

FREQUENTLY ASKED QUESTIONS

Q. How does the 2013-2014 budget request compare to last year's budget?

A. The school district has requested a 1.55% budget increase, which is \$706,476 more than the 2012-2013 operating budget of \$45,587,192 for a total request of \$46,293,668.

Q. Has the school district been able to save money, avoid costs, and work more efficiently to preserve the educational program in the current budget?

A. Yes, here is a list of the savings:

| | |
|---|-------------------------|
| <i>Health Benefits Savings</i> | <i>\$625,962</i> |
| <i>Transportation</i> | <i>36,000</i> |
| <i>Technology Service & Repairs</i> | <i>41,512</i> |
| <i>Energy Savings</i> | <i>13,250</i> |
| <i>Reduction of Repair Allocations</i> | <i>4,970</i> |
| <i>TOTAL</i> | <i>\$721,694</i> |

Q. What would the budget increase be, if we did not have these savings?

A. The 2013-2014 budget request would have been 1.54% higher or reflect a 3.09% increase.

Q. What is the Projected Enrollment for the 2013-2014 School Year?

A. We based our budget on an enrollment of 2,378 students. This projection is 65 students less than 2013-2014, which are spread over thirteen grade levels.

Q. What data and needs drive the budget development process?

A. Prior to the budget preparation process, the Board of Education develops budget assumptions, which guide how the budget is developed. These assumptions are outlined in the "Introduction" section of the budget document on pages 9, 10 and 11. The school district's budget provides resources to support Board of Education policies, and federal and state mandates. A few examples include providing an educational program for our students with special needs, allocating resources for requirements in the No Child Left Behind legislation, and maintaining a home-to-school transportation system for our students. Employee and vendor contracts are used to calculate budget requests wherever possible. For needs that require estimates, the school district uses historical data and

researches current costs to provide the best possible budget projections. The following is a list of the 2013-2014 budget drivers:

- *Grade by grade enrollment projections*
- *Allocate staffing based on enrollment*
- *Allocate special education staffing based on Individualized Education Plans (IEPs) which identify mandated services*
- *Allocate funds for out-of-district education expenses for students with special needs*
- *Provide funding for components of the district's strategic plan*
- *Reorganize and improve productivity*
- *Account for all state and federal mandates, including cost associated with the new administrator and teacher evaluation plans*
- *Allocate funds for instructional materials (enrollment, program needs, examine 3-5 year spending patterns)*
- *Allocate funds for basic maintenance and grounds care (prioritize and examine 3-5 year spending patterns)*
- *Allocate funds for contracted services (transportation, energy, cleaning)*
- *Allocate for equipment and technology needs (age, condition, priorities)*
- *Prioritize instructional improvement and maintenance projects*
- *Assess the need for all stipend positions*
- *Research outsourcing and insourcing opportunities where it is cost effective*
- *Partner with the Town of Weston for joint arrangements*
- *Engage in competitive bidding (materials, services, energy)*
- *Restructure services (energy, SPED transportation)*
- *Revisions in collective bargaining contracts (health benefits, cost sharing)*
- *Spend wisely---Maximize every dollar!*

Q. What will the Elementary School program look like next year for students?

Weston students begin their journey of learning at Hurlbutt Elementary School, home to 435 students in kindergarten, first and second grades, with an additional twenty-seven students enrolled in the Early Learning Center pre-school program on campus. Hurlbutt's K-2 enrollment for 2013-14 is projected at 399 students, representing an overall decrease of thirty-six students. Hurlbutt's teachers and support staff are committed to working together to create a safe and caring environment that supports student achievement and success.

With a projected enrollment of 116 students, kindergarten will have six sections with an average class size of 19.3. The 117 projected first grade students will be organized in six sections with an average class size of 19.5. Second grade, with a projected 166 students, will have eight sections with an average class size of 20.8. This configuration reflects the Board of Education's class size guidelines and adheres to the district's goal to maintain lower class sizes at the primary level.

Hurlbutt staff will continue to implement a rigorous, standards-based instructional program. During literacy and math instruction, teachers utilize the workshop model to actively engage and support student learning. Inquiry-based instruction for all students is supported by the refurbished science lab facility. Although enrollment will decline by thirty-six students, funding for instructional supplies will increase due to (1) significant changes in the Foundations program, requiring replacement materials; (2) additional consumable math materials; and (3) universal screening assessments. Students participate in the district's Academic Innovation and Measurement (AIM) initiative, allowing them to master 21st century skills embedded in their grade-specific curriculum. Hurlbutt will continue to offer research-based interventions in reading and math for students in need of assistance in these areas. School staff will support students' social and emotional development through the Positive Behavioral Intervention and Support (PBIS).

Q. What will the Intermediate School program look like for students next year?

In 2013-2014, our overall enrollment will remain relatively flat at 540 students. Enrollment in the fourth grade will remain relatively unchanged at 184 students. Third grade enrollment will decrease by approximately 14 students, while there will be an increase of approximately 15 students in the fifth grade. In order to meet district class size guidelines, the total number of sections in the third grade and fifth grade will remain unchanged at eight in 2013-2014.

This budget proposal supports our highest priority needs, including the implementation of a revised math curriculum aligned with the common core state standards. Additionally, WIS will continue the administration of the Northwest Evaluation Association (NWEA) adaptive assessments and utilize student data from those assessments to provide individualized instruction at all grade levels. In 2013-2014, WIS will expand its work with the district's Academic Innovation and Measurement (AIM) initiative, developing instructional units to support the acquisition and application of essential 21st century skills in all content areas. Finally, WIS will continue to support advanced literacy training in reader's and writer's workshop for all grade-level and special education teachers, as well as intervention services in reading and mathematics.

Q. What will the Middle School program look like for students next year?

The proposed budget supports our mission and maintains the commitment to the middle school teaming philosophy that supports smaller learning communities within the school. Our exemplary teaming model consisting of two teams at each grade level supports the intellectual, developmental and social-emotional needs of young adolescents. We have a projected enrollment for the 2013-14 school year

of 609 students, which represents a decrease of 27 students from the current budget.

Weston Middle School is committed to the goal of providing students with an exemplary middle school education. Our dedicated teachers are critical resources in helping our students develop the essential capacities and content knowledge to achieve at high levels. They have embraced the high-quality professional development opportunities provided by the district and applied that new learning in their classrooms to benefit students. The middle school continues to embrace and expand upon the development of the district's homegrown Academic Innovation and Measurement (AIM) initiative to offer students rich experiences that provide the foundational skills needed to be prepared for the global society that awaits them after graduation. The middle school will continue its effort to provide rich opportunities in science, technology, engineering and mathematics (S.T.E.M.) with the expansion of Project Lead the Way in grades 7 and 8. In order to prepare students for the global society that awaits them we need to ensure we develop rich, engaging environments to stimulate their critical thinking, creativity, collaboration and communication skills.

Over the past few years, we have identified a variety of cost saving strategies, including making reductions in staffing and extracurricular stipends, as well as seeking alternative sources of funding through philanthropy requests. We are restructuring how we deliver health and family and consumer science. The new wellness course will be designed to assist students in meeting the challenges they will face into their adult years around nutrition and wellness. This allows us to strengthen the program of study and make efficient use of staffing allotments. Each line item has once again been carefully reviewed to produce a responsible budget that continues to move the school forward in its mission to provide an exemplary middle school experience for the Weston community.

Q. What will the High School program look like for students next year?

The projected enrollment for WHS is 773 students, which represents an increase of one student. Specific projected enrollment differences by grade are as follows: ninth grade a decrease of eleven, tenth grade an increase of forty two, eleventh grade a decrease of sixteen and twelfth grade a decrease of fourteen students.

The high school budget reflects no increase in staffing. The current staffing levels are critical to maintain the exemplary academic and co-curricular program. WHS offers a comprehensive program of studies, which includes 15 Advanced Placement (AP) courses representing a variety of disciplines as well as required and elective offerings that provide our students with opportunities to develop and hone critical skills needed to be successful in life after high school.

There are minimal changes in this budget. Next year AP Macroeconomics will be re-introduced and The Entrepreneurship Seminar, piloted last year, has been

included. However, this will be offered by reconfiguring existing staff assignments and section numbers of course offerings. The funding for the accreditation process of the New England Association of Schools and Colleges (NEASC) is no longer necessary. Of special note is the request for new furniture for our new Learning Commons, known formerly as the library. The vision is to create a space that aligns our core beliefs and learning expectations. This space will encourage flexible grouping for enhanced collaboration as well as quiet areas of study and comfortable seating.

Q. Why is it important to maintain Interscholastic Sports Program and Co-Curricular programs?

A. The co-curricular program is a critical component to our student's experience. Weston Public Schools have a wide array of programs including interscholastic sports, clubs, student government, intramurals and theater in which our students participate. It is through this program that students develop independence, confidence, and a sense of responsibility. They learn to work collaboratively and involve themselves in community service projects. Their participation serves them well as they prepare for life beyond Weston.

Q. Do you have money in the budget to improve the educational program?

The budget includes funding to improve targeted areas within the educational program. Improvement initiatives are guided by the curriculum renewal cycle, which staggers the renewal of each of our academic programs over a five year period. This cycle also enables the district to plan appropriately for the purchase of new resources to implement program improvements. The Board of Education recently adopted a comprehensive strategic plan to further guide improvement over the next few years. Within the strategic plan, there are goals and strategies focused on addressing several key areas, including teaching and learning. Among our highest priorities is a continued commitment to the goals of the Academic Innovation & Measurement (AIM) initiative, aligning our curricular programs with the Common Core State Standards (CCSS), developing a balanced assessment system, and continuing to provide high-quality professional growth opportunities for our dedicated faculty to better meet the needs of our students.

Currently, we are in our third year of implementation of AIM working to integrate 21st century skills in all grades and disciplines to ensure students are ready for the challenges of a global society. By the end of the 2012-13 school year, most of our teachers will have become trained in AIM and have created units of instruction incorporating authentic learning tasks and assessments. While our partnership with Teachers College, Columbia University is coming to a close at the end of this year, our curriculum instructional leaders and teachers have developed the necessary capacity and momentum to carry this work forward. The remaining grade levels and disciplines will be trained in 2013-14 in the fourth

and final year of the AIM implementation plan, relying solely on the expertise of our own personnel.

Complementing our work with AIM is our continued efforts to align our curriculum with the CCSS. The CCSS outline the knowledge and skills all students are expected to master in order to be college and career ready. Revisions to the K-12 math program and K-5 reading and writing programs will continue next year as we further align with the CCSS. The 6-12 English and 6-12 social studies curricula are scheduled to begin the formal curriculum renewal cycle next year as well. Furthermore, resources have been allocated to provide support for the expansion of the middle school technology program, Project Lead the Way. In addition, resources have been included in the technology cost center to provide teachers with web-based resources to support learning inside and outside of the classroom.

Q. Why is the budget organized by program into Cost Centers?

A. The program budgets or “Cost Centers” mirror the school district’s organizational structure. This structure is a reflection of how the school district allocates its resources and controls its expenditures. There are no duplications between program budgets. Therefore, budgeted expenditures in one program budget will not appear in another program budget. There are six “Academic and Student Activities Program Budgets” and there are six “Service Program Budgets that Support the Academic & Student Activities Programs.”

- *Academic & Student Activities Program Budgets:*
 - *Hurlbutt Elementary School (does not include Pre-K)*
 - *Weston Intermediate School*
 - *Weston Middle School*
 - *Weston High School*
 - *Athletics*
 - *Special Education (includes Pre-K and out-placed students)*

Include the following:

- *Art Instruction (schools)*
- *Classroom Instruction (HES/WIS only: Language Arts, Math, Science, Social Studies)*
- *Computer Instruction (HES, WIS, WMS only: direct instruction to students)*
- *English (WMS/WHIS only)*
- *Family & Consumer Science (WMS)*
- *Interscholastic Sports (Athletics only)*
- *Library & Media Services (schools)*
- *Math (WMS/WHIS only: Classroom instruction)*
- *Math Enrichment (in addition to classroom instruction)*

- *Music Instruction (schools)*
 - *Out Placements (SPED only)*
 - *Physical & Health Education Instruction (schools)*
 - *Pre-School (SPED only)*
 - *Reading Support (in addition to classroom instruction)*
 - *Administration*
 - *School/Program Wide Expenses (postage, printing, paper, etc.)*
 - *Science (WMS/WHS only)*
 - *Special Education (SPED only)*
 - *Speech & Hearing (SPED only)*
 - *Student Activities (schools)*
 - *Project Challenge (SPED only)*
 - *Technology Education (WMS/WHS only)*
 - *World Language (schools)*
- *Service Program Budgets that Support the Academic & Student Activities Programs:*
 - *Pupil Personnel Services*
 - *Guidance & Counseling Services*
 - *Psychological Services*
 - *English for Non-English Speakers Services*
 - *Occupational & Physical Therapy Services*
 - *Health/Nursing Services*
 - *Curriculum & Instructional Improvement*
 - *K – 12 Curriculum & Instruction Articulation*
 - *Content Area Leadership*
 - *Professional Development*
 - *New Teacher Orientation*
 - *Citizenship Courses*
 - *Technology Services (Student & Administrative: All but direct instructional program)*
 - *Technology Integrators*
 - *Network Administrative Services*
 - *Software Acquisition and Maintenance Services*
 - *Hardware Acquisition Maintenance Services*
 - *Communication Services*
 - *Record Retention and Archiving*
 - *District Administrative Services*
 - *Superintendent of Schools*
 - *Human Resource Services*
 - *Business Services*
 - *Payroll & Employee Benefits*

- *Purchasing & Accounts Payables*
- *Building Use Management & Accounts Receivables*
- *Food Services*
- *Facilities Services*
 - *Operations & Custodial Services*
 - *Maintenance Services*
 - *Safety & Security Services*
- *District Wide Services*
 - *Transportation Services*
 - *Employee Benefits*
 - *Liability Insurances*
 - *Duplication/Mail Center*
 - *Salary Allowances/Turnover Savings*

Q. Who develops the budget?

- A. The Administrator responsible for the Program/Cost Center Budget collaborates with the staff within their schools or cost centers, curriculum and instructional leaders, administrators for the other schools and the district level. After careful review and evaluation of the program needs, the Administrator prepares a budget request for review by the entire Administrative Team.*

Q. How does the administrative team determine what to present to the Board of Education?

- A. The administrators meet for three days in the month of December to share and justify their budget requests with their peers. The team functions as a collaborative group of critical friends. They share best practices, ask probing questions, and ultimately develop a well thought out financial plan that supports the educational program that the community expects. The fundamental goal in this process is to maximize every dollar.*

Q. We often hear that our budget is driven by salaries and employee benefits. This is true. What are the general wage and step increases for employee contracts?

- A. Weston Administrators' Association (3rd year of 3-year contract): 2.0%
Weston Teachers' Association: (2nd year of 3-year contract): 2.34%
Non-Certified Staff – AFSCME: (2nd year of 3-year contract): 2.57%*

Note that there are salary ranges for most employee groups. Generally, when these employees are hired they are not paid at the top of the range. Therefore,

each year these employees move a step closer to the maximum salary, and this is referred to as a step increase.

Q. Can the Board of Education require all employees to change to a high deductible Health Savings Account (H.S.A.) or pay the additional cost for more expensive plans to save the school district and local taxpayers' money?

A. Yes, during recent negotiations between the Board of Education and the WTA and AFSCME, the parties agreed to establish the H.S.A. health benefits program as the standard plan for all staff. Should a staff member prefer to remain on the PPO, they must pay the additional cost.

Q. How does the pension system work? How much does the district contribute?

A. The school district does not fund any portion of the pension for employees that qualify for the State Teachers' Retirement Benefit (STRB). All teachers and most administrators qualify for this benefit. Teachers contribute 7.25% of their salary for this benefit, with the State of Connecticut funding the balance. The district's non-certified employees are covered by the Municipal Employee Retirement System (MERS), which is administered by the State of Connecticut. Contributions to this fund are based on gross salaries, with the employees contributing 2.25% and the school district funding 11.79% for 2012-2013 and 11.98% for 2013-2014.

Q. What other areas of the budget increased & why?

A. Special Education: Increased needs based on the Individualized Educational Plan of our students, and a decrease in financial support by the State of CT for the educational program of our students that exceed 4.5 times the regular per pupil cost.

Technology Replacement: The 2013-2014 budget includes the last phase of replacing this equipment. Please refer to the Technology Cost Center budget for more details, and learn more about the innovative approaches that the district has developed to get at this very important need.

Special Projects: There are a few projects in the Facilities Cost Center that improve building security, preserve existing resources and replace very tired fixtures at Hurlbutt Elementary School, Weston Intermediate School, Weston Middle School and Weston High School.

Furniture Replacement: The budget includes a classroom furniture replacement plan for Weston Middle School. Most of the furniture in these schools is 30 years and older, and beyond repair. There are also requests from other schools and departments. A complete list can be found on page 40 in the Executive Summary of the budget document.

Q. How has the projected reduction in state aid for Excess Cost impacted your budget?

- A. *The Excess Cost grant reduces actual expenditures for students with educational programs that cost more than 4.5 times the regular per pupil expenditure as a direct credit to the Board of Education's operating budget. However, in recent years the State of Connecticut has not fully funded the Excess Cost formula. Accordingly, the FY 2013 budget anticipates receiving 70% of the entitlement.*

Q. What do school administrators do?

- A. *Education administrators hold leadership positions with significant responsibility and provide instructional leadership as well as manage the day-to-day activities in each of our schools. Administrators set educational standards and goals and establish procedures to attain them. They supervise and evaluate teachers, librarians, guidance counselors, paraprofessionals, secretaries, coaches, and others. Administrators develop academic programs; monitor students' educational progress; train and motivate teachers and other staff; manage guidance and other student services including special education; prepare budgets; handle relations with parents, prospective and current students, and the community; and perform many other duties.*

Education administrators set the academic tone and hire, evaluate, and help improve the skills of teachers and other staff. They regularly visit classrooms, observe teaching methods, review instructional practices, and examine learning materials. They actively work with teachers to develop and maintain high curriculum standards, and set performance goals.

The ability to make sound decisions and to organize and coordinate work efficiently is essential. Since much of an administrator's job involves interacting with others---such as students, parents, teachers, and the community---a person in such a position must have strong interpersonal skills and be an effective communicator and motivator. Knowledge of leadership principles and practices, gained through work experience and formal education, is important. Research shows that leadership by the school administrator is key to a school's effectiveness in promoting student learning.

Q. How frequently are the schools used when school is not in session?

- A. *In addition to the after-hours usage of our school buildings for school related events such as athletic, theatre, driver education, and other educational purposes, the schools are used by many community groups on nights and weekends. For example, the Parks and Recreation Department offers many programs for all age*

groups that use the gyms in every school such as soccer, lacrosse, baseball and softball and, of course, basketball. In addition, many community groups use the school facilities including the Boys and Girls' Scouts, Brownies, Cub Scouts, Aspetuck Wildcats Cheerleaders, the Weston Woman's League, and Weston Youth Services. There are also many after-school and summer sports camps held in the schools, as well as the PTO Carnival. The Kiwanis Club spaghetti suppers are held here as well. The local public elections are held at the Middle School and the High School is the Community Shelter in the event of an emergency preparedness event. The athletic fields are also in constant use by many outside groups including the Park and Recreation programs and the Aspetuck Football program. The school buildings are typically in use Monday through Friday from after-school time until 9:00 pm and sometimes later. On Saturdays, the Intermediate School, Middle School and High Schools are in use and the High School is in use all day and into the late evening every Sunday.

Q. Where can I find an electronic version of the budget?

- A. *An electronic version of the budget can be found on our website at www.westonps.org*

FY 2013 BUDGET COMPARED TO FY 2014 REQUESTED

Weston Public Schools, Weston, CT

APPENDIX B

Board of Education's Requested Budget for 2013-2014

Amended on March 28, 2013

| | 2013 Budget | 2014 Requested | \$ Differ. to Budget | % Differ. to Budget |
|--------------------------------------|-------------------|-------------------|----------------------------|------------------------|
| Administrators | 2,308,920 | 2,414,336 | 105,416 | 4.37% |
| Teachers/Support Staff | 18,843,586 | 18,557,305 | -286,281 | -1.54% |
| Substitute Teachers | 431,931 | 436,247 | 4,316 | 0.99% |
| Stipends & Summer Work | 938,332 | 955,534 | 17,202 | 1.80% |
| TOTAL CERTIFIED | 22,522,769 | 22,363,422 | -159,347 | -0.71% |
| Supervision & Classified Staff | 1,193,158 | 1,273,647 | 80,489 | 6.32% |
| Para Professionals | 1,859,304 | 1,831,708 | -27,596 | -1.51% |
| Clerical | 1,260,210 | 1,245,561 | -14,649 | -1.18% |
| Facilities Staff | 1,219,786 | 1,368,836 | 149,050 | 10.89% |
| Stipends/Summer Work/Other | 263,276 | 211,854 | -51,422 | -24.27% |
| TOTAL NON-CERTIFIED | 5,795,734 | 5,931,606 | 135,872 | 2.29% |
| TOTAL SALARIES | 28,318,503 | 28,295,028 | -23,475 | -0.08% |
| EMPLOYEE BENEFITS | 8,737,043 | 8,727,730 | -9,313 | -0.11% |
| TOTAL SALARIES & BENEFITS | 37,055,546 | 37,022,758 | -32,788 | -0.09% |
| Non-Salary Accounts: | | | | |
| Professional Educational Services | 761,610 | 763,000 | 1,390 | 0.18% |
| Professional Technical Services | 896,430 | 678,785 | -217,645 | -32.06% |
| Utility Services | 104,980 | 119,078 | 14,098 | 11.84% |
| Equipment Rental & Repairs | 622,723 | 646,116 | 23,393 | 3.62% |
| Contracted Services | 1,230,779 | 1,229,785 | -994 | -0.08% |
| Maintenance Projects | 63,950 | 67,329 | 3,379 | 5.02% |
| Transportation Services | 1,251,879 | 1,256,940 | 5,061 | 0.40% |
| Insurance - Property & Liability | 197,112 | 188,086 | -9,026 | -4.80% |
| Postage | 22,736 | 27,310 | 4,574 | 16.75% |
| Communications | 129,292 | 113,037 | -16,255 | -14.38% |
| Advertising | 9,500 | 7,500 | -2,000 | -26.67% |
| Printing Services | 33,006 | 28,189 | -4,817 | -17.09% |
| Reimbursable Expenses | 28,550 | 31,540 | 2,990 | 9.48% |
| Training | 63,370 | 56,070 | -7,300 | -13.02% |
| Out Placements | 1,280,272 | 1,422,389 | 142,117 | 9.99% |
| Materials | 752,841 | 836,337 | 83,496 | 9.98% |
| Facilities Materials | 257,408 | 262,696 | 5,288 | 2.01% |
| Diesel Fuel | 151,284 | 168,135 | 16,851 | 10.02% |
| Energy | 1,062,555 | 1,094,052 | 31,497 | 2.88% |
| Books | 147,338 | 204,662 | 57,324 | 28.01% |
| Equipment | 93,327 | 99,233 | 5,906 | 5.95% |
| Dues & Fees | 77,319 | 85,293 | 7,974 | 9.35% |
| Miscellaneous | 18,500 | 20,400 | 1,900 | 9.31% |
| ARRA Stabilization | 0 | 0 | 0 | 0.00% |
| Total Non-Salary Expenses | 9,256,761 | 9,405,962 | 149,201 | 1.59% |
| <i>Direct Revenue Sources</i> | <i>725,115</i> | <i>663,302</i> | <i>-61,813</i> | <i>-9.32%</i> |
| TOTAL BUDGET REQUEST | 45,587,192 | 45,765,418 | 178,226 | 0.39% |

UNFUNDED AND PARTIALLY FUNDED MANDATES

One of the phrases that historically come up during budget time each year is “unfunded mandates.” **Unfunded mandates** are the programs, processes and procedures that **must** be implemented in all public school districts, by law, yet do not bring any additional dollars to the communities in which these mandates are required. In short, the Weston taxpayer must cover these costs.

While many people have heard of this term, few can specifically identify even a few examples of what unfunded mandates are. To give you proper perspective on what the Weston Public Schools must implement (and pay for) due to unfunded mandates, we have included the full list for this year. It may be surprising to you.

PARTIALLY UNFUNDED MANDATES

Adult Education/Continuing Ed

CAPT Testing, Gr. 10

CMT Testing - Gr. 4, 6, 8 Expanded Testing

CMT Testing - Prep. for Science testing, Gr. 5, 8

English Language Learners -- ELL

Special Education -- 10% paid of 40% required by law

The school district must test students that either the parent or the school district suspects has a disability that is eligible for services under IDEA or 504.

The school district must identify Talented and Gifted (TAG) students. However, they do not have to provide a program.

NCLB mandates that all students, including those identified for Special Education Services, must achieve goals on standardized tests.

The State Department of Education requires districts to staff the following positions: Nurse, Guidance, Psychologist, and if needed to provide the services of Occupational Therapist, Physical Therapist and Speech and Language Clinician.

Excess Cost and Agency Placement Fees

Administrator and Teacher Evaluation

Unified Accounting System

FULLY UNFUNDED MANDATES

ADA Accommodations (transportation/signs/elevator)
 Alternate Education for Expelled Students
 Air Quality
 Asbestos Training for Building/Grounds staff
 Background checks and fingerprinting
 BEST Program
 Blood Borne Pathogen Training
 Bullying Policy (investigation/record keeping/follow-up)
 Child Abuse Reporting
 Benefits costs as result of CT New Civil Union Legislation
 C.G.S. 10-145: Administrators and Teachers must have appropriate certification
 C.G.S. 10-153: Administrators, Teachers and Classified employees collective bargaining rights.
 Salary & benefits determined by this process, number of staff determined by BOE
 Professional Development Requirements – Replaces Continuing Education Units (CEUs)
 CPR/First Aid and Heimlich Training
 Hepatitis B Screening
 Drug Education
 ED-001: End of Year School Report
 ED-003: Administrator Negotiations
 ED-006S: Public School Information
 ED-014: Minimum Expenditure Compliance Check

School Building Projects:

ED-042: Request for Review of Final Plans
 ED-042CO: Notice of Change Order
 ED-045: Notice of Debt Service
 ED-046: Request for School Construction Progress Payment
 ED-049: Grant App. for School Building Project
 ED-050: School Facilities Survey
 ED-053: Site Analysis

ED-099: Agreement for Child Nutrition Programs
 ED-103: Reimbursement Claim/Nat'l School Lunch Program
 ED-111: Cash Management Report
 ED-114: Pre-payment Grant Budget Request
 ED-141: Statement of Expenditures Fed/State Projects
 ED-156: Fall Hiring Survey
 ED-162: Non-Certified Staff
 ED-163: CT School Data Report
 ED-166: Discipline Offense Report
 ED-165: Data Reporting - Technology

ED-172: Request 90 Day Certification
 ED-1723: Request Temporary Authorization for Minor Assignments
 ED-175: Special Waiver for Substitute
 ED-177: Request Durational Shortage Area Permit
 ED-186: Application - Temp./Emergency coaching Permits
 ED-236: Immigrant Student Survey Report
 ED-238: Emergency Immigrant Ed Progress Report
 ED-452: Debt Services Claim Form
 ED-540: Graduation Class Report
 ED-612: Language Assessment Data Collection (4 weeks)
 Family & Medical Leave Act
 Freedom of Information (FOI) Training
 Health Education (staff)
 Health Insurance Portability and Accountability (HIPAA)
 Internet Protection Act for Children
 No Child Left Behind Act, NCLB
 - Report results
 - HOUSSE Plan
 Pesticide Application Policy
 Promotion/Graduation Requirements
 Restraint Training for Special Ed and Support Staff
 School Records and Retention
 School Transportation/Safety Reporting
 SEDAC (Special Ed Information System)
 Sexual Harassment Training
 Special Education Due Process (proactive)
 Special Education Coverage at PPTs
 Strategic School Profiles (SSP) data collection/reporting
 Student Physicals/Immunizations (Gr. K, 7, 10)
 - Vision Screenings
 - Hearing Screenings
 - Scoliosis Screenings
 - School Medical Advisor
 - Related Medical Equipment
 Summer School or other supplemental services for intervention
 Teacher/Administrator Evaluations
 Five Year Technology Plan
 CAPT Readiness Computer Certification
 Transportation to Regional VOAG/Technical schools
 Truancy Reporting (10 per year)
 Youth Suicide Prevention
 504 Accommodations
 RTI – Response to Intervention

Wellness Committee
Wellness Policy

Workers' Compensation
Unemployment

Family and Medical Leave Act (FLMA)

Submit Federal and State Withholding/FICA/Medicare Taxes by pay period

File Quarterly 941 tax report with the Federal Government

File Quarterly and Annually the Connecticut Withholding Tax Report

Maintain I-9s and W-4s and keep current

Issue W-2s, 1099Rs and 1099s

Comply with federal laws regarding 403(b) and 457 deferred compensation plans

State Municipal Employee Retirement Plan Monthly Reporting

State Teachers Retirement Monthly Reporting

Fund GASB 43 & 45

Annual OSHA Update Training: Asbestos Awareness, B.B.P. Ladder Safety, Lock-out tag-out, etc.

List of Acronyms and Abbreviations

Description

| | |
|--------|--|
| AASA | American Association of School Administrators |
| ADA | Americans with Disabilities |
| ADM | Average Daily Membership |
| AFSCME | American Federation of State, County and Municipal Employees |
| AIM | Academic Innovation and Measurement |
| AP | Advanced Placement |
| ARRA | American Recovery and Reinvestment Act |
| ASBO | Association of School Business Officials |
| ASCD | Association of Supervision and Curriculum |
| ASO | Administrative Services Only |
| BCBA | Board Certified Behavior Analyst |
| CABE | Connecticut Association of School Boards |
| CAPSS | Connecticut Association of Public School Superintendents |
| CAPT | Connecticut Academic Performance Test |
| CASBO | Connecticut Association of School Business Officials |
| CASE | Center for Academic Support and Enhancement |
| CCSS | Common Core State Standards |
| CES | Cooperative Educational Services |
| CEU | Continuing Education Unit |
| CIAC | Connecticut Interscholastic Athletic Conference |
| CIL | Curriculum Instructional Leader |
| CMT | Connecticut Mastery Test |
| COBRA | Consolidated Omnibus Budget Reconciliation Act |
| COSTA | Connecticut School Transportation Association |
| CPSS | Commission for Public Secondary Schools |
| CREC | Capitol Region Educational Council |
| DRG | Demographic Reference Group |
| ECS | Educational Cost Sharing (grant) |
| ELL | English Language Learner |
| EPA | Environmental Protection Agency |
| F & CS | Family and Consumer Science |
| FICA | Federal Insurance Contribution Act |
| FOI | Freedom of Information |
| FTE | Full-Time Equivalent |
| GASB | Government Accounting Standards Board |
| GTB | Guaranteed Tax Base |
| HSA | Health Savings Account |
| HES | Hurlbutt Elementary School |
| IBNR | Incurred But Not Reported |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individual Education Plan |
| IMC | Information Media Center |
| LA | Language Arts |
| MERS | Municipals Employee Retirement Services |

List of Acronyms and Abbreviations

Description

| | |
|--------|--|
| NCEP | Net Current Expenditures |
| NCLB | No Child Left Behind |
| NEASC | New England Association of Schools and Colleges |
| NESDEC | New England School Development Council |
| NH | North House (HES) |
| OPEB | Other Post-Retirement Benefits |
| OT | Occupational Therapy |
| PBIS | Positive Behavioral Interventions and Supports |
| PD | Professional Development |
| PE | Physical Education |
| PLTW | Project Lead the Way |
| PPO | Preferred Provider Option |
| PPS | Pupil Personnel Services |
| PPT | Planning and Placement Team |
| PSIS | Public School Information System |
| PT | Physical Therapy |
| PTO | Parent Teacher Organization |
| RTI | Response to Intervention |
| SAT | Scholastic Aptitude Test |
| SFCSA | Southern Fairfield County Superintendents' Association |
| SH | South House (HES) |
| SPED | Special Education |
| SRBI | Scientific Research Based Intervention |
| SSP | Strategic School Profile |
| STRB | State Teachers' Retirement Board |
| TBD | To Be Determined |
| TRB | Teachers' Retirement Board |
| WAA | Weston Administrators' Association |
| WHS | Weston High School |
| WIS | Weston Intermediate School |
| WMS | Weston Middle School |
| WTA | Weston Teachers' Association |