

Westerly Public Schools

Westerly, Rhode Island 02891

Washington County, USA

westerly.k12.ri.us

"To create an inspiring, challenging and supportive environment where students are encouraged and assisted in reaching their highest potential."



*Fiscal Year
July 2016- June 2017
Adopted*

Westerly Public Schools is committed to presenting a comprehensive budget document to the community. The document includes information in various forms that provide clarity and transparency on the allocation of resources to meet District goals. The District was recognized by The Association of School Business Officials International (ASBOI) for participating in the Pathway to the Meritorious Budget Award Program for the budget year 2015-2016. The FY2017 budget represents an expansion of information from the 2015-2016 budget. The District is committed to the continued development of a budget that represents the criteria set forth by ASBOI.

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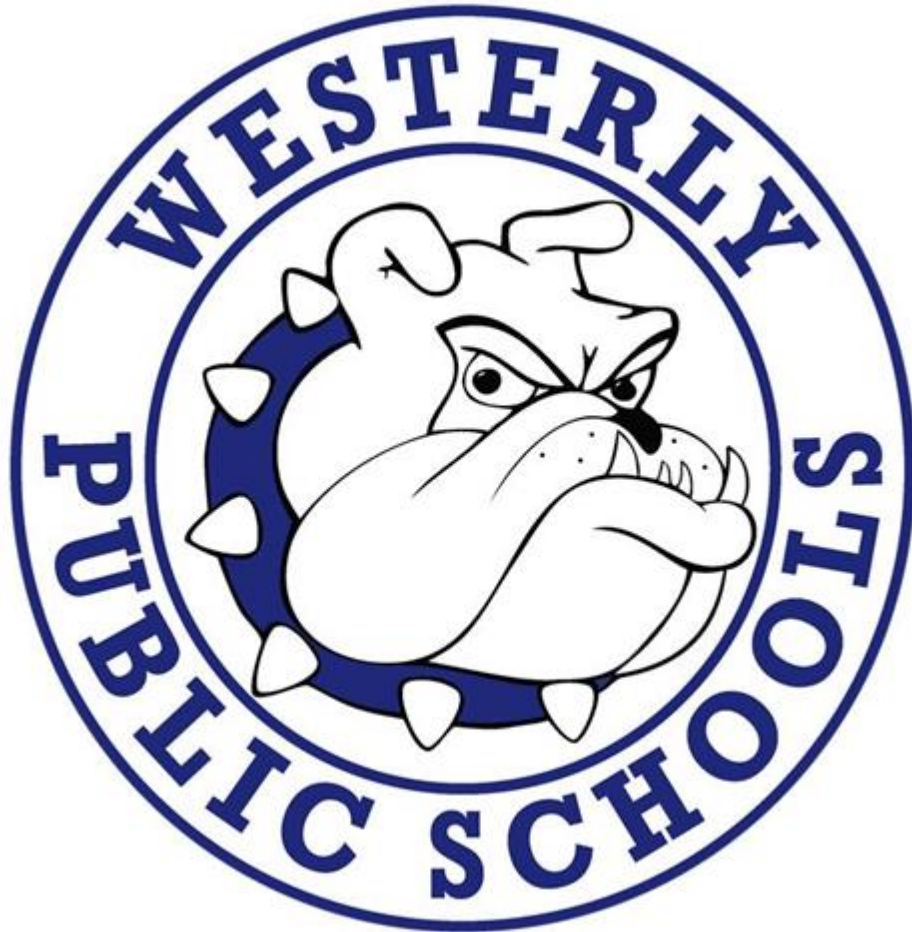
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INTRODUCTORY
SECTION



Superintendent's Letter

February 1, 2016

Dear Community Members:

We approach the FY17 budget with a plan to reduce reliance on fund balance and to secure our staffing strategies to meet the needs of our students. The following Superintendent's budget approved by the School Committee on January 14, 2016 is a request for a 1.5% increase in town aid.

Westerly Public Schools budget continues to run with a tight margin, leaving little room to respond to those unexpected and unplanned situations that arise every year. To prove the point, we finished last year's budget with approximately .003% positive operational fund balance. One could argue that finishing with a 0.1% margin is highly efficient and backed by rigorous oversight but it remains a very tight margin.

The consolidated finance department continues to be proactive in our budget process and operations. For the second year in a row the budget audit has come in on time and without any findings, a major accomplishment! The budget design uses the Association of School Business Officials International (ASBOI) National Standards for School Budget and Government Finance Officers Association (GFOA) as development guides. The goal is to achieve the ASBOI and GFOA award for excellence in budget presentation. Core to the national standards is a budget that has clarity and detail that essentially will allow any person from anywhere to understand what we are doing and how we are paying for the work. We are not just redesigning the presentation of the budget; we have also fully implemented the Uniform Chart of Account expectations, the national standards, and our own aspirations for how the budget should work for us. Our budget has been recognized locally and recently nationally for its quality and transparency. We will continue to pursue this goal.

As we go through budget development this year please recall that we took several "acceptable risks" in the finalization of this year's budget including level funding over 80% of our budget lines. The budget is full of items which involve "acceptable risk" that are as diverse as property and liability insurance deductibles and maximums, self-insured health fund, the amount projected for out of district tuitions, substitute costs, and snow removal budget. Our budget decisions include a net reduction of 3.0 FTE which includes the elimination of the Bradford Elementary School principal position and FTE at the secondary level while keeping our programming commitments in place.

Although we have reduced FTE in our recent budget efforts some have expressed the opinion that there should be more reduction. Our student population has gone down. However, increases in program demands, the ever more complex needs of students, and changing demographics of the community mean staffing does not run as a one to one relationship with student population decline. For example, a classroom of 25 students and one teacher could lose 20% of its population moving from 25 down to 20 students and still require all of the adult supports established in the class of 25. Additionally, there are increases in "non-teaching" positions in the district. This is driven by special education priorities, curriculum and instruction priorities, and are all student based. All staffing decisions are set in long term planning. In fact over the last five years we have changed over 240 positions out of our 580 full and part time employees by implementing various strategies that support our district priorities, save money, and expand the pool of expert educators.

As we look forward and consider major topics for our budget discussions, several items come to the forefront. The profound tragedy that occurred in Newtown, Connecticut continues to influence our planning and spending for the next budget cycle. The School Committee has supported a part time safety officer position that will continue through this budget process. We will continue to employ the "spend down" plan developed last year using the fund balance. Keeping a fund balance at an appropriate and agreed upon level helps the



Superintendent's Letter

town maintain a Double A bond rating. The mutual cooperation, between the town and the district, continues to help the community remain in a healthy financial status.

We must sustain our efforts to respond to the Basic Education Plan (BEP). Several major areas continue to define our future work: (1) elementary school redesign, (2) early childhood, (3) technology, (4) continued work on preventative maintenance and (5) full implementation of our new strategic plan. Elementary schools were part of the original Vision 2020 plan and now that the School Committee has chosen a plan of remodeling and additions to various buildings, the district will move forward with the task of finalizing the process. Along with an emphasis on elementary schools, we will also need to increase our focus on early childhood. As a Future Ready district our technology efforts will focus on several areas all at once. We have added millions of dollars in hardware to the district and these assets will have to be maintained. The improvements of each school over the last year will be continued.

The Town Manager has made a recommendation to create a "Gig City" by seeking fiber to residence options for improved technology performance across the entire town. In June 2013 the district made a fiber proposal for all schools so we enthusiastically support the manager's plan. He may also seek to work with us to create a shared HVAC position that will support both the town and the school district. With the town, we are also examining our insurance arrangements closely and analyzing transportation options for the district and town as exemplified by the new RIPTA route established this fall.

As we continue the high level of cooperation between the Town of Westerly and Westerly Public Schools, the strong support of our greater community, and the ever improving performance of our district, we look forward to a positive, innovative and successful year ahead. While our budget process continues to be embedded in unpredictable and challenging financial times, under your leadership, it will lay a positive foundation for the district's future. The budget supports continuing performance improvements we have seen over the last few years. We look forward to reviewing the budget document with you, the Board of Finance as well as the Town Council, and finally with the citizens of Westerly.

Once again, if you have any questions regarding our budget work, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in black ink, appearing to read "Roy M. Seitsinger, Jr.", with a stylized, cursive script.

Roy M. Seitsinger, Jr., Ph.D.
Superintendent of Schools

Finance Director's Summary

I am pleased to present the 2016-2017 Budget for Westerly Public Schools for the period of July 1, 2016 through June 30, 2017. This school committee adopted budget is presented in compliance with applicable Rhode Island statutes and regulations promulgated by the Rhode Island Department of Education. The intent of this balanced budget is to support our existing educational programs and maintain academic opportunities for Westerly students. In accordance with State of Rhode Island guidelines, the Westerly School Committee may amend or revise the adopted budget with respect to revenues and expenditures. Although this adopted budget allows for a modest increase in town appropriation and an increase in anticipated revenue from state aid in 2016-2017, the district continues to face the economic uncertainties of state revenue, legislative mandates and other increasing costs. The district is financially sound and this document was created to provide the reader with an understanding of the budget development process. Tough decisions and strong leadership throughout the budget development process will continue to be important factors in maintaining the district's financial position in the future.

Major Budgetary Issues

This adopted budget was prepared using the best district level information available at the time of presentation. Revenue assumptions incorporated the most current economic, financial and budgetary information provided by the Rhode Island Department of Education. Major district budgetary challenges identified by the administration and addressed by the Committee included, but were not limited to the following:

1. District Enrollment Decline
2. Increasing Out of District Tuition Payments
3. Maintenance of Aging School Facilities
4. Stagnant or Declining Revenue (Local, State and Federal Levels)
5. Reliance on Prior Years' Budgeted Surplus

Economic Conditions

According to her website, Rhode Island Governor Gina Raimondo, state leadership and local leadership all recognize that a skilled workforce is key to growing jobs, improving family economic security and ensuring the fiscal health of our state. An educated workforce is among the most important attributes a company looks for when deciding where to expand or locate jobs. Yet, Rhode Island has a "middle skills" gap; we don't have enough workers who qualify for jobs that require more than a high school diploma and less than a four-year degree. These jobs pay well and are in fields like health care, construction, and marine trades, that can't be moved to other states or countries. Middle skill jobs are the largest part of the job market. Governor Gina Raimondo has initiated the Rhode Island Jobs Plan, which includes establishing the School Building Authority that the district is partnering with as it goes through its elementary school redesign process, the support of the PTECH pathway development process where Westerly, along with two other districts in the state, is creating a learning experience that supports students interested in earning a high school diploma and an associates degree for free through an innovative partnership between businesses, higher education and local high schools. Additionally, the district, working with the State and other local and national grantors are always seeking innovative methods to offer the best choices for our students. Other highlights are:

- Record investments in K-12 schools - a \$35.5 million increase from last year;
- Fund full implementation of universal all-day kindergarten statewide;
- Triple the number of state sponsored pre-k classrooms by 2019;
- Empower qualifying public high school students to take higher education courses at no cost to the student;



Finance Director's Summary

- Create last dollar scholarships for low-income students by eliminating a redundant and antiquated state bureaucracy Rhode Island Higher Education Assistance Authority (RIHEAA);
- Establish loan repayment assistance for graduates who stay in Rhode Island to work in priority fields;
- Improve workforce development by aligning job training with businesses' needs so we train people for jobs that actually exist;
- Provide certainty to businesses by controlling costs;
- Provides \$70.5 million in state savings from reinventing Medicaid and includes innovative incentives.

Westerly Public Schools strives to take full advantage of all of these state initiatives in the name of our students, staff and families. Besides the above commitments, we are enthusiastic supporters of the new public/private training venture being constructed in downtown Westerly called the Westerly Higher Education and Job Skills Center that we anticipate will be a great boon not only to high school students but also the underemployed, unemployed, veterans, and homeless.

The Budget Process & Timeline:

Prior to 2012, State Aid was determined year to year by legislative action. For FY 2012 the State of Rhode moved to a forward looking funding formula. As part of this formula a transition schedule was created. Districts that experience a gain in State Aid will have funding phased in over a seven year period; districts with a decrease will see funding reduced over a period of ten years. Based on data evidence of historical underfunding, Westerly Public Schools has received an increase of state aid.

The 2016-2017 adopted budget book is the result of months of planning through an attentive and engaging process with district stakeholders. The school district and the municipality follow a well established and well understood calendar of events and deadlines. The budget development process began with a comprehensive review of 2015-2016 district salaries and respective classifications to ensure a solid base from which to project into the future budget year. Next, came individual budget meetings with school principals and department managers to address non-salary operational needs. These budget meetings were essential in confirming current spending patterns, understanding district micro level goals and identifying district priorities.

On January 07, 2016, the Westerly School Committee met to discuss the district's 2016-2017 budget plan. The Committee provided a process overview, answered related questions and dispelled various "myths" regarding the district budget, financial conditions and related cost considerations. This process culminated on January 14, 2016 when the School Committee voted unanimously to adopt a school budget with a 1.5% increase in municipal aid.

The next steps in the process include a presentation of the final School Committee budget to the Town Manager on or before February 1, 2016. The Manager will move the budget forward by integrating the school district budget into the full municipal budget. Both the town and the school district will engage in an advisory and collegial discussion with the unelected advisory Board of Finance. With the advice of the Board of Finance, the School Committee will make final determinations about their budget and present it to the Westerly Town Council who will set the bottomline of the district budget for 2016-2017.



Finance Director's Summary

Budgetary Changes

After careful consideration and analysis, the Committee adopted a budget with relatively flat overall growth. To stay within the parameters set by the changes in the district's revenue picture, the district reviewed overall operations and incentivized an early retirement program to augment lowering costs. The Westerly School Committee had a difficult job recognizing limited resources while striving to meet increasing demands for student achievement. The Committee has been consistent in communicating its desire for continued educational excellence, minimizing the impact on jobs, developing a financially responsible plan and balancing the needs of students, staff and community in meeting district goals. Curriculum priorities and activities (field trips) are the budgetary responsibility of the district.

Summary

The statewide economic recovery continues to be slow, precarious and volatile. As conditions change, responsive measures taken by the State will continue to affect Westerly Public Schools. The Westerly School Committee continues to be responsible and follows a long term approach to planning and decision-making. This document provides detailed information on the process by which the budget was developed and the decisions that were incorporated in short and long term planning.

The Westerly community can remain confident in the district's commitment to transparency and sound financial management in these challenging times. Prudent and strategic financial management remains a top priority. The Committee's budgetary decisions reflect its commitment to student achievement and a quality-education for all students.

Respectfully,



Debra J. Bridgham
Finance Director
Westerly Public Schools





EXECUTIVE SUMMARY



Executive Summary

Goal of being a Premier School District Continues

1. Provide World Class Education
2. Restore Tradition
3. Close Learning Gaps

In addition, we must sustain our efforts to respond to:

- Basic Educational Plan (BEP)
- Elementary School Redesign
- Early Childhood
- Preventative Maintenance
- Comprehensive District Wide Upgrade Safety Systems
- Future Ready Technology

The budget document is based on Association of School Business Officials International (ASBOI) National Model and the Government Finance Officers Associations (GFOA) and is being used as a model for state standards in the State of Rhode Island.

Aid from State

- Anticipated change in State Aid for FY 2017: \$813,598

Continued Collaboration with Town

- Newly formed municipal fields maintenance committee
- Review of insurance agreements
- Transportation options
- Fiber ring implementation
- Shared HVAC position
- Consolidation efforts

Wages and Benefits continue to be the Majority of the Budget

- Net decrease of approximately 3 FTE
- Health benefits estimated increase cost of 4%

Expenditures

- Substantial amount of budget lines level funded
- Funding to support uniform replacements
- Funding for facilities and fleet maintenance
- Funding to support possible bus depot move

Overall Budget Impact

- FY 16 Town Aid \$45,581,781
- FY 17 Town Aid \$45,710,811



Executive Summary

Revenues and Expenses

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Adopted	July-Dec	Adopted	Change
Revenues							
Local Tax Dollars	\$ 43,672,240	\$ 44,422,146	\$ 44,914,514	\$ 45,581,781	\$ 22,790,891	\$ 45,710,811	0.28%
State Aid	\$ 6,571,862	\$ 7,164,219	\$ 7,704,194	\$ 8,257,392	\$ 3,943,373	\$ 9,070,990	9.85%
Medicaid	\$ 854,300	\$ 1,080,130	\$ 1,191,532	\$ 1,072,500	\$ 401,684	\$ 1,172,500	9.32%
Preschool Tuitions	\$ 38,008	\$ 45,114	\$ 45,163	\$ 42,500	\$ 22,651	\$ 42,500	0.00%
Rental Income	\$ 121,973	\$ 113,440	\$ 117,672	\$ 105,000	\$ 60,966	\$ 105,000	0.00%
Summer School			\$ -		\$ -	\$ -	
Program Revenues TSSCC	\$ 160,813	\$ 184,453	\$ 211,574	\$ 190,000	\$ 93,852	\$ 190,000	0.00%
Transportation Fees	\$ 41,211	\$ 42,691	\$ 4,800	\$ 5,000	\$ 2,975	\$ 5,000	0.00%
Miscellaneous	\$ 50,045	\$ 27,208	\$ 6,375	\$ 24,981	\$ 467	\$ 24,981	0.00%
Closed School Imp	\$ -	\$ 51,122	\$ 188,020	\$ -	\$ -	\$ -	0.00%
Fund Balance	\$ 1,015,000	\$ 1,012,376	\$ 500,000	\$ 480,000	\$ -	\$ 200,000	-58.33%
Total Revenues	\$ 52,525,452	\$ 54,142,899	\$ 54,883,844	\$ 55,759,154	\$ 27,316,859	\$ 56,521,782	1.37%
Expenditures							
Wages & Benefits	\$ 42,773,019	\$ 44,028,876	\$ 44,824,770	\$ 46,160,016	\$ 18,996,418	\$ 46,289,046	0.28%
Tuitions	\$ 3,763,594	\$ 3,674,690	\$ 3,675,198	\$ 3,575,000	\$ 1,456,551	\$ 3,875,000	8.39%
Contract Services	\$ 996,790	\$ 1,078,833	\$ 977,508	\$ 1,016,500	\$ 431,501	\$ 1,133,545	11.51%
Conferences & Dues	\$ 188,128	\$ 119,149	\$ 93,825	\$ 125,000	\$ 59,049	\$ 125,000	0.00%
Auto & Mileage	\$ 16,983	\$ 15,404	\$ 16,134	\$ 15,000	\$ 6,225	\$ 15,000	0.00%
Instructional Material	\$ 562,456	\$ 521,732	\$ 602,270	\$ 550,000	\$ 309,133	\$ 625,000	13.64%
Periodicals & Textbooks	\$ 102,598	\$ 64,418	\$ 56,722	\$ 200,000	\$ 37,010	\$ 200,000	0.00%
Repairs & Maintenance	\$ 1,244,302	\$ 1,211,221	\$ 1,684,136	\$ 1,127,500	\$ 677,720	\$ 1,134,689	0.64%
Furniture	\$ 33,433	\$ 11,662	\$ 20,873	\$ 20,000	\$ 7,022	\$ 20,000	0.00%
Utilities & Fuel	\$ 1,467,673	\$ 1,517,235	\$ 1,403,085	\$ 1,482,638	\$ 475,861	\$ 1,515,002	2.18%
Disposal	\$ 85,510	\$ 101,798	\$ 71,036	\$ 85,000	\$ 27,517	\$ 85,000	0.00%
Alarm	\$ 149,814	\$ 152,634	\$ 119,987	\$ 100,000	\$ 100,984	\$ 100,000	0.00%
Technology	\$ 354,692	\$ 514,975	\$ 485,405	\$ 497,500	\$ 325,270	\$ 566,500	13.87%
Legal & Prof Fees	\$ 149,456	\$ 126,360	\$ 87,354	\$ 75,000	\$ 33,029	\$ 75,000	0.00%
Property Ins	\$ 344,299	\$ 457,825	\$ 327,144	\$ 370,000	\$ 330,156	\$ 390,000	5.41%
Office & Postage	\$ 61,135	\$ 52,730	\$ 23,716	\$ 55,000	\$ 18,579	\$ 58,000	5.45%
Advertising	\$ 13,525	\$ 12,159	\$ 15,189	\$ 15,000	\$ 7,721	\$ 15,000	0.00%
Other	\$ 140,285	\$ 198,049	\$ 191,190	\$ 290,000	\$ 111,205	\$ 300,000	3.45%
Total Expenditures	\$ 52,447,692	\$ 53,859,750	\$ 54,675,542	\$ 55,759,154	\$ 23,410,951	\$ 56,521,782	1.37%



Executive Summary

Westerly Public Schools .28% Increase on 2016 Town Appropriation Presented 1/14/2016

	<u>2016 Budget</u>	<u>2017 Budget</u>
Revenues	55,759,154	
Additions:		
Tax Dollars		129,030
State Aid		813,598
Medicaid		100,000
Reductions:		
Fund Balance		(280,000)
Net Increase to Revenues	762,628	<u>56,521,782</u>

	55,759,154	
Expenditures: Staffing		
Staff Reductions:		
FTE (4) Secondary		(388,688)
FTE (1) Principal		(146,000)
FTE (.50) Curriculum Leader		(48,586)
Total Staff Reduction		(583,274)
Staff Additions:		
FTE (1) Math Teacher		-
FTE (1) Behavior Specialist		-
FTE (.50) Dance		-
Total Staff Additions		-
Staff Salary and Benefit Increases		
Wages		219,866
Benefits		<u>492,438</u>
Total Salary & Benefits Increase		712,304
Total Staff Salary and Benefit Increase		129,030

Expenditures: Operations		
Operations:		
Instructional Materials		75,000
Technology		69,000
Bus Depot		-
Out of District Tuitions		300,000
Contract Services		117,045
Repairs & Maint/Building and Busses		7,189
Utilities & Fuel		32,364
Property Insurance		20,000
Office Supplies and Postage		53,000
Other- Safety and Security		<u>(40,000)</u>
Total Operation Increase		633,598
Net Increase to Expenditures	762,628	<u>56,521,782</u>



Introductory Section: District Budget Overview

Raising Standards and Expanding Opportunities

The Common Core State Standards (CCSS) in English Language Arts/Literacy and Mathematics significantly raised the bar of expectation for what students in kindergarten through grade 12 should know and be able to do when they graduate from high school. The CCSS include rigorous expectations, robust content, and relevant, real world skills. The Partnership for Assessment of College and Career Readiness (PARCC), a high quality assessment, measures student achievement to meet the expectation and will be administered using computers.

To meet the demands of the new standards, educators in Westerly Public Schools have engaged in professional development targeting curriculum development, instructional practice, assessment development, data use, and technology. For two years students and staff district-wide have employed the Northwest Education Association (NWEA) assessment to collect formative data around student progress. The NWEA assessment is administered on computers which affords learners and educators an opportunity to increase familiarity with computer-based assessments. The budget includes funding to continue professional development efforts, assessment software and augment hardware demands.

In raising standards at Westerly High School, the district continues working to expand the advanced course offerings available to students. The district has an established Advanced Placement ("AP") program; in three years, the district has added seven (7) AP class offerings (Computer Science Principles, English Language and Composition, Psychology, Studio Art, Italian, Spanish and French).

In addition to offering AP and Honors level classes, the district has increased its commitment to providing multiple pathways for students to pursue. Notably, expanded STEM offerings in Computer Science and clean manufacturing will be offered to WHS students; the Fine Arts pathway will include dance offerings to augment the performance arts pathway. Continued membership in VHS course offerings, an accredited online way for students to earn high school credit, affords students enrollment in a variety of advanced classes not offered in the traditional program of studies.

The 2016-2017 budget also contains funding for a new middle school level math educator to address closing gaps and increasing student achievement. The district continues to offer Foreign Language at the elementary level. The continuation of field trip funding, and technology augmentation exemplify our commitment to providing students with offerings to make us the best district in the region.

Building Professionalism

Westerly Public Schools has engaged in a variety of professional development activities throughout the transition to the Common Core State Standards. The district will continue to provide for the best available staff training within the 2016-2017 budget.

School Leadership

One of the most important parts of any school effort is the presence of an outstanding instructional leader. The district has been able to attract excellent building-level leaders.



Introductory Section: District Budget Overview

Retaining school leaders is an important component of increasing student achievement and the district continues its commitment to providing support for our leadership team.

School Climate and Culture

The district continues to support the Positive Behavioral Interventions and Supports (PBIS) program as well as augmenting PBIS with the Restorative Discipline at Westerly High School and the *Olweus* program at Westerly Middle School. This strategy reinforces and maintains a positive school climate and culture.

Curriculum, Assessment, Instruction, and Intervention

The district's curriculum is aligned to the Common Core. Increasing aligned assessments and instruction will continue. In addition, district staff will continue to use Northwest Evaluation Association (NWEA) Assessments for assessment and benchmarking purposes. Moreover, the Response to Intervention (RtI) model will continue to be one of the district's primary intervention tools to assist children in reading and mathematics at grade level.

Effective Staffing

The district continues working to attract, retain and further develop an exemplary teaching workforce. The use of the RI Model Evaluation and Support System (Teacher, Support Professional, and Building Administrator), which is founded in the Danielson Framework, will continue as the administrative team strives to provide usable, high quality feedback to staff members and to reinforce expectations for classroom practice.

Effective Family and Community Engagement

The district continues to engage families through Parent Academy offerings and school based events. Additionally, community engagement is evidenced through important projects such as the Elementary Redesign process, school calendar survey, free vaccination clinics, and our collaborative advocacy with Wood River Health Center and RIPTA to secure public transportation for the community. The district will continue efforts to engage parents in the learning process.

Westerly Public Schools Demographic Influences

Westerly Public Schools recognizes the needs of our families and students. We have systematically invested in building a team of educational social services to meet the needs of our students from preschool to post high school transition. We currently employ four full time school psychologists and 7.5 school social workers. In the 2016-17 school year, we are looking to add a behavior specialist to increase the effectiveness of this team and address the growing need of behavior management.

The Washington County Coalition recently published the following statistics about Westerly in comparison to other towns in Washington County:

- Highest number of officially homeless
- Highest number of single parent families
- Lowest median income
- Highest number of people receiving home emergency assistance
- Highest free and reduced lunch participation
- Highest number of emergency room visits for children 18 and under
- Highest record of domestic violence cases
- Highest record of child abuse cases



Introductory Section: District Budget Overview

Westerly continues to see an increase in the needs of our students and their families. The most recent 2013-14 Kids Count Data reported that:

- 1199 students in our district are low income meaning that they spend 71% or more of their total income on housing
- 901 of these students are living below the poverty level
- 89 students are victims of abuse or neglect
- 1873 students are receiving medical assistance

Westerly Public Schools educational social service team reports that they support our students by:

- Individual sessions
- Small group sessions
- Whole group sessions
- Risk assessments

Our students are seeking out support for:

- Loss and grief
- Abuse and neglect
- Substance abuse
- Peer relationships
- Incarcerated parents
- Parents lost through overdose and suicide
- Being removed from their home
- Struggling with depression and anxiety
- Dating violence
- Sexual identity issues
- Homelessness
- Divorce

As a district, we have made a commitment to meeting the needs of the whole child. The district priority to address the social and emotional well-being of our students is reflected in our sustaining a higher level of educational social services than neighboring districts to meet the unique needs of our students and their families. Beyond the current support that we provide students and their families, we also continue to advocate for greater community resources for our children and their families in Westerly.

Protecting Our Investment

The district continues to address facility issues on a regular basis by adhering to maintenance and capital improvement plans. Another important part of the district strategy for facility improvement is to maximize value for the taxpayers by including projects that will ultimately pay for themselves through energy efficiency. The district has been actively replacing its lighting systems in the buildings and automating lighting controls. The district continues to work with the Westerly Department of Public Works (DPW) to improve safety of playgrounds. Security continues as a district priority evidenced by the efforts to diminish grounds line of sight obstacles, replacement of doors, installation of additional security card swipe access apparatus, and installation of security cameras. This commitment is reflected in the 2016-2017 budget.

Technology

The district is committed to increasing technology and the budget reflects this commitment. 2016-2017 will be the second year of the administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) using the computer based assessment. The district continues upgrading technology and infrastructure, and acquiring hardware to support learning and assessment. The pursuit of a new student information system (SIS) and the



Introductory Section: District Budget Overview

transition to a Google platform is part of the ongoing goal to provide 21st century tools to faculty, staff and students.

Planning for the Future

The district has consistently communicated the anticipated decrease in student enrollment. A demographic study of the district indicates continued slow decline that in the future will level off to approximately 2800 students. The Elementary Redesign efforts recognize the decline in student enrollment and the need for high quality 21st century learning environments.

The 2016-2017 budget reflects the Westerly School Committee's efforts to make decisions that would maintain a positive impact on instruction. It is important to recognize that the demands and stressors on our students have increased. Data from the Washington County Coalition 2015 edition, *"...and how are the children? A report on the status of the children of Washington County and their families,"* reports that Westerly has the highest eligibility for free and reduced lunch, highest SNAP enrollment, highest number of WIC recipients, and highest number of visits to the emergency room by children under 18 years of age. The increase in mental health personnel in the budget reflects the district's response to this data and supporting the whole child.



Introductory Section: Strategic Plan 2016-2020

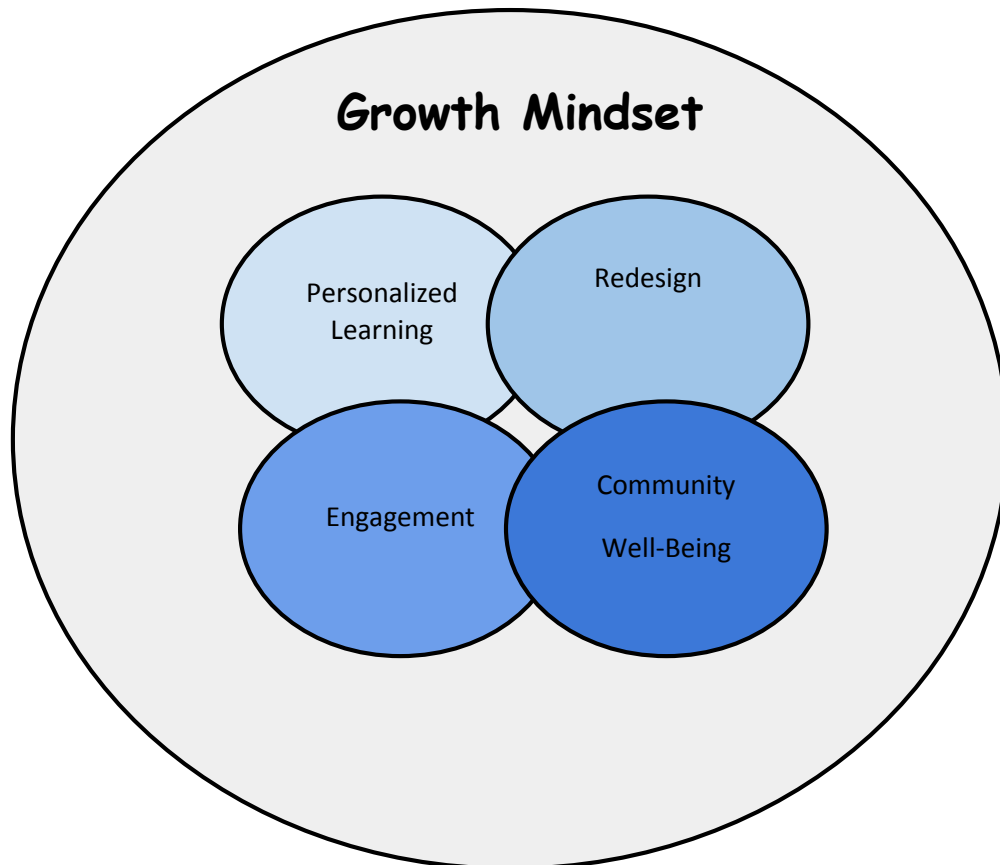
Westerly Strategic Plan

In Pursuit of the Growth Mindset

Personalization + Redesign + Engagement + Community Well Being

=

Best in Region, Restoring Tradition, and Closing Gaps



FINAL DRAFT

Introductory Section: Strategic Plan 2016-2020

Strategic Plan Executive Summary

Embedded in a growth mindset is the belief that an open positive outlook will lead to deep learning and personal well-being. Westerly Public Schools Strategic Plan reflects this belief and the desire to create classrooms and relationships that nurture the whole child. To maintain our mission, imbue our core beliefs in all of our work, and achieve our goals we must focus on our students and their present and future lives.

Our plan reflects our inspiration to pierce the future with a bright light of hope, compassion, understanding, tolerance, passion, security and exploration. We are challenging ourselves to support Personalization learning, seek Engagement, reach for an innovative Redesign and encourage Community wellbeing (PERC). The Strategic Plan was deliberately designed to communicate our goals clearly and simply, taking the lead from the structure of the State's strategic plan.

Our strategic plan is an organizational tool, not a definitive action plan. We see our strategic plan as an instrument that encourages both alignment and autonomy, guides closing the performance gaps, drives district performance forward to reach our goals of becoming a premier district in the region, restores a deep tradition of pride and excellence while establishing new traditions focused on strength, strategic innovation and paradigm transformation. Investment in the community will be defined by our tenets of hope, compassion, understanding, passion, security and exploration. We will strive to offer the best of ourselves and encourage others to be their best selves in the name of our children and all future generations as we PERC the future with adventure and hope.



Introductory Section: Strategic Plan 2016-2020

Mission Statement

To create an inspiring, challenging, and supportive environment where students are encouraged and assisted in reaching their highest potential.

Core Beliefs

The core belief of Westerly Public Schools is all children can learn. It is our responsibility to assist in fostering a community of life-long learners with our students at its center. As educators, we know all children can achieve at high levels when provided with opportunities, sustenance, high expectations, and proper supports both in school and at home. As a learning community culture we strive to promote critical thinking and problem solving skills, to inspire creativity, and encourage risk taking among students and staff. We recognize that all children are unique and it is our responsibility to provide multiple pathways to success for our students and their families. Our staff is our most important resource and to provide for the best education of our students we are committed to developing their skill and ability.

School Committee Goals

1. *Support Excellence in Student Performance*
2. *Recruit, Retain, and Develop High Quality Staff*
3. *Fully Engage Parents and Community*
4. *Improve and Maintain Westerly School Facilities*
5. *Develop and Implement a Comprehensive Financial Strategy*



Introductory Section: Strategic Plan 2016-2020

Personalization

Key Outcome:

Starting in early childhood, students will have access to personalized learning experiences that are experiential, blended, flexible, and differentiated.

Target Area	Westerly Public Schools will:
Instruction	<ul style="list-style-type: none"><input type="checkbox"/> Use data on a regular basis to analyze, interpret, and plan next steps<input type="checkbox"/> Integrate multiple pathways into K-12 classrooms to increase student independence and choice in order to accelerate learning<input type="checkbox"/> Provide K-12 access to high-quality digital and blended learning opportunities that provide students the ability to control the space and content of their learning<input type="checkbox"/> Support multiple pathways through apprenticeships/internships
Assessment	<ul style="list-style-type: none"><input type="checkbox"/> Create personalized learning assessments using multiple measures in a comprehensive assessment system<input type="checkbox"/> Evolve assessment system to continually monitor and close gaps in subgroups
Educator Quality	<ul style="list-style-type: none"><input type="checkbox"/> Harness the collective capacity of the staff to create sustainable and collegial professional learning communities that impact student learning<input type="checkbox"/> Support personalization by promoting and supporting school adoption of best practices and next practices in K-12 blended and personalized learning
Technology	<ul style="list-style-type: none"><input type="checkbox"/> Utilize technology to enhance curriculum, support staff retention, motivate students, and engage parents



Introductory Section: Strategic Plan 2016-2020

Infrastructure	<input type="checkbox"/> Create a technology plan, infrastructure, and invest in devices to increase student access and learning outcomes
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Redesign

Key Outcome: Westerly is recognized for its leadership in quality learning environments that meet the needs and flexibility of 21 st century learners.

Target Area	Westerly Public Schools will:
Instruction	<input type="checkbox"/> Redefine instruction in the classroom to support the needs and flexibility of 21st century learners <input type="checkbox"/> Increase access to high quality, proficiency based language programs in grades Pre K-12
Assessment	<input type="checkbox"/> Identify and implement a Pre K-12 evidence based comprehensive assessment based system that is manageable and utilizes varied types of assessments
Educator Quality	<input type="checkbox"/> Recruit high quality staff with dual certification <input type="checkbox"/> Construct a five year professional development plan to support the strategic plan <input type="checkbox"/> Utilize model classrooms and effective practice to create and celebrate innovation <input type="checkbox"/> Support on-going professional learning on assessment literacy to improve the quality and use of assessments in the instructional cycle

Introductory Section: Strategic Plan 2016-2020

Technology	<input type="checkbox"/> Continually update and innovate state of the art technology to enhance the school experience
Infrastructure	<input type="checkbox"/> Provide a global learning experience in an open campus setting-not restricting time or place while keeping learning as the constant <input type="checkbox"/> Create 21 st century classrooms that will provide visual spaces that are interconnected and use open spaces, such as, but not limited to, outdoor learning spaces

Engagement

Key Outcome:

Students, parents, and educators will be engaged in the local and global community through a variety of ways (e.g. parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community)..

Target Area	Westerly Public Schools will:
Instruction	<input type="checkbox"/> Implement virtual learning opportunities for parents <input type="checkbox"/> Assist parents with parenting skills and setting home conditions to support children as students <input type="checkbox"/> Assist schools to better understand families and create an asset based mindset <input type="checkbox"/> Engage all families, especially those with diverse ethnic, linguistic, and cultural backgrounds
Assessment	<input type="checkbox"/> Enact quarterly learning walks open to a multitude of stakeholders <input type="checkbox"/> Engage all stakeholders in understanding



Introductory Section: Strategic Plan 2016-2020

	the role and importance of assessment as a natural part of the learning cycle aimed at improving student learning
Educator Quality	<input type="checkbox"/> Retain high quality new educators by providing intensive personalized support, mentorship, and professional learning <input type="checkbox"/> Utilize professional learning for educators to learn innovative ways to use families as participants with decision making and develop leadership roles for parents
Technology	<input type="checkbox"/> Use technological advances to improve communication, conferencing, distance learning from school-to-home and from home-to-school about programs and student progress
Infrastructure	<input type="checkbox"/> Acquire and utilize an improved Student Information System for educators, students, and families that provides a user friendly platform

Well Being

Key Outcomes:

Westerly Public Schools students have acquired the social and emotional skills necessary to collaborate with others, successfully navigate challenges, and embody a growth mind-set.

Westerly Public Schools is a safe and supportive school for children and staff that allows for optimal conditions for teaching and learning.

Target Area	Westerly Public Schools will:
Instruction	<input type="checkbox"/> Use high-quality health and educational screening of young children and provide families with information and resources



Introductory Section: Strategic Plan 2016-2020

	<p>about early childhood development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote healthy cultural identity and rich peer-based experiences <input type="checkbox"/> Partner with mental-health providers to expand student access to high-quality mental-and behavioral-health services in schools
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Construct measures to promote and measure social and emotional well being <input type="checkbox"/> Collect and use data on school climate to improve the culture of schools <input type="checkbox"/> Utilize high quality health and educational screening of young children and provide families with early childhood development resources
Educator Quality	<ul style="list-style-type: none"> <input type="checkbox"/> Expand educators knowledge and practice of providing effective social-emotional learning in the classroom <input type="checkbox"/> Be transparent and consistent in the development and implementation of safety policy and procedure in order to provide staff with information to make the best choices during a crisis <input type="checkbox"/> Have leaders participate in drills at each grade level to evaluate plan effectiveness
Technology	<ul style="list-style-type: none"> <input type="checkbox"/> Continually update and revise safe-guards to certify that students are enacting the tenets of digital citizenship
Infrastructure	<ul style="list-style-type: none"> <input type="checkbox"/> Implement strict safety codes, policies, and hardware to ensure safety of all stakeholders to support community well-being <input type="checkbox"/> Coordinate reciprocal community resources and services for families, students and the school



Introductory Section: Strategic Plan 2016-2020

Glossary of Terms

Assessment: the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood (RIDE 2015)

Blended Learning: the practice of using both in-person and technology-based learning experiences when teaching students; for example, students using online tools with teacher support during class; another example, a mix of being taught by a teacher in the classroom and portions completed independently online outside the classroom (RIDE 2015)

Global Learning: the set of broad skills that ensure student preparedness in the areas of 21st century skills, language proficiency, cultural/global awareness, and social-emotional learning (RIDE 2015)

Growth Mindset: a belief that intelligence and other basic abilities can be developed, which results in a commitment to learning and a focus on improvement. (RIDE 2015)

Learning Walks: a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement.

Multiple Pathways: the implementation of the idea that learning can occur at different times and in different places, including the classroom, the community, a workplace, outdoors, online, etc. which results in schools creating alternative learning experiences that may be better suited to some students while expanding the number and type of learning options available to all students. (RIDE 2015)

Personalized Learning: a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students; its implementation may differ from district to district and school to school; also known as Student-Centered Learning. (RIDE 2015)

Professional Learning Communities: a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. (RIDE 2015)

Proficiency Based Learning: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. (RIDE 2015)

Student Engagement: the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress their education. (RIDE 2015)



Introductory Section: Strategic Plan 2016-2020

Student Information System: is a management information system for education establishments to manage student data

21st Century Learning: a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces (e.g., critical thinking, innovation, collaboration)

World-Class Standards: content standards that are equivalent in rigor, expectations, and scope to the content standards of the highest performing countries in the world. (RIDE 2015)

Virtual Learning: environment is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process.

How this Strategic Plan was created:

The Strategic Planning Committee, facilitated by the Center for Leadership and Educational Equity, utilized the collective capacity of various stakeholders consisting of more than 25 school personnel, community members, parents, and School Committee members to provide essential input into the revision and creation of Westerly Public Schools Strategic Plan. The committee met in late spring 2015 with the sole purpose of coming together as one community with diverse perspectives to contribute to the development of a comprehensive and measurable strategic plan that has the power to help Westerly Public Schools meet its three articulated goals: Best in Region, Restore Tradition, and Close Gaps.

The committee analyzed the current plan and district data, as well as utilized the relevant research in the article *Mindsets for an Equitable Education* by Carol Dweck. The successes of the previous plan included but were not limited to: Implement BEP >Early Childhood >School Redesign >Student Wellness>Rtl >Parent Academy>Tower Street Financial Systems. The plan was aligned to best and next practices in research, Joyce Epstein's work on family engagement, and the newly adopted 2015-2020 RIDE Strategic Plan.



Introductory Section: Organizational Information

Westerly School Committee

The School Committee consists of seven members elected at large to serve a term of four years. Terms of the members are staggered to provide stability. School Committee members also serve on various subcommittees.

The current School Committee members are as follows:

	Elected	In Office since
David Patten, Chair	2012	2008
James Murano, Vice Chair	2012	2004
Diane Bowdy, Clerk	2012	2012
Gina Fuller	2014	2010
Mary Raftery	2012	2012
Patricia Panciera	2014	2014
Marianne Nardone	2014	2014

The School Committee recently renewed a five year strategic plan for 2016-2020 with input from a wide array of stakeholders. The strategic plan consists of the district's goals, a Vision Statement, their Core Beliefs and Action Plan. A full copy of the district's final draft Strategic Plan is on Westerly Public Schools website: <http://strategic-Planning.westerly.k12.ri.us>

Vision Statement

To create an inspiring, challenging and supportive environment where students are encouraged and assisted in reaching their highest potential.

Core Beliefs

All children can learn. It is our responsibility to assist in fostering a community of life-long learners with our students at its center. We strive to promote critical thinking and problem solving skills, to inspire creativity and encourage risk taking among students and staff. Children are unique and it is our responsibility to provide multiple pathways to success. Our staff is our most important resource and we are committed to developing their skills and abilities.

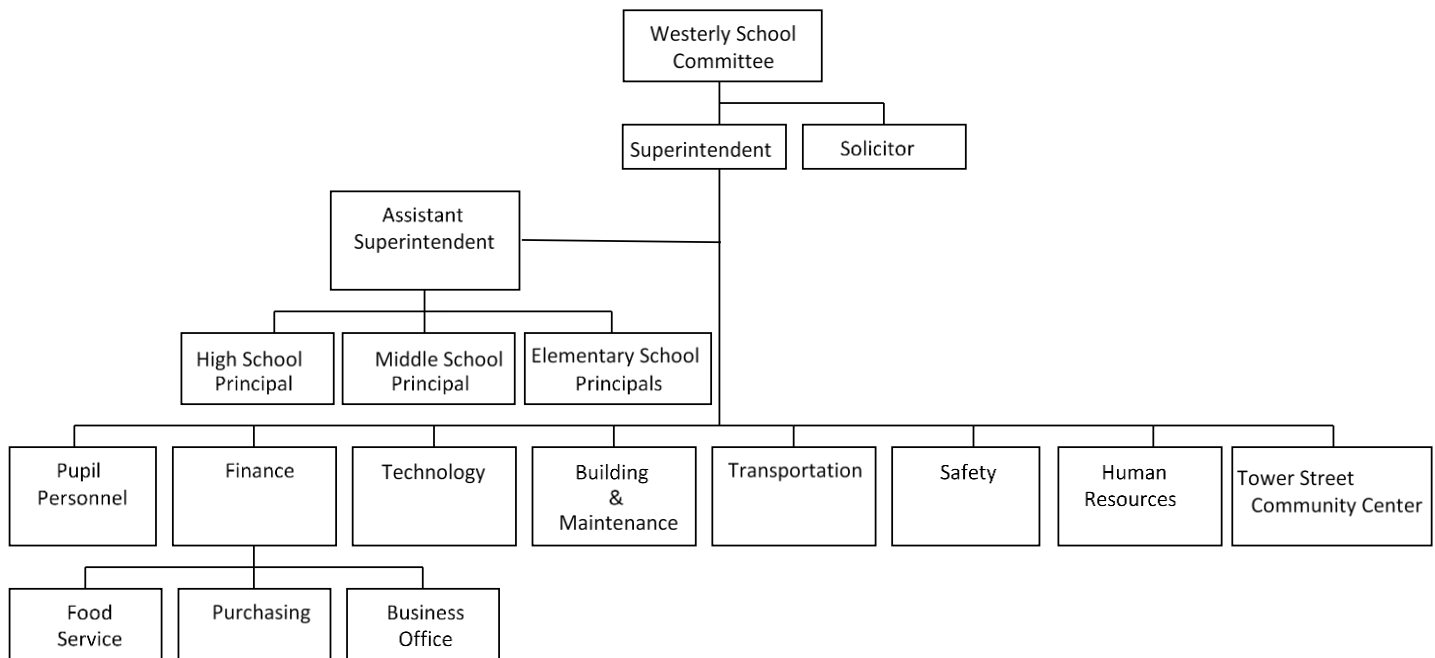
School Committee Goals

- Support Excellence in Student Performance
- Recruit, Retain and Develop High Quality Staff
- Fully Engage Parents and the Community
- Improve and Maintain School Facilities
- Develop and Implement a Comprehensive Financial Strategy



Introductory Section: Organizational Information

Westerly Public Schools Organizational Chart



School Committee

David B. Patten, Chair
James E. Murano, Jr., Vice Chair
Diane C. Bowdy, Clerk
Gina T. Fuller
Marianne Nardone
Patricia Panciera
Mary G. Raftery

Solicitors

Jon Lallo, Esq.
William Nardone, Esq.

Superintendent

Roy M. Seitsinger, Jr., Ph.D.

Assistant Superintendent

Alicia Storey

Director of Pupil Personnel

Melissa Denton

Director of Finance

Debra Bridgham

Director of Technology

Mark Lamson

Director of Buildings & Maintenance

Matt Murphy

Safety Officer

Michael Turano

Human Resources Coordinator

Deborah Kopech

Tower Street Community Center

Joan Serra, Director

Director of Transportation

Peter Denomme

High School Principal

Todd Grimes

Middle School Principal

Paula Fusco

Elementary School Principals

Debra Pendola, Bradford

Polly Gillie, Dunn's Corners

Susan Martin, Springbrook

Audrey Faubert, State Street



Introductory Section: Administrator Biographical Information

Roy M. Seitsinger, Jr., Ph.D. Superintendent



Dr. Roy Seitsinger has held a full range of educational leadership and learning positions since he began his career as a Title I literacy teacher for grade 2 in 1977. In addition to his current position as Superintendent of Westerly Public Schools in Westerly, RI, he has held positions of assistant superintendent, middle school principal, middle school assistant principal, elementary school principal, and classroom teacher. He has led classrooms from kindergarten through high school in New England and grade four at an international school in London. He is an adjunct faculty member for Johnson and Wales University. He has been a guest lecturer for many post-secondary courses including courses at Johnson and Wales University, Rhode Island College, University of Rhode Island and Brown University. He was honored to receive an uncommon year-long administrative sabbatical to attend the University of Connecticut to work on his Ph. D. While at the University of Connecticut he was nominated as an outstanding graduate student and became a published author.

Dr. Seitsinger has been the Superintendent of Schools in Westerly, Rhode Island since August 2010. During his tenure he has amassed a set of innovations that have gained statewide attention, not the least of which is his innovative partnership with the Town of Westerly in the creation of a joint Finance Director. Most recently, Westerly Public Schools was selected as one of three school districts in the state to be challenged to create a PTECH pathway for high school students interested in working in the manufacturing world. Previous to his work in Westerly, Dr. Seitsinger was the Director of the Multiple Pathways Office for the Rhode Island Department of Education from 2006 to 2010.

Dr. Seitsinger represented the Rhode Island Department of Education in a leadership role sponsored by Council of Chief State School Officers and became a founding member of the New England Secondary School Consortium; a significant multi-state effort focused on reducing the New England dropout rate and improving student access to multiple pathways for high school graduation and beyond. He has presented at state, national, and international conferences. He has co-authored with members of his team a peer-reviewed article for the Regional ASCD magazine. In 2014 he co-authored an article called *Teaching 21st Century, Executive-Functioning, and Creativity Skills with Popular Video Games and Apps* for Carnegie Mellon University: ETC Press.

Dr. Seitsinger maintains his leadership presence within Rhode Island by serving as a representative and past president of the New England School Superintendents Association. He is past president of NESDEC (New England School Development Council) and NEASS (New England Association of School Superintendents) and a member of RISSA (Rhode Island School Superintendents Association) where he serves on the executive board and as a member of the legislative sub-committee.

Dr. Seitsinger continues to read to children, donate to various charities focused on childhood wellbeing, is a member of several professional organizations, the Westerly Historical Society and Westerly Rotary Club and serves on the board of the Supper Table, an organization dedicated to bringing healthy meals to the less fortunate. Dr. Seitsinger most recently served on the Westerly Public Library Strategic Planning Team.

Introductory Section: Administrator Biographical Information

Alicia J. Storey

Assistant Superintendent of Schools



Westerly Public Schools Assistant Superintendent Alicia Storey is a Doctoral degree candidate at Johnson & Wales University. She earned a Master of Education in Secondary Administration from Providence College, a Bachelor of Science from the University of Rhode Island and an associate's degree in Chemical Technology from the Community College of Rhode Island.

An educator for the past 24 years, Ms. Storey taught high school science in both alternative and traditional settings. As a science educator, Ms. Storey developed science curriculum aligned to standards that featured embedded authentic assessments and focused on increasing student engagement. She served as an administrator at South Kingstown High School and Principal of Johnston High School.

She is an Annenberg Institute for School Reform Math/Science Fellow (1995/1996) and a co-recipient of an \$82,000 Senator Reed Aquaculture Education grant. As a participant in the New England Board of Higher Education's National Science Foundation-funded AQUA Project, she presented at the International Aquaculture Conference in 2000 sharing authentic assessment strategies for the science classroom and strategies for implementing an aquaculture program in a comprehensive high school. She has also served as a Model Classroom Instructor for the RI Teacher Technology Initiative (RITTI) focused on integrating technology and instruction to support student learning. While principal, Ms. Storey served as a lead reviewer for the RI Commissioner of Education Diploma System. Currently, she serves as a Co-Principal Investigator of the \$25 million National Science Foundation-funded RI Enhanced Science Education project (RITES).

Her professional memberships include: The RI School Superintendent's Association (RISSA), Association for Supervision and Curriculum Development (ASCD) at both the national and local level, Phi Delta Kappa (PDK), and the American Association of University Women (AAUW).



Introductory Section: Administrator Biographical Information

Melissa Denton **Director of Pupil Personnel**



Melissa Denton began her teaching career in 1990 as a Special Educator in a residential special education school in Rhode Island. In February of 1991, she transitioned to Westerly Public Schools as a Middle School Special Educator. During her tenure she has held numerous leadership positions. She has served as the District Mentor Coordinator, Middle School Team Leader, Differentiation Coach, Enrichment Specialist, and Special Education Coordinator (LEA). Twenty five years later, Ms. Denton continues to impact the lives of children with disabilities and lead their teachers and providers as the Director of Pupil Personnel at Westerly Public Schools.

Ms. Denton is a lifelong learner who is eager to gain knowledge and skills, apply them to her practice, and share them with others. Early in her career she worked with colleagues to develop strategies that gave her students with moderate disabilities access to the general education classroom with their peers by co-teaching. These experiences led to a more inclusive education for her students. Also, through her professional work Ms. Denton was able to reach classrooms throughout her Community, State and Country by offering workshops, speaking at national conferences, and publishing three articles.

Most recently, before returning to Westerly Public Schools, Ms. Denton served as a fellow for the Rhode Island Department of Education (RIDE). During her three year tenure, she was a State Induction Coach for beginning teachers, worked as an Educator Quality Specialist on State educator evaluation models, and trained and coached district administrators and principals on evaluating personnel to increase the effectiveness of instruction for all students. Ms. Denton was selected and trained by the New Teacher Center as a first and second year Induction Coach Trainer. She continues to provide these trainings for RI even though she has returned to her home district.

Ms. Denton is passionate about special education. She holds both her Bachelor and Master Degrees in Special Education. She went on to complete her Administration Certification program and earned her National Board Certification as an Exceptional Needs Specialist in 2006. She has been an Adjunct Professor for Rhode Island College and the University of Connecticut and is currently an Adjunct Professor at Johnson and Wales University in their M.A.T. program. She is an active member of the Association of RI Administrators of Special Education where she is a member of the Mentorship Program Committee.

Ms. Denton is excited to be back in Westerly to work with both families and faculty to provide a free appropriate public education that provides high quality specialized instruction and related services to teach our students strategies to empower them as learners and prepare for their future.

Introductory Section: Administrator Biographical Information

Debra J. Bridgham
Director of Finance



Ms. Bridgham has held the full range of financial leadership positions since she began her career as a Senior Accounting Associate with Hubbell Premise Wiring, a Division of Hubbell Inc. in 1990. During her tenure with Hubbell Premise Wiring she was promoted to Accounting Supervisor and then to Manager of Financial Services as the division grew to a \$56 million entity. During her tenure as Manager of Financial Services, her responsibilities included supervision of Accounts Payable, Accounts Receivable, Payroll, and managing of Fixed Assets for three Hubbell's facilities located in Asheville, NC and two facilities in Puerto Rico. She worked directly with their sales teams located in Dubai, China, Canada, and Puerto Rico.

In July of 2003 Ms. Bridgham was hired as the Town of Westerly's accountant. In July of 2006 she transferred to the School District as the Business Manager for Westerly Public Schools. With the creation of the consolidated finance department, her roles and responsibilities increased and she was promoted to the Deputy Finance Director. Ms. Bridgham served as the Interim Finance Director twice and was later appointed as Finance Director in February 2015. She manages the 86 million dollar municipal and school budget, which includes 1100 FTEs and 5 union contracts. Ms. Bridgham oversees the Finance Office, including Tax Collections, Purchasing, Accounts Payable, Payroll, Accounts Receivable and the school's Food Service Program. She prepares the town's official statements and oversees all bonding activities. Ms. Bridgham advises the District Superintendent, the Town Manager, School Committee and Town Council on a variety of financial issues. She recently received recognition for submission to the Association of School Business Officials International on the 2015-2016 school budget. Under her management, the past two annual financial audits were submitted on time with no material weaknesses.

Ms. Bridgham is a member of two formal committees for Westerly Public Schools including the Elementary School Building Redesign Committee and the newly formed Municipal Fields Committee. She also works with the Town Planner's office on the town wide comprehensive plan. Ms. Bridgham is the liaison for the Town Manager on the Substance Abuse Task Force, which is managed by the Ocean Community YMCA. She is also a member of The Town's Continuity of Operations Plan (COOP).

Ms. Bridgham maintains her leadership presence within Rhode Island as a member of New England Government Finance Officers Association, Government Finance Officer Association, and the Rhode Island Government Finance Officers Association.

As a community member, Ms. Bridgham supports the Make a Wish Foundation, Wounded Warriors and Special Olympics. Ms. Bridgham resides with her family in Quaker Hill, Connecticut.



Introductory Section: Administrator Biographical Information

Mark G. Lamson
Director of Technology



Mark G. Lamson began his twenty year career in K-12 technology in 1996 in Lone Tree, Iowa. After assisting the district with the implementation of their first Local Area Network, Mr. Lamson began a career that would focus on mentoring students interested in the field of technology. After leaving Lone Tree, Mr. Lamson was recruited to work in a larger district in Ottumwa, Iowa where he developed and enhanced a student IT mentoring and internship program. This program included both high school students and local community college students working on their IT degrees. While in Ottumwa, Mr. Lamson also oversaw the completion of a multi-million dollar high school renovation, Y2K preparedness, as well as leveraging federal e-rate funding and the design improvements and upgrades to the district's Wide Area Network and Internet Access.

Mr. Lamson moved with his family to Rhode Island and began working for Westerly Public Schools as their Director of Technology during 2000.

During the last 15 years, Mr. Lamson has overseen all aspects of district Technology. He has managed programming, support and has guided the district transition from an "all wired" world of technology to the new world of handheld device computing where ubiquitous wireless access is critical to student learning and 21st century preparedness. Through Mr. Lamson's experience with networking and virtualization technology, he has secured grants to enhance Westerly's Wi-Fi infrastructure, as well national case studies, most recently with storage startup Data Gravity, which included an in-kind donation of nearly \$100K in new goods and associated services.

An early adopter of virtualization technology, Mr. Lamson converted the district to a VMWARE virtual data center in 2008. This "greening" of the data center lead to cost savings through energy conservation, as well as more efficient use of data center equipment by providing a 15 to 1 rate of consolidation. Based on his extensive and leading edge experiences with VMWARE, he was selected to present at the prestigious VMWORLD IT conference in 2009 and again in 2014. He has also frequently been a presenter at RIDE's Innovation Powered by Technology conference (2013, 2014, and 2015) where he most recently focused on the successes and interest of WHS interns in the IT program. Mr. Lamson is currently serving on the OSHEAN Board of Directors and is a past president and Executive Board member of the Rhode Island Society of Technology Educators (RISTE).

Mr. Lamson attended Wake Forest University and has a Bachelor's Degree in Philosophy and English, as well as a Master's Degree in English.

Introductory Section: Administrator Biographical Information

Peter Denomme, Sr. Director of Transportation



A native Rhode Islander, Peter Denomme graduated from Toll Gate High School, served in the U.S. Navy and attended Roger Williams University. He carries with him 18 years of experience in student transportation operations for both the private and public school sectors. He continues to direct and manage Westerly Public Schools Transportation Department including 25 drivers, 21 monitors, 7 bus aides and the vehicle maintenance program, which includes 48 school busses, on a daily basis. He also oversees the maintenance of all 57 district-owned vehicles.

In addition to his various duties as Transportation Director, Mr. Denomme is a member of the National Association of Pupil Transportation (NAPT). He enforces safety standards that conform to Rhode Island's General Laws, Federal Motor Carrier Safety Regulations, and insurance regulations and develops a program of preventive safety for all district busing staff. Mr. Denomme takes pleasure in ensuring the safe and efficient operation of the Transportation Department.

Kimberly Sihavong Director of Human Resources

Bio Pending



Introductory Section: Administrator Biographical Information

Joan Serra

Director of Family & Community Engagement



Joan Serra grew up in Westerly, Rhode Island but always had a desire to travel and meet the people of the world. She spent her early career working for the public library where she could travel through a never ending supply of books. Her work in the children's room also provided opportunities to meet and learn from the unique adults and children who also had a passion for reading and information. During this time, her interest in family literacy began to grow along with a passion for volunteer work.

In 1999, Ms. Serra was appointed by Westerly Public Schools to coordinate the parent-teacher resource center, where she organized inter-generational literacy activities for birth through middle school. The resource center also maintained and circulated a collection of 7,000 books to district, classrooms and community families. The work of the literacy team was acknowledged by the RI Department of Education in 2000, when they were awarded an Even Start Family Literacy grant.

With Ms. Serra as coordinator, Westerly Public Schools was able to provide high-quality family literacy services that included adult education, parenting education, inter-active literacy, and early education. A team of district staff and community partners began working together to outreach and engage community families, including Title I and non-native speakers. Through supports provided by the RI Department of Education, Ms. Serra was able to work with the Goodling Institute for Research in Family Literacy, the National Center for Families Learning and receive a Certificate in Family Literacy through Penn State.

In 2010, the opportunity to become Director of Tower Street School Community Center became reality. Since that time, programming and community partnerships have grown including a passion for getting kids and families outdoors with their hands in the dirt. Ms. Serra leads the only school district run comprehensive community center!

Ms. Serra serves on local and statewide organizations including the RI Partnership for Community Schools, RI Department of Education School Health Advisory Committee, 5-2-1-0 Healthy Bodies, Healthy Minds Sub-Committee and Westerly Environmental Literacy Council.

Introductory Section: Administrator Biographical Information

Todd Grimes

Westerly High School Principal



In his 22nd year of full-time public education, Todd Grimes has served in a variety of positions, including teacher, coach, athletic director, department chair, dean of students, assistant principal, associate principal, and principal. A lifelong Rhode Island resident and graduate of the University of Rhode Island, Mr. Grimes began his career as a physical education/health teacher at Chariho Regional High School.

Mr. Grimes moved from the coaching ranks to athletic administration in 1997 serving thirteen years as a district athletic director for the Chariho Regional School District. During his tenure, Chariho won three state titles and was a consistent recipient of sportsmanship honors. He earned the designation of Certified Athletic Administrator in 2005, and Certified Master Athletic Administrator (CMAA) in 2008. In 2009, he was the recipient of the prestigious NIAAA State Award of Merit for his leadership and commitment to Rhode Island athletics. Touted for his statewide leadership, Mr. Grimes served as a member of the Executive Board of the Rhode Island Interscholastic Athletic Administrators Association (RIIAAA) for five years, and as the lone athletic administrator on the Rhode Island Principals' Committee on Athletics Grades 6 - 8.

Mr. Grimes earned a Masters in Exercise Science with a concentration in teaching and learning in 2003 from the University of Rhode Island. He earned a second Masters in Educational Leadership from Rhode Island College in 2012. Upon completion of the program, he accepted a position as assistant principal at Ponaganset High School in Foster-Glocester, where he spent three years developing his leadership skills as a building administrator. Mr. Grimes continued in his statewide leadership role by serving for two years as the lone assistant principal representative on the Rhode Island Association of School Principals (RIASP), and one year with the Rhode Island Instructional Leadership Academy, the professional development arm of Rhode Island's school administrators.

Following a brief stint as Assistant Principal for Student Services this past summer at North Kingstown High School, Mr. Grimes was warmly welcomed as principal at Westerly High School on August 19, 2015.

Mr. Grimes has received extensive training on the topics of assessment, data use, and professional learning communities (PLCs). This includes work with Solution Tree, Institute for Learning, the Leadership and Learning Center, Center for Collaborative Education, and the League of Innovative Schools.



Introductory Section: Administrator Biographical Information

Paula Fusco

Westerly Middle School Principal



Ms. Fusco began her career as a social studies teacher at Westerly High School in 1990. She served as the Social Studies Department Co-Chair for two years during her tenure as a teacher. Ms. Fusco was selected by Rhode Island National Education Association as a “Teacher to Remember”.

In 1997, Ms. Fusco was appointed Assistant Principal of Westerly High School. As Assistant Principal, Ms. Fusco supervised student conduct within the school and oversaw the disciplinary program for grades 9-12. She served as the 504 Coordinator and was involved in the development of the Westerly Public Schools Truancy Court and Mentoring Program.

Ms. Fusco was appointed Principal of Westerly High School in 2003 and served in that role until 2011. During that time, Westerly High School created and implemented the New Diploma System beginning with the Class of 2008. Ms. Fusco served on the Principals’ Committee of the RI Interscholastic League and began the *Student of the Month Program* with the Westerly Rotary Club.

Ms. Fusco has been the Westerly Middle School Principal since 2011. Westerly Middle School is recognized as a PBIS school and recognizes positive behaviors daily, along with participating in Anti-Bullying Month and Pink-Out Day with school wide and community activities.

Ms. Fusco received a Bachelor of Science Degree in Health Services Administration and a Master of Education Degree from Providence College. She is a member of the Association for Supervision and Curriculum Development, RI and National Association of Secondary Schools Principals and is an incorporator of the Westerly Public Library.

Introductory Section: Administrator Biographical Information

Polly Gillie Dunn's Corners School Principal



Polly Gillie is a graduate of the University of Rhode Island where she received her undergraduate degree in English Literature. After spending several years in business as the owner and operator of a local bakery in Westerly, she went back to school and received a Masters of Arts and Teaching from Rhode Island College. She then spent eleven years teaching at the elementary level and was fortunate to have had the opportunity to experience teaching at multiple grade levels. Ms. Gillie mastered her leadership skills as a member of the Principal Residency Network under the supervision of the former principal of Dunn's Corners Elementary School.

In addition to obtaining her administrative degree, Ms. Gillie served as data analyst for Westerly Public Schools. In assuming this role, she supported teachers in the use of data analysis to drive instruction and to close learning gaps through Response to Intervention.

After serving as principal of Rhodes Elementary School in Cranston, R.I. for one year, Ms. Gillie was appointed principal of Dunn's Corners Elementary School. Her primary efforts have been to support academic achievement and social responsibility of all students.

Susan Martin Springbrook Elementary School Principal



Susan Martin began her tenure in Westerly in August of 2015. Ms. Martin received a Bachelor of Arts in Psychology from the University of Connecticut in 1987. She went on to get a Master of Arts in Elementary Education in 1990 from Bridgewater State University and a Master of Arts in School Administration from the University of Rhode Island in 2011.

Ms. Martin is in her twenty sixth year as an educator. She worked in Providence Schools for twenty-two years. She spent seventeen years as a classroom teacher, and achieved National Board Certification in 2007. She then served as a reading coach from 2007-2011, and was Assistant Principal at Young Woods Elementary School from August 2011 through August 2012. She was Principal of Peace Dale Elementary School in South Kingstown from August 2012 through August 2015. Ms. Martin is currently a member of the Rhode Island Association of School Principals.

Introductory Section: Administrator Biographical Information

Audrey Faubert **State Street School Principal**



Audrey Faubert was born and raised in Westerly, RI and is a graduate of Westerly High School. She received her Bachelors of Science in Elementary Education from the University of Rhode Island and a Masters in Administration from Providence College.

Ms. Faubert began her teaching career as a Literacy Assistant at Tower Street School, Bradford School, and Dunn's Corners Schools. She was then hired to teach first grade at State Street School. After four years in the classroom, she was approached by the superintendent to become Tower Street School principal. During her seven years at Tower Street School she wrote and was awarded a \$550,000 grant for Comprehensive School Reform. A transformation in parent/community partnerships, math instruction and coaching also occurred during that time. Tower Street School was acknowledged as a Title I Distinguished School. She later presented on family engagement at the National Title I conference in Nashville, Tennessee and was then asked to present to the Appalachia Board of Educators in Louisville, Kentucky. She also assisted students, staff and families in the closing of Tower Street School.

Ms. Faubert transitioned to principal of State Street School in 2009. A new community was formed with the melding of current students and new students and staff who chose the SHARK as their mascot. Many successful initiatives have come to fruition at State Street School. An active PTO, School Improvement Team, and Family Engagement Committee lead activities for families and the community both during the day and evening hours. Curriculum nights focused on Literacy, Math and Science are a highlight of the school year. Walk to School Day, held twice per year, is a student and staff favorite. State Street School uses data to guide each students' educational successes with a watchful eye on every students' progress by Principal Faubert.

Ms. Faubert has mentored aspiring principals over the years. She presently serves on the District Evaluation Committee. She led the Elementary Report Card Committee, and was a member of the District Strategic Planning Committee. She is honored to be leading the students and supporting the Westerly Community. She resides in Westerly with her husband and four children. She enjoys time at the beach, any exercise outside, and spending time with her family.

Introductory Section: Consultants and Advisors

Westerly Public Schools
Consultants and Advisors
June 30, 2015

Audit Firm

Blum Shapiro
29 South Main Street
West Hartford, CT 06127

Counsel

Orsinger Nardone Lallo & Thomsen Law Offices
42 Granite Street
Westerly, RI 02891

Bond Counsel

Moses, Alfonso, Ryan LTD
Suite 400
160 Westminster Street
Providence, RI 02903

Financial Advisor

Public Financial Management, Inc. (PFM)
Suite 902
10 Weybosset Street
Providence, RI 02903

Cash Management

Washington Trust
126 Franklin Street
Westerly, RI 02891



Introductory Section: Budget Process

FY 2016-2017 Budget Calendar

No Later Than Thursday, October 1, 2015: Town agencies and officials submit requests for capital improvement projects to the Town Manager for the Planning Board's consideration. (Westerly Code Ch 22-28)

No Later Than Sunday, November 1, 2015: The School Committee submits to Town Council (through the Town Clerk) its estimated budget for the next three (3) years. (RIGL 16-2-21.2)

No Later Than Friday, November 13, 2015: Subsidy applications due to the Finance Director.

Tuesday, November 3, 2015: Joint Pre-Budget Meeting between the School Committee and the Town Council. At least 60 days, but no more than 90 days, prior to formal submittal of budget to town. (RIGL 16-2-21(a))

Tuesday, November 17, 2015: Planning Board meeting with departments to review capital improvement projects.

Monday, December 7, 2015: Munis will be available to staff for department budget entries.

No Later Than Tuesday, December 15, 2015: The Planning Board presents to the Town Manager, and makes public, a recommended capital budget and capital improvement program for the following four years. (Westerly Code Ch. 22-32). The Town Manager may add items to, delete items from or amend the proposed capital improvement budget & capital improvement program prior to its submission to the Board of Finance.

No Later Than Wednesday, December 23, 2015: Town agencies and departments submit budget requests to the Town Manager, with a copy to the Finance Director.

Monday, January 4 through Friday, January 15, 2016: The Town Manager will meet with Department Heads to review their budget requests.

No Later Than Monday, February 1, 2016: The School Committee submits a detailed proposed budget, including estimate of receipts and expenditures, to the Town Manager. (Town Charter, Article XI, §11-1-7)

No Later Than Monday, February 15, 2016: The Town Manager submits the FY'16/17 proposed budget to the Finance Board and Town Council. (Town Charter, Art. III, §3-1-3)

February 15 – 19, 2016: Westerly Public Schools Recess – Finance Board budget meeting to be scheduled if necessary

Tuesday, February 23, 2016 at 6:00 pm, Town Manager's Conference Room: First meeting of Board of Finance with the Town Manager and Department Heads as needed regarding the Municipal Budget. (Town Charter, Art. III, §3-1-4(b))



Introductory Section: Consultants and Advisors

Thursday, February 25, 2016 at 6:00 pm, Town Manager's Conference Room: Meeting of Finance Board with the Town Manager and Department Heads as needed regarding Municipal Budget. (Town Charter, Art. III, Charter §3-1-4(b))

Tuesday, March 1, 2016 at 6:00 pm, Westerly High School Library: First meeting of Board of Finance with the Superintendent and School Committee regarding the School Budget. (Town Charter, Art. III, §3-1-4(a))

Thursday, March 3, 2016 at 6:00 pm, Westerly High School Library: Second meeting of Board of Finance with the Superintendent and School Committee regarding the School Budget. (Town Charter, Art. III, §3-1-4(a)) (if necessary) (If second meeting with the Superintendent is unnecessary, then this meeting will convene at the Town Manager's office to continue through the Municipal Budget.

Tuesday, March 8, 2016 at 6:00 pm, Town Manager's Conference Room: Meeting of Board of finance with the Town Manager and Department Heads as needed regarding the Municipal Budget. (Town Charter, Art. III, §3-1-4(b))

Thursday, March 10, 2016 at 6:00 pm, Town Manager's Conference Room: Meeting of Board of Finance to form tentative Municipal and School Budgets. (Town Charter, Art. III, §3-1-4(b), §3-1-4(a))

Tuesday, March 15, 2016 at 6:00 pm, Town Manager's Conference Room: Meeting of Board of finance to finalize Municipal and School Budgets. (Town Charter, Art. III, §3-1-4(b), §3-1-4(a))

Thursday, March 17, 2016 at 6:00 pm, Town Manager's Conference Room: Meeting of Board of Finance to finalize Municipal and School Budgets. (Town Charter, Art. III, §3-1-4(b), §3-1-4(a))

Friday, March 18, 2016 – Monday, March 21, 2016: The Town Council has to submit a Notice of Proposed Property Tax Rate Change to the Department of Revenue, Division of Municipal Finance. The Town Manager will be seeking state approval of the proposed tax rate during this time period.

Tuesday, March 22, 2016 at 6:00 pm, Town Council Chambers: Public Hearing on the tentative School Budget formed by the Board of Finance followed immediately thereafter by Public Hearing on the tentative Municipal Budget formed by the Board of Finance. (Town Charter, Art. III, §3-1-4(b), 3-1-4(a))

No later than Monday, March 28, 2016 (Special Meeting): The Board of Finance transmits its recommended consolidated tentative Town Budget to the Town Council, providing a budget message of explanation along with the recommended Budget. (Town Charter, Art. III, §3-1-4(c)); Town Council Budget workshop to follow.

Thursday, March 24, 2016 – Monday, March 28, 2016: The Department of Revenue, Division of Municipal Finance will attempt, within three days, to notify the Town if the proposed tax rate is acceptable. It can take up to five days. After the notification from the Department of Revenue, Division of Municipal Finance, and the Town Clerk will submit an advertisement called a "Notice of Proposed Property Tax Rate Change" and the "Report to the Taxpayers on Current Proposed Budget" to the newspaper. (RIGL 44-35-6 and 44-35-7)

Wednesday, March 30, 2016 and Wednesday, April 6, 2016: The Town Clerk advertises Public Hearing on Finance Board's recommended budget.



Introductory Section: Budget Process

Wednesday, March 30, 2016, 6:00 p.m., Town Manager's Conference Room: Town Council first working meeting with the Town Manager and Finance Board.

Friday, April 1, 2016: The two notices, Report to Taxpayers on Current and Proposed Budget and Notice of Proposed Property Tax, required by the Department of Revenue, Division of Municipal Finances are published in the newspaper. Notice to be published at least 10 days prior to the hearing for adoption of budget and may not be placed in that portion of the newspaper where legal notices and classified advertisements appear. (RIGL 44-35-6 and 44-35-7)

Wednesday, April 6, 2016, 6:00 p.m., Town Manager's conference room: Town Council second working meeting with Town Manager.

Wednesday, April 13, 2016, 6:00 p.m., Town Council Chambers: First Public Hearing on the budget. (Town Charter, Art. III, §3-1-5(a)) (Town Manager's conference room: Town Council third working meeting with Town Manager, if needed)

Wednesday, April 20, 2016, 7:00 p.m., Council Chambers: Second Public Hearing to adopt the budget. (Town Charter, Art. III, §3-1-5(a))

Wednesday, April 20, 2016: At the conclusion of the public hearing, the Town Council must file its proposed budget, with any changes from the Finance Board's recommendation, with the Town Clerk. (HRC, Art. III, 3-1-5(a))

Wednesday, April 27, 2016: The Town Clerk publishes the Council's proposed budget in the newspaper. This notice indicates all items and amounts that have been altered, deleted, or added from the Finance Board's recommended budget. (Town Charter, Art. III, §3-1-5(b))

Thursday, May 5, 2016: Townspeople have until this date to file a petition contesting any of the proposed budget items. If no petition is filed by this date, the budget is considered adopted. (Town Charter, Art. III, §3-1-5(c))

Tuesday, May 10, 2016: The Board of Canvassers has until this date to validate the signatures on any budget petition. (Town Charter, Art. III, §3-1-5(d))

Thursday, June 9, 2016: If there is a referendum, it must be held within 32 days of the date the Board of Canvassers validates the budget petition. (Town Charter, Art. III, §3-1-5 (d))

Budget will be considered final upon certification of the results of the referendum (if any) by the Board of Canvassers.



Introductory Section: Proposed Capital Request

To: Roy Seitsinger – Superintendent
Date: 10/02/2015
From: Deb Bridgham – Finance Director
Subject: Westerly Public Schools
2016-2017 Proposed Capital Request

After input and discussion with you and our district administrators, the finance office is submitting the recommended priorities for School Committee approval at the October 7, 2015 meeting. Once we receive approval from the School Committee, my office will submit all necessary documents to the Town Manager.

1 District Safety and Security - \$25,000

A two year program to replace classroom locks for a total estimate cost of \$50,000. Replacement will provide for security enhanced door lock system.

#2 School Buses: \$675,000

Two (2) 2 passenger van, Six (6) 71 passenger buses, and One (1) 19 passenger bus with air conditioner and wheel chair accessibility.

3 High School Gymnasium Bleachers - \$201,000

Ward building bleachers are 38 years old. Replacement needed to meet existing ADA requirements to be in compliance.

4 Elementary School Playground - \$93,000

A three year program to replace and/or upgrade current equipment for a total of \$280,000. District will prioritize the project based on the professional recommendation given by our certified playground inspector.

#5 Chromebooks - \$250,000

Chromebooks and *Chrome* boxes to expand the *Chrome* footprint to include elementary schools and high school and augment our deployment of the middle school.

#6 Bus Depot - \$650,000

The current bus depot located on Springbrook Road, is no longer a viable location due to water aquafer issues. This cost is a preliminary estimate to build a 3 bay garage, which will include storage for bus parts and office space for the dispatcher and director.

7 High School Public Address System - \$85,000

This system will include the address system, sound system, and lighting control for the Babcock Hall auditorium. The auditorium will be enhanced by reopening the control booth and the procurement of a dimmer pack.

8 High School Campus Fencing - \$85,000

Additional perimeter security to protect grounds and improve pedestrian flow.



Introductory Section: Proposed Capital Request

9 Bradford School Septic System - \$90,000

This system will include a new leach field and grease tank. With the assistance of the Town Water department, a temporary solution is in place until the system is upgraded.

#10 Fiber Ring - \$187,040

Phase I of installation of Fiber Optic Ring that will provide wide area network throughout the Town of Westerly. This is a four year project which will be completed in three (3) phases. The total estimated cost is \$983,000. This will provide opportunities for the town and school to share technology infrastructure which includes servers and should reduce cost. The design is critical to downtown non-profits (YMAC & Library) who can take advantage of this technology. This will be a platform for downtown cameras and free WIFI in the park and downtown district. This will attract technology based businesses needing this resource. Phases II and III will connect the Police Station and Middle School.

#11 Hardware and Software for Data Center -\$150,000

Central computing system for the district including staff and student files.

12 Skyward Student Management Suite -\$102,184

New student information system.

13 WHS Technology Upkeep and Replacement \$76,800

Student use technology equipment purchased in 2013 is reaching the industry standard timetable for maintenance and/or replacement of these items.

14 Springbrook School Parking Lot- \$225,000

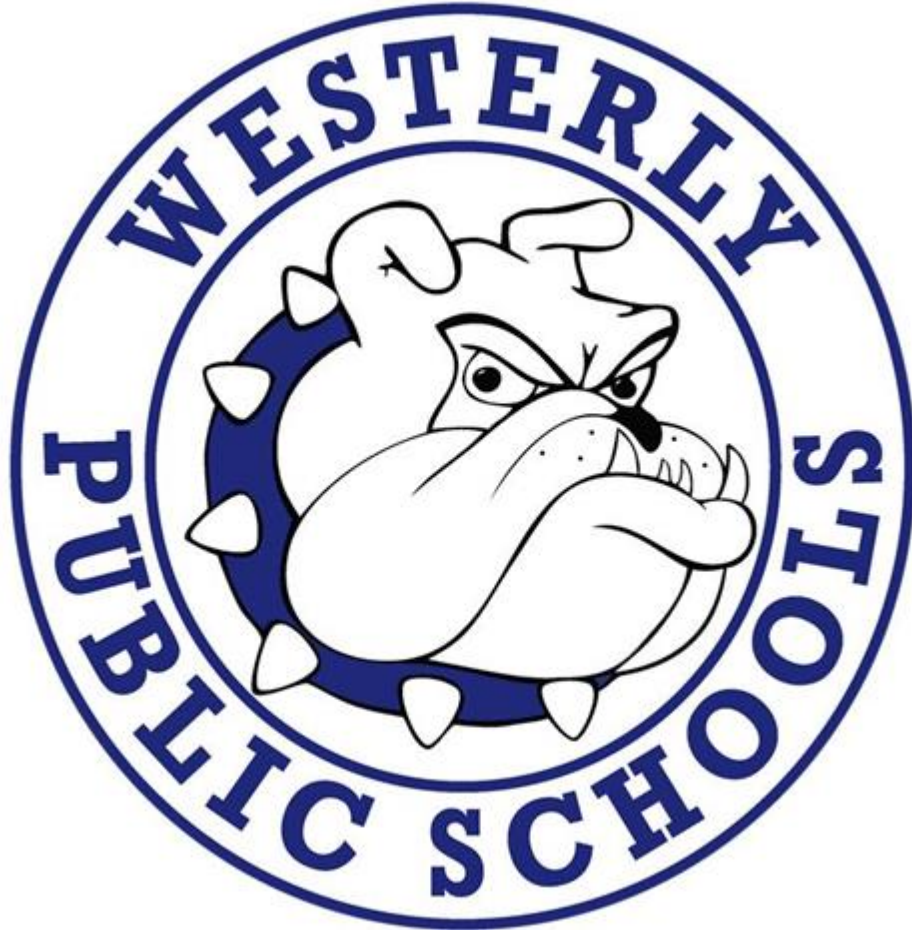
Parking and access improvements. Springbrook School has insufficient parking for staff and for student drop off and pick up. The current design has the potential to cause safety issues and needs to be redesigned to current safety standards.

Other District Capital Request

- Smart Board Replacement \$45,000
- Middle School Auditorium Light and Sound: \$50,000
- Babcock Hall Auditorium Seating \$75,000
- High School Portable Stage \$57,000
- New Phone System @ elementary schools and tower street \$ 39,852
- Elementary School Infrastructure Upgrades \$370,000



ORGANIZATIONAL
SECTION

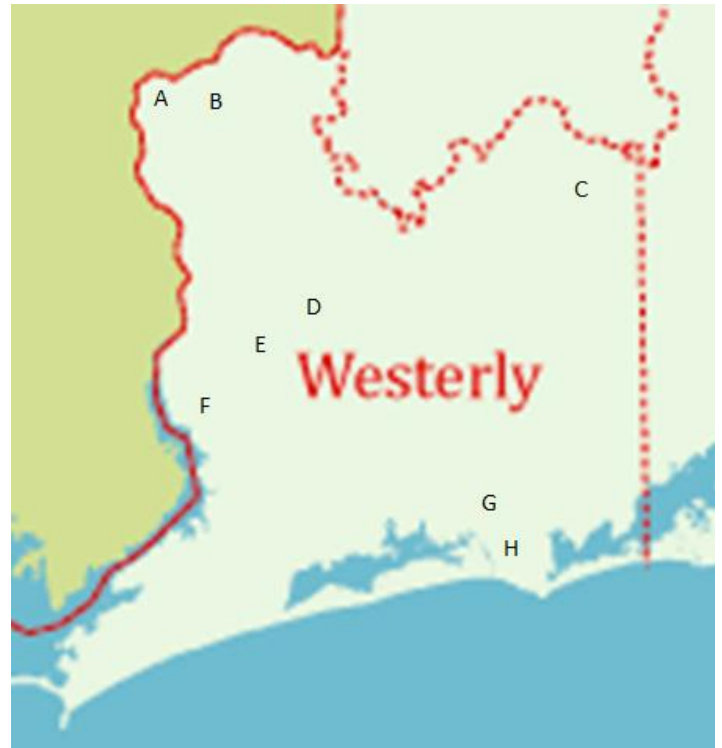


Organizational Section: School Building Information

Westerly Public Schools Facilities Locations

- A = Bus Depot
- B = Springbrook Elementary
- C = Bradford Elementary
- D = Tower St School Community Center
- E = High School/Administration Offices
- F = State St Elementary
- G = Middle School
- H = Dunn's Corner Elementary

Total Area 74.8 square miles
 30.1 square miles land
 44.7 square miles water



October 2015 Enrollment

School	Address	Grades	Total Student	Classroom Teachers	Average Classroom
Bradford Elementary	15 Church Street	PK *	94	4	12.0
Bradford Elementary	15 Church Street	K – 4	87	5	17.4
Dunn's Corners Elementary	8 ½ Plateau Road	K - 4	284	15	18.9
Springbrook Elementary	39 Springbrook Road	K – 4	339	15	22.6
State Street Elementary	35 State Street	K – 4	357	18	19.8
Westerly Middle	10 Sandy Hill Road	5 – 8	869		
Westerly High	23 Ward Avenue	9-12	860		
Other					
Home Schooled			54		
Homebound/Tutored			0		
Outside Placed			40		
Chariho Career and Tech			53		
Charter Schools			46		
*PK Students at Babcock Hall			50		



Organizational Section: Administrative Contact Information

Westerly Public Schools
Administrative Offices
Babcock Hall
23 Highland Avenue
Westerly, RI 02891



Superintendent
Roy M. Seitsinger Jr., Ph.D.
Executive Assistant
Rose Falcone
Phone: 401-315-1516

Assistant Superintendent
Alicia J. Storey
Executive Assistant
Catherine Blanchette
Phone: 401-315-1517

Director of Finance
Debra J. Bridgham
Finance Assistant
Ian Stammel
Phone: 401-315-1502

Director of Pupil Personnel
Melissa Denton
Executive Assistant
Sandra Algiere
Phone: 401-315-1533

Director of Human Resources
Kimberly Sihavong
Administrative Assistant
Jean Tomao
401-315-1510

Technology Director
Mark Lamson
Administrative Assistant
Tia Emard
401-315-1551

School Bus Transportation
8 Springbrook Road
Westerly, RI 02891
Director of Transportation
Peter Denomme
Phone: 401-315-1511



Organizational Section: District Narratives

Westerly Public Schools: Administration



Westerly Public Schools educates approximately 3,000 students from preschool to grade 12. Central office administration provides support and leadership to the students and approximately 600 certified and non-certified staff. Our main administrative objective is to assist building-based personnel in reaching the district's goal of having all students and staff excel academically and professionally in order to attain recognition as a premier district in the region.

The Superintendent of Schools is responsible for the overall leadership and management of all programs and personnel within Westerly Public Schools and the implementation of the Strategic Plan and School Committee policies and goals. He reports to a seven member elected School Committee. The leadership team comprised of the Superintendent and the School Committee plan to continue its work with the professional development process using the Key Work of School Boards, a nationally vetted set of standards and expectations. The team is committed to continued improvements across all aspects of the organization.

The following departments constitute Westerly Public Schools Administration: Curriculum and Instruction, Pupil Personnel and Student Services, Finance, Human Resources, Technology, Facilities, and Transportation.

Performance Measures

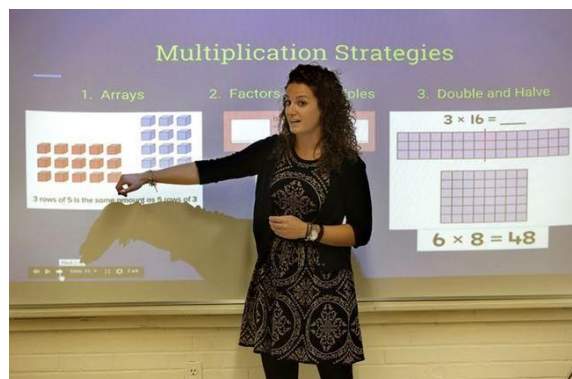
- Full Implementation of the Strategic Plan
- Improvement of Graduation Rate
- Improvement in Reading and Math Skills for all Students
- Improvement in Scores on State Assessments
- Increase in Number of Advanced Course Offerings
- Increase in the Number of Students Planning for Post-Secondary Education
- Improve Early Childhood Options



Organizational Section: District Narratives

Curriculum and Instruction

The Assistant Superintendent, working with the Superintendent and the Leadership Team, designs, implements and directs the instructional initiatives of the district, including selection of curricular and assessment materials, implementation of staff development, staff evaluation programs and practices, and management of all related certified and non-certified personnel within the individual school sites. The Assistant Superintendent is responsible for overseeing the implementation of and adherence to the requirements of the Rhode Island Basic Education Program (BEP), the Council on Elementary and Secondary Education Initiatives, Every Student Succeeds Act (ESSA) legislation, the WPS District Strategic Plan, the demands of implementing to the Common Core State Standards (CCSS), preparation for the new state assessment Partnership for Assessment of Readiness for College and Career (PARCC) and the Next Generation Science Standards (NGSS).



Highlights from 2015-2016 year include:

- Standards based CCSS aligned elementary report cards.
- Environmental Literacy Pilot, WPS and the Westerly Land Trust awarded grants from the RI Foundation and the Forrest and Frances Lattner Foundation for pilot implementation.
- WPS Parent Academy series *"Parents Can Help with Math"* received national acknowledgement from Associated Press and ASCD SmartBrief. NBC Channel 10 News features educators Felicia Connelly, Peggy Delvecchio, Carolyn Gencarelli, Principal Polly Gillie and STEM coordinator Sharon Ficarra.
- WHS Culinary Arts educator, Chef Finkelstein, recognized as RI Hospitality Association Teacher of the Year.
- WHS Band Director, Sarah Ferry, honored by School Band and Orchestra Magazine as RI's State Band Director winner.
- WHS student, John Perino, wins regional American Mathematical Society competition *"Who Wants to be a Mathematician"*.
- WHS Reading Specialist Beverly Smith named one of five (5) National Scholastic Educator Award winners for her dedication to supporting her students make remarkable achievement in reading.
- TSSCC Director Joan Serra wins the *2015 Champion of Children Award* from the Washington County Coalition for Children (WCCC).
- Twelve (12) WPS elementary students named to The Rhode Island Music Education Association (RIMEA) first Elementary All-State Chorus.
- WHS students Harrison Svihla, Sam Marino and Alex Phend have their film *"Flame Wars"* chosen as an entry in 2015 GiveMe5 Student Film Festival.
- Music students and teachers in grades 3, 4, and 5 participate in the RI Philharmonic's Link Up program culminating with an interactive concert with the RI Philharmonic through generous funding from The Royce Foundation.
- WHS educators MJ Utley and Tom Albamonti, named State Winner in the 2015 Samsung Solve for Tomorrow contest.

Organizational Section: District Narratives

Objectives:

- Establish a guaranteed and viable curriculum
- Promote effective instruction for all students
- Evaluate curriculum, instruction and assessment
- Promote outstanding achievement, high standards and expectations for learning
- Plan and allocate resources for building instructional and leadership capacity through sustained professional development
- Implement the Common Core State Standards (CCSS)
- Prepare for the administration of the Partnership for Assessment of Readiness for College and Careers (PARCC)
- Meet the precepts of the Basic Education Plan (BEP) pertaining to curriculum, assessment and instruction as set forth by the Council on Elementary and Secondary Education



Organizational Section: District Narratives

Pupil Personnel and Student Services

The Office of Pupil Personnel continues to review our compliance with both federal and Rhode Island regulations to ensure that we are providing a Free Appropriate Public Education (FAPE) to students who are eligible. We conduct file audits and provide trainings based on our findings. In addition, we reflect on the needs of our students throughout the year to make sure our hierarchy of services are meeting students' needs in their least restrictive environment and are providing access to the general education curriculum.



Decisions are based on student need first; however, we are fiscally responsible for our decisions in purchasing resources/equipment, signing contracts with outside providers, and appointing both certified and paraprofessional staff. We are working with the finance department to file for the maximum reimbursement possible from both Medicaid and the state, based on our extraordinary costs each year.

Westerly recently was notified that we remain at 100% compliance for meeting indicator 11 for the RI Department of Education's standard for evaluation timelines. We were also noted last month as having no administrative claim findings that required action during our recent Medicaid technical review. We look forward to our School Support Visit that will take place the first week of March 2016 which will identify both our strengths as a district in special education, and our areas of continued growth. The state's report will focus our continued work on improving the effectiveness of our services.

Westerly currently has 46 students who are serviced out of district at special education schools based on their therapeutic needs and/or disability. Westerly meets with the out of district placement faculty at each school on a regular basis to review student progress always with the focus on transitioning the student back to their home school. In addition, we continue to add services to our continuum within district to be able to meet the needs of Westerly's students.

Organizational Section: District Narratives

Early Childhood



WPS Early Childhood Programs have been recognized for excellence in providing high quality Early Childhood Education for Westerly's youngest learners over the past years. Most recently, to remain in the forefront, staff has taken full advantage of the opportunities provided through the Race to the Top Early Learning Initiative (RTT-ELI).

RTT-ELI focuses on improving early learning and development programs for young children by supporting State efforts to: (1) increase the number and percentage of low-income and

disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood education.

Highlights of Programs:

FY 2014

Early Childhood (EC) staff

- 1) Self-assessments, assistance provided through RIDE
- 2) Domain assessments:
 - Learning Environments
 - Teacher Qualifications
 - Program Leadership
 - Continuous Quality Improvement
 - Curriculum
 - Child Assessment
 - Inclusive Classroom Practices & Family Communication and Involvement

From these assessments goals were developed and efforts focused on continuous program improvement.

FY 2015

- Bright Stars Participation
- Babcock Hall and Bradford School Preschool were awarded 4 stars
- Highest rating in the community
- Quality Improvement Grant Award \$48,000
- Facility Improvement Grant Award \$10,000

As a benefit of full participation in all initiatives, the EC Coordinator was awarded Technical Assistance through the Center for Early Learning Professionals to assist in guidance on grant management and program improvements.

Grant Funded Purchases:

- Curriculum Kits
- Curriculum Supplies for Classroom and Playground
- Furnishing for Classroom and Outside Area
- Professional Development related to: Autism, Standards and Assessment, Transition from Pre-K to Kindergarten relating to Common Core and Creative Curriculum training
- Playground Safety Inspections and Blue Prints for Babcock Hall and Bradford



Organizational Section: District Narratives

Human Resources

The mission of the Human Resources Office is to support Westerly Public Schools employees and promote a work environment characterized by open communications, personal accountability, fair treatment of all employees, trust, mutual respect, and equal opportunity for learning and personal growth. The office is the catalyst that endeavors to ensure employee success in the performance of the Westerly Public Schools mission.

The Human Resources Office mission is accomplished by:

- Recruiting the most qualified people
- Recognizing and encouraging the value of diversity in the work place
- Retaining valued employees
- Assuring effective leadership qualities in Administration
- Developing the full potential of our workforce through training and professional development
- Enhancing two-way communications between employees and Administration
- Supporting a safe, healthy and secure work atmosphere that is cognizant of the goals of our employees
- Establishing, administering and effectively communicating sound policies, rules and practices that treat employees with dignity and equity while maintaining Westerly Public Schools compliance with employment and labor laws, management directives and labor agreements
- Conducting exit interviews and providing feedback to Supervisory staff



2015 Fiscal Year Statistics and Highlights:

- Member of negotiating team and implemented requirements from WTA collective bargaining extensions
- Member of negotiating team and implemented requirements of Bus Monitor collective bargaining agreement
- Provided research, support and guidance to the implementation of the tier program for paraprofessionals
- Employee Postings processed: 43
- New Employee Orientations provided (Permanent/Substitute/Temporary Employees): 30 (Sessions may include more than one new employee): 5 sessions
- Employee Voluntary Terminations processed: 20
- Professional Development/Information Sessions provided: 4

Organizational Section: District Narratives

Finance

Mission Statement:

Provide clear, accurate, and timely financial information services and reporting within the organization and to the public. Provide for the safekeeping and the prudent investment of all town and school funds, as well as strict financial budgetary controls over all departments. Collect all revenues of the town in a courteous and equitable manner.



Administration

All phases of financial activities of the school government, coordination of all activities and planning, and implementation of new financial procedures fall within the area of responsibility of the Office of Finance. The Finance Director works directly with the Superintendent of Schools and the Town Manager assisting in financial research, statistical analysis, budgeting and fiscal policy making, as well as providing general supervision over all divisions of the Finance Department. The Finance Director administers the school and town insurance programs and assures that proper compliance, reporting and accounting requirements are met. The Finance Director also administers the district food service program and compliance of all federal and state grants.

Deputy Finance Director

The Deputy Finance Director is directly responsible to the Finance Director. The Deputy Finance Director maintains all books and performs a "continuing internal audit" of various governmental activities. The Deputy provides accounting supervision over all departmental activities as well as the day-to-day cash flow analysis, investment scheduling and maintenance of Town and School assets.

Tax Collections/Accounts Receivable

The Tax Office receives and is responsible for all revenues for the School District and Town. The office provides detailed analysis of the various revenues received by category as well as maintenance of individual accounts, payments and receivable records for property taxes, water user fees and many varied miscellaneous fees charged by the Town and School such as preschool tuition, out of district transportation, building rentals and community service programs.

Accounts Payable/Payroll

The Accounts Payable and Payroll staff maintain appropriate ledger control for all funds and disburse all monies from these accounts as well. Pre-audit of vendor invoices and payroll processing are important functions for School and Town employees.

Purchasing

The Finance office oversees the purchasing function and provides assistance to other departments when required. The purchasing agent is responsible for all Request for Qualifications (RFQ) and Request for Purchase (RFP). The purchasing agent ensures that all procurement laws are followed, while receiving the desired quality and obtaining the lowest possible cost.



Organizational Section: District Narratives

Technology

While a significant portion of the technology budget is allocated towards software, a hardware refresh cycle is also imperative. In previous years, software and hardware funding has been spread throughout various departments and school site budgets. We have worked in coordination with finance and curriculum to consolidate these expenditures into centrally managed, macro budgets for software, hardware, and services. In order for this consolidation effort to continue its success, we need to closely coordinate purchasing and budgeting procedures to ensure that the funds follow the items authorized for purchase. Throughout this process, funds have been reallocated from other sources to accommodate current spending levels. The proposed budget accounts for the completion of this transition. This will maximize utilization of funds and simplify accounting and budgeting procedures for software needs in the future. The projected budget also incorporates funds to begin migration of our Student Information System to one of RIDE's preferred vendors, accommodate for additional licensing costs to increase security throughout the district, and support increased software licensing associated with curriculum initiatives, as well as data processing, disaster recovery and continuity of teaching and learning operations. For example, in preparation for Super Storm Sandy, the entire district's data center was replicated. While the synchronization took well over 60 hours, it is our critical infrastructure, i.e. Internet, WAN, and software that allows for both backup and recovery operations, as well as normal day to day operations. Currently our data center and backups reside within Westerly; however, with the options of the Cloud becoming more viable and affordable each year, we have started testing Backup and Disaster Recovery operations with our partner OSHEAN to locate data and operations further off site, which is a highly recommended IT best practice.



Working with the finance department, we have adopted a leasing model to more effectively leverage technology funding for hardware. We have a significant need to continue our purchasing of computers to support the upcoming PARCC testing and replace aging technology throughout the district. The upcoming national PARCC testing will test students in all districts throughout the state and throughout much of the country. In order to deliver the PARCC test in the most efficient and effective manner, additional computers will need to be procured and our hardware replacement cycle should be continued. Moreover, our overall capacity must also increase for Internet, wireless and wired infrastructure, and the total overall number of devices available for student use – moving towards a 1 to 1 model which will be rolled out beginning in grade 9. All devices and computers used by students must be outfitted with keyboards, mice and headsets, have a minimum screen size of 9.5" and run newer operating systems such as Windows 10 or Google's Chrome OS. These are the newest specifications provided by PARCC. Most of the leasing dollars will be spent on mobile units that can be allocated in a just-in-time model. When not being used for PARCC testing, these mobile units will be distributed to teachers and students for use during their day-to-day activities to maximize the value and use on the investment. Last year, we allocated a significant investment of our leasing dollars to outfit elementary teachers with Windows based laptop/tablets to allow them to infuse more technology into their day-to-day curriculum.

Because of the exponential growth of the Internet, each year we have to increase and expand our internet bandwidth. However to meet the PARCC minimum requirements per student, as well as the exponential growth which the curriculum requires on a daily basis, we must continue to make incremental increases in bandwidth and infrastructure. Such increases significantly impact our budget for both hardware and Internet access. We plan to increase funding for bandwidth in steps from \$35,000 a year to \$85,000 in FY 15 to \$135,000 in FY 16. Internet access is partially reimbursed by E-Rate at a rate of 56%.

Organizational Section: District Narratives

Transportation

Westerly Public Schools provides suitable transportation to every eligible student in a manner consistent with Sect 16-21 of the RIGL. It is the responsibility of the Superintendent of Schools (or designee) to administer the policy. It is the responsibility of the School Committee to approve bus routes prior to the start of the school year.



The main responsibility of the bus fleet is to transport students to and from their home on a daily basis. The fleet is also used to transport children to extracurricular activities, field trips and afterschool enrichment program. Westerly supports local organizations by providing transportation services for a nominal fee.

The Westerly Transportation Department is dedicated to providing safe, professional and reliable transportation. On a daily basis, transportation is provided to 2752 of the 3414 district students. Our busses run one-hundred and fifty-two (152) routes, travel to twenty-four (24) locations in Westerly and around the State of Rhode Island and utilize thirty-five (35) busses daily.

The Westerly bus fleet is owned and operated by Westerly Public Schools. The fleet consists of:

Quantity	Passenger Limit	Style	Use
2	16	Bus	Special Ed Students
1	14	Bus	Special Ed Students
1	19	Bus	Special Ed Students
1	15	Van	Internship 18-21 yr.
1	15	Bus	Internship/Sports
4	15	Wheel Chair Bus	Special Ed Students
2	19	Wheel Chair Bus	Special Ed Students
36	71	Bus	General Population

Westerly Public Schools has incorporated innovated technology utilizing Seon transit safety solutions, which incorporates the digital video recording equipment and GPS system on all school buses. Each bus is also equipped with a Child Checkmate button. All of these systems provide optimal safety for our students and staff.



Organizational Section: Building Narratives



Westerly High School

23 Ward Avenue & 23 Highland Avenue
Westerly, RI 02891

Principal-Todd Grimes
Assistant Principal-Anne Greene
Assistant Principal-Mary Nancy Toscano
Phone: 401-596-2109
Fax: 401-315-1586
Web: whs.westerly.k12.ri.us

Westerly High School Budget Overview

School Mission

To create a culture of personalized learning with high expectations that enables all students to become lifelong learners.

School Operations

Westerly High School is a quad campus comprised of two buildings (The Ward Building and Babcock Hall), with programs located at the Tower Street School Community Center. The complex is comprised of a football field, track and field spaces, two auditoriums, a 15,000 volume collection library and media center and one gymnasium. The completion of the major renovation in 2012 resulted in a state of the art science and technology wing, new art classrooms, and updates that included new flooring, windows, ceiling and presentation technology (Smart Boards).

Housed in the Ward Building are the core content disciplines of English, science, and social studies along with technology and music departments. Babcock Hall houses world language, fine arts, culinary arts, family consumer science, and business. The first floor of Babcock Hall is primarily occupied by Central Administration and Pre-K. Westerly High School also has an off-site project based alternative learning program located at Tower Street School Community Center site where Bradley Hospital's behavioral program was recently relocated. In addition to a robust comprehensive curriculum, Westerly students have the opportunity to study vocational arts at the Chariho Career and Technical Center.

Our curriculum includes pre-engineering, cosmetology, astronomy, graphic arts, computer repair, video production, theater, academic support, and more than a dozen opportunities for students to earn college credit while in high school. Many extracurricular activities are offered such as student council, the Barker (school newspaper), academic decathlon, music, chess club, SADD, VASSA, athletics, as well as unified basketball and volleyball teams and finally our newest activity, Robotics Club.

A focus on high standards, rigor and a commitment to developing each student has Westerly High School earning high marks for full accreditation from New England Association of Schools and Colleges (NEASC), a *Commended* rating from the Rhode Island Department of Education, as well as being recognized by AP as a *honor roll* school and a US News and World Report *Bronze* award winner. Our success is the result of a comprehensive assessment of programs and protocols that include both



Organizational Section: Building Narratives

external and internal components for the purpose of setting our strategic outlook and to establish improvement goals and objectives. The assessment includes a study of our NEASC accreditation report, the Commissioner's Review Report, a self-study using the New England Secondary Schools Consortium (NESSC); Global Best Practices Assessment Instrument, results of student performance on the SAT's, AP Exams, NECAP and the international assessment PISA.

Our focus is to graduate independent innovative learners ready for college, the workplace, and challenges of the 21st century. This focus is so that our students are able to critically think, problem solve, communicate, engage, employ research, and assess their work in an environment that is fluid, technology dependent, and demands that they possess interpersonal skills.

School Objectives Budget Requirements:

- Create effective sustainable practices, policies, and partnerships that will support and enhance the ongoing reinvention of Westerly High School
- Increase the percentage of students meeting or exceeding proficiency in reading, writing, math, and science
- Develop a comprehensive curriculum aligned to 21st-century skills
- Continue the transition to full implementation of the Common Core State Standards
- Move the paradigm: student to learner and teacher to educator
- Decrease dropout rate
- Sustain the problem-based and project-based alternative learning program at Tower Street School Community Center

Budget Proposals for 2016-2017

- Continue to develop in-school and after-school academic intervention programs for struggling learners
- Provide extensive professional development for staff, to integrate 21st century skills into all content areas, as well as provide instruction in differentiating content
- Develop alternative pathways/extended learning opportunities towards earning a diploma that may include flexible scheduling
- Support a comprehensive math redesign to meet the expectations of CCSS
- Continue the NWEA assessment program
- Develop a personalized learning approach for each student utilizing Global Best Practices
- Continue supporting expansion of curriculum through VHS programs
- Develop a P-Tech 9-14 Model
- Support new initiatives for cross disciplinary collaboration
- Provide extensive professional development for staff in technology integration to improve instruction
- Support vertical articulation with middle school via organizational redesign
- Expand visual, musical and theatre arts program offerings
- Develop a comprehensive plan to support ninth grade transition, including addition of ninth grade teams for incoming ninth graders



Organizational Section: Building Narratives



Westerly Middle School

10 Sandy Hill Road
Westerly, RI 02891

Principal-Paula Fusco
Assistant Principal-Stuart List
Phone: 401-348-2750
Fax: 401-348-2752
Web: wms.westerly.k12.ri.us

Westerly Middle School Overview

School Mission

"The Westerly Middle School is a community of diverse learners committed to excellence and respectful relationships for all. The school's organization, programs and instruction are standards-based, developmentally appropriate, and designed to meet the unique social, emotional and intellectual needs of every Westerly Middle School student. Measuring success one child at a time, the Westerly Middle School community strives to ensure that all students will become life-long learners and respectful, productive citizens."

School Operations

Westerly Middle School houses grades five through eight, organized so that teams of teachers and their students truly become small learning communities. A block schedule model provides students with daily exposure to the four core subjects (math, science, social studies and language arts) as well as various 'specials' based on grade level. World language is offered to all fifth through seventh grade students as an exploratory language and culture course and is a Level I, full-year option for eighth graders. WMS promotes adolescent holistic wellness and, through the RI Comprehensive School Counseling Model, creating Individual Learning Plans that address students' academic, personal/social and career goals. As appropriate, we develop Personal Literacy Plans, Personal Math Plans and Behavior Support Plans through the Response to Intervention process. WMS has instituted the PBIS approach to school-wide discipline—focusing on explicitly teaching, modeling and practicing expected behaviors and recognizing students who meet or exceed these expectations. Additionally, our PAWS advisory program, the Olweus Bullying Prevention Program, Restorative Practice and the 'One Book, One School' initiative, all actively promote a positive and productive learning environment.

Performance Measures

Westerly Middle School has implemented PLATO, an online, standards based program to address math learning gaps for all grade levels. Teachers and administrators utilize data from other classroom-based assessments, AIMSweb, NWEA, attendance reports and discipline profiles to make decisions regarding necessary student supports that are tailored to the needs of each individual.

Goals 2016-2017

- Increase the number of students achieving proficiency on multiple measures including PARCC, NWEA, AIMSweb, NECAP Science, district on-demand writing prompts and classroom level common assessments



Organizational Section: Building Narratives

- Continue to study and incorporate the key curricular shifts found in the Common Core Standards
- Sustain a successful and comprehensive transition plan from each of the four Westerly elementary schools to Westerly Middle School, and from Westerly Middle School to Westerly High School
- Continue to implement positive culture initiatives while decreasing bullying incidents at Westerly Middle School
- Improve teachers' ability to utilize various data points in making classroom-level instructional decisions (e.g. attendance data, SWIS data, NWEA data, formative assessment data)



Organizational Section: Building Narratives



Bradford Elementary School
15 Church Street
Bradford, RI 02808

Principal-Polly Gillie
Phone: 401-348-2283
Fax: 401-348-2288
Web: bes.westerly.k12.ri.us

Bradford Elementary School Overview

School Mission

"In an environment that encourages respect and promotes life-long learning, the Bradford School will provide an opportunity for each child to achieve educational success. In collaboration with families and community, the school will enhance growth opportunities for all children by providing them quality curriculum and instructional practices that will allow them to realize their highest potential."

School Operations

Bradford School houses 81 children in grades kindergarten through grade four, 49 preschoolers at our Bradford School site and 49 preschoolers are at our Babcock Hall location. We provide both morning and afternoon preschool sessions. Five heterogeneously grouped classrooms consisting of one full-day kindergarten, one 1st grade, one 2nd grade, one 3rd grade, one 4th grade comprise our K-4 configuration.

Our school is a school wide Title 1 school, with a 0.6 FTE building administrator, 1.0 FTE elementary curriculum leader and 1.0 FTE reading specialist. We have 2.0 FTE speech and language pathologists - two assigned to preschool and K-4. We have 2.0 FTE special education resource teachers, one assigned to the district severe profound population and one to service K-4 resource students. We have a 0.8 FTE social worker, a 0.5 FTE school psychologist and a part time diagnostician. We have part-time specialists in physical education, art, music, and library media, and a 1.0 FTE literacy assistant. We have three 1:1 teacher assistants assigned to special needs students, seven preschool assistants, one K-4 assistant, and one Kindergarten assistant. In addition, we have one school year executive secretary, one building assistant, one day and one evening custodian. Our parent liaison, funded through Title 1, provides assistance in making stronger connections between school and home, in addition to organizing our Before and After School programs. Additionally, three lunch/recess aides supervise cafeteria and playground activities for 1.5 hours daily. Our Parent Teacher Organization, along with our School Improvement Team, is extremely active in providing direction and support as we work together toward meeting our goals.

School Objectives

- Continue to focus on the implementation of the Action Response Plan to the RIDE (2013/2014) Classification Report. Monitor the progress and success of plan through SIT/ faculty meetings
- Promote a positive school culture through the continued implementation of PBIS, reinforcing the three B's- be respectful, be responsible, be safe

Organizational Section: Building Narratives

- Challenge students to reach levels 4 and 5, meet and exceed expectations, in areas of reading, writing, mathematics and science, while closing performance gaps with special education students
- Support the various professional learning communities operating within our school, utilizing the expertise of our Elementary Curriculum Leader, in order to promote and sustain a positive school culture and instructional programming conducive to student learning and staff professional growth
- Continue to implement the Bradford School Parent Involvement Policy, as required by Title 1, in order to provide a continuum of activities, communication, and support services to enhance positive home-school relations and to meet the changing needs of our students and families

Performance Measures

- Students in grades K-4 will increase reading proficiency by making one year's growth in reading accuracy
- Students in grades K-4 will meet rigorous, yet attainable targets in foundational math skills as measured by Math AddVantage/MR assessments
- By June 2016, students in grades 3 and 4 will meet or exceed the standards for mathematics, reading, and science, as measured by PARCC and Science NECAP
- By June 2016, 95% of all parents will be involved in the educational process to aid in the successes of their children, as measured by participation in parent-teacher conferences, school volunteer programs, before and after school programs, annual Title 1 meeting, family engagement activities, and/or participation in the Bradford School Parent-Teacher Organization
- By June 2016, 100% of all classrooms will have technology integrated into instruction on a daily basis including interactive white boards and iPads in all PreK-4 classrooms. Grade four students will have individual iPads with keyboard dock with funding for apps. (To date, all K-4 classrooms, art/music, and library all have interactive white boards; Preschool teachers have iPads.)



Organizational Section: Building Narratives



Dunn's Corners School

8 ½ Plateau Road
Westerly, RI 02891

Principal-Polly Gillie

Phone: 401-348-2320

Fax: 401-348-2325

Web: dcs.westerly.k12.ri.us

Dunn's Corners School Overview

School Mission

"Dunn's Corners School provides developmentally appropriate experiences for every child in a caring and stimulating learning environment in order to establish the foundation for lifelong success with learning."

School Vision

"Dunn's Corners Elementary School will promote INDIVIDUALIZED whole child learning through authentic experiences and meaningful partnerships."

Operations

Dunn's Corners School was opened in 1967 and expanded in 1995. Current enrollment is 287 students in grades kindergarten through 4. There are 15 heterogeneously grouped classrooms consisting of three full-day kindergartens, three 1st grades (one of which is a 0.6 and 0.4 job-share), three 2nd grades, three 3rd grades and three 4th grades. Our grade 4 classes are departmentalized according to subject area: ELA, Math, and Science. Support staff for students includes one full-time (1.0 FTE) curriculum leader, one full-time (1.0 FTE) reading specialist, two part-time (0.5 FTE) speech and language pathologists, one full-time (1.0 FTE) literacy assistant, two full-time (2.0 FTE) special education resource teachers, one half-time (0.5 FTE) school psychologist and a half-time (0.5 FTE) LEA. Dunn's Corners School supports one district-wide, self-contained special education program. The Behavior Support Program services elementary-aged students who require significant behavioral modifications. This program is serviced by a full-time (1.0 FTE) special education teacher, a full-time (1.0 FTE) social worker (who also services the entire school) and three (3.0 FTE) special education teacher assistants. In addition, we have one full-time (1.0 FTE) physical education teacher, one part-time (0.15) physical education teacher, one full-time (1.0 FTE) school nurse teacher, one part-time (0.5 FTE) art teacher, two part-time music teachers (0.3 FTE and 0.4 FTE), two part-time (0.8 and 0.2 FTE each/job-share) library/media teachers, four (4.0 FTE) special education resource teacher assistants, two part time (0.5 FTE) kindergarten teacher assistants, one (1.0 FTE) school-year executive secretary, one (1.0 FTE) building assistant, one (1.0 FTE) day custodian, one (1.0 FTE) night custodian, and one (1.0 FTE) principal. Additionally, six lunch and recess aides supervise cafeteria and playground activities for three hours daily. Parent volunteers are a valuable resource and provide classroom assistance within the school environment on a regular basis.

School Objectives

- Maintain and improve high levels of academic achievement in reading, mathematics and science
- Improve academic achievement in writing
- Close the performance gap between general and special education



Organizational Section: Building Narratives

- Promote positive school behaviors and pro-social attitudes that increase academic learning
- Promote organizational efficiency and protection of assets

Performance Measures

- District leadership members and staff at Dunn's Corners Elementary School began using Northwest Evaluation Association (NWEA) data during the 2014-15 school year. NWEA assessment data continues to be used by Dunn's Corners faculty as one of our multiple measures. This data set is used to inform instruction in ELA (Vocabulary Acquisition, Informational Text, and Literature) and Math (Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry).
- Under the guidance of the Rhode Island Department of Education, all elementary aged students enrolled in Westerly Public Schools in grades 3 and 4 were administered the PARCC assessment. The baseline data for year one of this state-wide assessment recognized that overall 41% of students in 3rd and 4th grade at Dunn's Corners met or exceeded the standard in English Language Arts compared to the State of RI average of 37.5 % and 49% of students in grades 3 and 4 met or exceeded the standard in Mathematics compared to the State of RI average of 31%.
- The 2015 Science NECAP assessment for 4th grade students indicated that 64% of students met the standard in science compared to 47% in 2014.



Organizational Section: Building Narratives



Springbrook Elementary School

39 Springbrook Road
Westerly, RI 02891

Principal-Susan Martin

Phone: 401-348-2296

Fax: 401-348-2305

Web: ses.westerly.k12.ri.us

Springbrook Elementary School Overview

School Mission

"The Mission of Springbrook Elementary School is to provide a safe learning environment, fostering and encouraging each child to become a productive citizen, taking responsibility for self, respecting others, and supporting community."

School Operations

Springbrook School consists of fifteen heterogeneously grouped Kindergarten through grade 4 classrooms. There are three sections of each grade level and approximately 337 students. All of Westerly's elementary level English Language Learners (ELL) students also attend Springbrook. 2.5 ELL teachers and 2.0 ELL aides/translators provide instruction and services. The support staff includes 1.5 reading specialists, a 1.5 speech and language pathologists, 3.0 special education resource teachers, a 1.0 social worker and a .5 school psychologist. All students also have physical education, art, music, and library media classes. The School Improvement Team, the Grade Level Teams and the Building Curriculum Leader, and the P.T.O. actively provide direction and support toward meeting Springbrook's goals.

School Objectives

- Improve literacy and numeracy skills of students through implementation of the Springbrook Elementary School Improvement Plan
- Provide a continuum of activities, communication, and support services to enhance positive home-school relations
- Continue to implement the Responsive Classroom social curriculum, in conjunction with our school-wide, Positive Behavior Incentive Program and a grade 4 Student Ambassador program



Organizational Section: Building Narratives

Performance Measures

- Continue to analyze state and local assessment results in reading, writing, science and mathematics and to determine how to best meet the needs of our students.
- Continue to examine student work and to draw conclusions about student learning and teaching.
- Continue to monitor parent attendance at the school's Kindergarten Orientation, Annual Open House, Parent Conferences, Grade Level Informational Meetings, Student Sharing Assemblies, P.T.O. Meetings and Events, Parent Coffee Hours, and other school related activities.



Organizational Section: Building Narratives



State Street School

35 State Street
Westerly, RI 02891

Principal-Audrey Faubert

Phone: 401-348-2340

Fax: 401-348-2345

Web: sss.westerly.k12.ri.us

State Street School Overview

School Mission:

State Street School inspires lifelong learners and productive citizens by working collaboratively with families and the community. We are committed to academic excellence while fostering social development in a safe learning environment.

School Operations:

State Street School houses approximately 368 children in grades K to 4, which includes two special education classrooms; Primary and Intermediate Autism Spectrum Disorder. There are 18 heterogeneously grouped classrooms consisting of four full day kindergartens, four 1st grades, four 2nd grades, three 3rd grades, and three 4th grades. Our support staff includes, one and a half reading specialists, 1.6 speech and language pathologists, 2.0 special education resource teachers, one social worker, one Literacy Assistant, one part time Math Interventionist, one part time parent liaison, one part time school psychologist, and one part time diagnostician. In addition we provide specialists in physical education, art, music, and library media. Our School Improvement Team, PTO, and Family Engagement Committee are active and provide direction and support as we work toward meeting our goals. We are a school-wide Title I building.

School Objectives:

- Students will understand text complexity, the reading/writing connection, and be immersed in non-fiction text as well as read with sufficient fluency and accuracy to support comprehension
- Students will understand fractions as presented by the Common Core State Standards at their respective grade levels
- Students will reflect on their scientific data to support or refute a prediction and reference their data or text to support their assertions
- Students will apply the math practice standards to their daily work
- Students and staff will embrace our Positive Behavior Intervention and Supports (PBIS) system which celebrates the character traits of Safe, Honest, Assertive, Responsible and Kind (SHARK)
- The schedule fosters intervention/enrichment in both ELA and Mathematics. After school enrichment is offered as well.
- The staff will promote family engagement by communicating often and effectively with families, hosting informational meetings, parent workshops, and child/adult interactive events.



Organizational Section: Building Narratives

Performance Measures:

- NWEA and Accelerated Reader will be used to measure individual student achievement in reading
- Students will meet rigorous yet attainable targets in foundational math skills as measured by Math AddVantage assessments. NWEA will be used to measure individual student achievement in math
- Students will be assessed in a new district writing program, Being A Writer, which aligns with the Common Core State Standards in Writing
- Students will increase their science proficiency as measured by NECAP Science
- SWIS data will show a decrease in student minor and major behaviors from fall to spring
- PARCC baseline data will be analyzed in ELA & Math with appropriate interventions developed



Organizational Section: Building Narratives



Tower Street School Community Center

93 Tower Street
Westerly, RI 02891

Director of Community &
Family Engagement-Joan Serra
Phone: 401-348-2715
Fax: 401-348-2281
Web: tsscc.westerly.k12.ri.us

Tower Street School Community Center

Infant and Preschool Programs:

- 375 hours of on-site early education curriculum delivered to children birth to preschool entry
87% of children met developmental milestones in all four domains of development
- 330 hours of nature-based curriculum delivered to children ages 3-5
41% of families completed Rhode Early Learning Standards Fun Family Activities Training
40% of students made gains in letter sound recognition
70% of students made gains in beginning word rhymes
- Weekly Easter Seals/Early Intervention parent-child group
- Head Start bussing for children without transportation; parents participate in WPS adult education

School-Age Learning and Enrichment:

- Independent evaluation of 6 week summer learning showed increase from pre- to post-test scores in literacy 32.28% and mathematics 54.22%
- 40% of Title I and ESL eligible families received *Welcome to Kindergarten* home education visits
- 1% chronic absenteeism rate for children enrolled in out-of-school time programming at TSSCC
- 150 children participated in theater productions of *Jungle Book*, *Scrooge*, *Wizard of Oz*

Parent Support and Education:

- 96% retention rate in Families Learning Together family literacy program
- 165 home education visits to 24 families with 32 children birth to K entry
- 60 Parent Academy workshops offered in Spanish and English. Partners include Ocean Community YMCA, RI Expanded Food and Nutrition Education Program, Westerly Adult Day Center, Center for Woman and Enterprise, Wood River Health Services, RI Student Loan Authority, RI Department of Education, South County Community Action, Providence School Department, Education Exchange, Literacy Volunteers of Washington County, Jonnycake Center, Basic Needs Network

School-Linked Health and Social Services:

- 57 new enrollments in SNAP (Supplemental Nutrition Assistance Program)
- 250 students received school supplies, including backpacks, books and clothing vouchers provided by United Way and The Church at Westerly

Organizational Section: Building Narratives

- 2379 WIC visits for pregnant women, new mothers and children under five years of age
- Supported 23 families with 71 children with gifts, food cards, personal care, food
- 20 families assisted with rent, 6 electric, 11 gas, 1 motel

Family and Community Development:

- Community garden provided 500 pounds of produce to WIC, Jonnycake Center, community
- 2000 meals served by The Supper Table; Transportation provided from Bradford
- 1796 hours of community facility usage outside of school hours - sports, recreation, arts
- 6200 reserved hours (@65 classes) for CCRI fall, spring, summer
- Chinese Moon Festival and Hispanic Heritage Festival attended by over 300 community members

Adult Education:

- 29 adult learners attended 2250 hours of education
- 75% retention rate in adult education

Volunteer Hours:

(TSSCC & Literacy Volunteers)	1891.25 volunteer hours
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Organizational Section: Department Narratives

Westerly Athletics

Westerly Public Schools continues to have one of the most successful public school interscholastic athletic programs in the state of RI. The Bulldogs have won a multitude of league, division, and state championships — including the 2014 Freshman State Football Super Bowl and 2015 Rhode Island Interscholastic League Division 3 Boys Lacrosse Championship, completing the season undefeated.



Westerly currently offers 27 different programs, including 42 levels of competition, and is a member of the RIIL and ROPCOA grades 6-8. Over 60% of the Westerly High School students participate in athletics including 78 of the top 100 ranked students in the 2015 graduating class.



Westerly Public Schools participates in Project UNIFY in both Westerly Middle School and Westerly High School. This program is designed to activate youth for Special Olympics and people with intellectual disabilities. The focus of this project is a high school based Unified Sports program, which is endorsed by the Rhode Island Interscholastic League and the RI Department of Education and is partially funded by the U.S. Department of Education.

Westerly Facilities

The Facilities Department currently maintains (8) buildings with a total square footage of 681,824. The Department is staffed with the Facilities Director (1) Administrative Assistant (23) Custodians and (1) District Electrician.



Aramark Education K-12 manages the Custodial/ Facilities Maintenance for Westerly Public Schools. Aramark has assisted the District through several construction and efficiency projects while maintaining a solid preventative maintenance program for all buildings.

Aramark maintains nearly a billion square feet across multiple industries worldwide.

The Mission of the Facilities Department is to provide maintenance and custodial services in a cost effective, customer oriented manner needed to protect the capital investment made by the residents of Westerly in their public facilities and to maintain a safe, comfortable and functional environment for all building occupants.

Aramark Mission: Deliver experiences that enrich and nourish lives.



Organizational Section: Department Narratives

Westerly Food Services



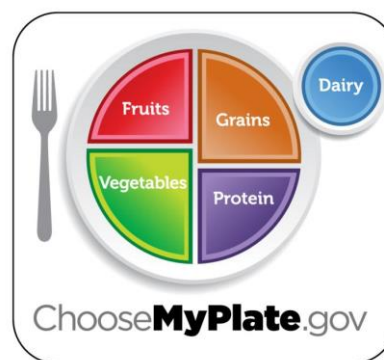
Westerly Public Schools Food Services are contracted out and run by Aramark. Aramark's mission is to: "Deliver experiences that enrich and nourish lives". The Food Services Department will do this by offering a variety of freshly prepared wholesome meals that include healthy choices from the Fresh Fruit and Vegetable bars at each school. Aramark adheres to the guidelines set down by the State of Rhode Island to provide complete nutritional compliance. Food Service employees are coached and developed to provide courteous and friendly service to students, faculty and staff in a culture of teamwork and safety. Aramark offers monthly promotional specials to emphasize healthy choices for students to choose and introduce them to new and exciting flavors. Aramark also participates in seasonal and national events and celebrations by tailoring menus to reflect those events.

Nutrition and Wellness

- Breakfast is served in all schools
- Participates in the Fresh Fruit and Vegetable Program sponsored through RIDE
- Westerly is 100% compliant with the RI approved a la carte snack list
- Rhode Island locally grown produce offered whenever possible and has a partnership with local farm programs
- Made to order deli and salad stations at Westerly High School and Westerly Middle School
- Implementation of "Tines" new Middle School dining concept including burger bar and self-serve pizza

Annual Household Income (before taxes) to qualify for Free & Reduced Lunch

FEDERAL ELIGIBILITY INCOME CHART For School Year 2015-2016			
Household size	Yearly	Monthly	Weekly
1	\$21,775	\$1,815	\$419
2	\$29,471	\$2,456	\$567
3	\$37,167	\$3,098	\$715
4	\$44,863	\$3,739	\$863
5	\$52,559	\$4,380	\$1,011
6	\$60,255	\$5,022	\$1,159
7	\$67,951	\$5,663	\$1,307
8	\$75,647	\$6,304	\$1,455
Each additional	\$7,696	\$642	\$148



Free & Reduced Lunch		
	Westerly	RI
2016	40.0%	47.0%
2015	36.7%	47.5%
2014	39.1%	47.0%
2013	38.9%	44.0%
2012	36.2%	43.7%
2011	33.3%	43.5%

Organizational Section: Department Narratives

District Safety

Westerly Public Schools is committed to providing the safest learning environment possible for its staff and students. Safety in a school environment is an ongoing evolutionary process where policies and procedures, response methods, and the facilities themselves must be kept in alignment with best practices. In an effort to maintain these standards, the district continues to evaluate and improve upon present strategies for preparation, response, mitigation, and recovery in an all-hazards approach.



The district continues to work with local first responder organizations and the town's emergency management agency. Representatives from the fire and ambulance service have been added to the district's safety committee in order to obtain a whole community approach to safety.

The district facilities are being reviewed through a threat and risk assessment in order to identify physical safety issues with the buildings as well as to identify improvements that can be made to the buildings. As a result of these assessments several mitigation projects have been completed or are presently in the process of being completed. These include improved and consistent signage, vegetation mitigation, security camera improvements and additions. The need for repair/replacement of classroom door locks has been identified as well and will require capital improvement, operating, and grant funding to complete. A grant through RI Emergency Management has been awarded in the amount of \$10,000 for this project.

A 50/50 match grant has been applied for and received through the RI Emergency Management Agency to create a district wide radio communications system that will provide district staff a way to communicate directly with local first responders and one another in the event of an emergency situation anywhere in the district. This project is in the final stages with an anticipated completion date of January 31, 2016.

Training of staff and exercising response plans is ongoing and will continue throughout the school year along with conducting after action reviews of all drills, exercises, and real life events in order to identify strengths and weaknesses and make corrective action as needed to policies, procedures, and plans.

As a result of these initiatives and the everyday dedication of the district's staff and students, we will achieve our goal of providing the safest learning environment possible.



Organizational Section: Financial Policy

Westerly Public Schools School Committee Annual Budget and Format

No. 3010

The annual operating budget of the Westerly School District is the financial plan for the operation of the School District for a period of one year. It is intended to provide a framework for both expenditures and revenues for that year and to translate into financial terms the programs and activities of the District.

The Superintendent of Schools and the administrative staff will assume responsibility for the development and preparation of the annual School District budget and for its presentation and review by the School Committee. The Superintendent will work closely with principals and staff members in developing this budget and in outlining the long – range and short – term needs of the School District. After a proposed budget has been developed, the Superintendent will, with the assistance of the other staff members, present a recommended budget to the School Committee for review and adoption. This annual budget, as adopted by the School Committee, shall be presented to the Westerly Town Council and Town Meeting in the manner prescribed by Town Charter.

The annual operating budget of the Westerly School District will be presented in a manner and format consistent with the laws of the state of Rhode Island and regulations of the Rhode Island Department of Education. The budget proposal as presented to the School Committee shall be fully itemized and classified in conformance with the chart of accounts of Westerly Public Schools and with state and federal reporting requirements.

The budget document, as adopted by the School Committee and presented to the Town Council, must include the following information:

- The proposed annual expenditure within the district chart of accounts.
- Estimates of revenue sources.

Reference: Titles 16-2-9, 16-2-11, 16-2-21, 16-2-21.2, 16-2-21.3, and 16-2-21.4 of the General Laws of Rhode Island.

Adopted: January 17, 2007



Organizational Section: Financial Policy

Westerly Public Schools School Committee Budget Development Process

No. 3020

The Superintendent of Schools will direct the preparation of the annual School District budget and will assume responsibility for its presentation to and review by the School Committee. The annual budget, as presented to the School Committee, must be balanced, consistent with School Committee policy and procedures, and sufficient to fulfill all contracted, legal, and mandated responsibilities of the School District. In addition, the budget should include provisions for:

- Fulfillment of the adopted School Committee goals and objectives established for that school year.
- Programs to meet the needs of the entire student population of the district.
- Staffing arrangements adequate for the proposed program.
- Maintenance of the district's equipment, grounds, and facilities.
- The efficient and economical operation of the affairs of the School District.
- Development of a proposed budget by the Superintendent of Schools for presentation to the School Committee.
- Presentation of the proposed annual budget by the Superintendent of Schools to the School Committee on the first Wednesday of November for approval prior to the first Monday of January.
- Presentation of the proposed annual budget to the Town Manager and Town Council the first Monday of January.

Reference: Titles 16-2-9, 16-2-11, 16-2-21, 16-2-21.2, 16-2-21.3, and 16-2-21.4 of the General Laws of Rhode Island.

Adopted: January 3, 2007



Organizational Section: Financial Policy

Westerly Public Schools School Committee Budget Implementation Monitoring and Transfers

No. 3030

The Superintendent of Schools will be directly responsible to the School Committee for the administration of the annual operating budget of Westerly Public Schools. All other School District personnel will be directly responsible to the Superintendent in all procedural matters related to finance.

The School Committee will receive quarterly updates of District expenditures.

All actions of the Superintendent or any other District employee in executing the programs and activities set forth in the annual operating budget of Westerly Public Schools shall be subject to the review of the School Committee and are further limited by the following provisions:

- All budget actions by the Superintendent of Schools and the School Committee must be consistent with Rhode Island General Law and all other policies of the School Committee. All expenditures of district funds must meet the legal requirements of the Rhode Island Department of Education and Rhode Island General Law.
- All purchases must be made in accordance with the requirements of adopted School Committee policy.

Reference: Titles 16-2-9 and 16-2-11 of the General Laws of Rhode Island.

Adopted: January 3, 2007



Organizational Section: Financial Policy

Westerly Public Schools School Committee Capital Reserve Accounts

No. 3050

From time to time, it will be necessary to perform capital projects on the School District's facilities. Such projects may be for either repairs or improvements or both. Capital projects are typically one – time, non – recurring expenditures and are too large to be accommodated within the District's operations budget. Such projects may be funded either through bond indebtedness, one – time appropriations, or through capital reserve accounts. In a capital reserve account, funds are set aside over a period of time to fund capital projects. Capital reserve accounts are for a specific project.

Capital reserve accounts may be set up only as authorized by the School Committee and adopted by the Town Council. Expenditures may be made from a capital reserve account only by direct authorization of the Capital Overview and School Committees. Such authorization shall be made only following full public discussion to be held at a minimum of two public meetings, one Capital Overview and one School Committee meeting, at which the item appears on the Committee's agenda. Such expenditures shall be authorized only for capital projects as described on this policy.

Adopted: January 3, 2007



Organizational Section: Financial Policy

Westerly Public Schools School Committee Purchasing Procedures

No. 3060

- 1) The purchase of all materials, supplies and services must be processed on Westerly Public Schools Requisition Forms (attachment 1). The Requisitions should include a detailed description of the item being purchased, including the manufacturer, make, model, if applicable, and any other information pertinent to the identification of the item being purchased. Request for purchase(s) must be completed in full, typed or computer generated and submitted to Building Leader or Department Head (with signatory authority). The information should include a detailed description of the item(s) being ordered. If the purchase is from our General School Supplies bids, the commodity code should be included and the order should include "per bid". All bidders should substitute their own item number. Bid items should include shipping; fifteen percent added or the amount obtained from the vendor. These items do require that shipping costs be added. If the order is from a State Master Price Agreement, the order should include the MPA#, Item #, FEIN #, terms, etc. The Master Price Agreements also includes shipping. All requisitions must indicate the account to be charged. Those that arrive at the Finance Office that do not have account information, including account code, will be returned to the requesting source for completion. Sufficient time must be allowed to follow proper procedures.

Note: Purchases in excess of \$5,000 in the aggregate for one vendor within one fiscal year must go out to bid.

- 2) Once available funding has been identified by the Building Leader or Department Head, the Building Leader or Department Head signs and submits the requisition to the Finance Office. Only Requisitions with original signatures are accepted.
- 3) The Finance Office will once again verify available funding and forward the request to the Accounting Assistant who enters purchase orders into the accounting system.
- 4) The purchase order is encumbered into the accounting system and the purchase order is then submitted to the Director of Finance and Administration for signature.
- 5) The purchase order is returned to the Accounting Assistant and the appropriate color copies are made for distribution and filing.
- 6) A blue copy of the purchase order is returned to its origin to be held for completion.
- 7) When the order is complete, the blue copy should be signed, dated and returned along with any packing slips to the Finance Office. If there are any problems with the order, dated notes should be neatly recorded on the face of the blue copy for Accounts Payable to reference with regard to payment. In the case of a very large order that may have backordered items, the items should either;
 - a) be cancelled in writing with copies of the letter attached to the blue copy and the purchase order returned to the Finance Office for payment; or



Organizational Section: Financial Policy

- b) copies of the paperwork submitted to Accounts Payable for a partial payment. In that case, the original blue purchase order is retained and a copy sent to Accounts Payable.
- 8) Whenever there is a question, it is advisable to consult with Accounts Payable or the Accounting Assistant.
- 9) If an order is to be cancelled, the source **must** cancel the order in writing with the vendor, explaining the reason for the cancellation. A copy of this document must be part of the official record of the purchase order and must be kept on file in the Finance Office. Also, if a return receipt is received, that receipt should be sent to Accounts Payable to be retained with the original order.
- 10) If merchandise is received in error and the error is on the part of the vendor, the vendor is responsible for the return of the merchandise. If the error is on the part of the District, the merchandise must be returned through a method that provided proof of return. Methods allowed for proof of return included UPS and return receipt.
- 11) All expenditures of funds, whether District Funds, Grant Monies or other sources must be approved in advance. If a purchase is made in an emergency situation, Building Leaders or Department Heads may be reimbursed for purchases as long as Regulations have not been violated. Paid receipts must be submitted with a request for reimbursement that includes the account to be charged, amount of expense and explanation of emergency.

Failure to comply with the above regulations will result in delays in placing and receiving orders.

Adopted: January 3, 2007



Organizational Section: Financial Policy

Westerly Public Schools Bid Purchase Policy

No. 3070

The Superintendent of Schools or his/her designee shall solicit sealed competitive bids for materials, services, supplies and any other Westerly Public Schools procurements, insofar as required to do so pursuant to the provisions of the State of Rhode Island General Laws.

The Superintendent of Schools or his/her designee is authorized to make an award to the lowest bidder except in circumstances as to which its authority is reserved to the School Committee by law. As to the award of bids in excess of \$10,000 for construction or in excess of \$5,000 for other purchases, and for any award in excess of \$500 in which the low bid is not to be accepted, the Superintendent shall notify the School Committee within (10) days of doing so.

This bidding procedure may be waived in any circumstance permitted by the State of Rhode Island General Laws or in the event that the materials or services are needed for emergency repairs or for items of a non-competitive nature where there is only one supplier.

For any services anticipated to cost greater than \$1,000 quotes from at least two sources must be obtained.

Bids will be retained and available for public inspection for a period of five (5) years or for any shorter period of retention permitted by law.

Revision Adopted:	September 21, 1977
Effective Date:	December 12, 1977
Revised and Amended:	August, 1997
Revised:	November 8, 2002
Revised:	March 16, 2005
Revised:	January 3, 2007
Revised:	May 5, 2010



Organizational Section: Financial Policy

Westerly Public Schools Grant Funding

No. 3090

The School Committee encourages and supports the application and receipt of federal, state and private grants. It is the responsibility of each district employee to participate actively in revenue efforts in order to supplement local funds. However, every effort will be made to maintain programs for the benefit of students.

Therefore, the School Committee directs the Superintendent to develop and implement both immediate and long-range plans to apply and receive resources by the Westerly Public Schools and to provide educational experiences within the K-12 curriculum for students, which will enhance instruction.

Whereas, the School Committee bears responsibility for the best use of tax dollars, and

Whereas, grant funding can supplement instruction and awareness of academic needs and costs,

Therefore, the School Committee directs the Superintendent and/or his/her agents to develop short and long range strategies in the areas of grant management and curriculum development utilizing grant funding.

Adopted: March 17, 2004
Revised: January 3, 2007
Revised: May 5, 2010



Organizational Section: Financial Policy

Westerly Public Schools Grant Procedures

No. 3091

The following procedures must be followed for all Federal, State, and Privately funded grants.

- A. All grant proposals must be submitted to the Superintendent for approval prior to submission.
- B. Upon receipt of the grant proposal, the assistant of the Superintendent will forward one copy to the Supervisor of Fiscal Services and Chair of the Grant Committee. In addition, the grant writer will receive a signed copy of the grant, a letter acknowledging the grant proposal, and a list of protocols to be followed by the grant writer if the grant is awarded.
- C. When the award is received, the Superintendent, Finance Director and grant administrator must be notified by whoever receives the notification. The person notified will also forward the award letter to the Finance Office.
- D. If the funding agency is the State, the Finance Office will request funds. If funds are distributed in a check, said check must be sent directly to the Finance Office. Only the Finance Office is authorized to cash checks.
- E. Once the award letter is received, a department and account code is established and purchasing can begin. Purchasing procedures for grants are the same as those for the district. All purchases for goods and services require a purchase order. Purchase requests are to be submitted to the Finance Office for processing.
- F. All grant purchase requests must be received in the Finance Office by March 1st and all orders must be received in full by April 15th. If there are backordered items, they must be cancelled. Grant funds must be fully expended by May 31st.
- G. The grant administrator will receive a budget status report of grant expenditures on a monthly basis.
- H. The Finance Office is responsible for filing any financial reports required by the grantor.
- I. Any changes to the original grant proposal follows the same procedures listed above.

Adopted: March 17, 2004

Revised: January 3, 2007



FINANCIAL
SECTION



Financial Section: Revenues

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Adopted	July-Dec	Adopted	Change
Local Tax Dollars	\$43,672,240	\$44,422,146	\$44,914,514	\$45,581,781	\$22,790,891	\$45,710,811	0.28%
State Aid	\$6,571,862	\$7,164,219	\$7,704,194	\$8,257,392	\$3,943,373	\$9,070,990	9.85%
Medicaid	\$854,300	\$1,080,130	\$1,191,532	\$1,072,500	\$401,684	\$1,172,500	9.32%
Preschool Tuitions	\$38,008	\$45,114	\$45,163	\$42,500	\$22,651	\$42,500	0.00%
Rental Income	\$121,973	\$113,440	\$117,672	\$105,000	\$60,966	\$105,000	0.00%
Summer School							
Program Revenues TSSCC	\$160,813	\$184,453	\$211,574	\$190,000	\$93,852	\$190,000	0.00%
Transportation Fees	\$41,211	\$42,691	\$4,800	\$5,000	\$2,975	\$5,000	0.00%
Miscellaneous	\$50,045	\$27,208	\$6,375	\$24,981	\$467	\$24,981	0.00%
Closed School Imp	\$0	\$51,122	\$188,020	\$0	\$0	\$0	0.00%
Fund Balance	<u>\$1,015,000</u>	<u>\$1,012,376</u>	<u>\$500,000</u>	<u>\$480,000</u>	<u>\$0</u>	<u>\$200,000</u>	-58.33%
	\$52,525,452	\$54,142,899	\$54,883,844	\$55,759,154	\$27,316,859	\$56,521,782	1.37%

- Increase in Town Aid \$129,030 = .28%
- Increase in Budget \$762,628 =1.37 %

Revenue from the Town of Westerly and local taxes is the largest source of income to WPS. Aid from the State of Rhode Island is second. The amount of State Aid WPS receives has been increasing in both dollars and in percentage of total budget. During this same time the funding that comes from local tax dollars as a percentage of WPS total budget and as a percentage of the town budget was reduced.

Other RI Town Aid to Schools from Local Tax Dollars

	FY 14	FY 15	FY16	% Change
Westerly	\$44,422,146	\$44,914,514	\$45,581,781	1.49%
Newport	\$22,564,158	\$22,959,158	\$24,312,243	5.89%
N. Kingstown	\$45,330,825	\$45,937,802	\$46,937,802	2.18%
S Kingstown	\$49,131,442	\$49,614,070	\$50,313,756	1.41%
E Greenwich	\$31,776,201	\$32,470,000	\$33,367,555	2.76%
Smithfield	\$32,544,732	\$33,997,806	\$35,058,588	3.12%



Financial Section: Revenues

State Aid as % of Total WPS Budget

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Total WPS Budget	\$52,525,452	\$54,142,899	\$54,883,844	\$55,759,154	\$56,521,782
State Aid	\$6,571,862	\$7,164,219	\$7,704,194	\$8,257,392	\$9,070,990
Aid as % of Total	12.51%	13.23%	14.04%	14.81%	16.05%

Town Aid as % of Total WPS Budget

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017*
Total WPS Budget	\$52,525,452	\$54,142,899	\$54,883,844	\$55,759,154	\$56,521,782
Town Aid	\$43,672,240	\$44,422,146	\$44,914,514	\$45,581,781	\$45,710,811
Aid as % of Total	83.14%	82.05%	81.84%	81.75%	80.87%

Town Aid as % of Total Town Budget

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017*
Total Town Budget	\$80,326,734	\$82,416,175	\$84,714,053	\$86,728,357	\$88,464,742
Aid for Education	\$43,672,240	\$44,422,146	\$44,914,514	\$45,581,781	\$45,710,811
Aid as % of Total Municipal E	54.37%	53.90%	53.02%	52.56%	51.67%

Annually the State issues a five (5) year projection on State Funding Aid. This is a useful tool for planning purposes.

Five Year Forecast of State Aid

Projections will change based on annual data updates

FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Projected	Projected	Projected	Projected	Projected
\$8,257,392	\$9,070,990	\$9,723,162	\$9,723,162	\$9,723,162

Projection is based on projection from RI Dept. of Municipal Affairs. Budget increases are based on the Governor's proposed budget.



Financial Section: Revenues

Prior to 2012, State Aid was determined by legislative action. For FY 2012 the State of Rhode Island moved to a Funding Formula. As part of this formula a transition schedule was created. Districts that experienced a gain in State Aid as a result of the formula had that gain phased in over seven years. Districts with a decrease in State Aid have the decrease phased in over ten years.

The three key Components of the Funding Formula are:

- Core Instruction Amount: From National Center for Education Statistics and updated annually. Amount for RI for FY 16 \$8,928
- Student Success Factor: (40% of core): FY 2016 =\$3, 571. Additional funding to support student needs beyond the core amount. Applied to PK-12 students eligible for Free and Reduced Lunch
- State Share Ratio: considers the revenue-generation capacity of communities and student needs

Funding Formula Calculation

Board of Education's FY 2016 budget uses 3/14/14 data adjusted for projected 2014-2015 and 2015-2016 charter school, Davies and Met enrollments (will be updated for March 2015 actual data)

$$\begin{aligned} & (2,000 \text{ PK-12 RADM} \times \$8,928 \text{ (core instruction amount)}) = \$ 17,856,000 \\ & \qquad \qquad \qquad + \\ & (800 \text{ PK-12 FRPL} \times (\$8,928 \times 40\% \text{ Student Success Factor})) = \$2,856,960 \\ & \qquad \qquad \qquad \times \\ & \qquad \qquad \text{State Share Calculation} = 50\% \\ & \qquad \qquad \qquad = \\ & \$10,356,480 \text{ projected state funding upon full transition} \end{aligned}$$

RADM = Resident Average Daily Membership, counts students based on the district where they reside and gives the district credit for any time that the student is an enrolled member of the district. Charter and state school students are excluded from the district totals.

FRPL = The actual number of PK-12 students receiving Free and Reduced Price Lunch



Financial Section: Expenditures

Summary

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Wages & Benefits	\$42,773,019	\$44,028,876	\$44,824,770	\$46,160,016	\$46,289,046
Tuitions	\$3,763,594	\$3,674,690	\$3,675,198	\$3,575,000	\$3,875,000
Contract Services	\$996,790	\$1,078,833	\$977,508	\$1,016,500	\$1,133,545
Conferences & Dues	\$188,128	\$119,149	\$93,825	\$125,000	\$125,000
Auto & Mileage	\$16,983	\$15,404	\$16,134	\$15,000	\$15,000
Instructional Material	\$562,456	\$521,732	\$602,270	\$550,000	\$625,000
Periodicals & Textbooks	\$102,598	\$64,418	\$56,722	\$200,000	\$200,000
Repairs & Maintenance	\$1,244,302	\$1,211,221	\$1,684,136	\$1,127,500	\$1,134,689
Furniture	\$33,433	\$11,662	\$20,873	\$20,000	\$20,000
Utilities & Fuel	\$1,467,673	\$1,517,235	\$1,403,085	\$1,482,638	\$1,515,002
Disposal	\$85,510	\$101,798	\$71,036	\$85,000	\$85,000
Alarm	\$149,814	\$152,634	\$119,987	\$100,000	\$100,000
Technology	\$354,692	\$514,975	\$485,405	\$497,500	\$566,500
Legal & Prof. Fees	\$149,456	\$126,360	\$87,354	\$75,000	\$75,000
Property Ins.	\$344,299	\$457,825	\$327,144	\$370,000	\$390,000
Office & Postage	\$61,135	\$52,730	\$23,716	\$55,000	\$58,000
Advertising	\$13,525	\$12,159	\$15,189	\$15,000	\$15,000
Other	<u>\$140,285</u>	<u>\$198,049</u>	<u>\$191,190</u>	<u>\$290,000</u>	<u>\$300,000</u>
	\$52,447,692	\$53,859,750	\$54,675,542	\$55,759,154	\$56,521,782



Financial Section: Expenditures

Wages & Benefits

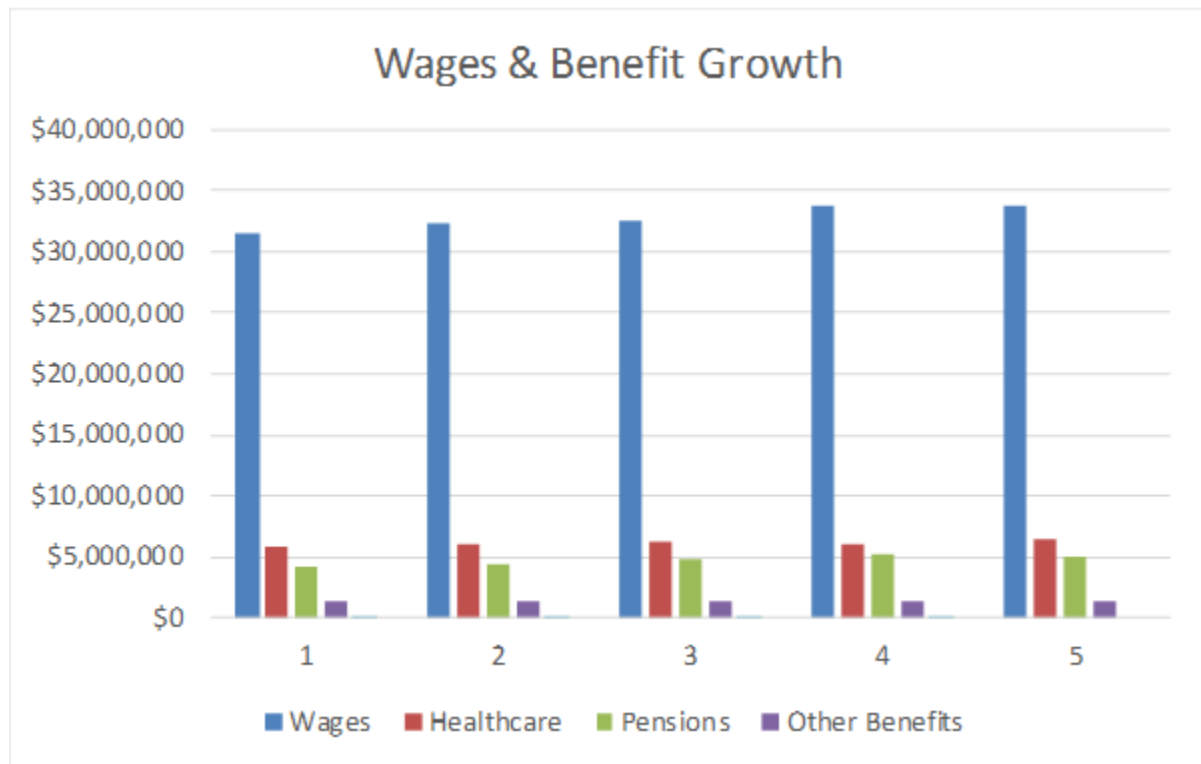
	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Revised Budget	FY 2016 July-Dec	FY 2017 Adopted	%
Wages	\$31,546,134	\$32,290,953	\$32,525,951	\$33,715,843	\$13,616,508	\$33,590,390	-0.37%
Healthcare	\$5,813,753	\$6,116,460	\$6,246,422	\$5,937,781	\$2,702,017	\$6,388,751	7.59%
Pension	\$4,146,743	\$4,364,913	\$4,728,493	\$5,123,461	\$1,974,685	\$4,938,365	-3.61%
Payroll Taxes	\$882,485	\$891,567	\$912,383	\$972,931	\$416,418	\$961,540	-1.17%
Unemployment	\$57,685	\$32,723	\$64,521	\$62,000	\$19,911	\$62,000	0.00%
Workmen's' Compensation Ins	\$177,561	\$162,525	\$174,103	\$178,000	\$168,843	\$178,000	0.00%
Disability Insurance	\$29,948	\$36,030	\$35,863	\$30,000	\$12,809	\$30,000	0.00%
Life Insurance	\$77,001	\$73,000	\$73,131	\$75,000	\$34,493	\$75,000	0.00%
Other (EAP, Survivor)	<u>\$41,709</u>	<u>\$60,705</u>	<u>\$63,903</u>	<u>\$65,000</u>	<u>\$50,734</u>	<u>\$65,000</u>	0.00%
Total Wages & Benefits	\$42,773,019	\$44,028,876	\$44,824,770	\$46,160,016	\$18,996,418	\$46,289,046	0.28%



Financial Section: Expenditures

Wages and benefits account for 81.90% of total expenditures. Managing these costs is crucial to WPS finances.

In 2014 a memorandum of agreement between the Westerly School Committee (WSC) and the Westerly Teacher Associations (WTA) offered an early retirement incentive to teachers. This resulted in over 24 teachers retiring giving the district an opportunity to save on wages and benefits in 2017.



Wages & Benefits as Percentage of Total Budget

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Wages	60.06%	59.64%	59.26%	60.47%	59.43%
Healthcare	11.07%	11.30%	11.38%	10.65%	11.30%
Pensions	7.89%	8.06%	8.62%	9.19%	8.74%
Other Benefits	2.41%	2.32%	2.41%	2.48%	2.43%

Financial Section: Expenditures

Operations

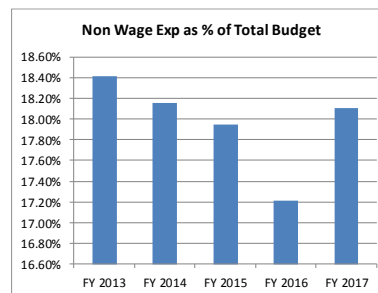
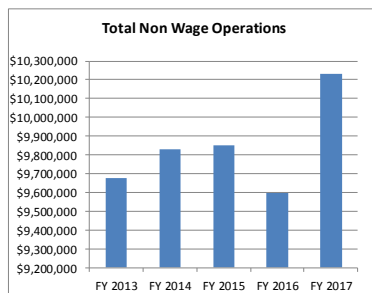
Operational (non-wage & benefit) costs are the area on which the District has the most direct control over. These costs represent 18.10% of the budget and total \$10,232,736. This is an increase of \$633,598 (6.60%) compared to FY 2016. Out-of-district tuitions continue to be a major item, accounting for 6.86% of the total budget and 37.87% of the non-wage/benefit budget. This area is one of the most unpredictable and requires constant monitoring.

General liability insurance, which includes fleet insurances, property damage and professional liability are also an area we continue to monitor. In January 2016 we will be reviewing RFQ's for a broker to assist us with insurance needs

We continue to focus on preventative maintenance in our buildings and our bus fleet with an additional .64% increase over FY 2016.

In this budget, the School Committee focused on replacement of uniforms for sports teams, band and chorus. This year we have included funding in the amount of \$50,000 to cover these costs.

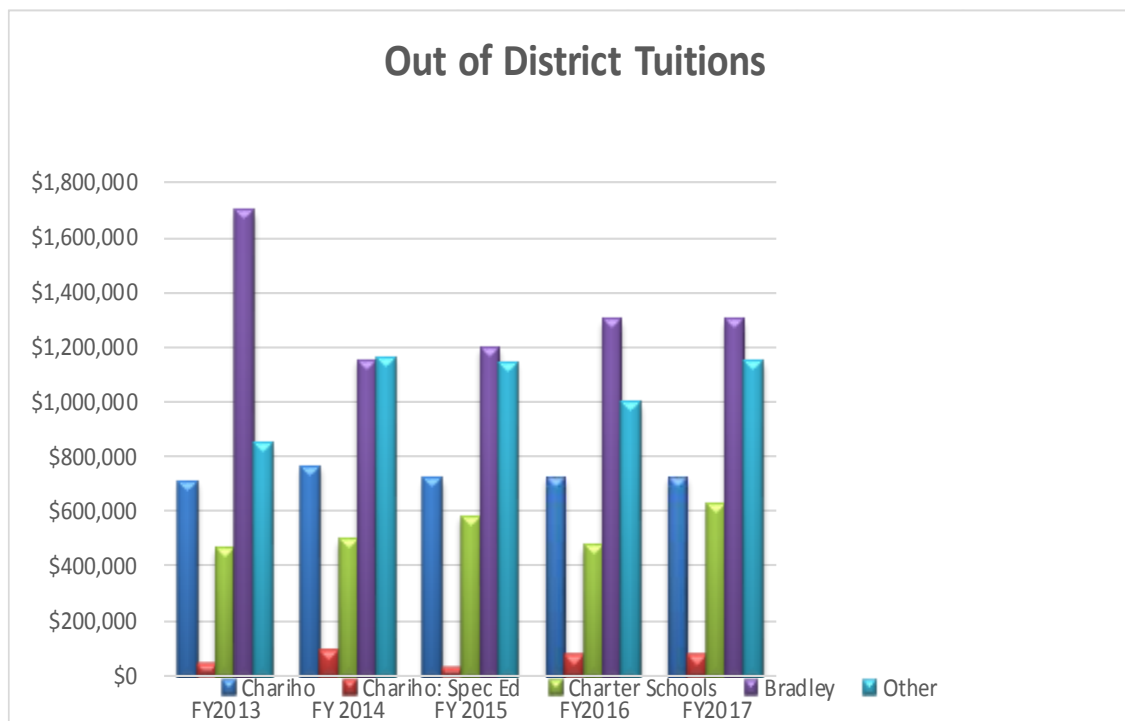
Operations	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Adopted	FY 2016 July-Dec	FY 2017 Adopted	% Change
Tuition	\$3,763,594	\$3,674,690	\$3,675,198	\$3,575,000	\$1,456,551	\$ 3,875,000	8.39%
Contract Services	\$996,790	\$1,078,833	\$977,508	\$1,016,500	\$431,501	\$1,133,545	11.51%
Conferences & Dues	\$188,128	\$119,149	\$93,825	\$ 125,000	\$ 59,049	\$ 125,000	0.00%
Auto & Mileage	\$16,983	\$15,404	\$16,134	\$ 15,000	\$ 6,225	\$ 15,000	0.00%
Instruction Material	\$562,456	\$521,732	\$602,270	\$ 550,000	\$ 309,133	\$ 625,000	13.64%
Periodicals & Textbooks	\$102,598	\$64,418	\$56,722	\$ 200,000	\$ 37,010	\$ 200,000	0.00%
Repairs & Maintenance	\$1,244,302	\$1,211,221	\$1,684,136	\$1,127,500	\$ 677,720	\$ 1,134,689	0.64%
Furniture	\$33,433	\$11,662	\$20,873	\$ 20,000	\$ 7,022	\$ 20,000	0.00%
Utilities & Fuel	\$1,467,673	\$1,517,235	\$1,403,085	\$1,482,638	\$ 475,861	\$ 1,515,002	2.18%
Disposal	\$85,510	\$101,798	\$71,036	\$ 85,000	\$ 27,517	\$ 85,000	0.00%
Alarm	\$149,814	\$152,634	\$119,987	\$ 100,000	\$ 100,984	\$ 100,000	0.00%
Technology	\$354,692	\$514,975	\$485,405	\$ 497,500	\$ 325,270	\$ 566,500	13.87%
Legal & Prof. Fees	\$149,456	\$126,360	\$87,354	\$ 75,000	\$ 33,029	\$ 75,000	0.00%
Property Ins.	\$344,299	\$457,825	\$327,144	\$ 370,000	\$ 330,156	\$ 390,000	5.41%
Office & Postage	\$61,135	\$52,730	\$23,716	\$ 55,000	\$ 18,579	\$ 58,000	5.45%
Advertising	\$13,525	\$12,159	\$15,189	\$ 15,000	\$ 7,721	\$ 15,000	0.00%
Other	<u>\$140,285</u>	<u>\$198,049</u>	<u>\$191,190</u>	<u>\$ 290,000</u>	<u>\$ 111,205</u>	<u>\$ 300,000</u>	<u>3.45%</u>
	\$9,674,673	\$9,830,874	\$9,850,772	\$ 9,599,138	\$ 4,414,533	\$10,232,736	6.60%



Financial Section: Expenditures

Out-of-District Tuitions

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Revised Budget	July-Dec	Adopted	Change
Chariho	\$709,261	\$765,181	\$721,274	\$ 725,000	\$ 195,764	\$ 725,000	0.00%
Chariho: Spec Ed	\$43,020	\$95,704	\$27,962	\$ 75,000	\$ 8,035	\$ 75,000	0.00%
Charter Schools	\$463,650	\$497,048	\$581,364	\$ 475,000	\$ 329,127	\$ 625,000	31.58%
Bradley	\$1,700,337	\$1,154,638	\$1,197,379	\$ 1,300,000	\$ 412,987	\$ 1,300,000	0.00%
Other	<u>\$847,326</u>	<u>\$1,161,095</u>	<u>\$1,147,219</u>	<u>\$ 1,000,000</u>	<u>\$ 510,638</u>	<u>\$ 1,150,000</u>	<u>15.00%</u>
	\$3,763,594	\$3,674,690	\$3,675,198	\$ 3,575,000	\$ 1,456,551	\$ 3,875,000	8.39%



	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Total Students	3,275	3,222	3,000	3089	2861
Students at Charter Schools	29	38	46	43	46
Students Out-of-District Service	32	60	42	48	45
Students with 504 plans	63	65	60	82	74
Students with IEP Plans	580	537	546	504	508



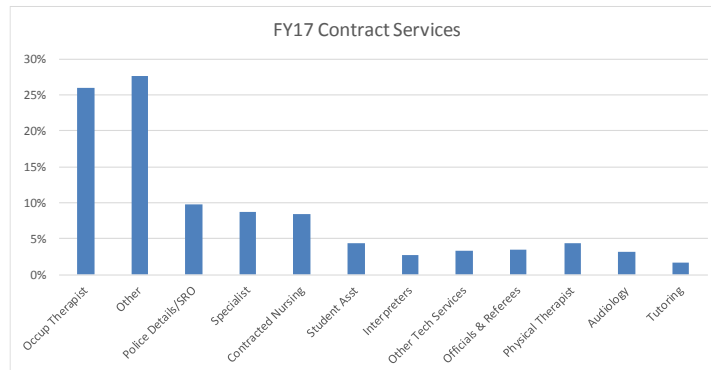
Financial Section: Expenditures

Contract Services

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Adopted	July-Dec	Adopted	Change
Audiology	\$11,872	\$14,577	\$19,185	\$10,000	\$22,809	\$35,000	250.00%
Athletic Trainer	\$0	\$0	\$0	\$15,000	\$0	\$15,000	0.00%
Contracted Nursing	\$109,783	\$103,806	\$74,947	\$98,000	\$17,384	\$95,000	-3.06%
Dentist	\$4,750	\$4,750	\$4,750	\$5,000	\$2,375	\$5,000	0.00%
Evaluation	\$30,914	\$5,824	\$0	\$12,000	\$0	\$25,000	108.33%
Interpreters	\$12,272	\$8,942	\$441	\$30,000	\$264	\$30,000	0.00%
Mobility Specialist	\$0	\$4,400	\$0	\$500	\$0	\$500	0.00%
Music Therapy	\$14,913	\$12,778	\$28,437	\$10,000	\$12,963	\$30,000	200.00%
Occup Therapist	\$274,570	\$255,929	\$282,309	\$294,000	\$85,913	\$295,000	0.34%
Officials & Referees	\$35,562	\$37,034	\$36,381	\$40,000	\$33,023	\$40,000	0.00%
Other Services	\$139,090	\$158,311	\$100,622	\$100,000	\$32,173	\$100,000	0.00%
Other Tech Services	\$38,397	\$14,636	\$1,644	\$37,000	\$3,200	\$37,000	0.00%
Physical Therapist	\$42,725	\$47,786	\$49,056	\$35,000	\$24,670	\$50,000	42.86%
Physicians	\$4,750	\$4,750	\$4,750	\$5,000	\$2,375	\$5,000	0.00%
Police Details/SRO	\$54,408	\$96,985	\$98,512	\$110,000	\$93,648	\$110,000	0.00%
Pro Development	\$15,419	\$76,767	\$15,050	\$17,000	\$11,921	\$17,000	0.00%
Psych Contract	\$0	\$1,000	\$22,777	\$10,000	\$9,125	\$50,000	400.00%
Specialist	\$89,648	\$144,446	\$94,766	\$98,000	\$11,180	\$99,045	1.07%
Speech Therapist	\$5,765	\$1,390	\$55,474	\$0	\$16,083	\$0	0.00%
Student Asst	\$45,675	\$46,817	\$46,817	\$50,000	\$46,817	\$50,000	0.00%
Temp Clerical	\$24,615	\$1,950	\$12,870	\$5,000	\$3,540	\$5,000	0.00%
Training Services	\$0	\$0	\$410	\$500	\$0	\$500	0.00%
Transport Contract	\$21,406	\$17,698	\$19,703	\$15,000	\$259	\$20,000	33.33%
Tutoring	<u>\$20,256</u>	<u>\$18,257</u>	<u>\$8,607</u>	<u>\$19,500</u>	<u>\$1,779</u>	<u>\$19,500</u>	<u>0.00%</u>
	\$996,790	\$1,078,833	\$977,508	\$1,016,500	\$431,501	\$1,133,545	11.51%

A sports trainer was included in the 2016 budget for the first time. We will continue to support this position which focuses on students in high school and middle school athletic programs. The trainer is available during practices and home competitions.

The majority of contract services fall under Pupil Personnel and Student Services. The district continues to monitor these expenses closely and review alternative options that would allow existing staff to perform functions whenever possible. Contract Services are 2.01% of the total budget.



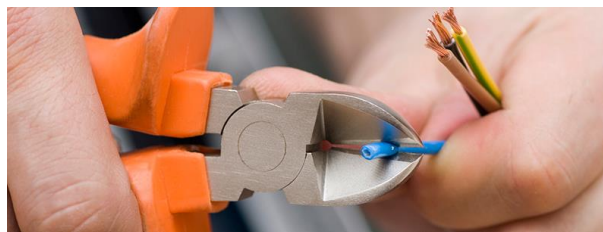
Financial Section: Expenditures

Repairs & Maintenance

Repair & Maint	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Adopted	July-Dec	Adopted	Change
Building Imp.	\$0	\$172,982	\$478,902	\$140,000	\$0	\$0	-100.00%
Bus Depot Imp.	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
Custodial Services	\$197,972	\$200,220	\$207,395	\$200,000	\$100,803	\$200,000	0.00%
Custodian Supplies	\$27,734	\$42,877	\$40,465	\$30,000	\$29,603	\$30,000	0.00%
Electric Supplies	\$36,457	\$13,021	\$25,865	\$27,000	\$24,488	\$27,000	0.00%
Lumber/Hardware	\$7,979	\$3,151	\$36,785	\$8,500	\$27,702	\$8,500	0.00%
Paint	\$42,881	\$180	\$15,417	\$28,500	\$10,965	\$28,500	0.00%
Machinery	\$9,562	\$21,017	\$39,565	\$7,500	\$156	\$7,500	0.00%
Equip Rental	\$7,886	\$4,736	\$6,492	\$2,500	\$2,295	\$2,500	0.00%
R& M Furniture	\$339,354	\$205,556	\$230,162	\$250,000	\$110,631	\$250,000	0.00%
R&M Building	\$196,831	\$105,623	\$167,650	\$50,000	\$96,786	\$140,000	180.00%
R&M Buses	\$83,448	\$117,726	\$105,887	\$100,000	\$105,289	\$157,189	57.19%
R&M Electrical	\$7,582	\$17,050	\$15,510	\$7,500	\$13,080	\$7,500	0.00%
R&M HVAC	\$132,055	\$123,178	\$92,975	\$95,000	\$41,225	\$95,000	0.00%
R&M Plumbing	\$56,800	\$58,039	\$88,252	\$65,000	\$45,503	\$65,000	0.00%
R&M Vandal	\$305	\$192	\$38	\$1,000	\$2,019	\$1,000	0.00%
Snow Plowing	\$46,355	\$49,647	\$68,516	\$40,000	\$2,444	\$40,000	0.00%
Grounds keeping	\$42,611	\$67,736	\$56,865	\$60,000	\$61,371	\$60,000	0.00%
Field Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
Pest Control	\$8,490	\$8,290	\$7,395	\$10,000	\$3,360	\$10,000	0.00%
Other	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,000</u>	<u>\$0</u>	<u>\$5,000</u>	<u>0.00%</u>
	\$1,244,302	\$1,211,221	\$1,684,136	\$1,127,500	\$677,720	\$1,134,689	0.64%

In 2016 Westerly Public Schools prepared a request for qualifications (RFQ) for custodial services. Based on the RFQs, ARAMARK was awarded a three-year contract with the district. As part of this contract, an ARAMARK employee is on site, managing and overseeing WPS Building and Maintenance staff.

WPS has a full time master electrician on staff. This position has proven to be a valuable resource. The district has seen service level increases and cost reduction. Based on staff recommendations, WPS will consider a position devoted to HVAC and plumbing as a shared position with the Town maintenance department. This recommendation is not reflected in this budget.



Financial Section: Expenditures

Utilities

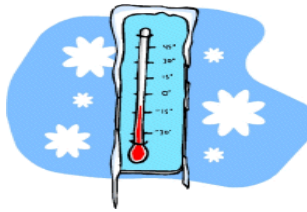
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Adopted	July-Dec	Adopted	Change
Electricity	\$664,908	\$636,052	\$609,441	\$672,750	\$257,203	\$706,387	5.00%
Natural Gas	\$322,539	\$404,909	\$430,870	\$310,500	\$92,633	\$326,025	5.00%
Telephone	\$93,060	\$106,100	\$71,429	\$98,325	\$45,324	\$103,241	5.00%
Water/Sewer	\$56,901	\$54,811	\$65,576	\$59,513	\$20,398	\$62,489	5.00%
Gas & Diesel	<u>\$330,265</u>	<u>\$315,363</u>	<u>\$225,769</u>	<u>\$341,550</u>	<u>\$60,303</u>	<u>\$316,861</u>	<u>-7.23%</u>
	\$1,467,673	\$1,517,235	\$1,403,085	\$1,482,638	\$475,861	\$1,515,003	2.18%

WPS receives a rebate of telephone and communication costs. This essential universal service Schools and Libraries Program, commonly known as E-Rate provides discounts to assist eligible schools and libraries to obtain affordable telecommunications and internet access.

Utility Use by Location for the 12 Months

	Electric	Electric	N Gas/Heat	N Gas/Heat	Phone/Internet	Phone/Internet	Water/Sewer	Water/Sewer
	2014	2015	2014	2015	2014	2015	2014	2015
High School	\$218,387	\$228,751	\$135,776	\$153,515	\$32,163	\$25,441	\$25,346	\$24,937
Babcock Hall	\$4,911	\$5,150	\$4,459	\$5,815	\$9,066	\$4,799	\$9,983	\$9,822
Middle School	\$217,348	\$182,470	\$113,972	\$109,803	\$20,161	\$17,061	\$16,957	\$19,478
Bradford	\$26,208	\$25,390	\$24,527	\$24,038	\$5,273	\$3,581	\$1,506	\$1,129
State Street	\$39,715	\$37,869	\$49,406	\$53,247	\$8,437	\$4,372	\$3,830	\$3,372
Dunn's Corner	\$50,164	\$56,755	\$5,440	\$5,852	\$9,905	\$4,153	\$2,252	\$2,276
Springbrook	\$35,880	\$33,042	\$27,748	\$29,143	\$13,387	\$7,646	\$1,745	\$1,671
TSSCC	\$36,212	\$33,224	\$43,581	\$49,456	\$6,346	\$3,555	\$2,208	\$1,947
Transportation	<u>\$7,227</u>	<u>\$6,791</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,362</u>	<u>\$822</u>	<u>\$968</u>	<u>\$944</u>
	\$636,052	\$609,441	\$404,909	\$430,870	\$106,100	\$71,430	\$64,794	\$65,576

	Electric	N Gas/Heat	Telephone	Water/Sewer	2014	2015
High School	4.75%	13.07%	-20.90%	-1.61%		
Babcock Hall	4.87%	30.42%	-47.06%	-1.61%		
Middle School	-16.05%	-3.66%	-15.37%	14.87%		
Bradford	-3.12%	-1.99%	-32.08%	-25.03%		
State Street	-4.65%	7.78%	-48.18%	-11.95%		
Dunn's Corner	13.14%	7.58%	-58.08%	1.06%		
Springbrook	-7.91%	5.03%	-42.89%	-4.25%		
TSSCC	-8.25%	13.48%	-43.99%	-11.81%		
Transportation	<u>-6.03%</u>	<u>0.00%</u>	<u>-39.67%</u>	<u>-2.45%</u>		
	-4.18%	6.41%	-32.68%	1.21%		

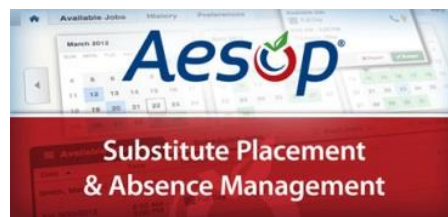
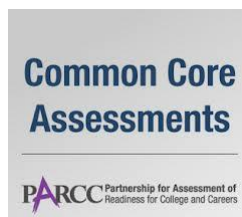


	FY 2013	FY 2014	2015
Diesel (gallons)	92,872	91,164	90,798

Financial Section: Expenditures

Technology

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2016	FY 2017	%
	Actual	Actual	Actual	Adopted	July-Dec	Adopted	Change
Tech Repairs	\$18,504	\$22,613	\$6,451	\$25,000	\$1,671	\$25,000	0.00%
Tech Supplies	\$15,921	\$21,156	\$11,156	\$25,000	\$10,958	\$25,000	0.00%
Tech Leases	\$75,000	\$74,826	\$58,120	\$87,500	\$86,497	\$137,500	57.14%
Tech Hardware	\$43,645	\$46,510	\$35,810	\$50,000	\$28,274	\$0	-100.00%
Tech Software	<u>\$201,622</u>	<u>\$349,870</u>	<u>\$373,868</u>	<u>\$310,000</u>	<u>\$197,870</u>	<u>\$379,000</u>	<u>22.26%</u>
	\$354,692	\$514,975	\$485,405	\$497,500	\$325,270	\$566,500	13.87%



Financial Section: Expenditures

Other

	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Adopted	FY 2016 July-Dec	FY 2017 Adopted	% Change
Athletic Supplies	\$ 38,860	\$ 37,083	\$ 37,965	\$ 40,000	\$ 28,371	\$ 40,000	0.00%
Training	\$ 450	\$ 390	\$ -	\$ 2,500	\$ -	\$ 2,500	0.00%
Field Trips/PE Activity	\$ 41,039	\$ 58,736	\$ 65,063	\$ 70,000	\$ 14,642	\$ 70,000	0.00%
Grad/Honor Supplies	\$ 17,610	\$ 12,630	\$ 20,904	\$ 15,000	\$ -	\$ 15,000	0.00%
Medical Supplies	\$ 15,474	\$ 13,771	\$ 10,464	\$ 15,000	\$ 10,312	\$ 15,000	0.00%
Moving	\$ 2,256	\$ 12,177	\$ -	\$ 2,500	\$ -	\$ 2,500	0.00%
Playground			\$ -	\$ 10,000	\$ -	\$ 10,000	0.00%
Safety			\$ -	\$ 40,000	\$ 10,000	\$ -	-100.00%
Music K-12	\$ -	\$ -	\$ 13,145	\$ 15,000	\$ 7,106	\$ 15,000	0.00%
Pool Rental	\$ 5,475	\$ 6,903	\$ 6,405	\$ 6,500	\$ 6,768	\$ 6,500	0.00%
PSAT/AP Testing			\$ 8,219	\$ 20,000	\$ -	\$ 20,000	0.00%
Testing Supplies	\$ 6,485	\$ 11,944	\$ 8,035	\$ 15,000	\$ 13,628	\$ 15,000	0.00%
Uniform Supplies	\$ 4,667	\$ 10,744	\$ 4,588	\$ 5,000	\$ 1,968	\$ 55,000	1000.00%
Vehicle Registration	\$ (584)	\$ 6,270	\$ 2,981	\$ 13,000	\$ 3,417	\$ 13,000	0.00%
Virtual HS	\$ 4,025	\$ 14,825	\$ 9,841	\$ 15,000	\$ 10,585	\$ 15,000	0.00%
Other	<u>\$ 4,528</u>	<u>\$ 12,576</u>	<u>\$ 3,580</u>	<u>\$ 5,500</u>	<u>\$ 4,408</u>	<u>\$ 5,500</u>	<u>0.00%</u>
	\$ 140,285	\$ 198,049	\$ 191,190	\$ 290,000	\$ 111,205	\$ 300,000	3.45%

WPS believes that quality education goes beyond the classroom. It is this belief that lead to the decision to include funding for field trips, physical education, playground equipment, pool rental, sports and band uniforms and music in our budget.

Concurrently the district pursues its safety priority by adding additional funding this year.

WPS hopes that students' learning and education does not stop after graduation. To support students' next steps in education, funding has been designated for SAT preparation, Advanced Placement (AP) test fees, as well as dual and concurrent enrollment.



Financial Section: Expenditures

Debt Service

Debt Service: The cash that is required for a particular time period to cover the repayment of interest and principal on a debt. The Town of Westerly currently has \$6,021,678 in debt related to school projects. These costs may be paid out of the Town's operating budget or financed using bonds or capital leases. Working with the Town, WPS has been able to reduce both debt service and lease payments by refunding existing debt or through the introduction of municipal tax-free capital leases. Housing Aid revenue is received from the State of Rhode Island to offset some of these costs.

Fiscal Year	School 98	Refunding	School 05	School 10	School 10	School 11	School 12	Refunding 12	Refunding 14	Total Debt Per year
FY14	\$32,075	\$983,125	\$1,047,200	\$462,600	\$688,979	\$573,088	\$1,337,400	\$1,669,609	\$ -	\$6,794,076
FY15	\$30,813	\$927,625	\$731,000	\$462,600	\$688,979	\$563,488	\$1,314,150	\$2,108,010	\$239,348	\$7,066,013
FY16	\$29,538	\$ -	\$697,000	\$462,600	\$688,979	\$548,888	\$1,285,900	\$2,111,638	\$259,500	\$6,084,043
FY17	\$28,250	\$ -	\$ -	\$462,600	\$688,979	\$539,438	\$1,262,800	\$2,111,861	\$927,750	\$6,021,678
FY18	\$26,950	\$ -	\$ -	\$462,600	\$688,979	\$526,838	\$1,239,700	\$2,117,602	\$901,025	\$5,963,694
FY19	\$25,650	\$ -	\$ -	\$462,600	\$688,979	\$514,238	\$1,216,600	\$2,124,684	\$871,225	\$5,903,975
FY20	\$ -	\$ -	\$ -	\$462,600	\$688,979	\$501,638	\$1,185,800	\$2,132,238	\$843,400	\$5,814,654
FY21	\$ -	\$ -	\$ -	\$462,600	\$688,979	\$485,888	\$1,147,300	\$2,139,097	\$851,000	\$5,774,863



Financial Section: Expenditures

Housing Aid Program

School districts that complete school housing projects for repair, renovation or new construction may be eligible for state housing aid reimbursement.

Title 16, Chapter 7, Sections 35 to 47 govern school housing aid. This law is designed to guarantee adequate school housing for all public school children and prevent the cost of school housing from interfering with the effective operation of the schools. The law specifies a range of requirements for aid including:

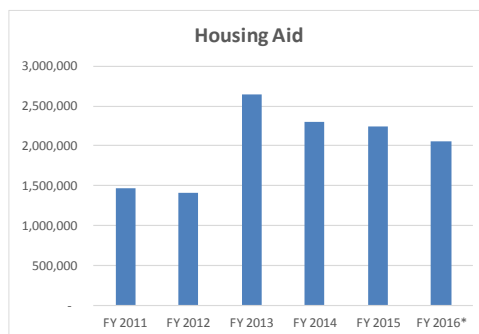
- The funding sources of the project;
- The percent paid to each district;
- Eligible reimbursable costs; and
- The term or period over which the aid is paid.

After an LEA completes the Necessity of School Construction process and receives Board of Education approval, school construction projects are eligible to receive housing aid reimbursement. The minimum state share ratio for Housing Aid set by law is 35%.

The share ratio or housing aid reimbursement rate is based on the district's ability to pay, with the state share ratio determined annually. As is the case for Operations Aid, the Housing Aid share ratio compares the wealth per student by community to the wealth per student statewide. Housing Aid features incentive bonuses for asbestos abatement, energy conservation, handicapped access and rationalization as well as a debt service adjustment for heavily burdened districts.

School Housing Aid

FY 2011	1,471,772
FY 2012	1,409,330
FY 2013	2,645,213
FY 2014	2,306,124
FY 2015	2,242,677
FY 2016*	2,057,338



Financial Section: Fund Balance

The difference between the assets and deferred outflows and liabilities and deferred inflows of the governmental funds is reported as fund balance. Under GASB No 54, Fund Balance Reporting, and Governmental Fund Type Definitions, effective for periods beginning after June 15, 2010, general fund balances are further classified into five overarching categories.

The District shall provide an estimate of the end-of-year fund balances to be carried forward to the ensuing year as the beginning fund balance(s). Fund balance measures the net financial resources available to finance expenditures in future years. Pursuant to GASB 54, the Superintendent shall ensure that Fund Balances are accounted for within the following guidelines (GASB 54 is not applicable to Enterprise Funds such as Food Services):

- Non-spendable (assets that are not in spendable form: (e.g. inventory)
- Restricted
- Committed
- Assigned
- Unassigned

Fund balance categories are designed to make the nature and extent of the constraints placed on the district's fund balance more transparent. These categories are comprised of a hierarchy based primarily on the extent to which the district is bound to observe constraints imposed upon on the resources reported in governmental funds.

- a. Non-spendable fund balance: This category includes District assets that will never convert to cash (e.g. prepaid items, warehouse inventories), assets that will not convert to cash soon enough to affect the current period, and/or resources that must be maintained intact pursuant to legal or contractual requirements.
- b. Restricted fund balance: This category is used to describe the portion of fund balance that reflects resources that are subject to externally enforceable legal restrictions. Such restrictions typically are imposed by parties altogether outside of the School District.
- c. Committed fund balance: Amounts constrained to specific purpose by a government itself, using its highest level of decision making authority; to be reported as committed, amounts cannot be used for any other purpose unless the government takes the same highest level action to remove or change the constraint
- d. Assigned fund balance: This category accounts for the portion of the fund balance that reflects the District's intended use of resources as determined by Westerly Public Schools.
- e. Committee (WSC) or designee. When it is appropriate for fund balance to be assigned the WSC delegates this authority to the Superintendent and/or the Finance Director. For all funds other than the General Fund, amounts in excess of non-spendable, and/or restricted fund balance shall be reported as assigned.
- f. Year-End Encumbrances: Represents outstanding purchase orders for goods or services approved by management for specific purposes from available resources of the current year for which the goods and materials have not yet been received or the service have not yet been rendered by June 30.
- g. Designated for Subsequent Year's Expenditures: This designation was created to dedicate the portion of fund balance appropriated in the adopted subsequent year's district budget certified for taxes.
- h. Prepaid Expenses: Costs such as rent, interest, insurance premium, etc., that are paid in advance of actually incurring them and (as opposed to deferred charges) are regularly recurring the normal course of a business.



Financial Section: Fund Balance

- i. Unassigned fund balance: This category accounts for the portion of the fund balance left in the General Fund, that is in excess of what can properly be classified in one of the three categories already described. This unassigned fund balance will be maintained to provide the District with sufficient working capital and a margin of safety to address unexpected critical needs without borrowing. The Unassigned Fund Balance category may only be appropriated by resolution by the Westerly School Committee.

On January 4, 2012 the Westerly School Committee voted on a formal fund balance policy. (Below) The policy states that the district would set a goal of an unrestricted fund balance between 2.50 and 5.0 percent of the annual School Operating Budget.

The School Committee also made a commitment to reduce the reliance on use of fund balance in the operating budget. This district continues to meet this commitment with the reduction of the fund balance in 2013 of \$1,000,000 to \$200,000 in the 2017 budget presentation.

RESOLUTION ON FUND BALANCE

WHEREAS: Governments and school districts need to maintain adequate levels of fund balance to mitigate current and future risks and to ensure stable tax rates and;

WHEREAS: Fund balance is crucial in consideration in long-term financial planning and;

WHEREAS: The town and school finance director and school superintendent have reviewed and recommended the following policy regarding Westerly's School Fund Balance and;

NOW THEREFORE BE IT RESOLVED THAT:

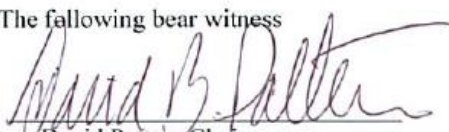
The Westerly School Committee sets a policy that the goal of the Unrestricted School Fund Balance should be between 2.5 and 5.0 percent of the Schools Operating Budget; be it further

RESOLVED: When Fund Balance exceeds the upper limit of the guideline, any excess will be used as revenue in the following year's budget in the manner; 50 percent in the next proceeding year, 35 percent in the second proceeding year, and 15 percent in the third preceding year.

RESOLVED: When Fund Balance goes below 2.5%, the School Committee will direct the Superintendent and Director of Finance to enact strategies to replenish the fund to the minimum level.

WHERETO: The following bear witness

Signed:


David Patten, Chair
Westerly School Committee

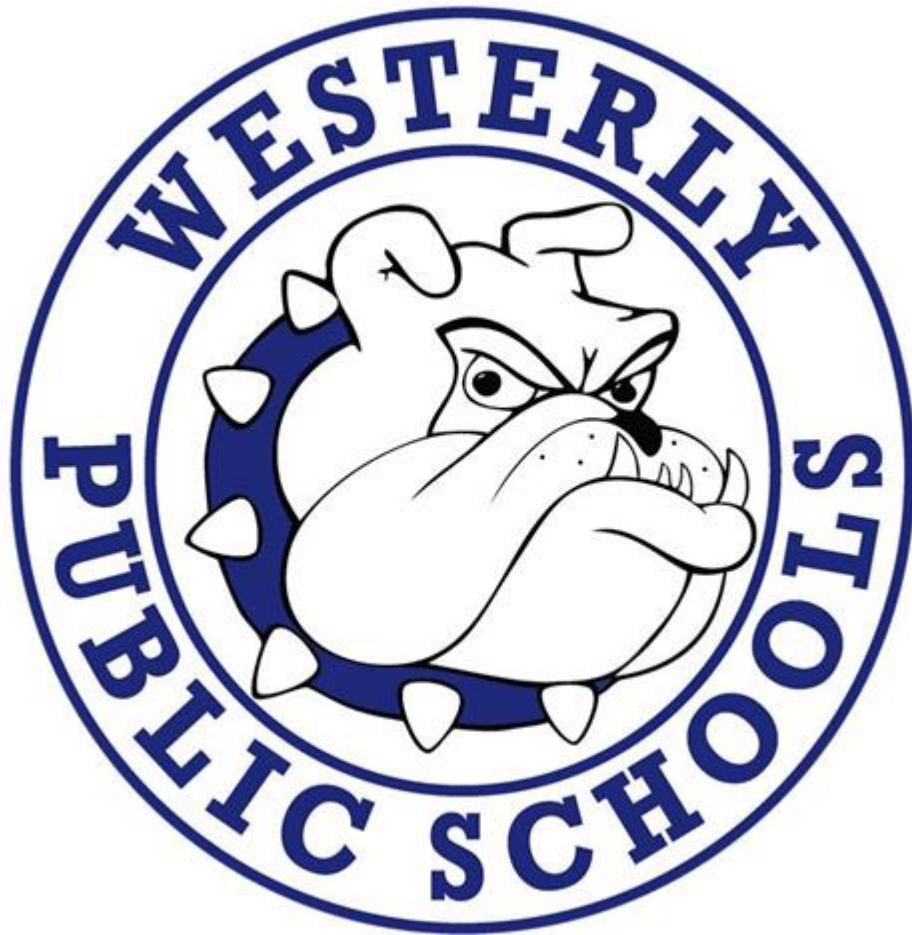

Mario Celico, Clerk
Westerly School Committee

Adopted: January 4, 2012





INFORMATIONAL
SECTION



Informational Section: Community



About Westerly RI

Westerly is both the most southern and western location in Washington County Rhode Island, and is home to the popular villages of Misquamicut and Watch Hill, two distinctive summer resort communities. Recognized as having the most beautiful beaches on the east coast, Westerly is the perfect place to enjoy a relaxing or action-packed vacation. Misquamicut State Beach is the largest beach in Rhode Island and offers a wide array of attractions, exciting nightlife and events. It is the ideal family destination, offering water slides, mini golf courses, free movies on the beach and fun filled hours in the waves of the Atlantic Ocean.

While traveling along the scenic roads in Watch Hill, you will get a glimpse of spectacular architecture and impressive mansion-style homes. Watch Hill is a picturesque tranquil seaside community that boasts lovely beaches and a waterfront village. Napatree Point in Watch Hill is a spectacular, hidden gem of a beach with great family appeal located next to the country's oldest Flying Horse carousel. Watch Hill is home to two breathtaking ladies, the Ocean House, a 5 star resort, and Rhode Island's most famous resident, the incredibly talented Taylor Swift.



Charming downtown Westerly, with its wonderful Victorian architecture, examples of fine granite work, and beautifully landscaped Wilcox Park, earned the designation 'one of the twelve most distinctive destinations in the country' by the National Trust for Historic Preservation. Historic downtown Westerly Pawcatuck is joined by the scenic



Informational Section: Community

Pawcatuck River. Shops and eateries have outstanding views and there are several outdoor dining options. Downtown is a hip arts scene and has earned a reputation as Southern Rhode Island's dining and nightlife destination. The eclectic shops feature furniture, trendy apparel and unique gifts from antiques to designer wedding gowns. Visit the Granite Theatre, for a show or enjoy ice skating at the outdoor rink. The charm of our two state downtown will keep you coming back for more!

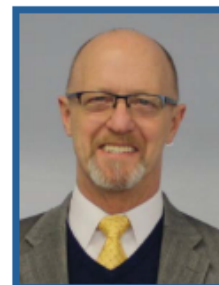
Westerly is located just 8 miles from Mystic, Connecticut and its signature attractions such as the Mystic Aquarium, Mystic Seaport, historic downtown Mystic and Olde Mystic Village. Foxwoods Resort Casino is just a 15 minute drive.

*www.oceanchamber.org



Informational Section: Report to the Community 2015





Letter from the Superintendent

THE FUTURE IS HERE.

We live in a time when the science fiction of fifty years ago has become a day-to-day reality. Video conferencing and hand-held computing are just two examples of "futuristic" technology that we already take for granted as a normal part of our daily lives. Technology has dissolved school walls with classroom tools such as Google expedition. The place of learning has transformed even if the bricks and mortar still survive. In this moment of conversion, even revolution, we are charged with educating our youngest citizens. We must seek different pathways, different methods, different tools, and different environments with which to create opportunities for the best possible learning experiences for every child in our care.

Our students are challenged with social change spurred by technological advances and by the shrinking gap between people and cultures brought on by increased connectivity worldwide. They are feeling the demands of a global society press on their shoulders. Climate change, poverty, terrorism, water security and more filter into the lives of our students through their connectivity. They tell us their plans; they dream of success and an interesting, adventurous life. But how is that to happen? Our children need to be educated for an entirely different physical and economic environment because that is the world they live in. They will live longer, have access to more information more quickly, and have multiple careers throughout their lifetimes.

Our system is challenged not only by quick-paced technological changes but also by the growing mental and physical health needs of our students. We have recently participated in the Health Equity Zone research project to help more clearly understand the needs of our students and their families. We have added staff such as social workers and curriculum leaders to support teachers in improving their instruction and to assist teachers in dealing with increasing anxiety among our youngest children. These additional supports will help close the achievement gap for our neediest students!

We are judiciously and enthusiastically embracing initiatives and innovations that we hope will best prepare our students. We are a Future Ready School District. We are one of only three P/Tech school districts in the state that will focus on skill development in clean manufacturing. We are the host community for an innovative partnership between Electric Boat, the Community College of Rhode Island and Westerly Public Schools. We participate in the international PISA test of 15- year olds worldwide. We are increasing our AP course offerings. We are creating job-related experiences for our students. We have established several learning pathways including STEM and Performance Arts. Our students are each required to give 30 hours back to the community. Most students far exceed their community service requirement quietly and effectively changing our community for the better every day.

As a Future Ready District we will continuously pursue the very best available technology for our students. Included in our efforts will be a plan to increase technology access for all of our students and families through supporting projects such as the construction of a town wide fiber ring.

As you examine this Report to the Community, we hope that you will gain an appreciation for our students' talents, our staff's dedication, and our learning community's positive vision of the future. This report is our way of acknowledging your trust in your children as engaged students and our work as dedicated educators. We deeply appreciate your continued support and wish you all the best in everything you do.

Sincerely,

A handwritten signature in black ink, appearing to read "Roy M. Seitsinger, Jr." with a stylized flourish at the end.

Roy M. Seitsinger, Jr., Ph.D.
Superintendent of Schools



**2015-2016
WPS Teacher
of the Year**

DESIREE DERIX

One of the first teachers to arrive at Westerly Middle School in the morning and one of the last teachers to leave, Desiree is a committed educator who cares deeply about her students. Her rapport with students demonstrates patience and the acceptance of their needs and interests. A dual certified educator in science and math, Desiree creates learning environments that are real and alive for her students. She empowers them to dig deep, take risks and set goals. Students have been inspired to explore the world of science, technology, engineering and math through her leadership work with the Jason Project, Gems Net, and Reforesting the Tropics. Desiree's roles in these initiatives have created rich experiences that make it possible for our students to appreciate and contribute to the world around them.

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Cover photos and on this page courtesy of The Westerly Sun

Linkage & Strategic Planning

As Westerly Public Schools pursues its mission "to create an inspiring, challenging, and supportive environment where students are encouraged and assisted in reaching their highest potential," we will link our goals to achieve the solidification of our core beliefs, in particular that "all children can learn." The school committee goals reflect our commitment to this belief and strive to improve student performance, retain and recruit quality personnel, engage our community, sustain quality facilities and continue to be fiscally transparent. The superintendent's SMART goals are developed around the mission, core beliefs, school committee goals and school committee direction through evaluation. As we look closely at data, we know we can do better. We have committed to redouble our efforts, making adjustments where necessary to reset our path toward success. As we move together towards the fulfillment of our goals, every member of the learning community- teachers, administrators, office staff, parents, volunteers, school committee members and others- must ask, "What am I doing to improve student outcomes?" The answer from each of us will determine our success.

Three Priorities

For the last few years and into the future, three broad areas of focus will remain in effect to add additional clarity to our visions:

- World-Class Education
- Restore Tradition
- Close the Gaps

Strategic Plan 2016-2020

A Living Document

Parents, educators and others invested in Westerly's students drew from personal experience and professional knowledge, as well as reports from valuable partners including Westerly's Parent Academy, KidsFirst, Kids Count and SurveyWorks! to create a "blueprint" for success in the development of the district strategic plan. Consisting of district goals, a vision statement, core beliefs and action plans, the strategic plan guides our work and informs our decisions. The school committee considers the strategic

plan a "living" document that is periodically reviewed and updated. The progress on objectives under the last strategic plan, although positive, did not move with the alacrity we envisioned. Consequently, as a result of our assessment, we have clarified the format, reset goals and fine-tuned long range goals. Westerly Public Schools has made strides in achieving the big three priorities but more must be accomplished. We believe our adjustments will help continue and accelerate our progress in the years ahead.



To view Westerly's Strategic Plan 2016-2020 in its entirety please visit westerly.k12.ri.us.

STUDENT & STAFF SPOTLIGHT



The Division III and RI State Champion WHS Boys Lacrosse team were undefeated for the season.

Washington County Coalition honored Steve Iacoi, District Truancy Officer, with the Champion for Children Award.

Fifth grader Kaya West submitted a hummus recipe and became a finalist in the RI Kids Healthy Recipe Challenge.

“Non nobis solum nati sumus.”

Not for ourselves alone are we born.

-Marcus Tullius Cicero

School Committee Goals

- Support Excellence in Student Performance
- Recruit, Retain and Develop High Quality Staff
- Fully Engage Parents and the Community
- Improve and Maintain Westerly School Facilities
- Develop and Implement a Comprehensive Financial Strategy

Superintendent SMART Goals*

- Universal safety for all
- Ever improving communication
- Improved Academic Performance: Writing and Math
- Alignment of all improvement efforts
- Human Resource 21st century plan

*The mnemonic “SMART” helps set objectives that are Specific, Measurable, Assignable, Realistic, & Time-Related.

ELEMENTARY REDESIGN PROGRESS: Bond Vote in November 2016!

The citizens of Westerly have demonstrated their commitment to Westerly Public Schools, and in particular the school district's facilities, through their support of the *Vision 2020 Long Range Facilities Plan for Westerly Public Schools* published in December 2001. Tangible support is clearly evident in the community's approval of the \$40 million Phase 1 project to construct the new Westerly Middle School, completed in 2005, and the \$30 million Phase 2 project to renovate the Westerly High School Ward and Babcock Hall buildings, completed in 2012.

Phase 3 of *Vision 2020* recommended the renovation and expansion of Westerly elementary schools during the period of 2005-2010. While Phase 3 is an appropriate and overdue next step, circumstances have changed since 2001 in ways that require modification of both the priorities and timing originally anticipated. For example, current enrollment of 2974 students is almost 20 percent below the enrollment of 3,715 when *Vision 2020* was published; births in Westerly have declined approximately 25 percent since that time. The moratorium on school housing aid has recently been lifted by Governor Raimondo allowing for major renovations or new construction to be planned for and implemented. Space and programming standards have changed significantly over the past decade; the requirements for safe and secure learning and work environments are now more robust; and accessing and managing financial resources is more challenging than ever.

With these variables in mind, the School Redesign Advisory Committee developed its recommendation to the School Committee for the future configuration of Westerly Public School facilities. This report was approved by the Westerly School Committee and Stage 1 of the Westerly Public



A. Springbrook Elementary School; B. Bus Garage; C. Tower Street School Community Center; D. Westerly High School; E. State Street School; F. Bradford Elementary School; G. Westerly Middle School; H. Dunn's Corners School

Schools Preliminary Approval has been received and accepted by the Rhode Island Department of Education and the School Building Authority. The innovative and taxpayer conscious plan described in Stage 2 documentation has been received and is in process and under review by the School Building Authority. The district is working toward a November 2016 bond approval by the voters of Westerly. Community support is necessary and deeply appreciated.

Westerly Public Schools Website (westerly.k12.ri.us) includes a collection of all pertinent information related to this important work under the caption of "All you need to know about Redesign".



School Safety

Westerly Public Schools is committed to providing the safest learning environment possible for staff and students. Safety in a school setting is an ongoing, evolutionary process where policies, procedures, response methods and the facilities themselves must be kept in alignment with best practices. In an effort to maintain these standards, we continue to evaluate and improve upon present strategies for preparation, response, mitigation, and recovery in an all-hazards approach. In November, the school committee approved the district's updated emergency response plan.

Response plan exercises and staff training continue throughout the school year. The theme for the staff training in 2015-2016 was, "Be aware of your surroundings". After action reviews are conducted after each exercise, drill and real life event to identify strengths and weaknesses. These reviews are then used as guidelines to identify corrective actions that may be necessary to improve response planning, policies, procedures and communication.

A threat and risk assessment has been conducted on district facilities in an effort to identify physical safety issues in Westerly school buildings and on school grounds. As a result, numerous mitigation projects have been completed, including repairing a damaged loading dock and stone wall, removing vegetation that was obstructing views, adding signage and improving traffic flow. Security cameras have been installed at the elementary schools as well as the middle school.

The district has implemented an emergency radio system that allows for improved staff communication, school to school communication, school to bus communication, and school to first responder communication. This system gives Westerly the ability to communicate directly with all of its emergency response partners and will improve communications across the district.

As a result of these initiatives and the dedication shown everyday by the district's staff and students, we are confident that we will continue to meet our goal of providing the safest learning environment possible.

Youth Mental Health

Westerly Public Schools continues to position our resources to respond proactively to the rising trend of youth mental health disorders. We have added a school safety officer and additional social workers. We recently advocated for a district-wide behavior specialist to support administrators and staff. We are pursuing various partnerships with local healthcare providers to enhance supports to families. We are also advocating at the highest levels of local and state government to seek support for childhood medical, social-emotional and mental health issues.

Data from health organizations across the globe describes a growing trend of the onset in adolescence of lifetime mental health disorders. Between one-in-four to one-in-five adolescents will face this challenge. We feel the reality of these statistics within Westerly schools as we identify a rising bubble of young children with challenging emotional, mood, anxiety, and behavior disorders.

We are adding to the powerful data that is already available by participating in federally funded Health Equity Zone (HEZ) research. As a district we are also members of an effort to improve children's health called Healthy Bodies Healthy Minds. Further, the district has committed to Youth Mental Health First Aid training sponsored by a grant managed by the Washington County Coalition.

Measured by the volume of children and families struggling through a myriad of mental health and medical issues, we believe that, although we have various supports in place, there remains a dearth of resources for students and families. Westerly Public Schools' dedicated staff, innovative programming, and partnerships with caring parents, family and guardians are the first line of defense as we support these students. As mental health issues grow and become more of a concern in our schools, the stress on the district's system of supports and, more importantly, the stress on caring families will increase. It is our job to prepare for this challenge and do whatever we can to ensure we can support the academic and emotional success of our students.

STUDENT & STAFF SPOTLIGHT



*Photos on this page courtesy of
The Westerly Sun*

Three WPS educators- Steve Johnson, Elementary Music; Rob Gouvin, Middle School Math; and Lisa Fusaro, High School English- were honored by The Westerly Sun's teacher recognition program.

Third grader Boone Bessette grew a 26 pound cabbage to become the RI Winner of the National Bonnie Plant's "Best-in-State" Challenge.

WHS Modern Languages educator Steve Sposato launched the "Get to Know Rhode Island" podcast. Follow him at www.techwithsteve.com

Informational Section: Report to the Community 2015

“I hope our generation will be the one that is seen as having taken action on the issues that are most important to us. We are in a unique position to create meaningful, lasting social change.”

John Perino, Class of 2016

President of the WHS National Honor Society and chairman of Character Education, John is the 2015 Rhode Island winner of ‘Who Wants to be a Mathematician.’ A Prudential Spirit of Community Award State Honoree, he is also co-founder of Project TGIF, a green initiative that turns grease waste into fuel.



Photo courtesy of The Westerly Sun

THE LARGER STAGE



Changes from the Federal, State, and Local Level with Large-Scale Impact.

New Commissioner:

Dr. Ken Wagner, Rhode Island's new Commissioner of Elementary and Secondary Education, has made a powerful statement by proposing a School Empowerment plan that will focus on individual schools. Under this plan, principals will have the opportunity to volunteer to empower their school to improve.

Every Student Succeeds Act (ESSA):

Like the 2001 No Child Left Behind Act, ESSA is a 2015 reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government's expanded role in funding public education. ESSA passed both chambers of Congress with strong bipartisan support. There are many changes that will be fleshed out during the process of writing regulations for this important legislation. States and districts are watching carefully as several areas of change are embedded in the new law.

PTECH and Other State-Level Initiatives:

Westerly Public Schools is a leader in exploring innovative change encouraged by Governor Gina Raimondo. PTECH is a program that allows high school students to pursue

a high school diploma and an associate's degree in clean manufacturing at no cost to students. Westerly Public Schools will be an integral part of the upcoming higher education training center developed in partnership with Electric Boat and Community College of Rhode Island (CCRI). CCRI maintains a satellite campus at the Westerly High School campus.

Changes to School Calendar/Start Times:

The district adjusted its school calendar for the 2016-2017 school year. It determined a school-start date after Labor Day and reduced the February break to a four day weekend. At the end of the 2016-2017 school year the school committee will reassess the changes and also consider adjustments to the start of the school day.

The Changing Learner:

Demographically there is a shift happening in Westerly. On top of the community demographic shift there is a complex change occurring in the classroom. The new generation of learners is more complex, more informed, more confident, more talented and more willing to go around learning roadblocks. These students have the capacity to pursue social-emotional goals, infuse technology into their everyday lives, collaborate for success and speak their minds as citizens. This generation will change schools forever because they learn in entirely new ways. It will be the responsibility of all educators to respond to the needs of these learners with new ways of teaching, new learning environments and highly flexible and individualized policies, practices, and programs.



Advancing Curriculum

Common Core State Standards (CCSS)

Curricular standards establish the minimum expectation for what students need to know and be able to do upon exiting high school. In July 2010, Rhode Island adopted the CCSS in English Language Arts (ELA)/Literacy and Mathematics in place of a planned update to the corresponding Grade Level and Grade Span Expectations (GLEs and GSEs). The CCSS are the result of a multi-state effort to establish a shared set of clear educational standards for ELA and Mathematics so that students are college and career ready by the time they graduate from high school. The CCSS include rigorous expectations, robust content and relevant, real world skills. By electing to follow the common standards, the adopting states can collaborate on curriculum and assessment initiatives, specifically the Partnership for Assessment of Readiness for College and Careers (PARCC).

Westerly Public Schools is fully implementing the ELA and Math CCSS aligned scope and sequences and units of study. The elementary schools have adopted a reading workshop model for ELA/Literacy instruction, which consists of components previously contained within our comprehensive literacy model. The workshop model

structures time so that students have more time to practice skills they have just learned, and for teachers to facilitate learning in small groups, differentiate, and address the needs of both struggling and accelerated learners.

Next Generation Science Standards (NGSS)

New K-12 science standards will replace the *RI Grade Span Expectations for Science* standards in 2016. The Next Generation Science Standards (NGSS) are rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The NGSS are based on the *Framework for K-12 Science Education* developed by the National Research Council. The framework organizes science education around three dimensions: scientific and engineering practices, crosscutting concepts, and disciplinary core ideas. NGSS dimensions will be integrated in standards, assessment, curricula and instruction.

PARCC Assessment

Assessments are the tools and methods educators use to evaluate and measure the academic readiness, learning progress, and skill acquisition of students. Assessments range from teacher questioning techniques to statewide

Colleges or Universities being attended by 2015 graduates

Arizona State University
Bates College
Bentley University
Bristol Community College
Bryant University
Clark University
Coastal Carolina University
Colby College
Community College of Rhode Island
Connecticut College
Curry College
Eastern Connecticut State University
Emmanuel College
Endicott College
Fairfield University
Fitchburg State University
Florida Atlantic University

Florida Institute of Technology
Florida Southwestern State College
Framingham State University
Franciscan University of Steubenville
International Yacht Restoration School
Iona College
J. Sargeant Reynolds Community College
Lasell College
Lyme Academy of Fine Arts
Marist College
Massachusetts College of Art and Design
Massachusetts College of Pharmacy
Massachusetts Maritime Academy
Mercyhurst University
Montserrat College of Art
Mount Ida College
New England Institute of Technology

Newbury College
Northeastern University
Pennsylvania State University
Plymouth State University
Providence College
Quinnipiac University
Rhode Island College
Rochester Institute of Technology
Sacred Heart University
Salve Regina University
Savannah College of Art and Design
Southern New Hampshire University
St. John's University
Stetson University
Stony Brook University
Suffolk University
Tufts University

United States Air Force Academy
University of the District of Columbia
University of Colorado
University of Connecticut
University of Delaware
University of Maine
University of Miami
University of New England
University of New Hampshire
University of Rhode Island
University of South Carolina
University of Tampa
Wellesley College
Wentworth Institute of Tech.
Wheelock College
Widener University
Worcester Polytechnic Institute

STUDENT & STAFF SPOTLIGHT

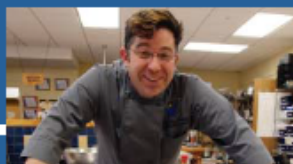


Photo courtesy of The Westerly Sun

WHS Culinary Educator Chef Jamie Finkelstein was named the RI Hospitality Association Teacher of the Year.

Selected for the Executive Board of the Rhode Island Art Education Association, WMS Art Educator Jamie Verbinnen serves as the middle school representative for the state of Rhode Island.

The four-minute film "Flame Wars" by WHS students Harrison Svihla, Sam Marino, and Alex Phend was chosen for Rhode Island's "Give Me Five" Student Film Festival.

STUDENT VOICE: What do you hope will be the legacy of your generation?

"I hope we will be known for our honor and resilience. Between young entrepreneurs and civil rights activists barely older than me, I have witnessed these traits a great deal within the recent years, and I have faith this trend will continue."

Cheyenne Robinson, Class of 2016

WHS School Improvement Team facilitator, Interact Club president, and Marching Band percussion section leader, this former treasurer and FBLA president was selected for the 2015 FBLA Who's Who Award. A National Honor Society member, Cheyenne has attended Little Rhody Girls State, and has served as a peer tutor for students studying French.



assessments like PARCC. As we do every year, our district will measure student progress and achievement in numerous ways: teacher-developed classroom tests, which occur as part of everyday instruction; school-wide assessments that are administered periodically throughout the year to help guide instruction and curriculum development and identify additional resources needed to support student learning; and our state assessment, PARCC.

Assessments are a critical component of education, both informing and influencing students' educational journey.

The 2014-2015 PARCC results establish a new baseline for tracking future student performance. The district believes in the value of assessment and data collection and rigorous analysis to guide the improvement of instruction and learning. The district expectation is that all students participate in all assessments including state assessments.

In Westerly, PARCC is administered via computer-based testing. Students in grades 3-8 take grade level PARCC assessments in ELA and mathematics, except for 8th grade students enrolled in Algebra I who take the Algebra I PARCC. Students in grades 9-10 take a grade level ELA/literacy test. At the secondary level, Math PARCC testing is course specific, meaning students enrolled in Algebra I and Geometry will take the PARCC in these courses. The science NECAP will be administered this spring in grades 4, 8 and 11. This testing will continue through 2016-2017.

Mathematics Philosophy and Practice

Rooted in the CCSS standards are major shifts in the philosophy and practice of Mathematics education. The three major shifts of the CCSS are (1) focus: on key concepts of each grade; (2) coherence: think across grades and link to major topics within grades; (3) rigor in major topics:

conceptual understanding, procedural skills and fluency and application with equal intensity. The standards place focus on conceptual understanding of key concepts, such as place value and ratios, to ensure students have a deep understanding to build on.

Westerly Public Schools is addressing these shifts using a layered approach. By providing professional development, refining CCSS aligned mathematics curriculum, developing assessments, examining data, and reflecting on instructional practices, we will meet the demands of the standards and expectations for graduation and college and career readiness.

To help educate parents about the CCSS Math shifts, the Parent Academy offered a three part workshop entitled "Parents can Help with Math." This workshop was developed by a group of Westerly educators (Felicia Connelly, Caroline Gencarelli, Peggy DelVecchio, Sharon Ficarra and Polly Gillie) and received national recognition by the Associated Press for engaging parents in understanding Common Core Math.

ELA Philosophy and Practice

The English Language Arts Standards (ELA) consist of ten anchor standards in reading and ten in writing, with equal weight placed on both. Additionally, the CCSS ELA Standards contain major shifts in the philosophy and practice of ELA education. The shifts are:

1. Regular practice with complex text and its academic language.
2. Reading, writing and speaking grounded in evidence from text, both literary and informational.
3. Building knowledge through content-rich non-fiction.

Westerly Public Schools has engaged all teachers in professional learning to prepare them for implementation of CCSS for ELA. WPS administration and staff examined current practices and initiatives, set goals for improvement, and then identified gaps in the ELA curriculum and developed a long-term plan for reform.

Informational Section: Report to the Community 2015

Computer Science Initiative CS4RI

Governor Raimondo recently announced the Computer Science for All (CS4RI) initiative, the goal of which is "to have computer science taught in every public school by December 2017." We applaud this effort and are happy to report that Westerly began working toward our K-12 computer science goal in 2014. Some examples of our work to date include:

- Elementary schools participate in the Hour of Code
- Westerly Grade 7 students use scalable game, computational thinking, and simulation design within the technology curriculum.
- Westerly High School offers five courses in computer science, including two courses that offer college credit.

In the years ahead, computer science (CS) will be a regular component for K-12 students. At Westerly High School, a computer science pathway is underway, and will continue to expand. Increasing CS opportunities for students includes training faculty. Sharon Ficarra, WPS STEM coordinator, is the first CODE.org affiliate/Computer Science Fundamentals Facilitator in Rhode Island which affords Westerly direct access to code professional development and support.

We are already seeing benefits of our work. In December 2015, nearly 50 Westerly High School students participated in the University of Rhode Island's Computer Science in High School Day on the URI campus and plans are in the works for some coding summer enrichment offerings for students.

Career and Technical Education (CTE)

We are pleased to report that the cosmetology program at Westerly High School received traditional CTE program approval from the Rhode Island Department of Education. Westerly students will now remain in district to attend cosmetology courses and students throughout the region may apply to the program. Cosmetology educator Shelby Worsham spearheaded the efforts to secure program approval with the support of high school and district administrators. Culinary arts and carpentry will be the next Westerly High School programs to begin the CTE program approval process. CTE gives learners a path to pursue career success during secondary study through obtaining trade certificates and licenses.

Advanced Placement (AP)

Westerly Public Schools offers 12 advanced placement courses to Westerly High School students. AP courses help students acquire the skills and habits they need to be successful in college. Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement, or both on the basis of AP exam scores. Entering college with AP credits gives students flexibility, allowing them to move into upper level courses, pursue a double-major, or study abroad. In 2015, 178 Westerly students took over 299 AP tests.

AP COURSES OFFERED AT WHS

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- English Language & Composition
- English Literature & Composition
- French V
- Italian V
- Physics
- Psychology
- Spanish V
- Statistics
- Studio Art: Drawing
- Studio Art: 2D
- US History & Government

SAT/ACT

The SAT and ACT tests assess high school students' general education development and are one of many predictors of the ability to complete college level work.

SAT Scores for Class of 2015

(152 tested)	WHS	National	RI
Critical Reading	502	495	494
Math	517	511	494
Writing	487	484	484

ACT Composite Scores for Class of 2015

(74 tested)	WHS	National	RI
	22.9	21.0	23.1

STUDENT & STAFF SPOTLIGHT

8



Photos on this page courtesy of The Westerly Sun

WHS Library Media Specialist (LMS) Marianne Miranda and LMS Head Teacher Kristin Almeida were named URI Media Smart Libraries Fellows. The initiative seeks to promote digital literacy for children, teens, and families.

Third graders at Dunn's Corners collected daily living items for homeless children and their families. The students created individual bags of supplies accompanied by a handcrafted note of encouragement.

The Rhode Island Blood Center honored WHS Math Educator Sandy Strafach as their High School Coordinator of the Year.

STUDENT VOICE: What do you hope will be the legacy of your generation?

"I don't believe in generalizing an entire generation of Americans, because our diversity is what makes us strong. I guess I want my generation to go out and achieve highly varied, but equally incredible things."

Isaac Kaufman, Class of 2016

A captain and goaltender on the WHS undefeated Division III State Champion Boys' Lacrosse team, this Class treasurer, American Legion Boys Nation delegate, Westerly Armory Restoration Executive Board member, and WHS Math Team division high scorer is also a computer science enthusiast who presented at the 2015 RIDE Technology Summit about his experience as a WPS IT department intern.



Instructional Technology

Bring Your Own Device (BYOD)

Westerly Public Schools is in the third successful year of implementation of the Bring Your Own Device (BYOD) Policy, which allows students to bring wireless devices to school and use them for instructional purposes.

Hour of Code

Westerly Public Schools joined tens of millions of students in over 180 countries during Computer Science Education Week, December 7-13, 2015, in the "Hour of Code" event designed to introduce students to computer science and demystify "code". Westerly's STEM coordinator, Sharon Ficara, was chosen as a Code.org affiliate from hundreds of candidates across the country. As a Code.org affiliate, Ms. Ficara is providing code training to elementary teachers in our schools and local area.

Transition to Google

Westerly Public Schools moved its email and calendar platform from Microsoft Exchange to Google Apps. With Google Apps, we gained the benefits of a robust and innovative feature set, the ability to access email and calendar services from any internet-connected computer, the power to create co-owned files for greater collaboration, and increased storage capacity. Google Apps in use include Calendar, Classroom, Contacts, Drive, Groups, Mobile Sync, Sites, and Talk/Hangouts. The ability for staff and students to access email and files at home and at school could, in theory, eliminate the need for flash drives, mislaid work, and so forth.

To support this transition, the Technology department provided educator training during the first two days of professional development in August, live training in every building through the Tech Liaisons, a series of afterschool progressive trainings, as well as online training sessions.

Expanding Understanding of Instructional Technology

District faculty and administrators have participated in a variety of instructional technology opportunities to learn more about integrating technology into instruction. Two high school faculty members, Erica Devoe and Amanda Murphy, were accepted as Fuse Fellows with the Highlander Institute. The Highlander Institute designed Fuse RI as an open source model for increasing district collaboration, building tailored resources to support district implementation, and developing a state pipeline of next generation education leaders. Fuse Fellows are talented, early-adopter, in-service teachers and administrators at the forefront of educational innovation in Rhode Island.

During the weekend of February 28, 2015, sixteen Westerly Public Schools representatives from administration and all content areas attended the first annual EdTechTeam RI Summit featuring Google for Education. This high intensity two-day event focused on deploying, integrating, and using Google Apps for Education and other Google Tools to promote student learning in K-12 and higher education.

Future Ready Pledge

In the Fall of 2014, Westerly Public Schools took the Future Ready Pledge™ demonstrating the district's "commitment to work collaboratively with key district stakeholders to set a vision for digital learning, to empower educators through personalized professional learning, and to mentor other district leaders in their own transition to digital learning." Westerly's commitment to this goal is ultimately about preparing WPS students to be relevant participants in the technological age.





DATA SPACE



Nearly four out of ten Westerly students participate in the **free** or **reduced** lunch program.

36%



\$64,375

Westerly Median Household Income
2009-2013 (in 2013 dollars)

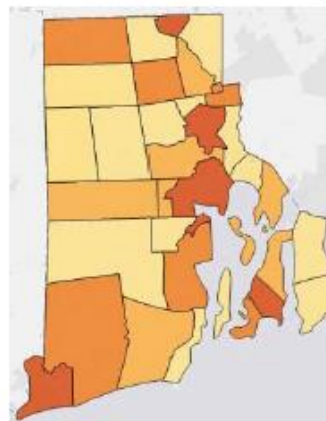
**Westerly ranks highest
in South County for:**
Homeless, WIC, Free & Reduced
Lunch, Single-Parent Homes,
Domestic Violence & Child Abuse

RI Child Well-Being Rankings (out of 50 states)

Overall	Economic Well-Being	Education	Health	Family & Community
26	26	25	15	32

Rhode Island rankings from the 2014 Kids Count Data book. Rankings are determined by factors such as poverty and unemployment, reading and math proficiency scores, insurance and drug abuse rates, single-family households, and teen births.

Homeless Children Identified by RI Public Schools



0 to 7 25 to 44
14 to 23 72 to 169

In 2013 Westerly Public Schools reported 97 students in grades PK-12 who met the McKinley-Vento definition of homelessness. This includes any child who does not have a "fixed, regular, and adequate night-time address" such as students living in shelters, children doubling up with relatives and friends or living in hotels, motels, cars, campsites, parks and public places.
Source: datacenter.kidscount.org

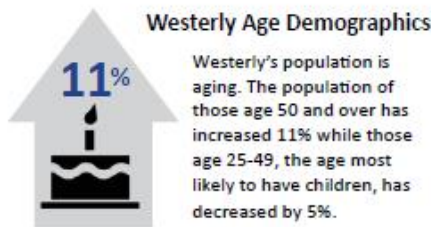
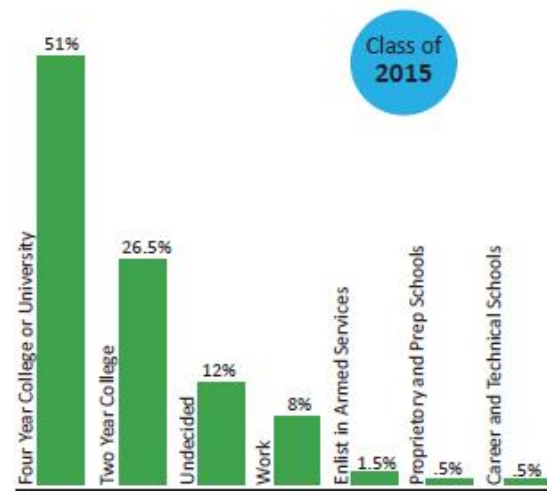
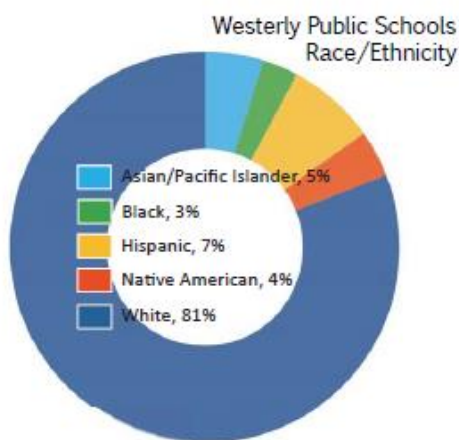


Bradford Elementary School

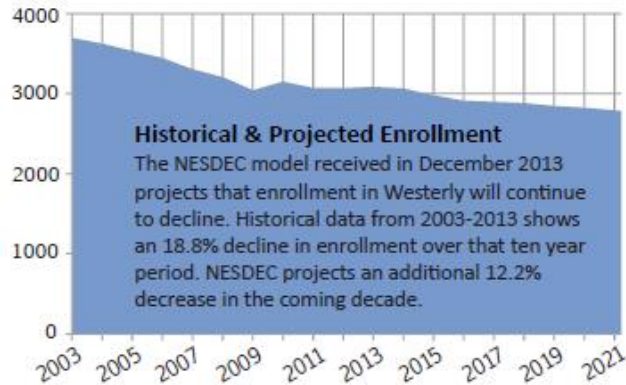
With the mission of providing all students with equal opportunity to receive a high quality education by embracing the whole child- emotionally, academically, socially and physically, the Bradford school community works together to ensure that all student needs are closely monitored and met. We will continue to provide ongoing professional development for our staff, develop effective before and after school programs, and provide meaningful family engagement opportunities to best meet the needs of our children and families.

From a very early age Bradford Principal Debra Pendola knew she wanted to be a teacher. A 1978 graduate of the University of Rhode Island, she embarked on a career in education, assuming her current leadership role in 2005. Deb cooks for The Supper Table, a job she will proudly continue after her retirement at the end of the 2015-2016 school year. Westerly is her home, so look for her on the tennis courts, beaches or singing in the St. Clare Church choir!

School Stats: Grades PK-4; 187 students; 19 FTE Faculty; 12 FTE Support Staff; Constructed 1925; Most Recent Renovation 1987; 33,827 Sq. Ft.



The plural of
anecdote is data.
-Raymond Wolfinger



Dunn's Corners School

The Dunn's Corners School mission is to promote an inspiring, challenging, safe and supportive environment where students are encouraged and assisted in reaching their highest potential of academic excellence. We strive to reach these goals by pursuing meaningful partnerships with our students, their families, our faculty, and the community. We are diligent in our efforts to monitor student growth and maturity in all aspects of life and learning.

Hailing from just across the border in North Stonington, CT, Dunn's Corners School Principal Polly Gillie has studied English Literature, owned and operated a local bakery, and earned her Masters of Arts and Teaching from Rhode Island College. She spent 11 years teaching in the classroom, before moving on to support her colleagues as the Westerly Public Schools Data Analyst. Polly returned to Westerly for the 2014-2015 school year to begin an adventure as principal of Dunn's Corners School.

School Stats: Grades K-4; 284 students; 28.5 FTE Faculty; 14 FTE Support Staff; Constructed 1967; 54,666 Sq. Ft.

Engaging Our Community

Westerly Public Schools has an enduring commitment to combining challenging and relevant learning opportunities with the social and academic supports each child and family needs to reach their own potential. We invest in our students by building strong ties to family and community.

Westerly Education Endowment Fund

The Westerly Education Endowment Fund (WEEF) is a non-profit organization formed in 2001 to support the development of innovative and enriching programs for students in Westerly Public Schools. WEEF funding augments the educational experience of children beyond that which is provided by state and local taxes. Each year, people who work with Westerly students are given the opportunity to submit grant requests to the endowment. WEEF's grant committee then selects the proposals it feels will have the greatest impact and sustainability potential for Westerly Public Schools students.

WEEF has established six directed-giving funds to allow donors to choose the type of initiatives they would like to help support. The general fund supports a broad range of academic projects while other funds are allocated to support science and technology, literacy, performing arts, business and professional development, and student education initiatives. Additionally, WEEF offers "focus" grants each year that highlight one of the directed giving categories and align with district needs and priorities. Grants that concentrate on the emotional well-being and physical safety of students are also a priority to WEEF. Grant naming opportunities are available to any individual or group who raise \$2,500 for the endowment and would like to honor or memorialize a loved one.

To date, the endowment has provided over \$230,000 to Westerly Public Schools. WEEF relies on the community's support to grow its endowment and increase the amount of funding available to grant recipients each year. To learn more about WEEF's mission and initiatives, visit weefri.org.

WEEF is a 501 (c)(3) non-profit certified organization. All donations are tax deductible as provided by law.

Westerly Parent Academy (WPA)

The Westerly Parent Academy offers high-quality courses at no cost for parents and caring adults in Westerly. The WPA embraces parents and the vital role they play in their child's education. All courses offered strengthen the academic, professional and personal growth of participants and are offered in a caring, supportive and respectful environment. During the year, over 50 courses are offered on a wide range of topics including courses to develop the capacity of parents to provide their children with academic support.

Additionally, the WPA offers a wide range of adult education programs through the South County Adult Education Collaborative. Westerly Public Schools, Literacy Volunteers of Washington County and the Education Exchange work as partners to ensure that Westerly adults have the skills and credentials for upward mobility, engaged citizenship and for leading strong, self-sufficient families and communities. Classes include GED preparation, adult basic education, English for speakers of other languages, Life Skills, distance learning, citizenship preparation and workforce training.

Parents as Teachers

Westerly children and parents join our community of learners well before students enter kindergarten. Since 2001, Westerly Public Schools has offered the Parents as Teachers (PAT) program, an evidence-based early childhood home visiting framework that builds strong communities and supports thriving families and children who are healthy, safe and ready to learn. There are four components of the model: personal visits, group connections, screening and resource network. Parents as Teachers serves a range of families with varying needs and offers services from prenatal to kindergarten entry.

Rethink Summer!

Each summer over the course of a six-week, thirty day program, students entering grades 1-6 share a hands-on learning opportunity that is both academic and fun. The model is simple:

- Bring together community-based professionals and school educators

STUDENT & STAFF SPOTLIGHT



Photos on this page courtesy of The Westerly Sun

Students participate in the Daffodil Project. Led by teacher Judith McCann, the sophomore class planted daffodils in memory of children who died in the Holocaust.

Upworthy filmed a documentary about the Westerly Innovations Network (WIN) students for the United Nation's 2015 COP21 Climate Conference in Paris.

As Fuse Fellows, WHS educators Erica DeVoe and Amanda Murphy provide individualized support to RI districts to assist with self-assessment and help connect them with resources and thought partners.

STUDENT VOICE: What do you hope will be the legacy of your generation?

"I hope we will be known for our kindness. I believe it's important to be kind to all and to preach it in everything we do."

Mallory Barney, Class of 2016

An honor roll student and Character Education member, Mallory serves as a mentor and teaches English to refugees at the Refugee Dream Center in Providence. She has coordinated a Pen Pal program between Westerly students and children in Syrian Refugee Camps in Turkey. She is also learning Arabic as she studies Middle Eastern culture.



- Co-plan and co-deliver hands-on, experiential curriculum
- Enhance student academic skills along with social-emotional learning, teamwork, self-discipline, persistence and creativity
- Embrace student voice
- Make service learning the core of the curriculum

We know that this model works based on results from past years. Summer 2015 independent evaluation results showed positive change from pre- to post-test scores, literacy and mathematics increased 28% and 76% respectively.

Parent Liaisons

Serving as a bridge to bring schools, families, and the community together, parent liaisons are an integral part of the staff in the district's three Title I elementary schools. By nurturing the partnership between families and the schools, parent liaisons support and ensure the academic success of all students.

Parent Liaisons:

- Organize regular educational workshops for parents.
- Connect schools and families with community resources.
- Facilitate volunteering opportunities for parents and community members.
- Give support through home education visits.

Community Forums and Discussion

Westerly Public Schools values the power of citizen input and the capacity within our community to join together around children. This year, families and community members were invited to participate in forums on elementary school redesign, Common Core, PARCC testing and other topics.

Our district administrative team also welcomes the community to discuss education topics, receive firsthand

updates and ask questions in a relaxed and informal setting at the following events:

- Kitchen Table Talks with the Superintendent
- Neighborhood Meetings with the High School Principal
- Parent Café with Elementary Principals

Tower Street School Community Center

The Tower Street School Community Center (TSSCC) is committed to supporting and serving the Westerly community. Our prenatal through adult programs, services and activities promote academic growth, physical health, recreation, and social and emotional well-being. Many of our programs are enhanced with environmental education either in our classrooms, on-site garden or throughout Westerly. Authentic learning experiences are provided by Tower Street staff, and community partners like Westerly Land Trust, Save The Bay, AYERS foundation and URI Master Gardeners. From May to early November you will find plenty of fresh foods at our lobby garden stand. Stop by to find a program or activity for all your interest areas!

Join us for:

- FREE Summer Lunch Program for children
- Grow and Go Seek nature-based learning for children ages three to five.
- Ed2Go online learning, offering a wide range of highly interactive courses.
- Confucius Classroom language, culture and technology for all ages.
- And much more!

For the most current information, visit 93tower.org, stop by the office at 93 Tower Street, or call 401-348-2715.



Supporting Our Students

New Director

Appointed to the role of Director of Pupil Personnel on July 1, 2015, Melissa Denton began her tenure in Westerly as a special educator in 1991. During the last 25 years, she has been an educational leader both within Westerly Public Schools and within the state, most recently completing a three year fellowship with the RI Department of Education. Melissa is excited to work with Westerly's tremendous educational staff, families and community members to provide a high quality education to all students.

Least Restrictive Environment (LRE)

More than 75% of Westerly Public Schools students with disabilities receive instruction in the general education classroom. As a district, Westerly continue to reflect on increasing the effectiveness of our services through the delivery of specialized instruction, co-teaching models, gradual release of responsibility and differentiating instruction to ensure the highest quality education in the LRE. During monthly department meetings, special educators and related service providers have participated in professional learning opportunities to personalize Individualized Education Programs (IEPs) and increase the participation of all members of the IEP team. We will continue next year with professional learning focused on current co-teaching practices, strategies that focus on executive functioning, behavior supports, as well as academic and behavioral interventions that can reduce the need for special education referrals.

Social Emotional Learning

Westerly's needs are unique within South County. Our families struggle with higher frequency of financial need, drug and alcohol use, and mental health related issues. Westerly Public Schools sees the impact of these issues daily in the classroom. We have made a commitment to provide supports and services to students by assigning a full time school social worker to every school in the Westerly school district. Elementary social workers are using the Second Step Curriculum to teach social skills and social emotional

learning strategies to all elementary students. At the middle school, some fifth and seventh grade classes piloted the program this year with the expectation of expanding the program to the entire student body next year. Our high school social workers run "groups" for students that have common areas of concern, focusing on specific targeted goals. Both individual and group supports aid students in learning coping mechanisms and strategies to successfully engage in their educational environment.

Transition Services

Working with our regional transition coordinator to increase the effectiveness of our work, transition planning begins in middle school for Westerly students with disabilities. In Westerly, both teachers and students are being trained in student-led IEPs. More than 25 fifth grade students participated in their IEP last year and it is our goal for over 50% of our students age 14 or older to have meaningful input in their IEP meeting during the 2016-17 school year. As part of this goal, we are building in opportunities to teach strategies for self-determination and self-advocacy. We have increased our use of Making Action Plans (MAPS) to help students, families and educators collaborate to set student-centered postsecondary goals. We continue to expand opportunities for students to participate in community life and internships as part of their high school experience. For students who are with us until their 21st birthday, we have a Transition Academy, which allows these students to work toward specific transition goals and functional academics for adult life. Through Transition Academy experiences, students learn about independent living and community participation including using RIPTA, voting, and community service through volunteer work. The Transition Academy also engages students in work experiences that have a high rate of success in becoming paid employment opportunities.

Preschool

We are proud to be one of five public school districts with a BrightStars 4 Star Rating for both our Bradford and Babcock Hall integrated preschool programs. Westerly Public Schools currently educates 76% of the preschool age students identified for special education services in our integrated

STUDENT & STAFF SPOTLIGHT



Photos on this page courtesy of The Westerly Sun

Senior Maddy McLaughlin scored 1253 points in high school career, making her the 4th highest scorer in WHS Girls Basketball history. Jacee Hamelin became the all time leading scorer in WHS Boys Basketball history.

14 WHS students completed Teen CERT training to become better prepared to assist in an emergency situation.

TOP TEN

Changes of the Last Five Years

1. Future Ready District

Districts across the country signed the Future Ready pledge, making a commitment to collaborate with key district stakeholders to set a vision for digital learning, to empower educators through personalized professional learning, and to mentor other district leaders in their own transition to digital learning.

2. Health Equity Zone

Health Equity Zones are geographic areas designed to achieve health equity by eliminating health disparities using place-based (where you live) strategies to promote healthy communities. Westerly participates in deep research and data gathering to support health equity.

3. Common Core State Standards (CCSS)

Adoption of Common Core State Standards (CCSS) in 2010 has led to changes in curriculum, assessment, and reporting.

4. Parent Academy

High-quality educational programming available free of charge to all caring adults in the Westerly community through Tower Street School Community Center since 2012.

5. PTECH/Advanced Coursework

In 2015, the district began planning alternative pathways to give high school students a head start on their career goals.

6. CCRI/EB Partnership

Innovative public/private partnership will drive learning and career achievement for students and the community.

7. Bring Your Own Device (BYOD) Policy

Westerly's BYOD policy was one of the first of its kind in RI and recognizes the increasing role and functionality of technology in the lives of students and the world at large.

8. Curriculum Leaders

The cornerstone of student academic achievement is quality instruction. Curriculum leaders promote best-practices and support their colleagues.

9. Leadership Stability

Since the 2010 hiring of a new superintendent and assistant superintendent, Westerly has enjoyed a period of leadership stability evidenced by the continued district-wide development of written protocols, procedures, and job descriptions.

10. Joint Finance Director

This consolidated position between the Town of Westerly and Westerly Public Schools has become a model of efficiency for other communities.

Ask us about any one of these initiatives and its progress:
401-315-1516 or rseitsinger@westerly.k12.ri.us

preschool model. Another 10% are serviced in their community-based preschool programs. The remaining 13% receive services without attending a preschool program. All Westerly preschool teachers and service providers collect and enter authentic assessment information into an online child portfolio using Teaching Strategies GOLD. Educators and related service providers in our preschool have

participated in on-going professional learning opportunities to learn strategies to support students with Autism and implementation of our new Creative Curriculum Program. We value our partnership with RIDE and the technical assistance they provide. Westerly continues to reflect, grow and reach for a BrightStars 5 star rating in the near future.



Springbrook Elementary School

At Springbrook Elementary School we believe in the potential of all learners. Our mission is to provide all K-4 students with a nurturing learning environment that encourages each child to become a productive citizen, taking responsibility for self, respecting others, and supporting community. This mission mirrors our Positive Behavior Incentive System (PBIS) that promotes respectful, responsible, and safe behavior. In academics, we aim for an annual increase in the proficiency levels of our students in mathematics, reading, and writing, and our Family Engagement Policy provides a varied array of curriculum-related parent and student evening programs.

In August 2015, Susan Martin celebrated her 26th year in education by joining Westerly Public Schools as the new principal of Springbrook Elementary School. With 17 years of experience as a classroom teacher, four years as a reading coach, and 5 years as an elementary school administrator, Susan believes in the potential of all learners, and works to convey this belief to the students in her care.

School Stats: Grades K-4; 337 students; 30.5 FTE Faculty; 15.5 Support Staff; Constructed 1995; 43,465 Sq. Ft.



High Quality Staff

Westerly Public Schools believes in and promotes the continual learning of staff. Providing ongoing professional development opportunities focused on curriculum, instruction and assessment is one way the district expands the skills and knowledge base of the faculty and staff to support all students.

Recognizing Excellence

We are proud when special recognition comes to our exemplary educators. Below are just two highlights from the past year. More accomplishments appear in the Student & Staff Spotlight running throughout this report.

- Beverly Smith, WHS reading specialist, was awarded the 2015 Scholastic Read 180 National Teacher of the Year Award. Bev is one of five educators nationally awarded this honor. Read 180 educators are recognized for their passion to ensure students succeed no matter the circumstances and for going above and beyond the call of duty.
- Westerly received national recognition from the Associated Press for a Parent Academy Workshop: Parents can Help with Math. This workshop was developed by a group of Westerly educators, Felicia Connelly, Caroline Gencarelli, Peggy DelVecchio, Sharon Ficarra, and Polly Gillie, DCS principal, who saw the need to help parents understand math, and developed and presented the three part workshop.

Technology Champions

The professional development committee selected fifty educators, identified by building leaders and colleagues, as instructional technology champions and engaged them in preparations for the district hybrid un-conference to be held during a professional development day. The committee chose this model in hopes of empowering and inspiring Westerly Public School educators to share instructional technology ideas and learn from one another.

Professional Development Committee

Westerly's professional development committee is a standing committee whose mission is to jointly plan professional development that supports RIDE and district initiatives and develops guidance for external professional development opportunities. Professional development opportunities have focused on understanding the shifts inherent in the CCSS, best practice, data-based professional development, and instructional technology. The district is fortunate to have a multi-layered approach to professional development (PD), including the following strategies: scheduled PD days during the school year; afterschool PD in and out of district; common planning time; embedded PD during the school day through instructional coordinators, curriculum leaders and administrators; opportunities for individual educators to participate in conferences, workshops and seminars; and annual sabbatical opportunities for up to two teachers.

"If I am a good teacher it is because I have had good teachers. As a graduate of Westerly Public Schools some of those teachers are in this room today... My teachers created experiences that made me love learning. And I would like to thank all the teachers in my past and to all of you who create moments that cultivate positive experiences and memories that influence students every day... I needed to become a teacher to realize that part of what makes a good teacher is the support we give to each other. The support of our colleagues is a valuable resource each of us needs at times and each of us needs to give in return. I have been fortunate to have the support of so many people in this district... So, what makes a good teacher? Teachers who create moments in the classroom with thoughtful planning and who implement their lessons with kindness; and teachers who are active in seeking and giving support to others."

-Desiree Derix, WMS Science & Math Teacher and WPS Teacher of the Year in her Back-to-School speech.

STUDENT & STAFF SPOTLIGHT



Bradford Elementary School's float won the "Most Colorful" award at the Columbus Day parade. Students wrote essays to be selected to ride on the Wizard of Oz themed entry.

The WHS Robotics team won first place in the Rhode Island Robotics Championship at New England Institute of Technology.

The professional magazine *School Band and Orchestra* named WHS Band Leader Sarah Ferry one of their "50 Leaders Who Make a Difference".



2016 Rhode Island Autism Educator of the Year

Elementary Special Educator Jennifer Flamand has focused her professional career on learning strategies to educate students with Autism. Her dedication, expertise, and passion for meeting the individual needs of each of her students has resulted in her being honored as the 2016 Rhode Island Autism Educator of the Year.

Sponsored by Rhode Island College and the Sherlock Center on Disabilities, the Autism Educator of the Year award was created in 2015 by faculty of the Certificate of Graduate Study in Autism Education. The award recognizes outstanding educators working with students with autism in Rhode Island.

We are proud to have her as an educator in Westerly and congratulate her on this incredible honor!

Photo on this page and top of pages 18, 19-20 courtesy of The Westerly Sun

School Facilities

Community-Wide Benefits

Westerly's schools are more than just the town's education facilities. These facilities host RI Driver's Education courses, various school athletic events, town recreation department programs, and local sports leagues. From the myriad of community activities at TSSCC to CCRI courses at Westerly High School, this unique relationship provides a source of revenue to the district and also provides opportunities for citizens of Westerly and surrounding communities.

Maintenance Plan

In order to maintain the highest standards, Westerly incorporated maintenance as part of its annual operating budget. Aramark Education's K-12 Facility Services run and oversee building maintenance. The District, through its agreement with Aramark, continues to evaluate the condition of facilities to both maintain and improve the success of the preventative maintenance program. Efforts include research into new systems and products while streamlining existing practices.

Grounds maintenance is managed in partnership with the Town Department of Public Works. A Municipal Fields Committee has been formed to collect town-wide data that will be presented as a comprehensive report to inform future action on municipal fields. This committee consists of town, school and recreation department members. Discussions continue on the feasibility of installing and financing synthetic turf and the overall appropriate improvements to all district athletic fields.

The potential benefits of renewable energy, both solar and wind, are being reviewed as part of the continued focus on reducing the district's overall energy footprint. The district will be adopting methods to support green initiatives

through maintenance efforts and procurement of new equipment.

The Facilities Department continues to improve safety and security throughout the district in collaboration with the district's Safety Officer and through communication with state and local first responders. Infrastructure improvements continue and the department keeps abreast of new technologies and approaches that are available to better serve Westerly students and staff.

The condition of the bus garage is being assessed relative to its location on the town aquifer. Possible alternatives will be part of our long term planning. Alternate locations are being researched for the temporary and permanent relocation of the bus garage and facilities.

Digital Infrastructure

In the modern classroom, the district's digital infrastructure has become just as important as its "bricks and mortar" facilities. Preparing students for success requires that they be provided with the means to engage fully in the technological era. To do this, infrastructure across the district that was not originally designed to support this surge in technology must be updated. The district's broadband increased capacity four-fold at the beginning of the 2014-2015 school year. To address the influx of wireless demand, Westerly Public Schools completed a Wireless Infrastructure upgrade which will support a significant increase in the number of wireless devices throughout the district. "1 to World" computing, BYOD, and PARCC testing programs, all designed for online access, will continue to drive the need for improving and increasing infrastructure. The next focus will be on improving the infrastructure in elementary schools, especially as it relates to electrical power distribution and improved video and telephonic communications.



State Street School

A welcoming community where each child's unique strengths and needs are identified, targeted, monitored and measured for academic growth, State Street School prides itself on its active Family Engagement Committee, Parent/Teacher Organization, Feinstein Good Deeds Committee, and School Improvement Team which offer over 25 opportunities for family participation. State Street students proudly wear their bead necklaces to show they are SSS SHARKS (Safe, Honest, Assertive, Responsible, Kind). We are reflective practitioners who work collaboratively to ensure children are safe, happy, and learning in our school community.

State Street School Principal Audrey Faubert credits Mr. and Mrs. Donald Allison, owners of Winnapaug Day Camp, for influencing her decision to enter the field of education. From camper to counselor to camp director, they encouraged her love of children and saw her learn valuable lessons about leadership and collaboration. She has taken these lessons into her work in Westerly Public Schools. Her favorite quote comes from educator Steven Anderson: "Alone we are smart, together we are brilliant."

School Stats: Grades K-4; 338 students; 33.48 FTE Faculty; 19.4 FTE Support Staff; Constructed 1955; 42,760 Sq. Ft.



Efficient and Effective Budget

In 2015, the district ended the fiscal year with a surplus. Our annual financial audit was completed on time and had no audit findings. This is favorable not only for the district, but the town as a whole.


This is the fifth year that the school district and town have shared a consolidated finance department. Other communities continue to look at Westerly as a model of efficiency. Westerly utilizes technology to improve efficiencies. Finance staff has been cross trained in a variety of duties to allow continuation of services to staff, students, and the community when employees are out of the office.

We continue to submit our annual budget to the Association of School Business Officials (ASBO). In 2015, Westerly Public Schools also submitted the annual budget to the Government Finance Officers Associations (GFOA). Annually applying for the Meritorious Budget Award (MBA) and the Distinguished Budget Presentation improves the budget process. By working through these checklists, we follow best practices in budgeting and have improved our budget's accuracy and transparency. The Westerly community can remain confident in the district's commitment to transparency and sound financial management in these challenging times. Prudent and strategic financial management remains a top priority. The criteria checklist provides a foundation for developing a reader-friendly budget document that:

- Presents clear budget guidelines.
- Promotes communication between departments and the community.
- Encourages short- and long-range budget goals.
- Supports effective use of educational resources.

We look forward to the review team's comments and recommendations on the 2016 Budget.

REVENUE	FY 2015 Actual	FY 2016 Budgeted
Town Aid	44,914,514	45,581,781
State Aid	7,704,194	8,257,392
Medicaid Reimbursement	1,191,532	1,072,500
Tuitions: Preschool	45,163	42,500
TSSCC Programming	211,574	190,000
Rental	117,672	105,000
Transportation Fees	4,800	5,000
Miscellaneous	6,375	24,981
Fund Balance	500,000	480,000
School Improvement Fund	188,020	0
Total Revenue	54,883,844	55,759,154
EXPENDITURES	FY 2015 Actual	FY 2016 Budgeted
Wages	32,525,951	33,715,843
Employee Benefits	12,298,820	12,444,173
Tuition	3,675,198	3,575,000
Contract Services	977,506	1,016,500
Conferences & Dues	93,825	125,000
Auto & Mileage	16,314	15,000
Instructional Materials	602,270	550,000
Periodicals & Textbooks	56,722	200,000
Repairs & Maintenance	1,684,135	1,127,500
Furniture	20,873	20,000
Utilities & Fuel	1,403,085	1,482,638
Disposal	71,036	85,000
Alarm	119,987	100,000
Technology	485,405	497,500
Legal & Professional Fees	87,354	75,000
Property Insurance	327,144	370,000
Office & Postage	23,716	55,000
Advertising	15,189	15,000
Other	191,192	290,000
Total Expenditures	54,675,722	55,759,154



Westerly Middle School

Home to grades 5-8, Westerly Middle School is organized so teams of teachers and their students form small learning communities. The school's programs and instruction are standards-based, developmentally appropriate, and designed to meet the unique needs of every student. In order to maintain a positive, productive school environment, members of the WMS community are expected to adhere to our core PBIS principles; Be Safe, Be Respectful, Be Responsible. Measuring success one child at a time, the WMS community strives to ensure that all students become life-long learners and respectful, productive citizens.

With 27 years in education, WMS Principal Paula Fusco has followed her father's example of strength, patience, and compassion to do what he called "the most important job in the world." Named "A Teacher to Remember" by the National Education Association, Paula earned her Master of Education from Providence College. A lifelong Westerly resident, Paula is committed to her students and colleagues and supports programs to improve the educational experience for all residents of her hometown.

School Stats: Grades 5-8; 884 students; 91 FTE Faculty; 30 FTE Support Staff; Constructed 2005; 200,945 Sq. Ft.

Informational Section: Report to the Community 2015

Federal Grant Awards

Federal Grants are awarded on the basis of several initiatives related to the No Child Left Behind Act of 2001 (NCLB). NCLB reauthorized the Elementary and Secondary Education Act (ESEA) with its central themes of standards and assessments, accountability and school improvement, increased flexibility for applications of federal resources, and an increased emphasis on educator quality, proven teaching strategies and parent engagement. Throughout the different titles of ESEA, the recurrent theme is to utilize federal resources to ensure that all students achieve high standards, particularly those in the lowest performing schools.

Brief Description of Federal Grant Program and Grant Award for FY 2015:

- TITLE I: Improving the Academic Achievement of the Disadvantaged (\$495,557)
- TITLE II: Preparing, Training and Recruiting High Quality Teachers and Principals (\$169,793)
- TITLE III: Language Instruction for ELL and Immigrant Students and RIGL 16-7.1-9 Student Language Assistance Investment Fund (\$10,103)
- CHILD OPPORTUNITY ZONES (COZ): School-linked services to improve student outcomes (\$29,500)
- EVEN START: Support Local Family Literacy Projects (\$52,803)
- Individuals with Disabilities Education Act (IDEA) Part B: (\$817,187)
- IDEA Preschool: (\$23,040)

Other Grant Funding

Tower Street School Community Center Awards

In the 2014-2015 school year, TSSCC received the following grant awards totaling \$167,860:

- \$25,000 • Hasbro United Way Summer Learning provided a six-week summer learning program.
- \$8,805 • SORICO in collaboration with Bryant University supported Chinese culture programming.
- \$29,592 • Education Development Center, Inc. Quality Improvement, Grow and Go Seek Early Childhood.
- \$20,000 • Opening Doors for Westerly Children Summer Learning Program
- \$84,463 • State of RI, Department of Health Maternal, Infant, Early Childhood Home Visiting program

In the 2014-2015 school year the following organizations supported Westerly Public Schools through grant funding totaling more than \$82,344:

Fresh Fruit & Vegetables

\$49,344 • Written in partnership with the district's food service provider, this grant provided a variety of fresh fruits and vegetables daily to students at various times in Bradford, State Street, and Springbrook Elementary Schools. The grant also provided funding and lesson plans for teaching students about nutrition.

Westerly Education Endowment Fund through the Rhode Island Foundation

\$23,000 • Individual grants written by Principals, Teachers and Tower Street School Community Center funded special projects and enhanced the curriculum throughout the district.

Paul & Nancy Klotz Foundation

\$10,000 • Funding received each year by Westerly High School to enhance endeavors in the arts and pottery.

Westerly High School

A concentration on rigorous, high standards has earned Westerly High School exceptional marks including full accreditation from New England Association of Schools and Colleges (NEASC) and national recognition from US News and World Report. We are deeply committed to graduating independent, innovative learners who are prepared for career and college and who embrace the challenges of the 21st century. We believe that personalized learning, technology, and a global perspective help our students meet with success.

A sports enthusiast and father of five, Westerly High School Principal Todd Grimes joined the WPS team in August 2015. In his 22 years in public education, Todd has worn the hats of teacher, coach, athletic director, department chair, dean of students, assistant principal and associate principal.

School Stats: Grades 9-12; 837 students; 97 FTE Faculty; 30 FTE Support Staff; Constructed 1932; Most Recent Renovation 2010; 213,194 sq. ft.

Informational Section: Report to the Community 2015

SCHOOL DIRECTORY

Westerly Public Schools:

Administration Offices

Babcock Hall, Central Administration and Pre-K
23 Highland Avenue

Westerly, RI 02891

Phone: 315-1500

Fax: 348-2707

7:00 a.m. - 4:30 p.m.

Roy Seitsinger, Jr. Ph.D., Superintendent

Alicia J. Storey, Assistant Superintendent

Melissa Denton, Director of Pupil Personnel

Bradford Elementary School: Grades Pre-K -4

15 Church Street

Bradford, RI 02808

Phone: 348-2283

Fax: 348-2288

8:45 a.m. - 3:15 p.m.

Debra Pendola, Principal

Dunn's Corners School: Grades K-4

8 1/2 Plateau Road

Westerly, RI 02891

Phone: 348-2320

Fax: 348-2325

8:45 a.m. - 3:15 p.m.

Polly Gillie, Principal

Springbrook Elementary School: Grades K-4

39 Springbrook Road

Westerly, RI 02891

Phone: 348-2296

Fax: 348-2305

8:45 a.m. - 3:15 p.m.

Susan Martin, Principal

State Street School: Grades K-4

35 State Street

Westerly, RI 02891

Phone: 348-2340

Fax: 348-2345

8:45 a.m. - 3:15 p.m.

Audrey Faubert, Principal

Westerly Middle School: Grades 5-8

10 Sandy Hill Road

Westerly, RI 02891

Phone: 348-2750

Fax: 348-2752

8:00 a.m. - 2:30 p.m.

Paula Fusco, Principal

Stuart List, Assistant Principal

Kevin Cronin, Assistant Principal

Westerly High School: Grades 9-12

23 Ward Avenue

Westerly, RI 02891

Phone: 596-2109

Fax: 596-5098

7:20 a.m. - 1:55 p.m.

Todd Grimes, Principal

Anne Greene, Assistant Principal

Mary Nancy Toscano, Assistant Principal

Transportation & Bus Garage

8 Springbrook Road

Westerly, RI 02891

Phone: 348-9430

Fax: 348-9450 (call first)

Peter Denomme, Director of Transportation

Tower Street School Community Center

93 Tower Street

Westerly, RI 02891

Phone: 348-2715

Fax: 348-2281

Joan Serra, Director of Family and Community

Engagement

ADMINISTRATION PHONE NUMBERS BY DEPARTMENT

Buildings and Maintenance

315-1528 Buildings & Maintenance Secretary

315-1522 Aramark, Buildings and Maintenance

District Curriculum Coordinators

315-1520 District ELA Coordinator

348-2311 District ELL Coordinator

315-1526 District STEM Coordinator

Consolidated Finance

315-1534 Director of Finance

315-1503 Deputy Finance Director

315-1535 Accounting Assistant

315-1523 Payables Coordinator

315-1576 Accounts Payable Coordinator, Town/School

315-1529 Payroll

315-1502 Finance Assistant

348-2625 Purchasing Agent

Food Service

348-9240/ 315-1682 Director of Food Service, Aramark

Human Resources

315-1524 Human Resources Coordinator

315-1510 Administrative Assistant, Human Resources



Informational Section: Report to the Community 2015

SCHOOL DIRECTORY

CONTINUED FROM INSIDE BACK COVER

Pupil Personnel

315-1533 Director of Pupil Personnel
315-1533 Executive Assistant, Pupil Personnel
315-1531 Secretary, Pupil Personnel
315-1549 Elementary Special Education LEA
315-1532 Secretary, Early Childhood/Medicaid Processing
315-1538 Early Childhood Coordinator

Registration & Community Programs

(Tower Street)

348-2785 Director of Family and Community Engagement
348-2715 Programs & Facilities Operations Assistant
348-2792 Central Registration
348-2790 Administrative Assistant & District Facility Usage
348-2786 Family Education Coordinator/Westerly Parent Academy

Safety Office/ School Resource Officer

315-1653 District Safety Officer
315-1575 WHS School Resource Officer
315-1669 WMS School Resource Officer

Superintendent's Office

315-1516 Superintendent
315-1516 Executive Assistant, Superintendent
315-1517 Assistant Superintendent
315-1517 Executive Assistant, Assistant Superintendent

Technology

315-1551 Director of Technology
315-1551 Executive Assistant, Director of Technology
315-1527 Data Analyst
315-1572 Educational Technology Systems Coordinator
315-1550 IT Support Desk

Transportation

348-9430 Transportation Dispatcher
315-1511 Director of Transportation

Westerly Teacher Association (WTA) Leadership

315-1500 Westerly Public Schools

RESOURCES

Visit Westerly Public Schools online at westerly.k12.ri.us. The website offers information about Westerly Public Schools as well as a wealth of additional resources. Use the website to find:

- School Calendars
- Student Handbooks
- District Curriculum
- District Contact Information
- School Committee Information and Meeting Agendas/Minutes
- Policies
- Bus Schedules
- Breakfast and Lunch Menus
- Student Registration

Digital Backpack

Your online resource for information on upcoming community-wide events.

School Fusion Parent Connection

School Fusion offers a way for parents to be involved in their student's education by providing quick access to assignments, class announcements, calendar of events and more.

Bullying Hotline

In our on-going effort to maintain a safe learning environment for all students, Westerly Public Schools has developed three mechanisms to report bullying. We encourage students and families to utilize these resources, which can be found under the Anti-Bullying Task Force tab on the district web site, to report behavior that may indicate an incident of bullying. School personnel will investigate each incident that is reported and respond accordingly.

i-SAFE Link

i-SAFE is dedicated to educating and empowering the youth of America to safely and responsibly take control of their online experiences. i-SAFE teaches students the critical thinking and decision-making skills they need to recognize and avoid dangerous and/or unlawful online behavior. A link to i-SAFE can be found by clicking on "Net Safety" under the Parents tab.



Westerly Public Schools

Population and Enrollment Forecasts 2016-17 through 2025-26

December 16, 2015

**McKibben Demographic Research
Jerome McKibben, Ph.D.
Rock Hill SC
j.mckibben@mckibbendemographics.com
978-501-7069**



Assumptions

- A. There will be no short term economic recovery in the next 18 months and the national, state or regional economy will not go into a deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- B. Interest rates have reached an historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;
- C. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;
- D. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- E. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Washington County for any year in the forecasts;
- F. All currently planned, platted, and approved housing developments are built out and completed by 2024. All housing units constructed are occupied by 2025;
- G. The unemployment rates for the Washington County will remain below 6.0% and New London County below 7.0% for the 10 years of the forecasts;

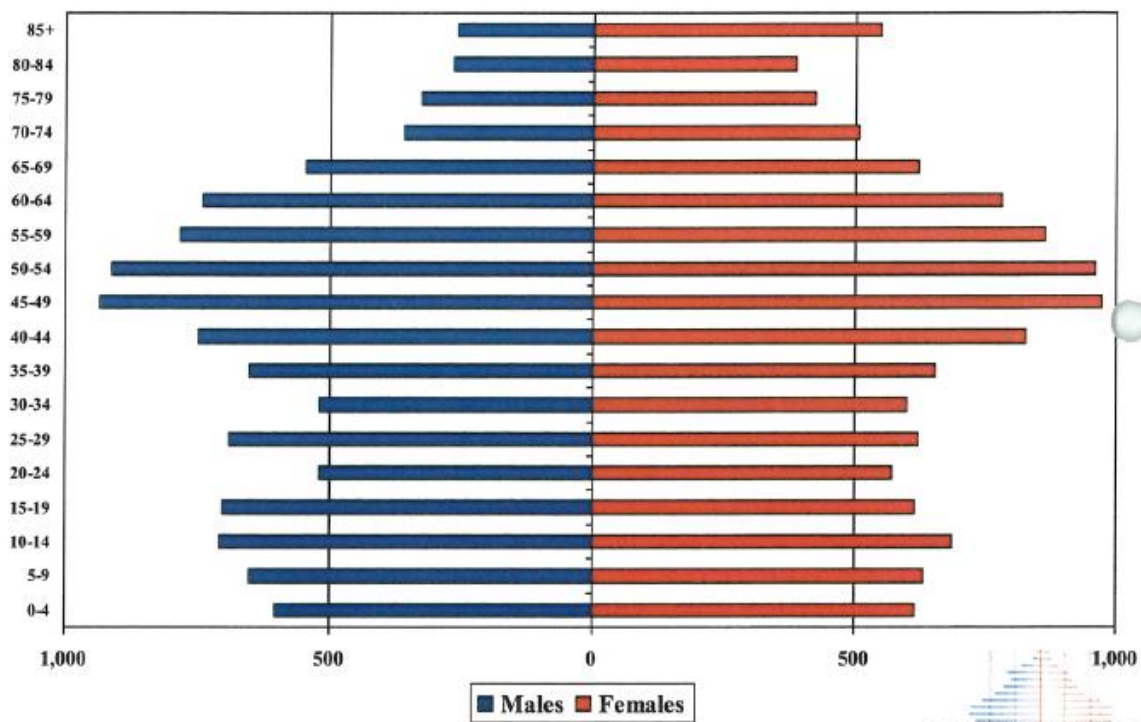
McKibben Demographics

Assumptions, continued

- H. The rate of students transferring into and out of the district will remain at the 2011-12 to 2015-16 average;
- I. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- J. There will be no building moratorium within the district;
- K. Businesses within the district and New London Metropolitan Area will remain viable;
- L. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- M. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;
- N. Private school and home school attendance rates will remain constant;
- O. The district's high school dropout rate will remain at the district's previous five year average;
- P. The recent decline in new home construction has ended and building rates have stabilized;
- Q. The rate of foreclosures for commercial property remains at the 2004-2008 average for Washington County;

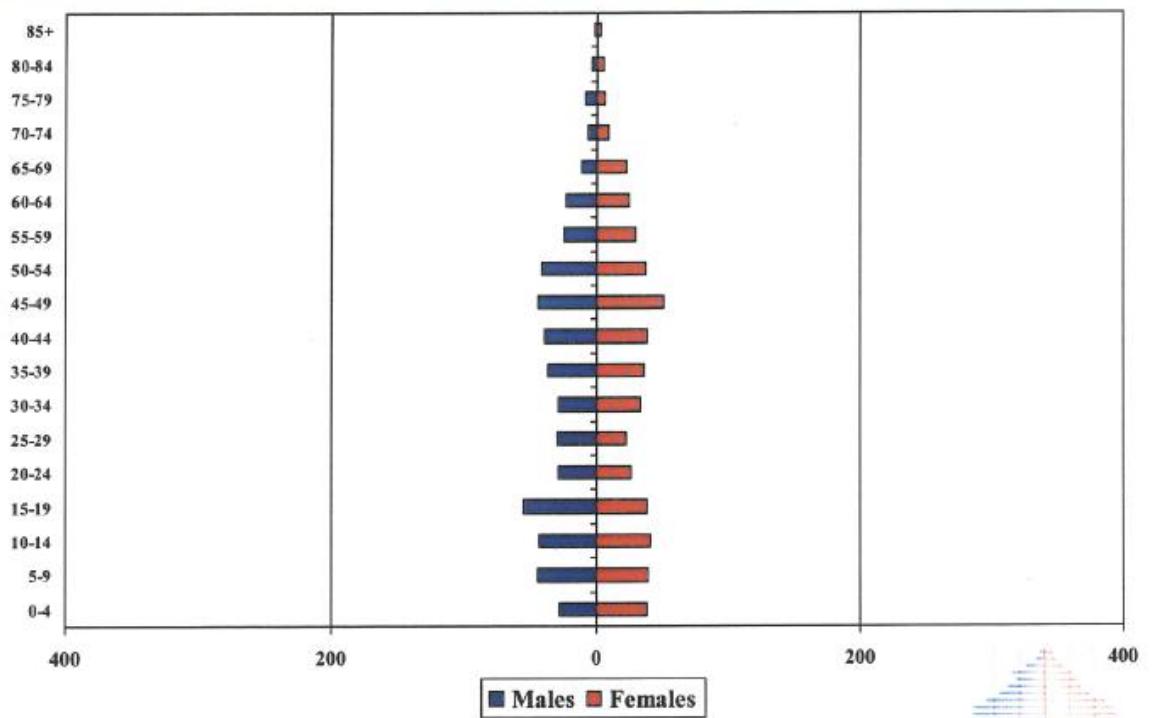


Westerly Public Schools, Rhode Island Total Population – 2010 Census



McKibben Demographics

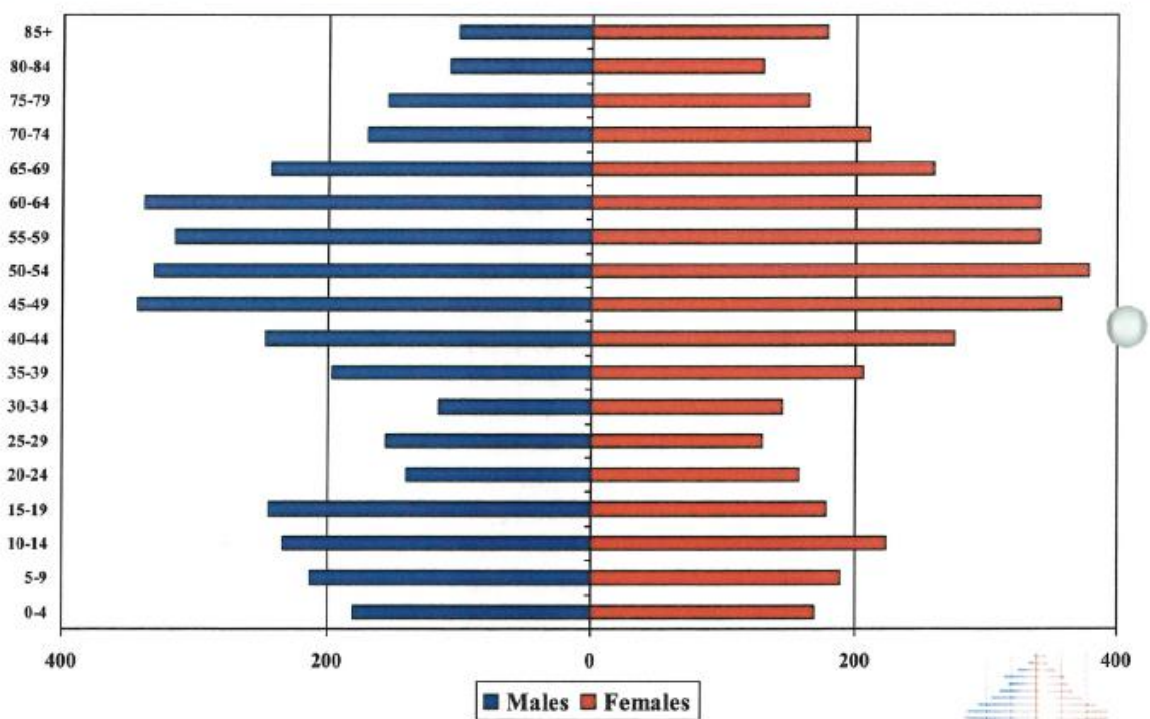
Bradford Elementary School Total Population – 2010 Census



McKibben Demographics

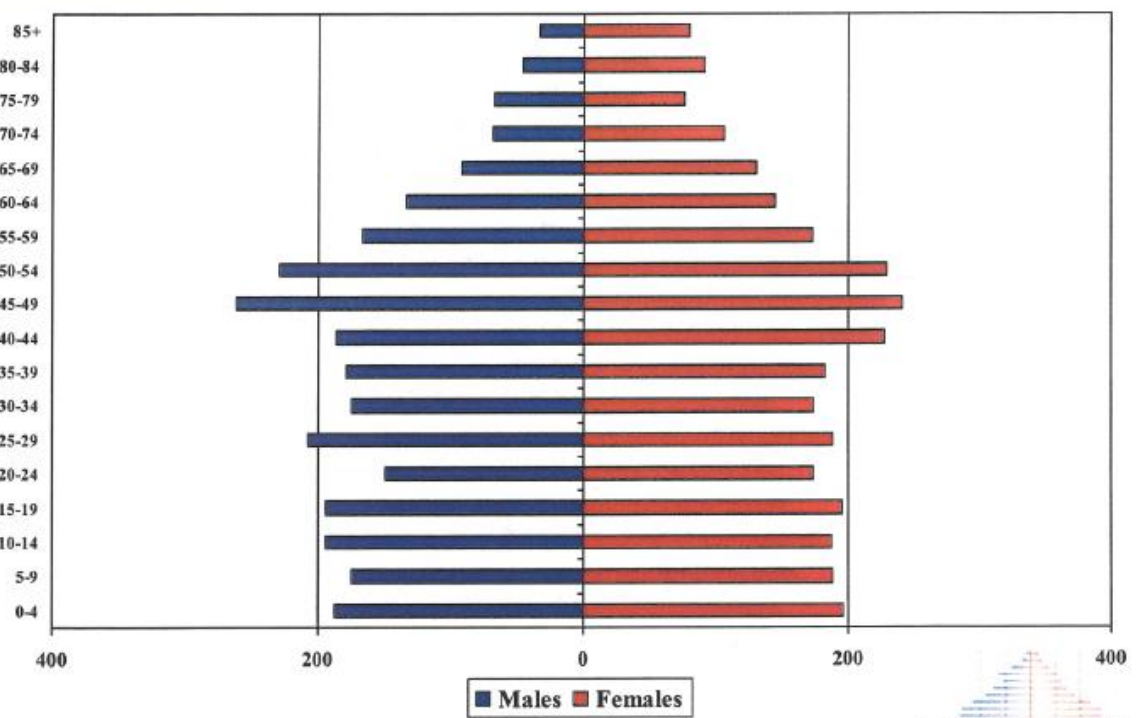


Dunn's Corners Elementary School Total Population – 2010 Census



McKibben Demographics

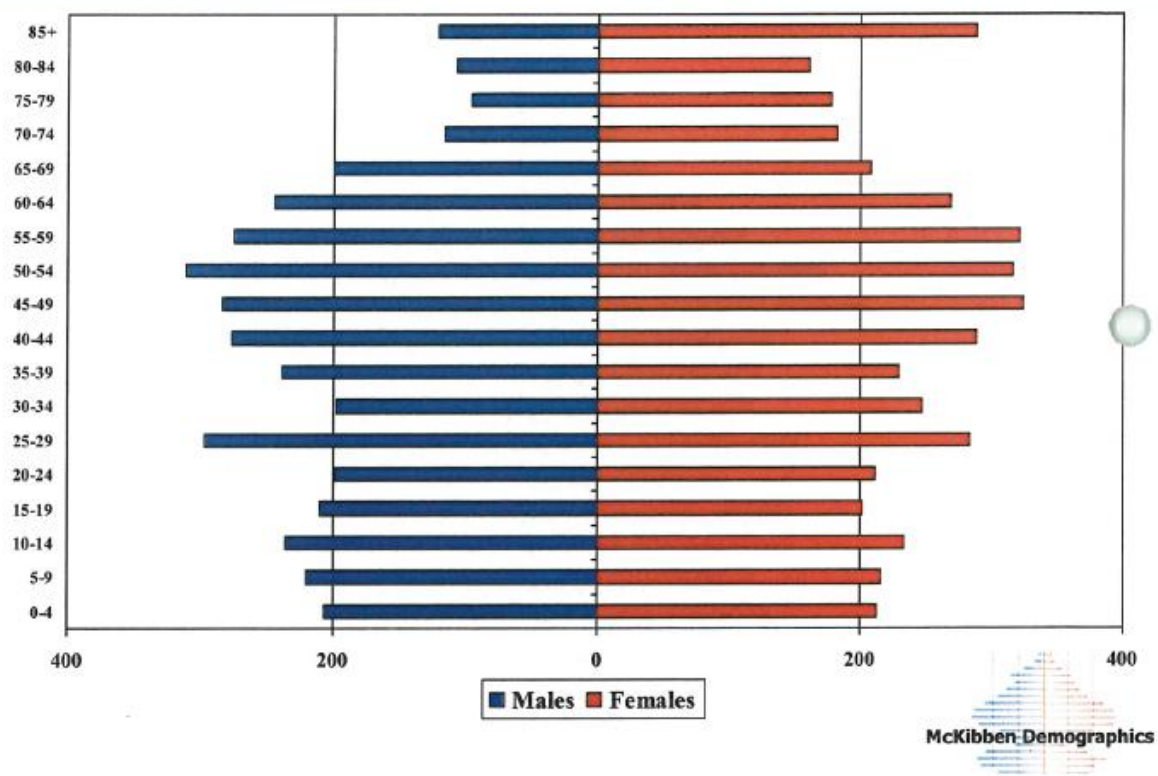
Springbrook Elementary School Total Population – 2010 Census



McKibben Demographics



State Street Elementary School Total Population – 2010 Census



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
Bradford ES	998	1,032	3.3%	1,062	2.9%	6.4%
Dunns Corner ES	7,865	7,770	-1.2%	7,590	-2.3%	-3.5%
Springbrook ES	5,733	5,900	2.8%	6,000	1.7%	4.7%
State Street ES	8,191	8,170	-0.3%	8,130	-0.5%	-0.7%
Westerly Total	22,787	22,872	0.4%	22,782	-0.4%	0.0%



Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Bradford ES	152	44.1%	345	998	2.89
Dunns Corner ES	851	26.1%	3256	7746	2.38
Springbrook ES	781	34.7%	2251	5627	2.50
State Street ES	911	23.9%	3815	8113	2.72
Westerly Total	2695	27.9%	9666	22484	2.33




Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders Aged 35-54	Percentage of Householders Aged 65+	Percentage of Householders Who Own Homes
Bradford ES	51.0%	13.6%	73.3%
Dunns Corner ES	38.0%	31.3%	84.4%
Springbrook ES	44.0%	20.1%	62.9%
State Street ES	33.9%	30.7%	50.0%
Westerly Total	38.2%	27.8%	65.4%



Table 4: Percentage of Households that are Single Person Households and Single Person Households that are Over Age 65 by Elementary Area, 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Bradford ES	16.8%	5.2%
Dunns Corner ES	25.1%	11.0%
Springbrook ES	25.9%	8.0%
State Street ES	39.8%	18.2%
Westerly Total	30.8%	13.0%

 McKibben Demographics

Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Table 5: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Bradford ES	52	37	53	67	73	86	88	123	121	135	144
Dunns Corner ES	38	38	51	57	63	82	79	97	91	88	93
Springbrook ES	21	36	40	47	63	58	85	72	81	78	76
State Street ES	111	111	144	170	199	226	252	292	293	301	312



Table 6: Comparison of Enrollment by Grade with 2010 Census Counts by Age, 2010-2014

2010 Census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Westerly Total	230	235	261	246	244	247	272	249	251	264	285	242	287	284
2015	190	216	213	225	217	213	232	208	214	227	201	205	218	
Enrollment	82.6%	91.9%	81.6%	91.5%	88.9%	86.2%	85.3%	83.5%	85.3%	86.0%	70.5%	84.7%	76.0%	
2014		216	216	222	216	213	232	209	208	233	220	219	226	247
Enrollment		91.9%	82.8%	90.2%	88.5%	86.2%	85.3%	83.9%	82.9%	88.3%	77.2%	90.5%	78.7%	87.0%
2013			220	229	218	212	220	219	213	231	217	231	234	244
Enrollment			84.3%	93.1%	89.3%	85.8%	80.9%	88.0%	84.9%	87.5%	76.1%	95.5%	81.5%	85.9%
2012				232	226	214	223	222	206	230	217	225	247	249
Enrollment				94.3%	92.6%	86.6%	82.0%	89.2%	82.1%	87.1%	76.1%	93.0%	86.1%	87.7%
2011					227	213	216	222	199	224	217	223	244	273
Enrollment					93.0%	86.2%	79.4%	89.2%	79.3%	84.8%	76.1%	92.1%	85.0%	96.1%



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Live Attend Matrix

LIVE ATTEND MATRIX

The table below gives details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the zones where students live schools of attendance are listed on the top line. The numbers highlighted in green are counts of students who attend the assigned schools for the zones where they live.

K-4th Matrix

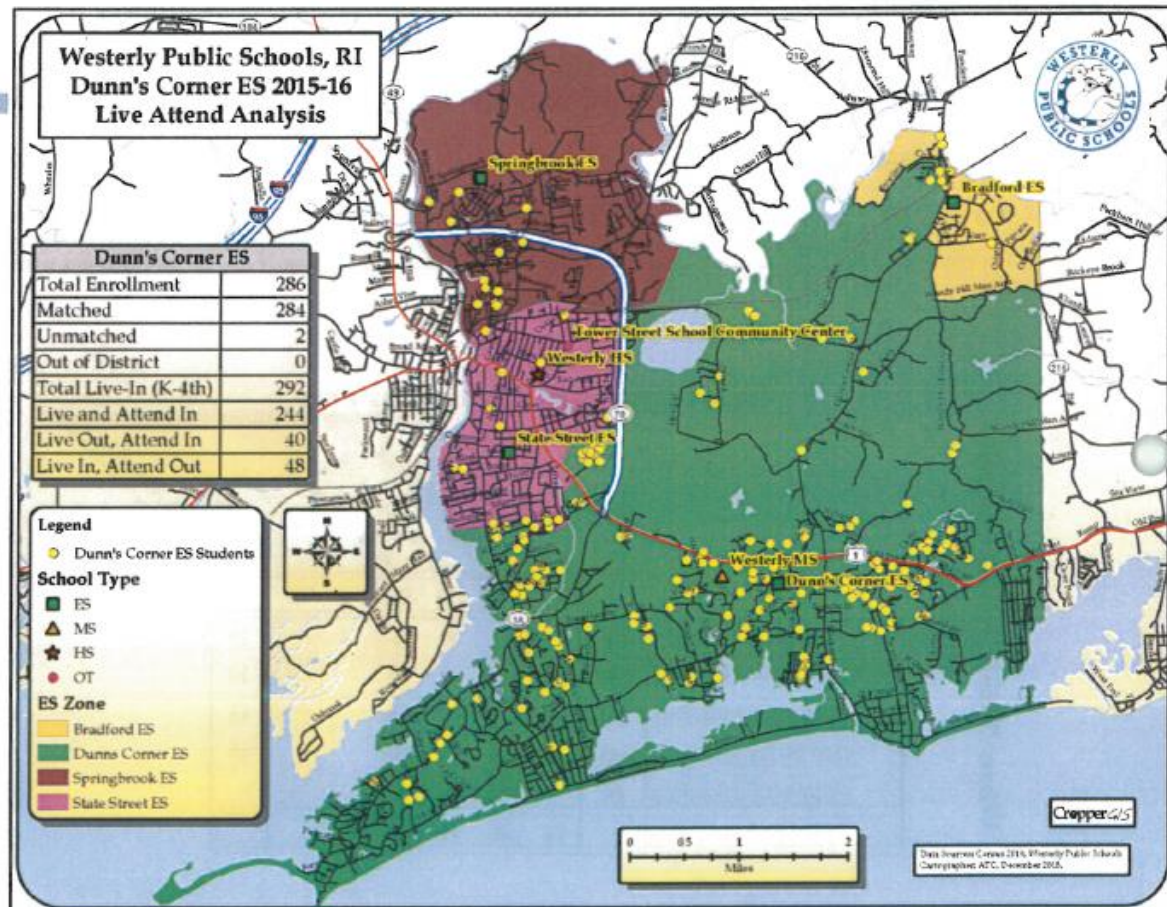
Where 2015-16 K-4th Students Live

Where 2015-16 K-4th Students
Attend

		Where 2015-16 K-4th Students Live						
		Bradford ES Dunn's Corner ES Springbrook ES State Street ES Out of District Unmatched Live Out Attend In						
		63	292	348	404	0	3	
Bradford Attending	81	53	16	8	4			28
Dunn's Corner Attending	286	5	244	15	20		2	40
Springbrook Attending	341	2	9	297	33			44
State Street Attending	362	2	14	19	327			35
Outplaced Attending	40	1	9	9	20		1	
Live In Attend Out		10	48	51	77			



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Westerly Public Schools—Total Population

	2010	2015	2020	2025
0-4	1,216	1,170	1,100	1,010
5-9	1,283	1,300	1,250	1,190
10-14	1,392	1,280	1,330	1,280
15-19	1,315	1,270	1,160	1,190
20-24	1,088	990	920	880
25-29	1,312	1,230	1,120	1,050
30-34	1,117	1,440	1,360	1,250
35-39	1,305	1,250	1,590	1,470
40-44	1,576	1,340	1,280	1,600
45-49	1,905	1,600	1,340	1,310
50-54	1,872	1,880	1,560	1,330
55-59	1,646	1,830	1,840	1,540
60-64	1,519	1,580	1,760	1,760
65-69	1,167	1,410	1,470	1,640
70-74	868	1,060	1,280	1,340
75-79	750	780	940	1,140
80-84	651	610	611	760
85+	805	852	871	881
Total	22,787	22,872	22,782	22,621
Median Age	44.3	45.5	46.0	46.5
Births	1,050	980	900	
Deaths	1,160	1,230	1,300	
Natural Increase	-110	-250	-400	
Net Migration	190	200	190	
Change	80	-50	-210	

Differences between period totals may not equal change due to rounding.



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Westerly Public Schools—Total District Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
PK	64	68	72	78	90	92	120	120	120	120	120	120	120	120	120	120
K	214	227	232	220	216	190	198	199	199	198	198	194	188	184	181	185
1	219	213	226	229	216	216	201	203	204	204	203	201	197	191	187	184
2	226	216	214	218	222	213	213	198	200	201	205	204	202	198	192	189
3	193	222	223	212	216	225	211	212	197	199	202	207	207	205	201	194
4	219	199	222	220	213	217	226	210	211	197	202	205	210	210	208	204
Total: PK-4	1135	1145	1189	1177	1173	1153	1169	1142	1131	1119	1130	1131	1124	1108	1089	1076
5	219	224	206	219	232	213	219	228	212	213	200	205	208	213	213	211
6	223	217	230	213	209	232	214	220	229	213	215	202	207	210	215	215
7	247	223	217	231	208	208	230	212	218	227	212	214	201	206	209	214
8	262	244	225	217	233	214	209	231	213	219	229	214	216	203	208	211
Total: 5-8	951	908	878	880	882	867	872	891	872	872	856	835	832	832	845	851
9	237	273	247	231	220	227	217	212	234	216	224	235	219	221	208	213
10	248	220	249	234	219	201	212	203	198	219	202	209	220	205	207	194
11	248	240	206	244	226	205	192	202	194	189	209	209	200	210	196	198
12	258	250	239	208	247	218	204	191	201	193	188	208	192	199	209	195
Total: 9-12	991	983	941	917	912	851	825	808	827	817	823	845	831	835	820	800
SE	21	35	59	42	55	37	37	37	37	37	37	37	37	37	37	37
Total: PK-12	3098	3071	3067	3016	3022	2908	2903	2878	2867	2845	2846	2848	2824	2812	2791	2764
Total: PK-12	3098	3071	3067	3016	3022	2908	2903	2878	2867	2845	2846	2848	2824	2812	2791	2764
Change		-27	-4	-51	6	-114	-5	-25	-11	-22	1	2	-24	-12	-21	-27
%-Change		-0.9%	-0.1%	-1.7%	0.2%	-3.8%	-0.2%	-0.9%	-0.4%	-0.8%	0.0%	0.1%	-0.8%	-0.4%	-0.7%	-1.0%
Total: PK-4	1135	1145	1189	1177	1173	1153	1169	1142	1131	1119	1130	1131	1124	1108	1089	1076
Change		10	44	-12	-4	-20	16	-27	-11	-12	11	1	-7	-16	-19	-13
%-Change		0.9%	3.8%	-1.0%	-0.3%	-1.7%	1.4%	-2.3%	-1.0%	-1.1%	1.0%	0.1%	-0.6%	-1.4%	-1.7%	-1.2%
Total: 5-8	951	908	878	880	882	867	872	891	872	872	856	835	832	832	845	851
Change		-43	-30	2	2	-15	5	19	-19	0	-16	-21	-3	0	13	6
%-Change		-4.5%	-3.3%	0.2%	0.2%	-1.7%	0.6%	2.2%	-2.1%	0.0%	-1.8%	-2.5%	-0.4%	0.0%	1.6%	0.7%
Total: 9-12	991	983	941	917	912	851	825	808	827	817	823	845	831	835	820	800
Change		-8	-42	-24	-5	-61	-26	-17	19	-10	6	22	-14	4	-15	-20
%-Change		-0.8%	-4.3%	-2.6%	-0.5%	-6.7%	-3.1%	-2.1%	2.4%	-1.2%	0.7%	2.7%	-1.7%	0.5%	-1.8%	-2.5%

McKibben Demographics



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Bradford Elementary - Enrollment

	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26
PK	64	68	72	78	90	92	120	120	120	120	120	120	120	120	120	120
K	28	31	36	22	28	18	21	20	20	19	19	18	18	17	17	18
1	32	24	36	26	21	18	19	19	18	18	17	17	16	16	15	15
2	15	32	27	21	21	18	16	17	17	16	16	15	15	14	14	14
3	14	18	30	24	19	14	16	14	15	15	14	14	14	14	13	13
4	22	17	21	27	22	16	13	14	13	14	14	13	13	13	13	12
Total K-4	175	190	222	198	201	176	205	204	203	202	200	197	196	194	192	192
Total K-4	175	190	222	198	201	176	205	204	203	202	200	197	196	194	192	192
Change		15	32	-24	3	-25	29	-1	-1	-1	-2	-3	-1	-2	-2	0
% Change		8.6%	16.8%	-10.8%	1.5%	-12.4%	16.5%	-0.5%	-0.5%	-0.5%	-1.0%	-1.5%	-0.5%	-1.0%	-1.0%	0.0%



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

State Street Elementary - Enrollment

	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	74	77	81	78	79	68	68	68	67	66	67	66	64	63	62	63
1	76	68	72	78	82	68	70	71	71	70	69	68	67	65	64	63
2	63	73	63	70	81	78	65	67	68	68	69	68	67	66	64	63
3	65	61	73	61	65	75	74	62	64	65	66	67	66	65	64	62
4	60	64	68	71	65	67	77	75	63	65	68	69	70	69	68	67
Total K-4	338	343	357	358	372	356	354	343	333	334	339	338	334	328	322	318
Total K-4	338	343	357	358	372	356	354	343	333	334	339	338	334	328	322	318
Change		5	14	1	14	-16	-2	-11	-10	1	5	-1	-4	-6	-6	-4
% Change		1.5%	4.1%	0.3%	3.9%	-4.3%	-0.6%	-3.1%	-2.9%	0.3%	1.5%	-0.3%	-1.2%	-1.8%	-1.8%	-1.2%



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Dunn's Corner Elementary - Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	55	60	59	61	53	51	55	56	57	57	55	54	52	51	50	51
1	54	54	55	57	53	56	52	53	54	55	55	54	53	51	50	49
2	83	55	60	56	54	53	57	53	54	55	57	57	56	55	53	52
3	60	84	57	59	56	64	55	59	55	56	58	60	60	59	58	56
4	71	59	79	59	61	59	65	56	60	56	58	60	62	62	61	60
Total K-4	323	312	310	292	277	283	284	277	280	279	283	285	283	278	272	268
Total K-4	323	312	310	292	277	283	284	277	280	279	283	285	283	278	272	268
Change		-11	-2	-18	-15	6	1	-7	3	-1	4	2	-2	-5	-6	-4
% Change		-3.4%	-0.6%	-5.8%	-5.1%	2.2%	0.4%	-2.5%	1.1%	-0.4%	1.4%	0.7%	-0.7%	-1.8%	-2.2%	-1.5%



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Springbrook Elementary - Enrollment

	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	57	59	56	59	56	53	54	55	55	56	57	56	54	53	52	53
1	57	67	63	68	60	74	60	60	61	61	62	62	61	59	58	57
2	65	56	64	71	66	64	75	61	61	62	63	64	64	63	61	60
3	54	59	63	68	76	72	66	77	63	63	64	66	67	67	66	63
4	66	59	54	63	65	75	71	65	75	62	62	63	65	66	66	65
Total K-4	299	300	300	329	323	338	326	318	315	304	308	311	311	308	303	298
Total K-4	299	300	300	329	323	338	326	318	315	304	308	311	311	308	303	298
Change		1	0	29	-6	15	-12	-8	-3	-11	4	3	0	-3	-5	-5
% Change		0.3%	0.0%	9.7%	-1.8%	4.6%	-3.6%	-2.5%	-0.9%	-3.5%	1.3%	1.0%	0.0%	-1.0%	-1.6%	-1.7%



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Westerly Middle School - Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
5	219	224	206	219	232	213	219	228	212	213	200	205	208	213	213	211
6	223	217	230	213	209	232	214	220	229	213	215	202	207	210	215	215
7	247	223	217	231	208	208	230	212	218	227	212	214	201	206	209	214
8	262	244	225	217	233	214	209	231	213	219	229	214	216	203	208	211
Total: 5-8	951	908	878	880	882	867	872	891	872	872	856	835	832	832	845	851
Total: 5-8	951	908	878	880	882	867	872	891	872	872	856	835	832	832	845	851
Change		-43	-30	2	2	-15	5	19	-19	0	-16	-21	-3	0	13	6
% Change		-4.5%	-3.3%	0.2%	0.2%	-1.7%	0.6%	2.2%	-2.1%	0.0%	-1.8%	-2.5%	-0.4%	0.0%	1.6%	0.7%



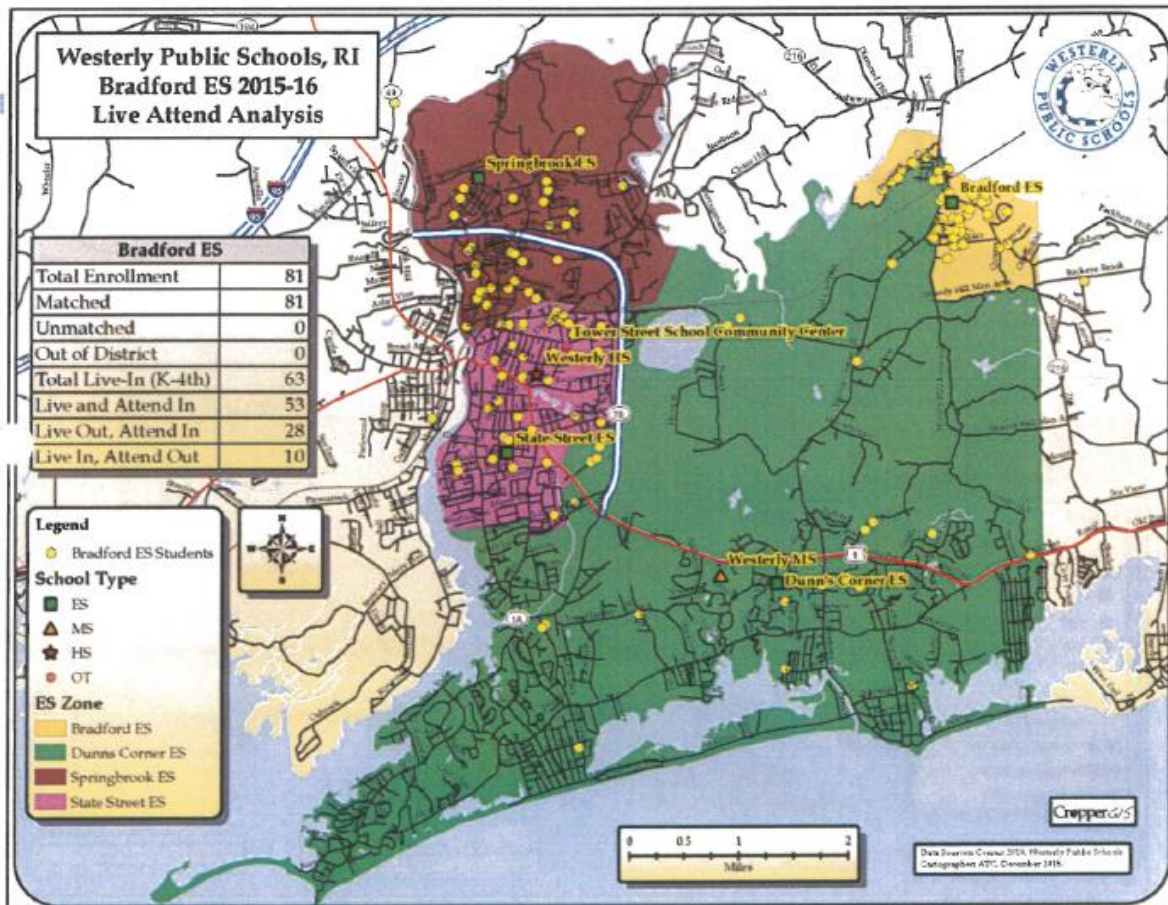
Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26

Westerly High School - Enrollment

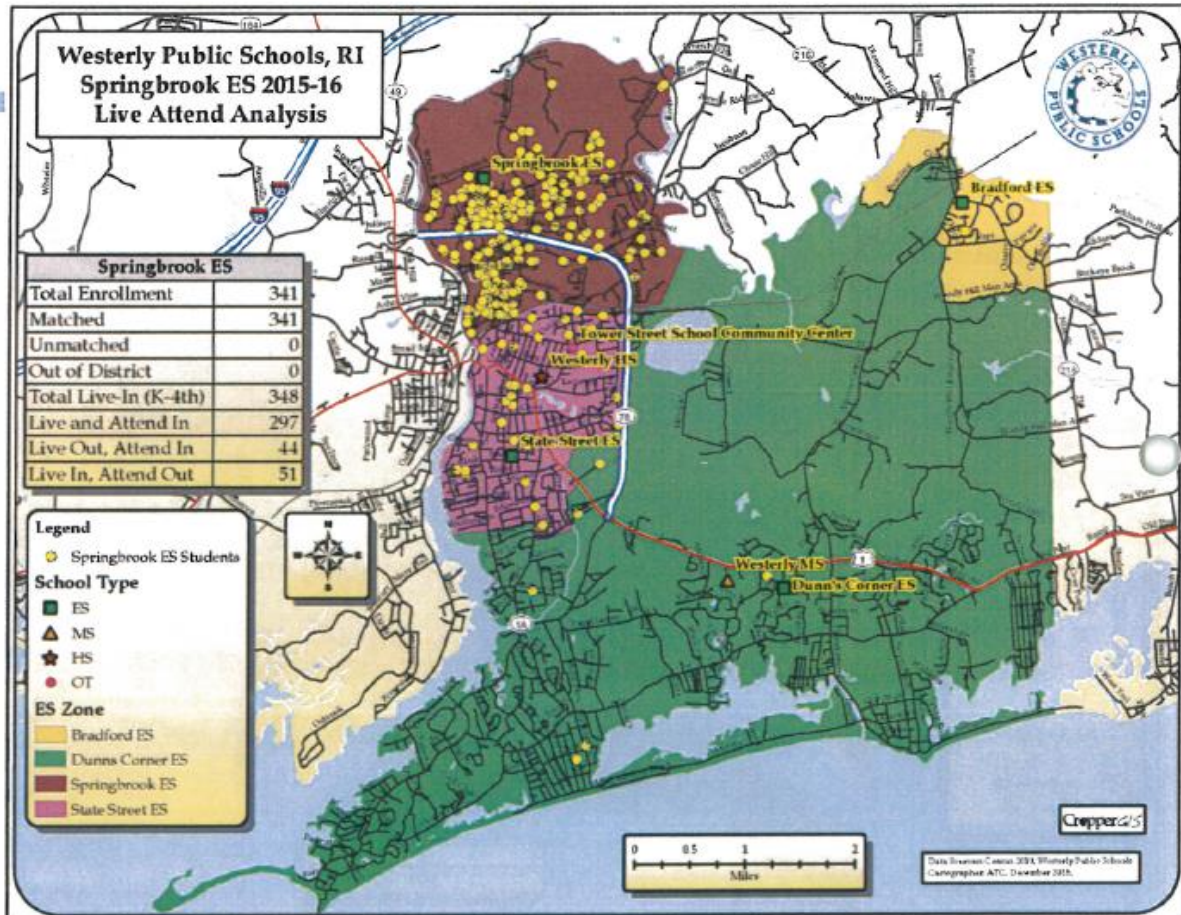
	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26
9	237	273	247	231	220	227	217	212	234	216	224	235	219	221	208	213
10	248	220	249	234	219	201	212	203	198	219	202	209	220	205	207	194
11	248	240	206	244	226	205	192	202	194	189	209	193	200	210	196	198
12	258	250	239	208	247	218	204	191	201	193	188	208	192	199	209	195
Total: 9-12	991	983	941	917	912	851	825	808	827	817	823	845	831	835	820	800
Total: 9-12	991	983	941	917	912	851	825	808	827	817	823	845	831	835	820	800
Change %		-8	-42	-24	-5	-61	-26	-17	19	-10	6	22	-14	4	-15	-20
Change		-0.8%	-4.3%	-2.6%	-0.5%	-6.7%	-3.1%	-2.1%	2.4%	-1.2%	0.7%	2.7%	-1.7%	0.5%	-1.8%	-2.4%



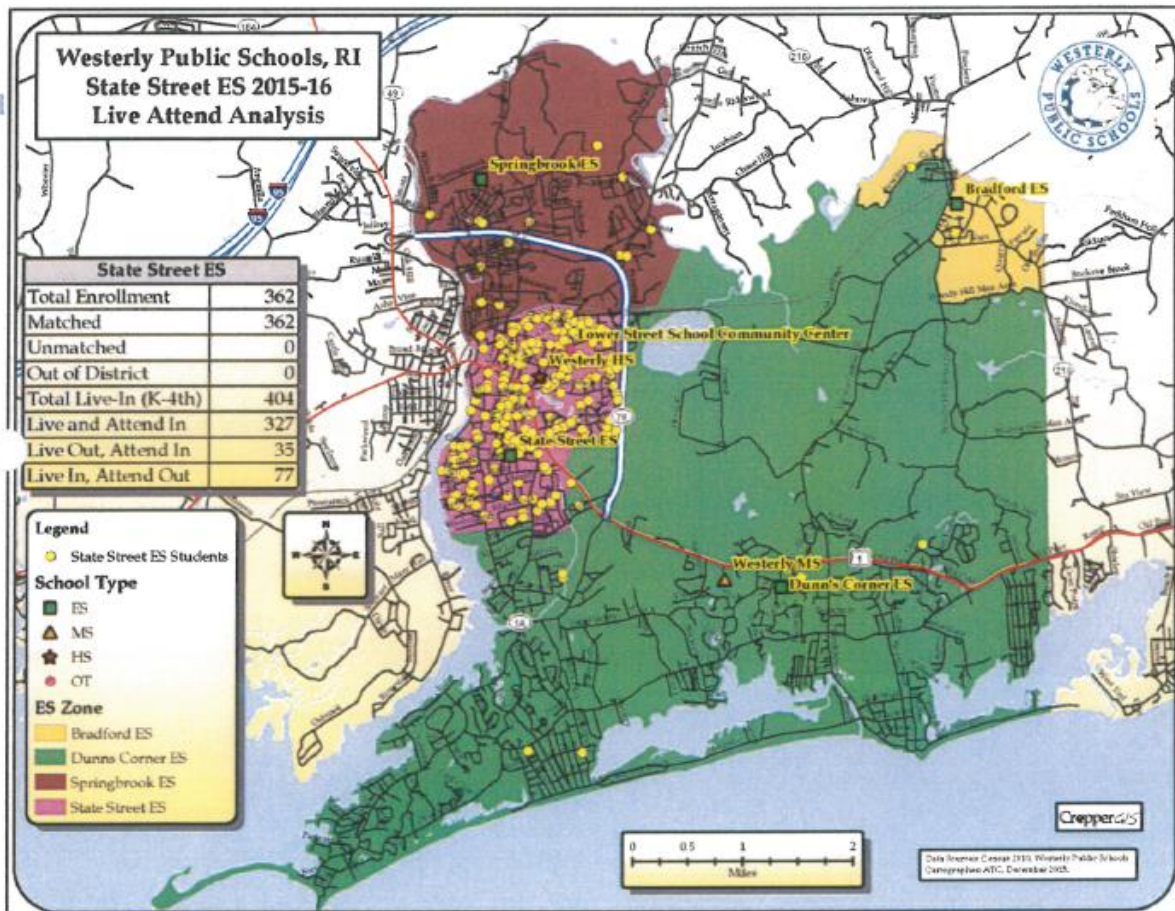
Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26



Informational Section: Population/Enrollment Forecasts 2016-17 to 2025-26



Informational Section: Census Data


	Westerly, Washington County, Rhode Island	
	Rhode Island	Rhode Island
Population		
Population estimates, July 1, 2015, (V2015)	NA	1,056,298
Population estimates, July 1, 2014, (V2014)	22,731	1,055,173
Population estimates base, April 1, 2010, (V2015)	NA	1,052,931
Population estimates base, April 1, 2010, (V2014)	22,787	1,052,931
Population, percent change - April 1, 2010 (estimates base) to July 1, 2015, (V2015)	NA	0.3%
Population, percent change - April 1, 2010 (estimates base) to July 1, 2014, (V2014)	-0.2%	0.2%
Population, Census, April 1, 2010	22,787	1,052,567
Age and Sex		
Persons under 5 years, percent, July 1, 2014, (V2014)	X	5%
Persons under 5 years, percent, April 1, 2010	5.30%	6%
Persons under 18 years, percent, July 1, 2014, (V2014)	X	20%
Persons under 18 years, percent, April 1, 2010	21%	21%
Persons 65 years and over, percent, July 1, 2014, (V2014)	X	16%
Persons 65 years and over, percent, April 1, 2010	18.60%	14%
Female persons, percent, July 1, 2014, (V2014)	X	52%
Female persons, percent, April 1, 2010	52.10%	52%
Race and Hispanic Origin		
White alone, percent, July 1, 2014, (V2014) (a)	X	85%
White alone, percent, April 1, 2010 (a)	92.90%	81%
Black or African American alone, percent, July 1, 2014, (V2014) (a)	X	7.7%
Black or African American alone, percent, April 1, 2010 (a)	1%	5.7%
American Indian and Alaska Native alone, percent, July 1, 2014, (V2014) (a)	X	0.9%
American Indian and Alaska Native alone, percent, April 1, 2010 (a)	0.70%	0.6%
Asian alone, percent, July 1, 2014, (V2014) (a)	X	3.5%
Asian alone, percent, April 1, 2010 (a)	2.50%	2.9%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2014, (V2014) (a)	X	0.2%
Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010 (a)	Z	0.1%
Two or More Races, percent, July 1, 2014, (V2014)	X	2.6%
Two or More Races, percent, April 1, 2010	2%	3.3%
Hispanic or Latino, percent, July 1, 2014, (V2014) (b)	X	14.0%
Hispanic or Latino, percent, April 1, 2010 (b)	2.90%	12.4%
White alone, not Hispanic or Latino, percent, July 1, 2014, (V2014)	X	74.5%
White alone, not Hispanic or Latino, percent, April 1, 2010	91.40%	76.4%
Population Characteristics		
Veterans, 2010-2014	1627	68506
Foreign born persons, percent, 2010-2014	5.40%	13.10%
Housing		
Housing units, July 1, 2014, (V2014)	X	462,625
Housing units, April 1, 2010	12,320	463,388
Owner-occupied housing unit rate, 2010-2014	65	60
Median value of owner-occupied housing units, 2010-2014	285,300	241,200
Median selected monthly owner costs -with a mortgage, 2010-2014	1,829	1,867
Median selected monthly owner costs -without a mortgage, 2010-2014	612	679
Median gross rent, 2010-2014	1,074	923
Building permits, 2014	X	952
Families and Living Arrangements		
Households, 2010-2014	9,579	409,569
Persons per household, 2010-2014	2.34%	2.47%
Living in same house 1 year ago, percent of persons age 1 year+, 2010-2014	86.80%	86.60%
Language other than English spoken at home, percent of persons age 5 years+, 2010-2014	10.10%	21.10%
Education		
High school graduate or higher, percent of persons age 25 years+, 2010-2014	88.40%	85.40%
Bachelor's degree or higher, percent of persons age 25 years+, 2010-2014	31.90%	31.4%
Health		
With a disability, under age 65 years, percent, 2010-2014	7.10%	9%
Persons without health insurance, under age 65 years, percent	9.90%	8.70%



Informational Section: Census Data

Economy	Westerly, Washington County,	
	Rhode Island	Rhode Island
In civilian labor force, total, percent of population age 16 years+, 2010-2014	63.30%	65.50%
In civilian labor force, female, percent of population age 16 years+, 2010-2014	59.70%	61.70%
Total accommodation and food services sales, 2007 (\$1,000) (c)	63,198	2,148,674
Total health care and social assistance receipts/revenue, 2007 (\$1,000) (c)	172,652	7,161,384
Total manufacturers shipments, 2007 (\$1,000) (c)	133,413	12,061,517
Total merchant wholesaler sales, 2007 (\$1,000) (c)	D	9,182,788
Total retail sales, 2007 (\$1,000) (c)	482,150	12,286,485
Total retail sales per capita, 2007 (c)	20,622	11,646
Transportation		
Mean travel time to work (minutes), workers age 16 years+, 2010-2014	21.9	23.8
Income and Poverty		
Median household income (in 2014 dollars), 2010-2014	62,381	56,423
Per capita income in past 12 months (in 2014 dollars), 2010-2014	35,420	30,765
Persons in poverty, percent	10	14.3
Businesses		
Total employer establishments, 2013	X	28026(1)
Total employment, 2013	X	408489(1)
Total annual payroll, 2013	X	1778351(1)
Total employment, percent change, 2012-2013	X	1.4(1)
Total nonemployer establishments, 2013	X	73,758
All firms, 2007	2,356	96,822
Men-owned firms, 2007	1,250	54,882
Women-owned firms, 2007	707	26,412
Minority-owned firms, 2007	S	9,823
Nonminority-owned firms, 2007	2,078	81,831
Veteran-owned firms, 2007	216	10,713
Nonveteran-owned firms, 2007	1,868	78,185
Geography		
Population per square mile, 2010	771.9	1018.1
Land area in square miles, 2010	29.52	1033.81
FIPS Code	"4400977000"	"44"

This geographic level of poverty and health estimates are not comparable to other geographic levels of these estimates

Some estimates presented here come from sample data, and thus have sampling errors that may render some apparent differences between geographies statistically indistinguishable. Click the Quick Info  icon to the left of each row in TABLE view to learn about sampling error.

The vintage year (e.g., V2015) refers to the final year of the series (2010 thru 2015). Different vintage years of estimates are not comparable.

(1) Includes data not distributed by county.

- (a) Includes persons reporting only one race
- (b) Hispanics may be of any race, so also are included in applicable race categories
- (c) Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data

D: Suppressed to avoid disclosure of confidential information

F: Fewer than 25 firms

FN: Footnote on this item in place of data

NA: Not available

S: Suppressed; does not meet publication standards

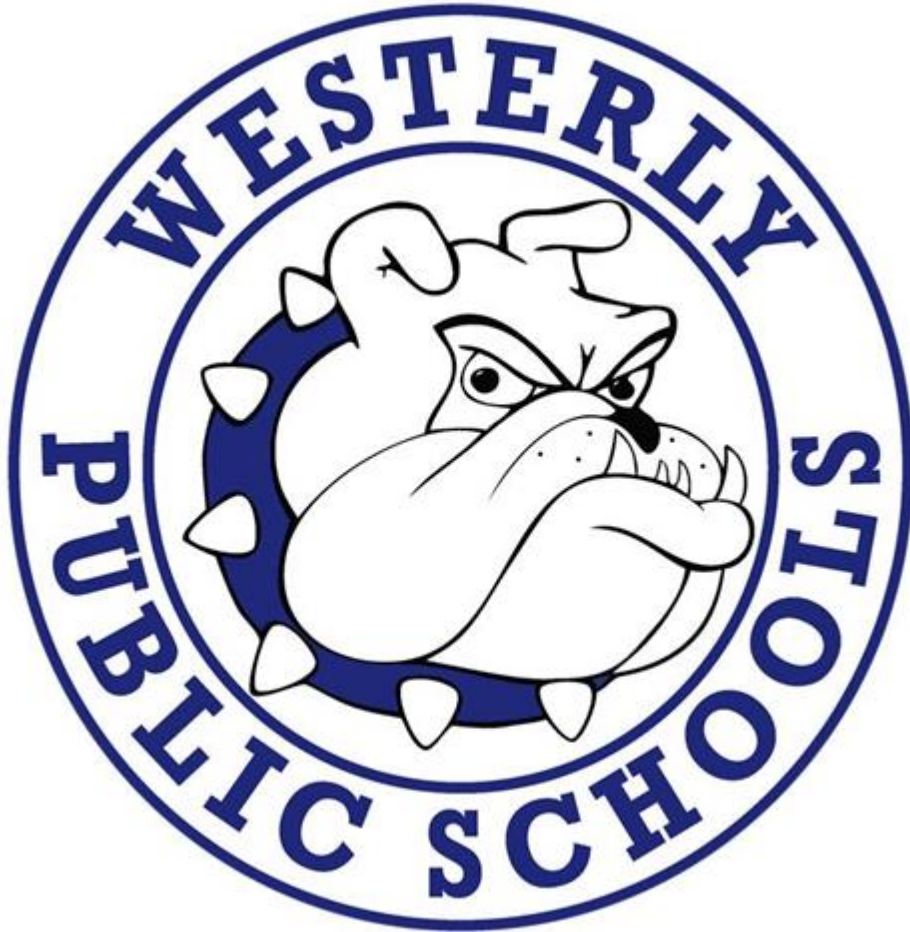
X: Not applicable

Z: Value greater than zero but less than half unit of measure shown

QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.



APPENDICES



Appendices: Teacher Salary and Degree Information

Number of Teachers and Levels of Degree

As of December 2015

<u>Degree</u>	<u>Education</u>	
	<u>Number of</u>	<u>% of</u>
	<u>Teachers</u>	<u>Total</u>
Bachelor's	113	38%
NTBC	14	5%
CAGS	10	3%
Master's	163	54%
Total	300	100

Step Status of 2016 Current WTA Certified Teachers										
Step	1	2	3	4	5	6	7	8	9	Total
Teacher FTE	14.1	9	8.4	11.5	4	9	14.4	11	214.3	295.7
FTE % by step	4.77%	3.04%	2.84%	3.89%	1.35%	3.04%	4.87%	3.72%	72.47%	100.00%

Teacher Base Salaries

<u>Fiscal Year</u>	<u>Minimum Salary</u>	<u>Median Salary</u>	<u>Maximum Salary</u>
2014	\$ 47,087.00	\$ 57,967.00	\$ 84,392.54
2015	\$ 48,000.00	\$ 57,967.00	\$ 84,393.54
2016	\$ 48,000.00	\$ 60,187.00	\$ 85,417.46

Notes:

- A. The minimum salary represents the minimum amount a teacher with a bachelor's degree may earn for classroom instruction during the school year according to the lane and step salary schedule dependent on education attainment and years of service.
- B. The maximum salary represents the maximum amount a teacher with a master's degree may earn for classroom instruction during the school year according to the lane and step salary schedule dependent on educational attainment and years of service. A Master's degree stipend is \$2,488.54.



Appendices: Teacher Salary and Degree Information

State of Rhode Island	Rank By Daily Rate	Top Step Salary	Master's Pay	Total	Work Year	Daily Rate	Daily Rate w/Master's
Narragansett	1	\$79,620	\$3,804	\$83,424	181	\$460.90	\$461
Lincoln	2	\$80,523	\$3,849	\$84,372	184	\$458.54	\$459
Barrington	3	\$81,954	\$3,374	\$85,328	187	\$456.30	\$456
South Kingstown	4	\$76,582	\$5,214	\$81,796	182	\$449.43	\$449
Westerly	5	\$81,905	\$2,489	\$84,394	188	\$448.90	\$449
Exeter/West Greenwich	6	\$78,786	\$3,500	\$82,286	184	\$447.21	\$447
East Greenwich	7	\$78,898	\$2,845	\$81,743	183	\$446.68	\$447
Chariho	8	\$80,042	\$2,106	\$82,148	184.5	\$445.25	\$445
Coventry	9	\$79,026	\$2,400	\$81,426	183	\$444.95	\$445
Middletown*	10	\$76,968	\$2,827	\$79,795	181	\$440.86	\$441
Newport	11	\$76,837	\$4,241	\$81,078	184	\$440.64	\$441
Scituate	12	\$76,613	\$3,190	\$79,803	182	\$438.48	\$438
Portsmouth	13	\$76,652	\$2,625	\$79,277	181	\$437.99	\$438
Bristol/Warren	15	\$77,353	\$2,900	\$80,253	183.5	\$437.35	\$437
North Kingstown	16	\$77,043	\$3,349	\$80,392	184	\$436.91	\$437
New Shoreham	17	\$76,051	\$3,316	\$79,367	183	\$433.70	\$434
Cumberland	18	\$77,201	\$3,000	\$80,201	185	\$433.52	\$434
Jamestown	19	\$77,235	\$2,350	\$79,585	184	\$432.53	\$433
Cranston	20	\$75,378	\$3,154	\$78,532	182	\$431.49	\$431
Smithfield	21	\$75,564	\$2,500	\$78,064	183	\$426.58	\$427
Providence	23	\$74,003	\$2,855	\$76,858	181	\$424.63	\$425
West Warwick	22	\$72,489	\$4,100	\$76,589	181	\$423.14	\$423
Glocester	24	\$74,172	\$2,674	\$76,846	182	\$422.23	\$422
Foster*	25	\$73,254	\$3,415	\$76,669	182	\$421.26	\$421
North Providence	26	\$71,461	\$4,624	\$76,085	181	\$420.36	\$420
Johnston	27	\$73,235	\$3,506	\$76,741	183	\$419.35	\$419
Little Compton	28	\$74,379	\$2,414	\$76,793	184	\$417.35	\$417
North Smithfield*	29	\$74,900	\$1,885	\$76,785	185	\$415.05	\$415
Pawtucket	30	\$73,720	\$2,600	\$76,320	184	\$414.78	\$415
Foster/Glocester*	31	\$71,972	\$3,356	\$75,328	182	\$413.89	\$414
Tiverton*	32	\$71,407	\$3,042	\$74,449	182	\$409.06	\$409
Central Falls	33	\$72,664	\$2,800	\$75,464	185	\$407.91	\$408
Burrillville*	34	\$72,259	\$3,000	\$75,259	186	\$404.62	\$405
Warwick	14	\$70,561	\$3,480	\$74,041	183	\$404.60	\$405
Woonsocket	35	\$70,042	\$3,327	\$73,369	183	\$400.92	\$401
East Providence*	36	\$69,573	\$1,061	\$70,634	183	\$385.98	\$386

* Information not included in 2015/16 Teacher Basic Salary to the RIASC

Provided by Rhode Island Association of School Committees



Appendices: Performance Data

Westerly Public Schools: Performance Data Average SAT Scores For Rhode Island

School	Math	School	Reading	School	Writing
Barrington High School	588	Barrington High School	573	Barrington High School	562
East Greenwich High School	572	East Greenwich High School	568	East Greenwich High School	556
South Kingstown High School	572	South Kingstown High School	551	South Kingstown High School	543
Narragansett High School	543	The Greene School	550	Mt. Hope High School	542
North Kingstown Senior High School	540	North Kingstown Senior High School	543	Portsmouth High School	526
North Smithfield High School	539	Scituate High School	540	North Kingstown Senior High School	525
Portsmouth High School	538	Mt. Hope High School	537	Scituate High School	522
Scituate High School	534	Portsmouth High School	536	Narragansett High School	522
Middletown High School	531	Classical High School	529	The Greene School	515
Mt. Hope High School	527	Narragansett High School	527	North Smithfield High School	511
Lincoln Senior High School	527	Exeter-West Greenwich Regional	525	Classical High School	509
Westerly High School	517	North Smithfield High School	523	Exeter-West Greenwich Regional	509
Classical High School	515	Lincoln Senior High School	521	Lincoln Senior High School	508
Exeter-West Greenwich Regional	512	Block Island School	517	Chariho Regional High School	501
Cumberland High School	508	Chariho Regional High School	514	Middletown High School	494
Smithfield Senior High School	504	Middletown High School	509	Toll Gate High School	494
Burrillville High School	503	Warwick Veterans Memorial High School	506	Block Island School	489
Chariho Regional High School	499	Westerly High School	502	Westerly High School	487
Warwick Veterans Memorial High School	499	Pilgrim High School	501	Pilgrim High School	484
Ponaganset High School	493	Toll Gate High School	500	Ponaganset High School	483
Block Island School	492	Ponaganset High School	499	Burrillville High School	483
Cranston High School West	485	Cumberland High School	496	Warwick Veterans Memorial High School	482
Statewide	481	Smithfield Senior High School	494	Cumberland High School	482
Coventry High School	481	Burrillville High School	494	Smithfield Senior High School	480
Toll Gate High School	480	Cranston High School West	487	Cranston High School West	475
The Greene School	478	Statewide	480	Statewide	468
Pilgrim High School	478	Coventry High School	473	West Warwick Senior High School	464
East Providence High School	468	West Warwick Senior High School	473	North Providence High School	463
Tiverton High School	464	East Providence High School	468	JM Walsh School for the Performing Arts	462
Cranston High School East	463	Rogers High School	468	Rogers High School	460
Rogers High School	460	North Providence High School	468	Coventry High School	459
North Providence High School	460	Tiverton High School	467	Cranston High School East	455
West Warwick Senior High School	458	JM Walsh School for the Performing Arts	466	Beacon Charter High School for the Performing Arts	454
JM Walsh School for the Performing Arts	455	Cranston High School East	465	Tiverton High School	450
William M. Davies Career & Technical Center	455	Metropolitan Regional Career & Technical Center	463	Johnston Senior High School	449
Times2 Academy	451	Johnston Senior High School	460	Times2 Academy	447
Johnston Senior High School	450	Beacon Charter High School for the Performing Arts	459	East Providence High School	446
Woonsocket High School	448	Times2 Academy	451	Metropolitan Regional Career & Technical Center	435
Metropolitan Regional Career & Technical Center	443	Woonsocket High School	449	Woonsocket High School	431
Blackstone Academy Charter School	430	William M. Davies Career & Technical Center	443	William M. Davies Career & Technical Center	426
Beacon Charter High School for the Performing Arts	426	William E. Tolman Senior High School	420	Blackstone Academy Charter School	409
William E. Tolman Senior High School	408	Blackstone Academy Charter School	408	RI Nurses Institute Middle College	406
Central Falls High School	398	RI Nurses Institute Middle College	408	William E. Tolman Senior High School	397
Paul Cuffee Charter School	394	Paul Cuffee Charter School	380	Academy for Career Exploration	389
Shea Senior High School	389	Academy for Career Exploration	380	Paul Cuffee Charter School	375
RI Nurses Institute Middle College	388	Shea Senior High School	371	E-Cubed Academy	374
Academy for Career Exploration	386	Dr. Jorge Alvarez High School	370	Shea Senior High School	373
Central High School	375	Providence Career & Technical Academy	366	Dr. Jorge Alvarez High School	358
Dr. Jorge Alvarez High School	368	Central Falls High School	365	Central Falls High School	357
Hope High School	363	E-Cubed Academy	365	Central High School	350
Providence Career & Technical Academy	363	Central High School	357	Hope High School	341
E-Cubed Academy	358	Hope High School	354	Providence Career & Technical Academy	340
Mount Pleasant High School	337	Mount Pleasant High School	336	Mount Pleasant High School	318

Five Year Graduation Rate 2013-2014

Students Entering Grade 9 in 2009-10

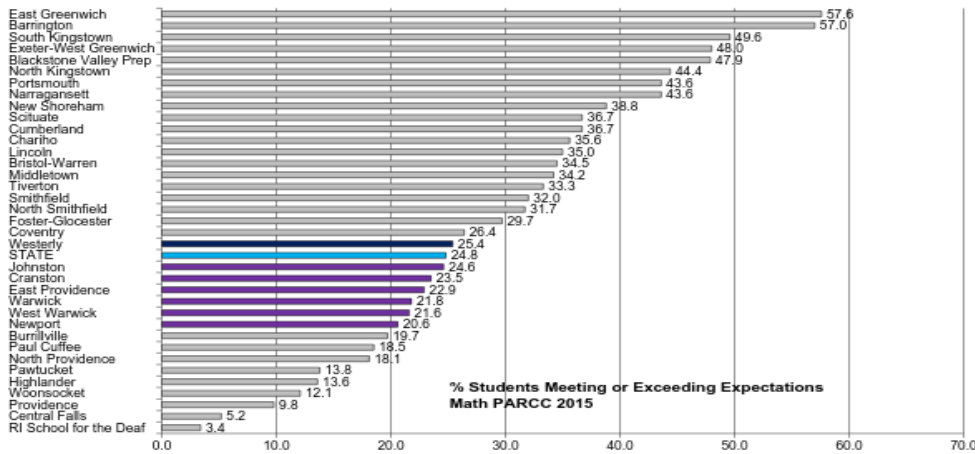
	% Graduated in 4 Years	% Graduated in 5 years	% Graduated within 5 Years
Rhode Island	80.10%	3.80%	83.90%
Westerly	87.60%	1.60%	89.20%

*<http://infoworks.ride.ri.gov/state/ri>

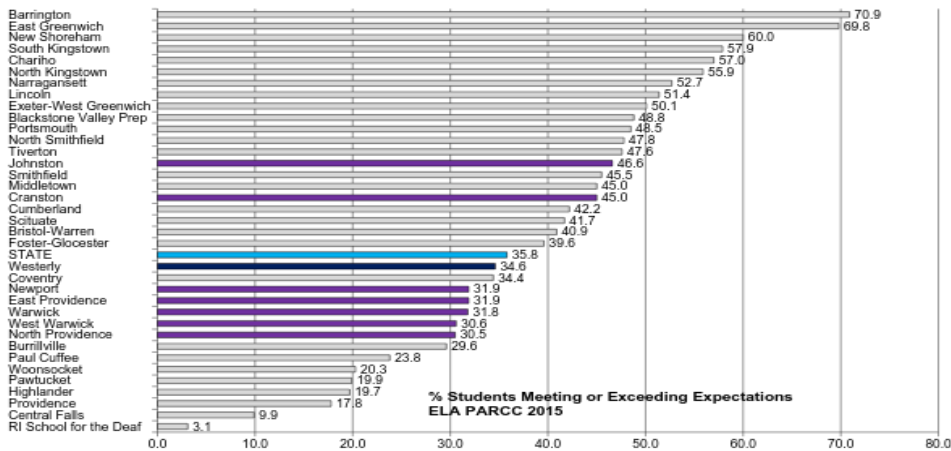


Appendices: Performance Data


Mathematics Demographically Equivalent Districts Percent Students Meeting or Exceeding Expectations



ELA/Literacy Demographically Equivalent Districts Percent Students Meeting or Exceeding Expectations



Appendices: Position Control

 Position Control (excludes sport coaches)						
	FTE	FTE	FTE	FTE	FTE	FTE
	FY 17	FY 16	FY 16	FY 15	FY 14	FY13
Summary	Budget	Actual	Budget	Actual	Actual	Actual
Administration/District	38.43	39.03	39.28	39.28	38.28	34.78
Teacher/WTa	298.50	296.50	297.80	298.80	299.20	302.27
Aides & Clerical	139.25	139.25	133.79	137.79	133.75	135.95
Maintenance & Custodial	26.50	26.50	28.00	28.00	28.00	27.00
Bus Drivers, Monitors, & Crossing Guards	<u>62.41</u>	<u>62.41</u>	<u>65.88</u>	<u>65.88</u>	<u>72.88</u>	<u>71.88</u>
	565.09	563.69	564.75	569.75	572.11	571.88
Position						
Administration/District						
SUPERINTENDENT OF SCHOOLS	1.00	1.00	1.00	1.00	1.00	1.00
ASSISTANT SUPERINTENDENT	1.00	1.00	1.00	1.00	1.00	1.00
DIRECTOR OF PUPIL PERSONNEL	1.00	1.00	1.00	1.00	1.00	1.00
DIRECTOR OF TECHNOLOGY	1.00	1.00	1.00	1.00	1.00	1.00
FINANCE DIRECTOR	0.50	0.50	0.50	0.50	0.40	0.50
DIRECTOR OF TRANSPORTATION	1.00	1.00	1.00	1.00	1.00	1.00
DIRECTOR COMMUNITY RELATIONS	1.00	1.00	1.00	1.00	1.00	1.00
PRINCIPAL - HIGH SCHOOL	1.00	1.00	1.00	1.00	1.00	1.00
PRINCIPAL - MIDDLE SCHOOL	1.00	1.00	1.00	1.00	1.00	1.00
PRINCIPAL - ELEMENTARY	3.00	3.60	3.60	3.60	3.60	3.60
ASSISTANT PRINCIPAL - HIGH SCHOOL	2.00	2.00	2.00	2.00	2.00	2.00
ASSISTANT PRINCIPAL - MIDDLE SCHOOL	1.00	1.00	2.00	2.00	2.00	2.00
ATHLETIC DIRECTOR	1.00	1.00	1.00	1.00	1.00	1.00
EXECUTIVE ASSISTANT - DISTRICT	3.20	3.20	3.00	3.00	3.00	3.00
EXECUTIVE ASSISTANT - HIGH SCHOOL	1.00	1.00	1.00	1.00	1.00	1.00
EXECUTIVE ASSISTANT - MIDDLE SCHOOL	1.00	1.00	1.00	1.00	1.00	1.00
EXECUTIVE ASSISTANT - ELEMENTARY	4.00	4.00	4.00	4.00	4.00	0.00
DEPUTY FINANCE DIRECTOR TOWN/WPS	0.60	0.60	0.60	0.60	0.60	0.00
BUSINESS MANAGER	0.00	0.00	0.00	0.00	0.00	1.00
ACCOUNTANT	0.60	0.60	0.60	0.60	0.50	0.50
FINANCIAL ASSISTANT	0.60	0.60	0.60	0.60	0.10	0.00
PAYROLL COORDINATOR	0.60	0.60	0.60	0.60	1.00	1.00
PT PAYROLL CLERK	0.15	0.15	0.50	0.50	0.00	0.00
PURCHASING AGENT	0.60	0.60	0.60	0.60	0.40	0.50
HUMAN RESOURCE COORDINATOR	1.00	1.00	1.00	1.00	1.00	1.00
ADMINISTRATIVE ASSISTANT HUMAN RESOURCES	1.40	1.40	1.00	1.00	1.00	1.00
SAFETY OFFICER	0.50	0.50	0.00	0.00	0.00	0.00
FAMILY ENGAGEMENT	1.00	1.00	1.00	1.00	1.00	1.00
COMPUTER TECHNOLOGY	3.80	3.80	3.80	3.80	3.80	3.80
DATA ANALYST	1.00	1.00	1.00	1.00	1.00	1.00
TRANSPORTATION DISPATCHER	1.00	1.00	1.00	1.00	1.00	1.00
TRUANCY OFFICE	0.88	0.88	0.88	0.88	0.88	0.88
	38.43	39.03	39.28	39.28	38.28	34.78



Appendices: Position Control

			FTE	FTE	FTE	FTE
<i>Teacher/WTa</i>	FY 17 Budget	FY 16 Actual	FY 2016 Budget	FY 15 Actual	FY 14 Actual	FY13 Actual
PRESCHOOL TEACHERS	4.0	4.0	4.00	4.00	4.00	4.00
KINDERGARTEN TEACHERS	11.0	11.0	12.00	12.00	11.00	12.00
FIRST GRADE	11.0	11.0	10.60	10.60	11.50	12.00
SECOND GRADE	10.0	10.0	11.00	11.00	11.50	11.00
THIRD GRADE	10.0	10.0	10.00	10.00	10.50	11.00
FOURTH GRADE	11.0	11.0	9.50	9.50	10.50	12.00
FIFTH GRADE	9.0	9.0	9.00	10.00	9.00	8.00
ELEMENTARY SOCIAL STUDIES	0.0	0.0	0.00	0.00	1.00	0.00
FOREIGN LANGUAGE ELEMENTARY SCHOOL (FLES)	1.0	1.0	1.00	1.00	0.00	0.00
ART TEACHER	7.0	7.0	6.10	6.10	7.60	6.67
BEHAVIOR SPECIALIST (NEW)	1.0	0.0	0.00	0.00	0.00	1.00
BUSINESS TEACHER	2.8	2.8	3.00	3.00	3.00	4.00
CLINICAL DAY TEACHER	0.0	0.0	0.00	0.00	0.00	1.00
ED TECH COORDINATOR	1.0	1.0	1.00	1.00	1.00	1.00
COSMOTOLOGY TEACHER	1.0	1.0	1.00	1.00	1.00	1.00
CURRICULUM LEADERS	3.5	4.0	4.00	4.00	4.00	0.00
CULINARY	1.0	1.0	1.00	1.00	0.80	1.00
DEAN OF STUDENTS /STUDENT SUPPORT	2.0	2.0	2.00	2.00	2.00	2.00
EARLY CHIDHOOD COORDINATOR	1.0	1.0	1.00	1.00	1.00	1.00
ELL (ENGLISH LANGUAGE LEARNING)	3.6	3.6	4.00	4.00	4.00	4.00
ELL COORDINATOR	1.0	1.0	1.00	1.00	1.00	1.00
ENGLISH TEACHER	18.9	18.9	19.00	19.00	17.50	18.00
FAMILY LIFE & SCIENCE	1.0	1.0	1.00	1.00	1.00	1.00
FOREIGN LANGUAGE TEACHER/WORLD LANGUAGE	9.0	9.0	9.00	9.00	9.00	8.00
GUIDANCE	6.0	6.0	6.00	6.00	6.00	6.00
HEALTH TEACHER	0.0	0.0	0.00	1.00	0.00	1.00
INDUSTRIAL ARTS- ROBOTICS	1.0	1.0	1.00	1.00	1.00	1.00
INSTRUCTIONAL COORDINATOR	2.0	2.0	2.00	1.00	1.00	1.00
INTERVENTION COORDINATOR	0.0	0.0	0.00	0.00	1.00	1.00
LIBRARIAN/TEACHER	5.5	5.5	5.30	5.30	5.50	5.50
MATH TEACHER (ADDED 1)	22.0	21.0	19.80	20.80	22.60	21.70
STEM COORDINATOR	1.0	1.0	1.00	1.00	1.00	1.00
DANCE TEACHER (NEW)	0.5	0.0	0.00	0.00	0.00	0.00
MUSIC TEACHER	7.0	7.0	7.00	7.00	7.50	6.80
NURSE TEACHER	6.0	6.0	6.00	6.00	5.00	5.00
PHYSICAL EDUCATION	15.5	15.5	15.00	15.00	16.00	15.00
PORTFOLIO PROJECT	0.6	0.6	1.00	1.00	0.60	0.50
PRE ENGINEERING	2.0	2.0	2.00	2.00	2.00	1.00
PSYCHOLOGIST	4.0	4.0	4.00	4.00	4.00	4.00
READING	8.0	8.0	9.00	9.00	9.00	9.00
READING COORDINATOR	1.0	1.0	1.00	1.00	1.00	1.00
SOCIAL STUDIES TEACHER	17.9	17.9	18.00	18.00	18.60	17.50
SOCIAL STUDIES CURRENT EVENTS	0.0	0.0	0.00	0.00	0.00	0.00
SCIENCE TEACHER	17.0	17.0	18.00	18.00	17.50	18.60
SOCIAL WORKER	7.5	7.5	7.50	6.50	5.00	5.00
SPECIAL EDUCATION	35.0	35.0	33.00	33.00	33.00	37.00
SPECIAL EDUCATION LEA COORDINATOR	3.0	3.0	4.00	4.00	3.00	4.00
SPEECH PATHOLOGIST	7.8	7.8	8.00	8.00	9.00	9.00
STUDENT EQUITY TEACHER* Title change	0.0	0.0	1.00	1.00	0.00	1.00
STUDENT INTERVENTION	1.0	1.0	1.00	1.00	1.00	1.00
TECHNOLOGY TEACHER	4.0	4.0	4.00	4.00	5.00	5.00
TRANSITION COORDINATOR	0.4	0.4	1.00	1.00	1.00	1.00
SECONDARY DEPARTMENT HEAD* Title change	1.0	1.0	1.00	1.00	0.00	0.00
ALP COORDINATOR* Title Change	1.0	1.0	1.00	1.00	1.00	1.00
	298.50	296.50	297.80	298.80	299.20	302.27



Appendices: Position Control

			FTE	FTE	FTE	FTE
Summary	FY 17 Budget	FY 16 Actual	FY 16 Budget	FY 15 Actual	FY 14 Actual	FY13 Actual
<i>Aides & Clerical</i>						
ACCOUNTS PAYABLE COORDINATOR	1.20	1.20	1.20	1.20	1.00	1.00
ADMINISTRATIVE ASSISTANT - PART TIME	0.80	0.80	0.40	0.40	0.63	0.63
ADMINISTRATIVE PROGRAM ASSISTANT - PART TIME	0.88	0.88	0.40	0.40	0.40	0.40
ADMINISTRATIVE SUPPORT FACILITIES	0.88	0.88	0.75	0.75	0.63	0.63
ADMINISTRATIVE ASSISTANT TECHNOLOGY	1.00	1.00	1.00	1.00	1.00	1.00
ADMINISTRATIVE ASSISTANT TO COMMUNITY RELATIONS	1.37	1.37	1.37	1.37	1.37	1.37
BUILDING AIDES	4.00	4.00	4.00	4.00	4.00	4.00
BUILDING ASSISTANT - PART TIME	2.62	2.62	3.81	3.81	3.70	3.70
CAFETERIA/RECESS AIDE - PART TIME	23.00	23.00	17.33	17.33	17.33	17.33
CLINIC ASSISTANT - PART TIME	1.24	1.24	1.20	1.20	1.30	1.50
ELL ASSISTANT	4.00	4.00	4.00	4.00	4.00	4.00
ENRICHMENT PROGRAM PROVIDER	4.41	4.41	4.00	4.00	4.00	4.00
FAMILY ENGAGEMENT COORDINATOR	0.52	0.52	0.52	0.52	0.52	0.52
HOMELESS COORDINATOR	0.52	0.52	0.52	0.52	0.52	0.52
KINDERGARTEN ASSISTANT	6.50	6.50	6.50	6.50	6.50	6.50
LIBRARY ASSISTANT	2.00	2.00	2.00	2.00	2.00	2.00
LITERACY ASSISTANT	0.52	0.52	0.52	0.52	0.52	0.52
PARENT LIAISON	0.82	0.82	0.73	0.73	0.73	0.73
EARLY CHILDHOOD EDUCATOR - PART TIME	0.16	0.16	0.20	0.20	0.20	0.20
PART TIME PARENT EDUCATOR - PART TIME	0.58	0.58	0.40	0.40	0.40	0.40
PRESCHOOL SPECIAL EDUCATION AIDES	6.70	6.70	6.80	6.80	5.00	6.00
PURCHASING COORDINATOR	0.60	0.60	0.60	0.60	1.00	1.00
SCREENERS	1.00	1.00	1.15	1.15	1.20	1.20
SECRETARY - PUPIL PERSONNEL	2.00	2.00	2.00	2.00	2.00	2.00
SECRETARY - CALENDAR YEAR	7.00	7.00	7.33	7.33	4.00	4.00
SECRETARY - SCHOOL YEAR	5.63	5.63	5.76	5.76	6.00	9.00
SITE COORDINATOR	0.80	0.80	0.80	0.80	0.80	0.80
SPECIAL EDUCATION PARAPROFESSIONAL	57.50	57.50	57.50	61.50	62.00	60.00
SPECIAL EDUCATION PARAPROFESSIONAL - JOB COACH	1.00	1.00	1.00	1.00	1.00	1.00
	139.25	139.25	133.79	137.79	133.75	135.95
<i>Maintenance & Custodial</i>						
BOILERMAN/CUSTODIAN	6.00	6.00	7.00	7.00	6.00	6.00
CUSTODIAN/MAINTENANCE	17.50	17.50	18.00	18.00	19.00	18.00
ELECTRICIAN	1.00	1.00	1.00	1.00	1.00	1.00
MECHANIC	2.00	2.00	2.00	2.00	2.00	2.00
	26.50	26.50	28.00	28.00	28.00	27.00
<i>Bus Drivers, Monitors, & Crossing Guards</i>						
CROSSING GUARDS	2.61	2.61	1.88	1.88	1.88	1.88
DRIVER IN TRAINING	2.00	2.00	2.00	2.00	3.00	1.00
REGULAR BUS DRIVERS	24.40	24.40	22.00	22.00	21.00	22.00
SPECIAL EDUCATION BUS AIDE	7.00	7.00	8.00	8.00	9.00	10.00
SPECIAL EDUCATION DRIVER	6.00	6.00	9.00	9.00	6.00	7.00
SUBSTITUTE BUS DRIVERS	3.00	3.00	3.00	3.00	8.00	7.00
SCHOOL BUS MONITOR	17.40	17.40	20.00	20.00	24.00	23.00
	62.41	62.41	65.88	65.88	72.88	71.88





Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND
Assessed Value and Actual Value of Taxable Property
Last Ten Years
(unaudited)

Fiscal Year	Real Property	Tangible Property	Inventory	Motor Vehicles	less Exemptions	Total Taxable Assessed Value	Total Direct Tax Rate Real	Total Direct Tax Rate MV
2015	\$ 5,767,432,015	\$ 115,459,093	\$ -	\$215,176,591	\$ 108,693,817	\$ 5,989,385,500	10.82	29.67
2014	\$ 5,720,353,700	\$ 117,617,714	\$ -	\$208,705,482	\$ 109,796,164	\$ 5,936,880,732	10.64	29.67
2013	\$ 5,681,316,650	\$ 113,754,910	\$ -	\$206,850,868	\$ 187,685,148	\$ 5,887,246,189	10.53	29.67
2012	\$ 6,029,044,940	\$ 111,092,881	\$ -	\$ 207,200,816	\$ 123,833,594	\$ 6,223,505,043	9.74	29.67
2011	\$ 6,003,921,400	\$ 109,834,014	\$ -	\$ 199,010,668	\$ 125,761,643	\$ 6,187,004,439	9.74	29.67
2010	\$ 5,968,175,200	\$ 103,394,190	\$ -	\$ 196,704,453	\$ 123,264,095	\$ 6,145,009,748	9.62	29.67
2009	\$ 6,409,080,500	\$ 103,052,933	\$ -	\$ 165,920,358	\$ 187,658,148	\$ 6,490,395,643	8.87	29.67
2008	\$ 6,328,033,730	\$ 96,273,051	\$ -	\$ 182,725,179	\$ 185,143,059	\$ 6,421,888,901	8.87	29.67
2007	\$ 6,224,102,400	\$ 94,064,493	\$ 31,563,795	\$ 175,020,389	\$ 192,699,255	\$ 6,332,051,822	8.60	29.67
2006	\$ 4,601,087,750	\$ 87,707,322	\$ 31,945,246	\$ 174,601,784	\$ 167,505,669	\$ 4,727,836,433	10.71	29.67



TOWN OF WESTERLY, RHODE ISLAND

**Property Tax Rates
(per \$1,000 of assessed value)
Last Ten Fiscal Years
(Unaudited)**

Levy Year	Real Estate and Personal Property	Motor Vehicle
2006	10.71	29.67
2007	8.60	29.67
2008	8.87	29.67
2009	8.87	29.67
2010	9.62	29.67
2011	9.74	29.67
2012	9.74	29.67
2013	10.53	29.67
2014	10.64	29.67
2015	10.82	29.67

Source: Finance Department, Westerly, Rhode Island

Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND Principal Property Taxpayers

(unaudited)

2015				2006			
Name	Assessed Value	Rank	% Net Taxable Grand List	Name	Assessed Value	Rank	% Net Taxable Grand List
National Grid	\$ 32,214,329	1	0.543%	Washington Trust Company	\$ 19,020,780	1	0.402%
Washington Trust Company	\$ 23,469,424	2	0.395%	Home Depot USA, Inc.	\$ 17,503,463	2	0.370%
Ocean House Hotel Partners, LLC	\$ 23,424,100	3	0.395%	Franklin Plaza, LLC	\$ 17,493,580	3	0.370%
Westerly Ventures, LLC	\$ 20,229,500	4	0.341%	Shelter Harbor Golf Club	\$ 16,440,802	4	0.348%
Franklin Plaza, LLC	\$ 18,024,180	5	0.304%	Misquamicut Club, The	\$ 13,326,585	5	0.282%
Misquamicut Club	\$ 17,879,594	7	0.301%	Narragansett Electric Co.	\$ 11,613,883	7	0.246%
Kahuna Rhode Island, LLC	\$ 16,888,400	6	0.284%	Wilmington Trust Co.	\$ 11,474,400	6	0.243%
Charles Royce	\$ 14,769,255	8	0.249%	Bluff Avenue, LLC	\$ 11,165,600	8	0.236%
Home Depot, USA, Inc.	\$ 14,251,385	9	0.240%	Holmgren, John J & Antoinette	\$ 10,641,900	9	0.225%
Shelter Harbor Golf Club	\$ 13,441,533	10	0.226%	Moore Company, The	\$ 9,395,726	10	0.199%

NET ASSESSED VALUE AS OF 12/31/14: \$5,936,880,732

NET ASSESSED VALUE AS OF 12/31/05: \$4,727,836,433



Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND
Property Tax Levies and Collections
Last Ten Years
(unaudited)

<u>Fiscal Year</u>	<u>Taxes Levied (net abatements)</u>	<u>Collected within the Fiscal Year Amount</u>	<u>% of Levy</u>	<u>Collected in Subsequent Years</u>	<u>Total Collections Amount</u>	<u>Balance Remaining</u>	<u>% of Levy</u>
2006	\$ 49,558,714	\$ 48,875,918	98.62%	\$ 618,859	\$ 49,494,777	\$ 63,937	99.87%
2007	\$ 52,055,765	\$ 51,428,447	98.79%	\$ 562,282	\$ 51,990,729	\$ 65,036	99.88%
2008	\$ 56,226,442	\$ 55,596,246	98.88%	\$ 557,154	\$ 56,153,400	\$ 73,042	99.87%
2009	\$ 58,934,410	\$ 57,978,492	98.38%	\$ 886,555	\$ 58,865,047	\$ 69,363	99.88%
2010	\$ 59,188,131	\$ 58,104,182	98.17%	\$ 990,431	\$ 59,094,613	\$ 93,518	99.84%
2011	\$ 62,941,885	\$ 61,760,687	98.12%	\$ 885,562	\$ 62,646,249	\$ 295,636	99.53%
2012	\$ 63,528,578	\$ 61,369,984	96.60%	\$ 1,480,356	\$ 62,850,340	\$ 678,238	98.93%
2013	\$ 65,309,604	\$ 63,930,910	97.89%	\$ 2,054,858	\$ 65,985,768	\$ (676,164)	101.04%
2014	\$ 67,067,280	\$ 64,645,348	96.39%	\$ 1,624,907	\$ 66,270,255	\$ 797,025	98.81%
2015	\$ 67,067,280	\$ 66,274,258	98.82%	\$ -	\$ 66,274,258	\$ 793,022	98.82%

Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND

Ratios of Outstanding Debt by Type Last Ten Fiscal Years (unaudited)

Year	Governmental Activities			Business Type Activities			Total Primary Government	Percentage of Personal Income	Per Capita
	General Obligation Bonds	Notes and Loan Payable	Capital Leases	General Obligation Bonds	Loans Payable	Capital Leases			
2015	\$ 59,347,000	\$ 20,476,250	\$ 2,503,007	\$ -	\$ 3,944,878	\$ -	\$ 86,271,135	11.46%	\$3,950.14
2014	\$ 52,955,000	\$ 26,052,688	\$ 2,844,049	\$ -	\$ 4,569,370	\$ 20,000	\$ 86,441,107	11.91%	\$ 3,795
2013	\$ 56,233,678	\$ 27,732,124	\$ 1,379,633	\$ 1,671,322	\$ 5,181,638	\$ 12,507	\$ 92,210,902	13.49%	\$ 4,047
2012	\$ 53,710,000	\$ 29,411,562	\$ 860,400	\$ 1,790,000	\$ 5,782,025	\$ 23,840	\$ 91,577,827	12.96%	\$ 3,988
2011	\$ 57,875,000	\$ 15,351,000	\$ 776,135	\$ 1,935,000	\$ 6,370,864	\$ -	\$ 82,307,999	11.73%	\$ 3,614
2010	\$ 62,015,000	\$ 3,855,000	\$ 1,388,312	\$ 2,080,000	\$ 6,948,482	\$ -	\$ 76,286,794	10.87%	\$ 3,348
2009	\$ 65,815,000	\$ -	\$ 2,132,323	\$ 2,225,000	\$ 7,515,192	\$ -	\$ 77,687,515	10.74%	\$ 3,306
2008	\$ 69,315,350	\$ -	\$ 1,877,460	\$ 2,479,650	\$ 8,071,301	\$ -	\$ 81,743,761	11.50%	\$ 3,497
2007	\$ 65,328,875	\$ -	\$ 1,641,615	\$ 2,801,265	\$ 8,617,107	\$ -	\$ 78,388,862	11.22%	\$ 3,306
2006	\$ 50,225,250	\$ -	\$ 972,679	\$ 3,125,030	\$ 8,801,179	\$ -	\$ 63,124,138	9.51%	\$ 2,708



Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND

Ratios of General Bonded Debt Outstanding Last Ten Fiscal Years (unaudited)

Fiscal Year	General Obligation Bonds	Notes and Loan Payable	Total	(a) Percentage of Estimated Actual Taxable Value of Property	Per Capita
2015	\$ 59,347,000	\$ 20,476,250	\$ 79,823,250	1.33%	\$ 3,655
2014	\$ 52,955,000	\$ 26,052,688	\$ 79,007,688	1.33%	\$ 3,469
2013	\$ 56,233,678	\$ 27,732,124	\$ 83,965,802	1.43%	\$ 3,685
2012	\$ 53,710,000	\$ 29,411,562	\$ 83,121,562	1.34%	\$ 3,619
2011	\$ 57,875,000	\$ 15,351,000	\$ 73,226,000	1.18%	\$ 3,215
2010	\$ 62,015,000	\$ 3,855,000	\$ 65,870,000	1.07%	\$ 2,891
2009	\$ 65,815,000	\$ -	\$ 65,815,000	1.01%	\$ 2,801
2008	\$ 69,315,350	\$ -	\$ 69,315,350	1.08%	\$ 2,965
2007	\$ 65,328,875	\$ -	\$ 65,328,875	1.02%	\$ 2,748
2006	\$ 50,225,250	\$ -	\$ 50,225,250	1.06%	\$ 2,155

Source: Finance Department , Westerly, Rhode Island

(a) - Total taxable assessed value

Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND
Legal Debt Margin Information
Last Ten Years
(unaudited)

	For the Fiscal Year Ended June 30,									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total assessed value	\$ 4,675,332,990	\$ 4,727,836,433	\$ 6,332,051,822	\$ 6,421,889,238	\$ 6,490,395,643	\$ 6,145,009,748	\$ 6,223,505,043	\$ 5,887,264,189	\$ 5,936,880,732	\$ 5,989,385,500
Debt Limit (1)	\$ 140,259,990	\$ 141,835,093	\$ 189,961,555	\$ 192,656,677	\$ 194,711,869	\$ 184,350,292	\$ 186,705,151	\$ 176,617,926	\$ 178,106,421	\$ 179,681,565
Amount of Debt Subject to Limit	\$ 50,255,250	\$ 64,328,875	\$ 34,079,661	\$ 32,537,459	\$ 34,785,328	\$ 57,013,711	\$ 34,592,621	\$ 32,446,768	\$ 29,787,516	\$ 29,787,516
Legal Debt Margin	\$ 90,004,740	\$ 77,506,218	\$ 155,881,894	\$ 160,119,218	\$ 159,926,541	\$ 127,336,581	\$ 152,112,530	\$ 144,171,158	\$ 148,318,905	\$ 149,894,049
Legal Debt Margin as a Percentage of the Debt Limit	64.17%	54.65%	82.06%	83.11%	82.13%	69.07%	81.47%	81.63%	83.28%	83.42%

Source: Finance Department, Westerly, Rhode Island

(1) The Town's legal debt margin as set forth by Rhode Island State Statute is limited to three percent of total taxable assessed value



Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND
Demographic and Economic Statistics
Last Ten Years
(unaudited)

<u>Fiscal Year</u>	<u>Population</u>	<u>Per Capita Personal Income</u>	<u>Median Age</u>	<u>Education Level in Years of Schooling</u>	<u>School Enrollment</u>	<u>Unemployment</u>
2015	21,840	\$ 34,478.00	39	12	2997	6.8
2014	22,775	\$ 31,881.00	39	12	2996	7.3
2013	22,787	\$ 30,005.00	39	12	3037	8.0
2012	22,966	\$ 30,777.00	39	12	3021	10.8
2011	22,774	\$ 30,807.00	39	12	3079	9.2
2010	22,787	\$ 30,807.00	39	12	3021	8.9
2009	23,500	\$ 30,777.00	38	12	3180	9.1
2008	23,377	\$ 30,415.00	38	12	3301	7.0
2007	23,408	\$ 29,850.00	37	12	3408	4.3
2006	23,318	\$ 28,466.00	37	12	3489	4.6

TOWN OF WESTERLY, RHODE ISLAND

Principal Employers

Current

(unaudited)

2015

Employer	Employees	Rank
Westerly Hospital	638	1
Washington Trust Company	311	2
Wal-Mart	280	3
Darlington Fabrics	220	4
Ocean House	200	5
McQuades Market	110	6
Home Depot	100	7
Stop & Shop	96	8
AGFA Healthcare	65	9
Weekapaug Inn	50	10



Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND Full-Time Equivalent Town Government Employees by Function/Program (unaudited)

	For the Fiscal Year Ended June 30,									
	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
General Government										
Town Council	7	7	7	7	7	7	7	7	7	7
Town Manager	1	1	1	1	1	1	1	1	1	1
Town Solicitor	4	4	4	4	4	4	4	4	4	4
Canvassing	2	2	2	2	2	2	2	2	2	2
Finance	9	9	9	9	9	10	10	10	10	10
City Clerk	7	7	5	5	5	5	5	5	6	6
Planning	4	4	4	4	4	4	4	4	4	4
Assessment	5	5	5	5	5	5	6	6	6	6
Other	16	16	16	16	16	16	16	16	15	15
Public Safety										
Sworn Officers	50	50	48	50	50	50	50	51	51	51
Support	11	11	12	12	12	12	12	12	12	12
Public Health										
Public Works	45	45	43	43	43	44	44	44	44	44
Water & Sewer	28	29	29	29	29	30	30	30	30	30
Public Welfare										
Recreation	2	2	1	1	1	1	1	2	2	2
Public Education										
Teachers	302	310	307.2	304	302	300	312	340	336	334
Pupil Support	234	233	235	208	208	191	207	251	255	259
Administration	38	34	38.28	37	37	37	37	41	37	37

Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND Operating Indicators by Function/Program (unaudited)

	For the Fiscal Year Ended June 30,									
	2015	2014	2013 (Revised)	2012	2011	2010	2009	2008	2007	2006
General Government										
Marriage Licenses Issued	185	212	212	178	185	196	183	202	182	203
Death Certificates Recorded	368	287	325	310	304	334	341	376	340	363
Land Records Recorded	5,450	6,302	7,162	6,559	5,237	6,670	6,959	6,271	6,516	8,322
Registered Voters	17,224	17,729	17,422	16,724	16,528	16,381	16,440	16,475	14,544	15,681
Elections & Referenda's	2	1	2	1	1	1	1	1	1	1
Planning & Development										
Building Permits Issued	1,984	2,482	976	693	779	762	750	838	1,021	1,103
Cost of Construction	47,232,404	52,404,978	40,874,909	32,886,917	41,182,654	42,232,171	40,464,863	91,828,233	80,837,894	72,498,608
Police										
Arrest	1,198	1,061	972	997	1,015	1,037	1,236	1,008	1,038	1,121
Parking Violations	1,860	1,196	1,223	1,232	1500+/-	n/a	n/a	n/a	n/a	n/a
Calls for Service	30,948	28,825	30,139	27,355	28,000+/-	n/a	n/a	n/a	n/a	n/a
Public Works										
Street Resurfacing (miles)	6	7	7	7	n/a	n/a	n/a	n/a	n/a	n/a
Transfer station refuse (tons)	12,692	13,383	11,881	18,251	16,324	18,182	17,581	25,353	26,497	28,148
Transfer station recyclables (tons)	4,343	4,159	3,739	3,528	3,200	3,632	3,590	3,829	3,996	3,954
Parks & Recreation										
Programs Offered	63	61	61	63	59	n/a	n/a	n/a	n/a	n/a
Beach Passes Issued	2,552	2,454	2,061	2,206	2,042	1,941	1,849	1,865	1,875	2,066
Education										
Number of Students	2,936	2,986	2,977	3,021	3,079	3,021	3,180	3,301	3,408	3,489
Water										
New Connections	76	86	46	49	53	64	60	110	237	144
Water Main Breaks	38	18	17	25	22	17	28	23	34	17
Avg daily consumption (thousands of gallons)	3,287	3,440	3,321	3,297	3,427	3,298	3,867	3,418	3,350	3,434
Sewer										
Average daily treatment (thousands of gallons)	2,060	2,227	2,120	2,020	2,250	2,520	2,670	2,390	2,410	2,850
Sewer treatment capacity (thousands of gallons)	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300



Appendices: Statistical Tables

TOWN OF WESTERLY, RHODE ISLAND Capital Asset Statistics by Function/Program (unaudited)

Function/Program	For the Fiscal Year Ended June 30,									
	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
Police										
Stations	1	1	1	1	1	1	1	1	1	1
Patrol Units	47	46	46	46	43	43	41	41	41	42
Fire										
Fire Prevention is covered by five separate self-taxing Fire Districts										
Public Works										
Streets (miles)	156	145	145	145	145	143	143	141	141	141
Street Lights	3152	3150	3150	3150	3,150	3,150	3,148	3,146	3,144	3,143
Register Vehicles	107	103	103	103	99	95	93	93	93	93
Parks & Recreation										
Acreage	85	85	85	85	85	85	85	85	85	85
Parks & Playing Fields	6	6	6	6	6	6	6	6	6	6
Beaches	2	2	2	2	2	2	2	2	2	2
Community Centers	1	1	1	1	1	1	0	0	0	0
Senior Centers	1	1	1	1	1	1	1	1	1	1
Marina	1	1	1	1	1	1	1	1	1	1
Town Forest 54 Acres	1	1	1	1	1	1	1	1	1	1
Public Libraries										
Libraries	1	1	1	1	1	1	1	1	1	1
Schools										
Elementary Schools	4	4	4	4	4	4	4	5	5	5
Middle Schools	1	1	1	1	1	1	1	1	1	1
High Schools	1	1	1	1	1	1	1	1	1	1
School Buses	48	43	49	49	49	49	46	38	30	22
Water										
Water Mains (miles)	207	207	207	207	207	206	206	206	202	202
Fire Hydrants	1091	1091	1085	1085	1085	1064	1047	1037	1023	1004
Sewer										
Sanitary Sewers (miles)	61	61	61	61	61	61	61	n/a	n/a	n/a
Storm sewers (miles)	65	65	65	65	65	65	65	65	65	65
Treatment capacity (thousand gallons)	3300	3300	3300	3300	3300	3300	3300	3300	3300	3300

Source: Town capital asset records and various Town Departments

Appendices: Glossary of Terms and Uniform Chart of Accounts

Purchased Professional & Tech Services		
53101	Administrative support	Administrative support services in support of the various policymaking and managerial activities of the district
53102	Temporary clerical support	Temporary clerical support services in support of various policymaking and managerial activities of the district
53201	Diagnosticians	Contracted diagnostic services
53202	Speech therapist	Contracted speech therapist services
53203	Occupational therapist	Contracted occupational therapist services
53204	Therapists	Contracted recreational and other therapist services, other than physical therapists (use 53211 for physical therapists)
53205	Psychologists	Contracted psychologist services
53206	Audiologist	Contracted audiologist services
53207	Interpreters/job coach	Contracted interpreter services
53208	Orientation and mobility specialists	Contracted special education related, and orientation and mobility specialist
53209	Bus assistants/monitors	Contracted bus assistants and monitors
53210	Performing arts/music therapy	Contracted specialists in performing arts
53211	Physical therapist	Contracted physical therapists services
53212	Payment for services volunteers	Payments made to volunteers for specified services not otherwise provided in the 53200 accounts
53213	Evaluations-clinical	Contracted evaluations services for students and teachers
53214	Mentoring	Contracted mentoring services for teachers
53215	Ged testing	Contracted GED testing services
53216	Tutoring services	Contracted tutoring services
53218	Student assistance	Contracted student assistance service & scholarships awards paid to students
53220	Other purchased educational Services	Contracted services not otherwise associated with other account
53221	Virtual high school	Fees paid to third party vendors for "virtual classrooms" that provide instructional programs via the internet
53301	Prof Dev & training services	Professional development services supporting the professional development & training of district personnel
53302	Curriculum development	Activities designed to aid in developing curriculum, preparing & utilizing special curriculum materials



Appendices: Glossary of Terms and Uniform Chart of Accounts

53303	Conferences/workshops	Activities designed to aid and to contribute to the professional competence of employees while attending conferences or workshops Includes costs associated with off-site meetings such as food, audio visual rentals, room rentals, etc.
53401	Auditing/actuarial services	Auditor or public examiner for services rendered in examining and reporting on the financial affairs of a district
53402	Legal services	Legal professionals under contract
53403	Athletic trainer health services	Professionals providing health & wellness service to student athletes
53404	Compliance	Professionals under contract to determine compliance with regulations, laws, etc.
53405	Private pension advisors	Professional consulting services provided by third-party companies related specifically to private pension plans maintained by the district on behalf of employees
53406	Other services	Professional services such as architectural, engineering, medical, financial advisory, bank service, management consultants, insurance/casualty consultants, educational consultants, and related services
53409	Negotiations/arbitration	Legal negotiations and arbitration services rendered to support the operation of the district
53410	Police and fire details	Activities concerned with maintaining order and safety at all times in school buildings, and on school grounds and their vicinity Including police activities for school functions and traffic control
53411	Physicians	Professional medical services that support the operation of the district
53412	Dentist	Professional dentistry services that support the operation of the district
53414	Medicaid claims provider	Administrative services that support the operation of the district's Medicaid claims function (UMASS)
53416	Officials/referees	Professional officials and referee services that support the operation of the district
53417	Nurses-contracted	Professional nursing services that support the operation of the district
53502	Other tech Services	Technical services other than data processing related services Examples: AESOP & School Spring
53503	Testing supplies	Technical services provided in designing, creating, providing, evaluating or grading tests
53705	Postage	Shipping charges such as FedEx, DHL, USPS etc.
53706	Catering food reimbursement	Catering fees, charges associated with district activities and reimbursements to employees for food purchased for events
54201	Disposal services	Contractual disposal services Includes the cost of renting dumpsters, disposal of hazardous chemicals, & disposal of medical waste



Appendices: Glossary of Terms and Uniform Chart of Accounts

54202	Snow plowing services	Contracted snow plowing services
54203	Custodial services	Contracted janitorial & custodial services
54204	Grounds keeping services	Contracted services for cleaning, maintaining, & repairing grounds
54205	Rodent/pest control	Contracted services for rodent & pest control
54206	Cleaning services	Contracted services for cleaning
54310	Non-tech Related repairs	Cost for upkeep of buildings & non-technology equipment Includes hiring a carpenter to repair or replace damaged flooring or a roofer to repair a leaky roof
54311	Maintenance and repairs/ furniture and equipment	Expenditures for maintenance, repair, recondition, or overhaul of all school owned furniture, fixtures or general equipment and supplies that are provided by third party contractors pursuant to contracted services and service agreements or one-time events with no on-going obligations
54312	Maintenance and repairs/general	Contracted services and service agreements that authorize a third party contractor or vendor to perform maintenance, repair, and custodial services. Also includes rental of equipment used by third party contractors in conjunction with contracted service and service agreements
54313	Maintenance and repairs/non-student transportation vehicles	Expenditures for repairs and maintenance services for non-student transportation vehicles and supplies that are provided by third party contractors pursuant to contracted services and service agreements
54314	Maintenance and repairs/student transportation vehicles	Expenditures for repairs and maintenance service for student transportation vehicles and supplies that are provided by third party contractors pursuant to contracted services and service agreements or one-time events with no on-going obligations
54320	Maintenance and repairs/technology- related hardware	Expenditures for repairs & maintenance, services for technology hardware provided by 3rd party contractors pursuant to contracted services & service agreements or one- time events
54321	Maintenance and repairs/electrical	Expenditures for repairs and maintenance services for electrical devices and supplies that are provided by third party contractors pursuant to contracted services and services agreements, or onetime events with no ongoing obligations
54322	R & M HVAC	Expenditures for repairs & maintenance services for heating & air conditioning devises & supplies that are provided by third party contractors
54323	R & M Glass	Expenditures for repairs & maintenance services for glass & glass supplies that are provided by third party contractors
54324	R & M Plumbing	Expenditures for repairs & maintenance services for plumbing services & supplies that are provided by third party contractors



Appendices: Glossary of Terms and Uniform Chart of Accounts

54325	R & M Vandalism	Expenditures for repairs & maintenance services for vandalism of district property or assets that are provided by third party contractors
54402	Water/sewer	Expenditures to a utility company for water services
54403	Telephone	Services provided by persons or businesses to assist in transmitting & receiving messages or information Includes telephone, voice communication services
54406	Wireless (cell phone)	Expenditures to an outside company for wireless communications
54407	Internet	Expenditures to an outside company for internet connectivity throughout the district Includes RINET
54601	Rental land and buildings	Expenditures for leasing or renting land and buildings for both temporary and long term use by district
54602	Rental of equipment & vehicles	Expenditures for leasing or renting equipment or vehicles for both temporary and long-term use by the district
54603	Leasing of equipment	Budgeting strategy for technology equipment
54604	Graduation rentals	Expenditures for leasing or renting supplies and related equipment for graduation activities and ceremonies
54606	Pool rental	Expenditures for leasing or renting swimming pool and related supplies and equipment
54607	Golf course rental	Expenditures for leasing or renting golf courses and related supplies and equipment
54608	Uniform rental	Expenditures for renting uniforms
54901	Other purchased property services	Other services purchased related to property services not otherwise included in the 54900 account series
54902	Alarm & fire safety services	Expenditures for alarm and fire safety services and related supplies and equipment
54903	Moving and rigging	Expenditures for moving and rigging services and related supplies and equipment
54904	Vehicle registration (non-student transportation vehicles)	Expenditures for vehicle registration for non-student transportation vehicles

Appendices: Glossary of Terms and Uniform Chart of Accounts

Other purchased services		
55100	Field trips	Student transportation services –expenditures for transporting children to and from school and other school-related activities such as athletic events, field trips, etc.
55110	Student transportation purchased from another carrier within the state	Amounts paid to other school districts within the state for transporting children to and from school and school related events Expenditures for the rental of buses that are operated by personnel on the district payroll are recorded not here but under acct #54602
55111	Field trip account	Third party entities that, pursuant to a contract, transport pupils to and from school and other school related activities, such as athletic events, field trips etc.
55121	Vehicle registration (buses)	Expenditures for vehicle registration for student transportation vehicles
55201	Property/liability insurance	Insurance coverage in accordance with requirements of statutes which include the following types: general liability, civil rights/personal injury, malpractice, property liability, auto liability, and surety bonds
55401	Advertising costs	Expenditures for announcements in professional publications, newspapers, or broadcasts over radio & television
55501	Printing	Expenditures for job printing, usually according to specifications of the district
55610	Tuition to other school districts	Tuition paid to other school districts within the state
55630	Tuition to private sources	Tuition paid to private schools
55640	Tuition to educational service	Tuition paid to agencies such as regional education service centers for educational services to students
55650	Out of state tuition	Tuition paid to agencies such as regional educational service centers for educational services to students
55660	Tuition to charter schools	Tuition paid to charter schools for services provided in accordance with the established charter for that school
55690	Tuition/other	Tuition paid to the state and other governmental organizations as reimbursement for providing specialized instructional services to students residing within the boundaries of the paying district
55701	Food service management	Expenditures for the operation of a local food service facility by other than employees of the district Included are contracted services, such as food preparation, associated with the food service operation



Appendices: Glossary of Terms and Uniform Chart of Accounts

55803	Employee travel	Non-teachers–necessary and legal travel for district employees other than teachers and direct instructional personnel in accordance with state and local policy and regulations
55806	Bus drivers in-service training	Cost of all required bus driver's training
55809	Employee travel/teachers	Necessary and legal travel for teacher's and direct instructional personnel in accordance with state and local policy and regulations
55930	Other contract services	Interagency –goods and services purchased from the collaborative should be recorded in the specific object accounts which correspond to the goods and services purchases
56101	General supplies and materials	Expenditures for supplies and materials for the operation of a district or classroom Includes such items as student planners/agendas provided by the district
56110	Testing supplies	Teachers testing books
56112	Uniform supplies	Expenditures for non-athletic uniforms and wearing apparel supplies for the operation of a district Includes custodial uniforms
56113	Graduation supplies	Expenditures for graduation ceremony
56115	Medical supplies	Expenditures for medical supplies for the operation of a district Includes athletic medical supplies
56117	Honors/awards supplies	For graduation
56201	Natural gas	Expenditures for natural gas & utility services from a private or public company
56202	Gasoline	Expenditures for gasoline purchase in bulk or periodically from a gasoline service station or supplier
56203	Diesel fuel	For vehicles
56207	Vehicle maintenance supplies/parts	Expenditures for maintenance supplies such as lubricants, anti-freeze, & parts from a public company, service station or supplier
56209	Fuel oil	Expenditures for fuel oil & services & supplies from a private or public utility company or service station or supplier
56211	Other supplies	Expenditures for other services & supplies not included in other accounts
56214	Paint	Expenditures for paint & services & supplies from a public company or supplier
56215	Electricity	Expenditures for electrical supplies from a public company or supplier
56216	Lumber & hardware	Expenditures for lumber & hardware from a public company or supplier



Appendices: Glossary of Terms and Uniform Chart of Accounts

56217	Plumbing & heating supplies	Expenditures for plumbing & heating supplies from a public company or supplier
56218	Electrical supplies	Expenditures for electrical supplies from a public company or supplier
56219	Custodial supplies	Expenditures for custodial supplies from a public company or supplier
56220	Supplies snow & ice	Expenditures for materials for snow & ice removal from a public company supplier
56221	Lamps	Expenditures for materials for lights from a public company or supplier
56302	Non food/food service	Non-food supply items used in conjunction with a school food service program
56401	Text books	Expenditures for textbooks & workbooks for district students in grade prek-12 also includes textbooks used for summer school
56402	Library books	Expenditures for library books
56403	Reference books	Expenditures for reference books
56404	Subscriptions and periodicals	Expenditures for periodicals and subscriptions Includes printed and hard media materials only that are purchased Excludes web-based software used by libraries – use 56407
56405	Book repairs	Expenditures for book repairs
56406	Textbooks - non public	Costs associated with textbooks that are required to be purchased by a district and provided to students and others outside the district
56407	Web-based software and databases	Expenditures for web-based software and databases for use in or through the library related to student or teacher would use This account does not include software used to perform basic library functions
56501	Technology-related Supplies	Expenditures for computer hardware and software supplies for the operation of a district Supplies would include small storage devices such as diskettes and memory sticks, cables, keyboards, mouse or pointing devices, monitor stands, mouse pads, etc.
57102	Land improvements	Expenses for original improvement or total replacement of surface improvements, planting of trees and shrubs, sidewalks, roadways, etc.
57202	Building improvements	Cost of major remodeling and related costs including complete replacement of roofs, heating and ventilation systems, electrical systems, plumbing, fire protection and other service systems for existing buildings
57305	Equipment & machinery, playground	Expenditures for the initial, additional & replacement costs associated with district machinery & equipment



Appendices: Glossary of Terms and Uniform Chart of Accounts

57306	Furniture & fixture-classroom furniture & fixtures	Expenditures for the initial, additional, & replacement cost associated with district office furniture & fixtures used in the central office & classrooms
57309	Technology related hardware	Expenditures for the initial, additional & replacement cost associated with district technology related hardware with a life longer than one year
57311	Technology software	Expenditures for the initial costs, additional cost for new modules, replacement, maintenance and/or support agreements, & modification costs associated with district purchased tangible software
58100	Dues & fees	Expenditures or assessments for membership in professional or other organizations or payments to a paying agent for services rendered
58101	Professional org Fees	Fees associated with professional organizations
58102	Other dues & fees	Other dues & fees paid by the district Includes nonprofessional membership dues, interscholastic league fees, entry fees for athletic events, music contest etc.