar faces teaching new courses this year, and one brand new face in our department. Welcome to Weston High School Ms. Marissa Pavlik. Each teacher in the math department has been charged with the challenge of trying out a new-to-them technology this year. Ask your students if they have tried a Kahoot! Or collaborated on a problem of the week using Padlet. We are excited at the opportunity to integrate technology to enhance math instruction. We wrapped up any lingering review topics before Labor Day and are ready to start with course curricula.



Music

WHS would like to thank Weston community member Mr. David Allon for his generous donation of a Steinway Concert Grand Model a piano this summer. This beautiful piano, built in 1910, was a family heirloom. Choral Director Mr. Paul orchestrated the delivery of this precious instrument and is looking forward to playing it in our school concerts.

Learning Commons

Summer reading is fun reading. In addition to required texts, students and staff enjoyed some great titles over the summer months. Now that everyone is back, our readers are sharing their favorite books by posing for a photo holding it. The collection of images is growing, and is on display in the glass case and as a slideshow on the website. Students who share a picture can stop by the circulation desk to complete a raffle ticket entry. On September 30, the Learning Commons will hold a drawing for three gift certificates supporting our local food businesses: Peter's Market, the Lunchbox, and Cobb's Mill Inn.

College and Career Center/School Counseling

Juniors and seniors should check college visits frequently on Naviance for the complete list of colleges visiting the College and Career Center. Students must first ask their teacher for permission and then sign up on Naviance.

Our annual college panel this year for sophomore, junior, senior students, and their parents, will take place on Tuesday, October 13, at 7:00 p.m. in the auditorium. A diverse admissions panel of very selective and highly selective colleges and universities representing both the private and public sector will address current trends and relevant issues regarding post-secondary planning. Panelists will clarify the admissions processes unique to their institutions as well as discuss more broadly the various key components of the application process such as transcripts, standardized tests, scholarships, essays, interviews, campus visits, file review, and financial aid. We invite students to come get an inside peek at how decisions are made and how they can best prepare for the college application process.

Social Studies

This summer teachers completed their five-year curriculum renewal. The tenth-grade Modern World Studies and AP U.S. History courses were the final revisions in this process. The entire department is excited to bring this inquiry-based and student-centered curriculum to their students.

This month, World Studies students transformed into historical characters from a variety of civilizations, all vying to become the newest inductee of the Civilizations Hall of Fame. Working collaboratively in teams, the freshmen students engaged in research on their particular civilization, developed compelling questions that they then had to answer, and created a unique presentation for why their civilization was most deserving of being included into the Hall of Fame. Both the teachers and students in World Studies found that having this project early in the year was a great way to begin their investigation into world history.

Videography

Eric Benninghoff's *Freedom of the Waters* documentary has been selected to be screened at the All American High School Film Festival on Saturday October 10 in New York City. The event is the world's largest high school film festival and gives students an opportunity to not only have their films screened by industry professionals, but also to connect with the latest technology, explore higher education opportunities, receive scholarships and technology prizes, and create new relationships.

World Languages

Teachers are looking forward to beginning activities with our students in our newly formed language honor societies. Last May, many students were inducted into the Spanish, French, Latin, and Chinese Honor Societies. This year, our teachers are planning a range of activities within the WHS community and beyond in order to promote each language and its culture. Amongst the many activities being planned, French and Spanish students will offer homework help to our middle school students.

Spanish 6 AP students had the opportunity to interview some parents of our school community on the topic of cultural assimilation. Mr. and Mrs. Bara (Argentina), Mrs. Kauffman-Rodriguez (Spain), Mrs. Navarrese (Argentina), and Mrs. Munoz (Venezuela) visited our two Spanish AP classes to talk about their experiences as immigrants and offered advice on how to best assimilate to a new culture. It was a great opportunity for our students to hear different Spanish accents, learn about different cultural perspectives, and practice with their interpersonal speaking skills.

WHS is excited to welcome two exchange students from France and Germany through Rotary International. French students are working with our French exchange student to help him overcome the language barrier in the classroom. From Contemporary Media Design to Biology, our students are experiencing the unique opportunity to improve their language skills outside of the classroom.

Professional Development

Mr. Brencher spent two weeks at the University of New Haven studying the Introduction to Engineering Design training course through Project Lead the Way in preparation for teaching it this fall. The Core Training is an intensive 10 day long process, during which teachers gain confidence with the Introduction to Engineering Design curriculum as they explore activities such as working in teams on a virtual product design challenge, aided by the Autodesk® Inventor® software.

Ms. Conetta, social studies teacher and student government advisor, and Mrs. Snaith, teacher librarian, received Masters Degrees in Instructional Technology from University of Connecticut this summer. They look forward to implementing new strategies in their teaching as well as collaborating with the district's technology department to support district initiatives. WHS now has three graduates of the prestigious program. They join Math CIL Mrs. Russo, who graduated in 2014.

Transition Coordinator Mrs. Johnston attended the first annual Connecticut Secondary Transition Summer Symposium in July at UCONN's Greater Hartford Campus. Transition experts from Connecticut and area states presented topics that impact transition age students. These included the following: An Organizing Framework of College and Career Readiness for Secondary Students with Disabilities and Assistive Technology and Accessible Materials to Support Secondary Transition Goals.

Mr. Jorge graduated this summer from Southern Connecticut State University with his Master of Arts Degree in History. Mr. Jorge focused on World and European History during his coursework, earning a concentration in those fields. His program of study culminated with a capstone project about Chinese migrations around the world, which combined academic research, writing, and lesson planning.

English Teacher, Mr. Mezzo, was one of 15 school teachers from around the country selected to participate in a six-week seminar on Dante's *Divine Comedy*, sponsored by the National Endowment for the Humanities. Based in Siena, Italy, the program was taught by renowned medieval scholars Ron Herzman and Bill Stephany, along with visiting lecturers in art history and mathematics, and immersed its participants in study through daily discussions that closely examined the epic poem and through tours of sites around Tuscany and surrounding areas significant to Dante's life and work. *Inferno*, the first of the three poems that make up the *Divine Comedy*, is taught in Mr. Mezzo's Honors Humanities course.

Pre-Engineering Teacher, Ms. Moosbrugger, completed two graduate courses at the University of Cincinnati. They dealt with the integration of STEM across all disciplines and inquiry in science laboratory settings. She is working towards a STEM Certificate.

School Counselor Mrs. Schirizzo earned a Masters in Social Work from Fordham University. Music teacher Mr. Paul completed two courses with the National Association of Music Educators this summer. Teaching Music through Composition will enhance our music theory course this fall.

Latin Teacher, Ms. Telford, completed AP training in preparation for our new AP Latin course this fall. The workshop focused on identifying and tying together themes from Caesar's *de Bello Gallic* and Vergil's *Aeneid*, the texts on which the AP exam is based. The course also allowed teachers from across the country to share and discuss activities and best practices.

Mrs. Rita Oleksak, Director of World Languages at Glastonbury Public Schools and past president of ACTFL (the American Council for Teachers of Foreign Languages), presented to our district world language teachers this August. The topics discussed included: the World Readiness Standards for Foreign Languages, how foreign language classrooms support Common Core, and vertical articulation

of the language programs offered at WHS. It was a very enriching experience for our teachers, and they look forward to working again with Mrs. Oleksak as they renew their curricula.

Congratulations to all of these teachers who worked diligently this summer to expand their knowledge and pedagogical skills.

Co-Curricular Programs

Athletics

On August 18 our sports' captains got into the spirit of giving by taking part in a teambuilding experience to benefit children affiliated with the Stamford Hospital Foundation. David's Treasure Tree toy closet aims to bring smiles to hospitalized children. The result of their efforts was a generous donation of eight high-end remote controlled (RC) racecars.



Team captains worked with Impact 4 Good (www.impact4good.com), a company that runs socially conscious teambuilding programs. The result was a program called "Crazy Carz for Kidz." Working in teams, participants rotated through several activities that challenged them both physically and mentally. Completing these car-themed activities earned each team accessories needed to personalize their car. After all of the teams completed the challenges and acquired their parts, they each created a brand new RC car. . Based on performance in the challenges, one team took home the checkered flag, but the real winners were the kids who got to take home brand new, tricked out *Crazy Carz*.

Cure Cancer/Pink Aid

Our Pink Aid Club received a Young Donor Grant for \$1000 from CT Block Party. Weston Athletics will partner with Pink Aid this October, beginning with the Friday night football game on October 9. Join us for the home athletic events the week of October 12 and the Sherwood Island Breast Cancer Walk on Sunday, October 18. Our special Pink Out Day at school is Wednesday, October 14.



Student Government

The school year started off enthusiastically for student government with both opening day festivities as well as our annual Trojan Kickoff. Student Government organized a welcome celebration the first day of school including outdoor music and munchkins to welcome students back to WHS. Additionally, the first Friday of the year brought our Trojan Kickoff, a short pep rally featuring student-led bands, a dodgeball game, and our school-wide unity lap around the stadium track culminating in one large W.



On September 17, WHS held its annual Club Fair. Students had the opportunity to learn about the wide variety of co-curricular activities available at WHS. Over 30 clubs and activities were represented, including Student Government, National Art Honor Society, Girls Who Code, The Warhorse, Model U.N., and Math Team. A list of all clubs may be found on our school website.

Pep Band

After an exciting season last year under the lights, WHS Pep Band is getting ready for the first football game at WHS on Friday, September 18. The group will branch out this year to perform at other sporting events throughout the year. The all-volunteer ensemble under the direction of Mr. Fasoli will be run by senior Drum Majors Sam Ditkoff and Elaine Freidricksen. In addition to the band cheers and traditional sporting event songs, the band will be performing classic favorites like "Louie, Louie," hits by Led Zeppelin, and modern pop tunes. Don't forget to sit next to the band and cheer on our Trojans.



Company

Our drama club, WHS Company is in full swing. Auditions for the fall play *You Can't Take It with You* were a success. The play has been cast, and rehearsals begin this week. This old fashioned comedy show is great fun for all ages and will run November 6, 7, and 8.



Alumni News

Samantha Rehr, Class of 2011, graduated in May from the University of Michigan and moved to New York to launch her acting career. She was cast in a traveling education based production of *Anne Frank* (playing Anne). The company producing the show is the National Theater for Education and Arts and this particular show is designed as a field trip for English and Social Studies classes.



Lindsay Rothenberg, Class of 2005 and graduate of NYU Film School, is a freelance producer for Jigsaw Productions. Lindsay has produced a new documentary on dogs that will be shown at the Hamptons Film Festival this October.

Brad Rothenberg, Class of 2003, a renowned architect and graduate of University of Colorado and the Pratt Institute, has his own company focused on making 3D printed textiles, jewelry, and accessories a viable and accessible reality. He has worked with some of the most cutting-edge fashion brands and is at the forefront in introducing brands to 3D printing technology.

Many graduates from the Class of 2013 are spending their junior year abroad. Kate Goldberg and Olivia Wolak are studying in Denmark, Ryan Major is in Brussels, and Andrew Katz is in France.

Olivia Donnelly, Class of 2015, has joined the Notre Dame Marching Band as a flutist.



Glen Kendall, Class of 2002, and Matt Silver, Luke Dudley, Ryan Squillante, Adam Luchansky, Class of 2003, formed a non-profit organization The Boxer Bowtie Club. Its objective is to utilize individual skill sets to build a platform that promotes volunteerism for worthy causes within our communities. Anyone interested in attending their latest fundraiser, may visit their website at <http://www.boxerbowtieclub.org/about-us-1>.

Corey Tolkin, Class of 2006, and her mother have created the new business Unbreakables, which are bite-sized tidbits of cookie dough that do not require cooking. The following is a link:

<http://www.bustle.com/articles/19407-unbakeables-let-you-eat-cookie-dough-without-fear-of-salmonella-might-just-be-the-greatest-invention>.

Kristen Hahn, class of 2007, is appearing on Broadway in *A Gentleman's Guide to Love and Murder*.

Matt Gurren, Class of 2008, co-wrote a musical that was accepted to and performed at the New York Musical Theater Festival this past summer. The show is called *What Do Critics Know?*

Weston Middle School

Dan Doak, Principal

In this issue...

- The Library Learning Commons*
- The WMS Morning Show*
- Updates from our Physical Education Department*
- The marshmallow Challenge*
- Science Discovery Workshop*
- WMS Advisory Program*
- Technology and Engineering*
- WMS Fall Sports*

The Library Learning Commons

The Library Learning Commons (LLC) at WMS is a very busy place. In addition to lessons collaboratively taught by Mrs. Shuhart and our classroom teachers, students are encouraged to use the LLC independently throughout the course of the school day. Monthly, students come to the LLC with their ELA teachers for booktalks with Mrs. Shuhart. Booktalks focus on reading across a wide variety of genres, a mix of classics and new titles, and popular reads at WMS. As part of our goal to foster a love of reading, students keep a booklist of titles they would like to read so they always have a book 'on deck.' Built into booktalk lessons is time to 'shop' for new books.



Within a tightly packed schedule, how can students use the LLC and its resources to its full potential? Here are some highlights:

- Chat and Chew book clubs: students are invited to bring their lunch and to pre-read the selected book for a lively 30-minute book discussion. The schedule can be found on the WMS LLC website or by visiting <https://sites.google.com/a/westonps.org/wmsllc/events/chat-and-chew>. This year's Chat and Chews will focus on the Nutmeg Nominated titles for 2016.
- The LLC is open at recess for students to read on the couches, browse for new books, play a game of chess or checkers, contribute to the community jigsaw puzzle, participate in the Take-it-Apart station, or use the resources in the soon-to-open Innovation Lab.
- Students are also encouraged to get a pass from their classroom teacher to use the LLC when they have independent work time.



The WMS Morning Show



The WMS Morning Show team, under the direction of Mr. Evan Grace, has had a strong start to the 2015-2016 school year. Students have been hard at work preparing news, announcements, featured stories, and words of wisdom for their fellow peers. With the recent additions of green screens and updated broadcasting technology, the morning show is looking its best yet. We look forward to welcoming our new members this month. Stay tuned for our live broadcast every morning from the WMS LLC.

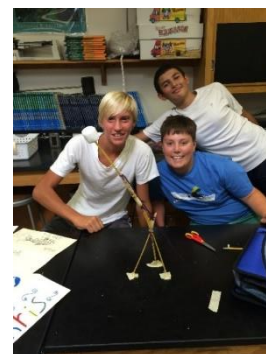


Updates from our Physical Education Department

- Uniforms – We are now fully stocked. Uniforms may be ordered any time throughout the year by completing an order form and handing it to your student's PE teacher with a check, or by using your online Myschoolbucks account.
- Curricular Focus – We are currently focusing on spatial awareness and cardiovascular endurance in PE. Through flag football activities students are applying movement concepts and patterns. Students are also focusing on running as well as upper body, abdominals, and flexibility.
- Fitness Testing – We will begin administering the CT PHYSICAL FITNESS TEST at the beginning of October. Students will be doing the mile run, sit and reach, curl-ups, and push-ups. PE teachers will use last year's data to work with each student to create goals to improve their fitness on this year's test. Reports will be e-mailed to parents in early December.
- Powerschool – Please check Powerschool regularly to see how your child is doing in class. We give daily grades in order to increase communication between school and home. If the grade shows up as blue, please click on it, as that means there is a comment attached for you to view.

The marshmallow Challenge (Grade Eight)

Grade eight science students were challenged to build the tallest freestanding structures using limited amounts of tape, spaghetti, and string...with a marshmallow on top. The marshmallow is a metaphor for the hidden assumptions of a project: The assumption in the Marshmallow Challenge is that marshmallows are light and fluffy, and easily supported by the spaghetti sticks. When you actually try to build the structure, the marshmallows don't seem so light. The lesson in the marshmallow challenge is that we need to identify the assumptions in our project – the real customer needs, the cost of the product, the duration of the service – and test them early and often. That's the mechanism that leads to effective innovation.



The Science Discovery Workshop (Grades Seven and Eight)

Students began by learning to embrace their scientific curiosity and nurture scientific questioning. Collecting piles of wonderings was our start, and we then analyzed the different types of questions to better understand how to frame questions into investigations. What better way to elicit investigable questions from students than with spheres of ice?



Weston Middle School Advisory Program

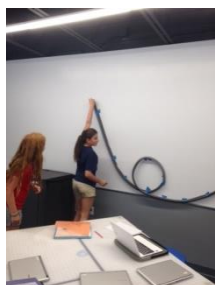
Weston Middle School will kick off our Advisory program on September 25. All middle school students participate in this bi-monthly program which is designed to offer a personalized and supportive learning environment with one faculty member and a small group of students. Advisory will focus on the transitional needs of middle school students, character education, personal growth and social awareness.

Weston Middle School's Advisory program affords students another opportunity to develop a positive relationship with a caring adult. When students feel that they have more helpful adults as resources in school, we see an increase in emotional wellness and overall academic success.



The Advisory program also fosters positive relationships with peers and builds a strong sense of school community. Many of the lessons that faculty advisors facilitate reinforces our Positive Behavioral Intervention and Supports program called SOAR which stands for Safety, Ownership, Attitude and Respect. Other lessons will incorporate character education themes such as responsibility, perseverance, citizenship and kindness. We are looking forward to this exciting opportunity that will help our students grow both personally and academically.

Technology and Engineering



Grade seven students in their Design and Modeling course reviewed the engineering design process by solving a hypothetical rollercoaster design problem presented by a regional amusement park. Each group had the same materials and they were challenged to design a coaster with at least one loop and hill, while the “car” of the coaster had to stop on its own within six inches of the end of the track. Students then used Google Classroom to collaborate with their design team members to complete a Design Brief to develop and reflect on the entire process of creation, testing and improving the rollercoaster.



Middle School Fall Sports

Middle school fall sports began the week of September 8. Offerings include field hockey, flag football, volleyball, and cross country. More details can be found on the middle school homepage.

Weston Intermediate School

Pattie Falber, Principal

In this issue...

*The Opening of School
WIS Pride
Teaching and Learning
Fifth-Grade Science
Professional Development*



The Opening of School

Once again our halls and classrooms are filled with the happy sounds of students and staff engaged in the rhythm of teaching and learning. We welcomed 37 new students to our school this year: 17 third-grade students; nine fourth-grade students; and 11 fifth-grade students. They have quickly made friends and become integral members of our WIS community. We are so pleased that they have joined our school.



To help our large number of new students and their families learn more about the school we held a new family orientation in August that was very well attended. Additionally, to welcome the newest members of WIS, our third graders, we opened our doors on the Friday before school officially started so students and families could meet their new teacher and see their classrooms. There were lots of smiles as they got ready for a new year.



WIS Pride

We kicked off the year by holding grade-level assemblies on the first day of school to welcome everyone to WIS and share our goals and expectations. We also reviewed our Positive Behavioral Intervention and Support (PBIS) program motto WIS P.R.I.D.E. and reminded students of what P.R.I.D.E. stands for: Personal accountability, Respect, Integrity, Discipline, and Effort. We will continue to encourage the positive attributes of WIS P.R.I.D.E. throughout the school year with monthly assemblies, school-wide spirit days and celebrations, and classroom activities.



Teaching and Learning

One of our primary goals as a school, and as a district, this year is in the area of writing, specifically fostering a culture where students become independent and confident writers. To facilitate this independence and confidence, teachers are working to expand their repertoire to meet the varying needs of the writers in their classrooms.

All three grades are launching the year with a unit of study in narrative writing. In third grade, students are crafting true small moment stories, fourth-grade students are writing realistic fiction by studying the arc of story, and fifth-grade students are studying narrative craft to write personal narratives.



Fifth-Grade Science

The fifth graders have begun their year in science studying sound energy. They will explore how sound travels, and the science behind pitch and volume. Later they will look at how the ear translates sound to meaningful communication. In the pictures, students are using drop chambers to examine the properties of sound.

Professional Development

The WIS staff returned to school refreshed and ready to begin a new year. Our professional development work was informative and stimulating, and built on the work that took place over the summer. This summer we were fortunate to have a staff developer from Teachers College Reading and Writing Project work with our teachers to strengthen their capacity as writing teachers. A staff developer will also be visiting our classrooms, working with students and teachers throughout the year. As part of our professional development, the teachers embarked on a close look at our writing units of study to design grammar, spelling and conventions lessons that will be seamlessly integrated. It was an exciting start to the year, and we are looking forward to continuing this work throughout the year.

Hurlbutt Elementary School

Laura Kaddis, Principal

In this issue...

Hurlbutt Kicks Off a Positive School Climate

Teaching and Learning

Parent Involvement

Summer News

Hurlbutt Kicks Off a Positive School Climate



Our preschool and kindergarten students have already learned our motto, “Be safe, be kind, and be responsible.”

Throughout the first month of school, classroom teachers use our Responsive Classroom approach to creating an environment for learning. Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. This approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. Students have been practicing being safe, kind, and responsible throughout

the building and have been earning honeycombs for our honeyhive. Once we fill the honeyhive as a school we will have a schoolwide celebration. From learning to walk in the halls together to playing safely on the playgrounds these routines and procedures are supported by our entire staff. Mr. Hallgren, our physical education teacher begins the year with a unit on playground safety. The students learn to use all of the equipment in a safe and responsible manner while making new friends and learning how to include everyone in play.

We also kicked off the year with our first assembly in the Learning Resource Center (LRC). Singer and songwriter, Brian Chevalier, has been providing school assemblies, school programs, and artist-in-residence programs since 1995. Our students enjoyed singing and moving together with Brian (Mr. C), with a focus on character education and making friends. His highly interactive and engaging delivery of various music styles, from rock to blues to folk, had our students and staff up and moving. Embedded in the songs were movement activities that



focused on keeping a beat, which fits right in with our music curriculum. We even learned some sign language as we sang and signed a friendship song together. This was a great way for our school community to come together for the first time.



Teaching and Learning

In addition to making new friends and getting used to new schedules, our students have already been immersed in learning. Across the grades, our students are filling



their book bins with new reading material. The teachers are using formal and informal assessments to determine student reading levels and instructional focus areas for each student. Our reader's workshop model allows each child to learn and develop at his or her own pace using books at their individual reading level. Instruction is tailored to each student and teachers use guided reading groups as well as individual student conferences to guide their instruction. In writer's workshop, all grades have been writing stories from their own

experiences. They write about people they know, places they go and things they do. Of course, many students' stories include their summer adventures and we love reliving those memories with them.

Parent Involvement

We hosted a Back-to-School Night for parents in each grade during the first few weeks of school. These evenings gave parents insight into our curriculum and gave them an opportunity to hear from their child's teacher. Our families enjoyed visiting their child's classroom and getting a glimpse of what school days are like. Our PTO was on hand selling our new Hurlbutt Elementary school spirit t-shirts, which many of our students are already proudly wearing.



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This summer our Hurlbutt Outdoor Learning Garden continued to thrive and produce. Families visited the garden throughout the summer months to weed and harvest the produce. Our garden was filled with tomatoes, snap peas, and carrots to name just a few of the vegetables planted by our students in the spring. PTO parent and master gardener, Tara Tanzer, continues to help us nurture and enhance this valuable resource and is already planning for next season. In addition to the vegetable garden,



Tara has designed and overseen the installation of our new butterfly garden at our main entrance. It is a beautiful addition to the front of our school and we are looking forward to integrating this special area into our science curriculum. We have already seen many butterflies visiting our campus and we look forward to learning about them.

