

WESTON BOARD OF EDUCATION

Monday, October 20, 2014

Weston Middle School Library Resource Center

Executive Session 6:30 p.m.

Regular Session 7:30 p.m.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Philip Schaefer, Chairperson

II. EXECUTIVE SESSION

1. Discussion of Possible Ratification of the Tentative Agreement with the Weston Teachers' Association (WTA)
2. Discussion of Memorandum of Understanding with WTA

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION

Motion

1. 2014 Emmy Awards

Ms. Pattie Falber, Weston Intermediate School Principal, will introduce Hayley Negrin, recipient of a 2014 Emmy Award for Outstanding Performer in an Animated Program for the series *Peg+Cat*.

2. 2014 National Merit Scholarship Program

Mrs. Lisa Deorio, Weston High School Principal, will introduce the students who have been named Commended Scholars in the 2014-2015 National Merit Scholarship Program.

V. APPROVAL OF MINUTES, pages 1-5

Motion

The Board will vote to approve the minutes from September 15.

VI. PUBLIC COMMENT

Information

VII. NEW BUSINESS

1. Ratification of Tentative Agreement with the Weston Teachers' Association

Motion

Ms. Harvey, Weston Board of Education Negotiations Committee Chairperson, will present the tentative agreement with the Weston Teachers' Association for ratification.

2. Ratification of Memorandum of Understanding with Weston Teachers' Association

Motion

Mr. Brey, Director of Human Resources, will discuss the MOU with the WTA regarding the position of Curriculum Instructional Leader for Visual and Performing Arts.

3. Gifts, page 6

Information

Dr. Palmer, Superintendent, as per Board Policy #3280, has accepted, with appreciation, a gift from the Weston Middle School PTO.

4. Administrator Evaluation Plan Approval, pages 7-58

Motion

Dr. Craw, Assistant Superintendent, will discuss the Administrator Evaluation Plan.

- | | |
|---|---|
| <p>5. Presentation on K-2 Spanish
 Dr. Craw, Assistant Superintendent, will discuss the new K-2 immersion program for Spanish.</p> | <p>Information</p> |
| <p>6. First FY 2015 Financial Update and Approval of Transfers, pages 59-70
 Dr. Keating, Director of Finance and Operations, will provide a monthly financial update.</p> | <p>Motion</p> |
| <p>7. 2016 Budget Assumptions Approval, pages 71-73
 Dr. Keating, Director of Finance and Operations, will review the draft copy of FY 2016 Board of Education Operating Budget Assumptions.</p> | <p>Motion</p> |
| <p>8. 2016 Budget Calendar Approval, pages 74-76
 Dr. Keating, Director of Finance and Operations, will review the Draft FY 2016 Budget Calendar.</p> | <p>Motion</p> |
| <p>9. Approval of NEEM Contract, pages 77-96
 Dr. Keating, Director of Finance and Operations, will discuss the NEEM energy conservation project.</p> | <p>Motion</p> |
| <p>VIII. OLD BUSINESS</p> | |
| <p>1. Weston Board of Education Policies, Regulations, and Bylaws, pages 97-98
 Mr. Brey, Director of Human Resources and Internal Counsel, will review the Weston Board of Education Policy 4121, Substitute Teachers.</p> | <p>Motion</p> |
| <p>IX. SUPERINTENDENT’S REPORT</p> | |
| <p>1. Next Regular Board Meeting Monday, November 17, 2014, at 7:30 p.m.
 2. District Update
 3. Principals’ Reports, pages 99-111</p> | <p>Information</p> |
| <p>X. COMMITTEE REPORTS</p> | |
| <p>1. WHS Student Representatives’ Report – Jackson Marvin, Jack Seigenthaler
 2. Communications Committee - Nina Daniel
 3. Curriculum Committee - Ellen Uzenoff
 4. Finance Committee - Denise Harvey
 5. Facilities Committee - Ellen Uzenoff
 6. Policy Committee - Dana Levin
 7. Negotiations Committee - Denise Harvey
 8. CES - Nina Daniel
 9. CAGE - Elise Major
 10. Weston Education Foundation - Denise Harvey</p> | <p>Information
 Information
 Information
 Information
 Information
 Information
 Information
 Information
 Information</p> |
| <p>XI. ADJOURNMENT</p> | |
| | <p>Motion</p> |

Weston Public Schools
Board of Education Meeting
Weston Middle School Library Resource Center
September 15, 2014

Attendance:

Philip Schaefer, Chairperson	Dr. Colleen Palmer, Superintendent
Ellen Uzenoff, Vice Chairperson	Dr. Kenneth Craw, Assistant Superintendent
Dana Levin, Secretary/Treasurer	Dr. Jo-Ann Keating, Director of Finance & Ops.
Nina Daniel	Lewis Brey, Director of Human Resources
Denise Harvey	Jackson Marvin, Student Representative
Elise Major	Jack Seigenthaler, Student Representative
Sara Spaulding	

I. CALL TO ORDER, VERIFICATION OF QUORUM

Philip Schaefer, Chairperson

II. PLEDGE OF ALLEGIANCE

Mr. Schaefer, Board of Education Chairperson, and Mrs. Deorio, Weston High School Principal, welcomed and introduced our new Board of Education Student Representatives.

III. RECOGNITION

1. 2014 National Merit Scholarship Program

Mrs. Deorio, Weston High School Principal, introduced the students who have been named Semi-Finalists in the 2014-2015 National Merit Scholarship Program.

Motion: Moved that the Weston Board of Education recognizes the following students for their outstanding achievement in the 2014-2015 National Merit Scholarship Program:

<i>Jack B. Seigenthaler</i>	<i>National Merit Scholarship Semi-Finalist</i>
<i>Michael Sitver</i>	<i>National Merit Scholarship Semi-Finalist</i>
<i>Dennis H. Tracey</i>	<i>National Merit Scholarship Semi-Finalist</i>
<i>Micah J. Zirn</i>	<i>National Merit Scholarship Semi-Finalist</i>

Motion by Mrs. Levin, second by Ms. Harvey, all in favor. (7-0)

IV. APPROVAL OF MINUTES

The Board voted to approve the minutes from August 18. Ms. Harvey was absent.

Motion: Moved that the Weston Board of Education approves the minutes of the August 18, 2014 Regular Session. Motion by Ms. Major, second by Mrs. Uzenoff, 6 in favor – Mr. Schaefer, Mrs. Uzenoff, Mrs. Levin, Ms. Daniel, Ms. Major, Ms. Spaulding; 1 abstained – Ms. Harvey. (6-0-1)

V. PUBLIC COMMENT – No report

VI. NEW BUSINESS

1. SAT/AP/ACT and College Acceptance Report

Dr. Craw, Assistant Superintendent, Mrs. Deorio, Principal of Weston High School, and Mrs. Starzyk, Director of Guidance, reviewed the *Weston High School Class of 2014 Statistical Report and Analysis of College Applications*. Dr. Craw noted that standardized test scores were similar to last year, with Weston students performing at a higher level than the Connecticut or United States average. Dr. Craw also announced that the SAT assessment is being redesigned, with the writing portion becoming optional. Mrs. Deorio discussed AP exam enrollment and test results. Weston had 577 students enrolled in a total of 18 AP courses, with 215 unique students taking AP exams. Of those sitting for exams, 15 students were AP Scholars, 19 AP Scholars with Honor, 37 AP Scholars with Distinction, and 7 National AP Scholars. Ninety-three percent of Weston students scored a 3 or higher on AP exams. Mrs. Starzyk reported on college application statistics and outcomes. The average number of applications per student increased from eight to nine and the percentage of students attending four-year colleges increased from 94% to 95%, while there was a slight decline in the percentage of students admitted to the most competitive colleges. Discussion by the Board followed.

2. Weston High School Trip to China

Dr. Craw, Assistant Superintendent, and Mrs. Deorio, Weston High School Principal, discussed the itinerary for the April 2015 Weston High School trip to China, which includes visits to Beijing, Xi'an, Qingdao, and Shanghai. Students must apply in order to participate in this trip. Travel insurance options are currently being explored.

3. Building Project Close-Outs

Dr. Keating, Director of Finance and Operations, discussed the close-out of the Weston Middle School windows and doors project, State project number 0053-157.

Motion: Moved that the Weston Board of Education approves filing the form ED049F and the final grant application for a school building project with the Bureau of School Facilities for the Weston Middle School and adopting the following resolution, accepting the project as complete. Be it resolved that the Board of Education accepts the Weston Middle School project, State project number 0053-157 as complete. Motion by Mrs. Uzenoff, second by Mrs. Levin, all in favor. (7-0)

4. Technology Lease Signatory

Dr. Keating explained the purpose and terms of the proposed lease agreement with TD Banknorth which will allow the schools to acquire varied and numerous technology items as described specifically in the agreement.

Motion: Moved that the Weston Board of Education authorizes the Superintendent or designee to execute and deliver the lease purchase agreement with TD Equipment Finance in the amount of \$358,000, and any related documents on behalf of the Weston Board of Education as the co-lessee with the Town of Weston, and take all actions necessary and proper to complete the transaction. Motion by Ms. Major, second by Ms. Harvey, all in favor. (7-0)

5. Discussion of FY 2014 Year-End Financial Report

Dr. Keating, Director of Finance and Operations, reviewed the Year-End Financial Report, which includes an outline of 13 funds transfers that require Board approval. Dr. Keating also recounted the money that would be returned to the town from tuition students, the special education supplemental appropriation, and reimbursements from state grants. Mrs. Pernice explained the variances in the special education budget in the areas of home-bound tutoring, consulting in-services, and professional education services (independent contractors who work with our students).

Motion: Moved that the Weston Board of Education approves the final financial report and transfers presented by Dr. Keating for the fiscal year ending June 30, 2014. Motion by Ms. Harvey, second by Ms. Daniel, all in favor. (7-0)

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

Mr. Brey, Director of Human Resources and Internal Counsel, reviewed the Weston Board of Education Policy 4121, Substitute Teachers. This policy is being expanded upon to clarify the categories of substitute teachers and explain the compensation, benefits, and required certifications for each.

VII. SUPERINTENDENT'S REPORT

1. Next Regular Board Meeting Monday, October 20, 2014, at 7:30 p.m.

2. District Update

Dr. Palmer, Superintendent of Schools, announced that a waiver for the administrators' evaluation plan has been approved by the CT State Department of Education. She also stated that the State Board of Education was currently reviewing non-traditional methods for students to earn graduation credit. Other topics discussed included an upcoming superintendent focus group on graduation requirements, in which Dr. Palmer will participate; a status update on Infosnap; and an update on the new VOIP phone system.

3. Principals' Reports

Mrs. Kaddis, Hurlbutt Elementary School Principal highlighted the reintroduction of world language and student participation in summer reading. Ms. Falber, Weston Intermediate School Principal, discussed new students, new family orientation, and Back-to-School Nights. She also thanked the PTO for redesigning the school entryway. Amy Watkins, Weston Middle School Principal, talked about the sense of community students exhibited during the first few days of school, a marshmallow

challenge, and PBIS S.O.A.R. Mrs. Deorio, Weston High School Principal, announced upcoming events: the Club Fair, Back-to-School Night, Freshman 101, and the first home football game under the lights are happening this month. Pink Out Day, a college panel, and an administration of the PSAT will occur in October.

VIII. COMMITTEE REPORTS

1. WHS Student Representative Report

Mr. Seigenthaler and Mr. Marvin commented on the success of the changes in the school lunch program, feedback from the E wing renovation, the roll-out of the Campus Quad app, and Homecoming Week. Discussion by the Board followed.

2. Communications Committee

The meeting scheduled for September 11 was cancelled. The next Committee meeting is scheduled for September 23.

3. Curriculum Committee

Mrs. Uzenoff discussed the following topics from the September 10 meeting: implementation of student success plans for grades 6-12, reinstituting the high school writing center, K-2 Spanish program success, a staffing update on Family and Consumer Sciences at the middle school, and blended learning at the middle school. The next Committee meeting is scheduled for October 8.

4. Finance Committee

Ms. Harvey discussed the following topics from the September 4 Finance Committee meeting: the end-of-year financial report, current year budget, an update on HVAC at the middle school pool, a possible employee assistance program, and the strategic plan. The next Committee meeting is scheduled for October 10.

5. Facilities Committee

Mrs. Uzenoff discussed the following topics from the September 3 and September 15 meetings: the success of the athletic stadium lights and turf on the lower field, and the readdressing of the sound system for the football stadium. The next Committee meeting is scheduled for October 8.

6. Policy Committee

Per Mrs. Levin, beyond what was discussed previously on the agenda, the Committee discussed Board Bylaw review. Copies of the bylaws for Board members will be forthcoming, with feedback due by the November meeting.

7. Negotiations Committee

Per Ms. Harvey, negotiation with the WTA continues.

8. CES

Ms. Daniel discussed CES' selection as a collaborative partner to provide turnaround services to two Bridgeport schools, the Luis Munoz Marin School and the Dunbar School.

9. CAFE

Nothing to report.

10. Weston Education Foundation

Ms. Harvey discussed the following topics from the September 8 meeting: encouraging grant requests, planning for recognition of WEF's twentieth anniversary, and receptions for grant recipients.

IX. ADJOURNMENT

*Motion: Motion to adjourn by Mrs. Levin, second by Mrs. Uzenoff, all in favor.
(7-0) Meeting adjourned at 9:43 p.m.*

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Minutes reviewed/approved by Dr. Colleen Palmer, Superintendent.

Weston Middle School PTO, Inc.

September 30, 2014

Dr. Colleen Palmer
Superintendent
Weston Public Schools
24 School Road
Weston, CT 06883

RECEIVED

OCT 01 2014

OFFICE OF THE
SUPERINTENDENT

Dear Dr. Palmer,

I am delighted to inform you that the Weston Middle School (WMS) PTO approved the following item from our 2014-2015 philanthropy account: \$3,000 in Principal Discretionary Funds, to be used by the Team Leaders and the Principal. We feel that this gift will enhance the level of instruction in the classrooms and in the school for all the children.

The WMS PTO is committed to supporting the district's overall educational curriculum. We hope that we will continue to have another successful year of fundraising so we can continue to support our children and the school.

Again, we are pleased to present this gift to the Weston Middle School.

Sincerely,
Tammy Roberts
Weston Middle School PTO President

cc: Amy Watkins, Principal Weston Middle School

135 School Road, Weston, Connecticut 06883

Weston Public Schools Administrator Evaluation Plan



**Colleen A. Palmer, Ph.D.
Superintendent of Schools**

**Kenneth G. Craw, Ed.D.
Assistant Superintendent of
Curriculum and Instruction**

June 8, 2014

TABLE OF CONTENTS

MISSION STATEMENT	3
TIMELINE OF ACTIVITIES	4
COMPONENTS OF SYSTEM	5
IMPROVEMENT PLAN	7
SUMMATIVE EVALUATION	9
DETERMINATION OF OVERALL ADMINISTRATOR RATING	10
DETERMINATION OF OVERALL ADMINISTRATOR EFFECTIVENESS	12
ORIENTATION PROCESS	13
ADMINISTRATOR TRAINING	13
ADMINISTRATOR EVALUATION PLAN FORMS	14
GOAL SETTING TEMPLATE	15
SUMMATIVE EVALUATION DOCUMENT	16
APPENDIX-CONNECTICUT STANDARDS FOR SCHOOL LEADER RUBRICS	22

What is the Mission of the Weston Public Schools?

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

What is the Goal of Weston Public Schools Administrator Evaluation System?

The goal of Weston Public Schools (WPS) Administrator Evaluation System is to:

- Provide administrators the tools to continuously improve;
- Ensure that all administrators demonstrate the competencies outlined in the Connecticut Standards for School Leaders;
- Encourage the highest level of professional performance through a focus on excellence, professional development, and the pursuit of continuous improvement;
- Provide administrators with a range of options for self-initiated professional growth;
- Validate and recognize the contributions and accomplishments of administrators;
- Ensure accountability of administrators for achieving the goals of Weston Public Schools;
- Provide a clear assessment of administrator performance, progress and achievement;
- Provide ongoing feedback to continuously improve;
- Provide regular, comprehensive, meaningful, fair evaluations; and
- Provide appropriate documentation to guide employment decisions.

TIMELINE OF ACTIVITIES

Month	Activities
July/August	• Orientation to full cycle of the evaluation process by end of August. • Administrator submits 1-3 Goal(s)/Professional Focus (PF) and corresponding action plans using the Bernhardt template by August 15. • Administrator meets with evaluator for goal setting conference to review Goal(s)/PF prior to August 31.
September-June	• Administrator engaged in carrying out action plan for Goals(s)/PF. • Administrator meets monthly with evaluator for formative conference. • Administrator completes 1:1 meeting template for the monthly meetings with evaluator.
January/February	• Administrator participates in mid-year conference with evaluator.
June	• Administrator submits self-assessment narrative to evaluator prior to end of year conference (June 1). • Administrator meets with evaluator for end of year conference. • Administrator completes summative evaluation.

COMPONENTS OF SYSTEM

GOAL SETTING

Goal Development

A Goal is:

- Aligned with district initiatives.
- Measured by multiple indicators of academic growth and development.
- Clearly aligned with learning indicators.

Professional Focus Development

The Professional Focus (PF) is:

- a propositional statement/causal statements that:
 - encourages innovation,
 - promotes professional growth, and
 - leads to the improvement of the quality of instructional practice and student learning;
- based on a personal professional challenge, a need that emerges as an area for individualized professional growth within the framework of the professional knowledge base of the Connecticut School Leadership Standards (see Performance Rubrics);
- a provisional statement drives reflection and learning, not merely confirming what is already known about effective practice;
- grounded in the concept of adult learning theory that professional growth comes from deep, thoughtful reflection and processing experiences.

GOAL-SETTING CONFERENCE

Each administrator schedules an initial conference with their evaluator and comes prepared with their Goal(s)/PF. The discussion needs to include a clear rationale for why the administrator has chosen the Goal(s)/PF, and how it will advance student growth and development. In addition, the administrator will have selected various indicators to monitor progress and serve as evidence of student learning.

FEEDBACK CYCLE

- Monthly 1:1 meetings will be held with the administration and evaluator as an opportunity to update progress toward Goal(s)/PF.
- Administrator completes 1:1 template prior to meeting with evaluator.
- The evaluator will conduct at least two observations for any administrator and at least four observations of a new administrator or assistant principal.
- Evaluator provides coaching and support to administrator.

MID-YEAR CONFERENCE

- This meeting allows for discussion of progress toward Goal(s)/PF, as well as any areas of performance related to Connecticut School Leadership Standards.
- Evaluator provides feedback to administrator.

SELF-ASSESSMENT

- Self-assessment narrative on progress toward Goal(s)/PF and other pertinent areas of performance as related to the Connecticut School Leadership Standards.
- Completed annually by all administrators.
- Submitted to evaluator prior to the annual summative evaluation conference.

STAKEHOLDER FEEDBACK

- Administrator solicits feedback from stakeholders (i.e. teachers, parents, students).
- Administrator reflects on feedback obtained and shares this data with evaluator at end-of-year conference.

TEACHER EFFECTIVENESS OUTCOMES

- Administrators identify indicators of teacher effectiveness and reflect upon the results as part of their annual self-assessment.

END-OF-YEAR CONFERENCE

- There is an opportunity for administrator and evaluator to discuss performance and all evidence.
- Evaluator provides feedback to the administrator at this conference.
- The written appraisal is to be completed following end-of-year conference.

IMPROVEMENT PLAN

Description

An improvement plan is used for any administrator experiencing difficulties in meeting the standards in the Connecticut School Leadership Standards. At any time, such an administrator may be placed on an improvement plan by his/her primary evaluator.

The process for placing an administrator on an improvement plan includes the following:

- The evaluator must indicate that performance does not meet standard(s) through written communication that clearly describes the gap between the administrator's current level of performance relative to the specific standard(s) from Connecticut School Leadership Standards.
- There must be sufficient documentation to clearly identify the gap in current performance relative to the specific standard(s) from the Connecticut School Leadership Standards.

Improvement Plan

The following will be addressed in an administrator Improvement Plan:

1. The specific standard(s) not currently being met will be clearly identified.
2. The evaluator's requirements for improvement in meeting the standard(s) will be outlined.
3. The evaluator will offer support and any additional resources appropriate to assist the administrator in meeting the standard(s).
4. The evaluator will indicate that failure to improve performance to meet the standard(s) within a reasonable and specific period will result in additional administrative action including, but not limited to, disciplinary action and/or recommendation for termination of employment.
5. Whenever the evaluator notes a serious performance concern at a time that does not permit the implementation of an Improvement Plan within normal evaluation guidelines (i.e. the end of a school year), the evaluation period will extend into the next school year.
6. When an administrator successfully completes an Improvement Plan any reoccurrence of concerns will result in additional administrative action, including, but not limited to, being placed on an Improvement Plan.
7. The administrator will be permitted to have bargaining unit representation at all conferences if he/she desires and requests such representation.

Appeals Regarding the Formation of the Improvement Plan

1. At any time during this process, an administrator will have a right to attach a response to any evaluation document for inclusion in his/her personnel file.
2. A representative of the WAA may be present at meetings.
3. If an administrator who does not report to the Superintendent does not agree with his/her primary evaluator regarding the composition of the Improvement Plan, he/she may appeal to the Superintendent prior to the implementation of the plan. Written evaluations given as part of the evaluation process are not subject to appeal to the Board.
4. With the exception of disciplinary action taken as stated above, and failure to follow the evaluation procedures, evaluative decisions and documentation shall not be subject to the grievance process and arbitration procedure.

SUMMATIVE EVALUATION

The purpose of the summative evaluation is to validate continued successful performance, identify areas for professional growth and development, and to maintain accountability per the standards Connecticut School Leadership Standards.

Summative Evaluation Process

- All administrators will receive a summative evaluation in the form of a written narrative on an annual basis. It will include:
 - a summative evaluation including an appraisal indicating performance “Exemplary” (4), “Proficient” (3), “Developing” (2), or “Below Standard” (1) in each of the six domains in the Connecticut School Leadership Standards.
 - an evaluator’s written response to the administrator’s pursuit of their Goal(s)/PF.
- Administrators will submit a narrative self-assessment of performance in relation to the Connecticut School Leadership Standards prior to the final summative evaluation meeting.
- Evaluators will confer with the administrator prior to writing the summative report.
- The evaluator and administrator may both bring data sources to support the evaluation of performance towards the standards in the Connecticut School Leadership Standards.
- Administrators will receive a copy of the evaluation report and may choose to supplement the report with comments of their own.
- An administrator’s signature on a summative evaluation indicates receipt only and is necessary before submission to the Superintendent’s office.

DETERMINATION OF OVERALL ADMINISTRATOR RATING

Summative Evaluation

Determination of Overall Administrator Holistic Rating

Holistic Rating	Descriptors
4	There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Exemplary”. An overall holistic rating of a “4” indicates that the educator has consistently performed at this level on Weston’s Performance Rubrics. The educator will have “4” in all domain ratings. Or The educator may have a combination of domain ratings at the “3” and “4” levels, but may not have any domains rated below a “3”. In the event of mixed domain ratings of “3” and “4”, there must be evidence of three or more domains at the “4” level that is compelling and exceeds articulated expectations for such level(s).
3	There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Proficient”. An overall holistic rating of a “3” indicates that the educator has consistently performed at this level on Weston’s Performance Rubrics. The educator will have at least “3” in all domain ratings. Or The educator may have a combination of domain ratings at the “3” and “4” level, but may not have more than three domain ratings at a “2”. There must be compelling mitigating information regarding the ratings at the “2” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the administrator to perform at a higher levels in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance. Or The educator may have a combination of domain ratings at the “3” and “4” level, but may not have more than one domain rating at a “1”. There must be compelling mitigating information regarding the rating at the “1” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the administrator to perform at a higher level in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.

2	There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Developing”. An overall holistic rating of a “2” indicates that the educator has generally performed at this level on Weston’s Performance Rubrics. The educator will have “2” in all domain ratings. Or The educator may have four “2” level domain ratings and two domain level at “3” or “4” level. Or The educator may have three “2” level domain ratings and one domain level at “1”. There must be compelling mitigating information regarding the rating at the “1” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the administrator to perform at a higher level in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.
1	There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the administrator has performed “Below Standard”. An overall holistic rating of a “1” indicates that the educator has generally performed at this level on the Weston’s Performance Rubrics. The educator has at least three domain ratings at a “1” level.

DETERMINATION OF OVERALL ADMINISTRATOR EFFECTIVENESS

Effective-An administrator in Weston Public Schools will be rated a summative evaluation score of 4 or 3 for that specific academic year.

Ineffective-An administrator in Weston Public Schools will be rated a summative evaluation score of 2 or 1 for that specific academic year.

An administrator who receives an overall holistic rating of a (2) “Developing” or “(1) Below Standard on their summative evaluation is considered ineffective and will be provided with the appropriate interventions. Interventions include providing the administrator with a mentor and placing the administrator on an assistance plan designed to address the areas of deficiency.

Resolution of Differences

Should an administrator disagree with the supervisor’s assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the summative evaluation report identifying the areas of concern and presenting the administrator’s perspective.

In the event that an administrator who does not report directly to the Superintendent disagrees with the determination of the summative evaluation, the Superintendent will be asked to review the cumulative data for that administrator and provide his/her determination of summative evaluation.

Confidentiality

All evaluative reports are strictly confidential. One copy with original signatures will be placed in the administrator’s personnel file. An administrator’s signature on any such report is an acknowledgement of receipt only. Having been presented with a report on performance, an administrator is expected to sign one copy, acknowledging receipt.

ORIENTATION PROCESS

How is the plan communicated to administrators who are new to the district?

Prior to the start of the school year, newly hired administrators participate in a comprehensive orientation program. The orientation includes a workshop on Weston's administrator evaluation plan. As new administrators review the requirements of the administrative evaluation plan, there are opportunities for them to review and discuss the expectations in Connecticut School Leadership Standards.

How is the plan communicated to all administrators in the district?

It is the practice in Weston to annually review the requirements of the administrator evaluation plan at the beginning of the school year during a leadership meeting, and/or at a professional development workshop.

The leader evaluation rubrics accompanying the Connecticut School Leadership Standards serve as a basis for conversation on what exemplary leadership practice looks like in the Weston Public Schools. The rubrics are reviewed periodically at leadership meetings.

Administrators may meet with their evaluator to discuss any questions they might have about the evaluation process. It is common practice for administrators to consult with their evaluator as they develop their Goal(s)/PF. The initial goal-setting conference is another opportunity for the administrator to meet with the evaluator to discuss the Goal(s)/PF and corresponding action plan.

ADMINISTRATOR TRAINING

History

Our administrators have received ongoing training on effective evaluation practices since the 2010-11 school year. Administrators have participated in a series of professional development sessions on best practices in evaluation, including developing strategies for literal note-taking, effective conferencing, and writing evaluations.

Norming and Calibration

Administrators annually participate in calibration exercises to discuss and hone their evaluation skills. These meetings will be facilitated by the assistant superintendent of curriculum and instruction.

ADMINISTRATOR EVALUATION PLAN FORMS

Goal/PF Setting Template: Administrator completes this template and submits it to the evaluator at the goal-setting conference for each goal

Summative Evaluation Document: Administrator submits self-assessment ratings and narrative to evaluator prior to the end of the year conference. Evaluator assigns individual domain rating and overall holistic rating. Evaluator writes summative evaluation narrative.

Weston Public Schools

Action Plan for Goal for School Year _____ – *Administrator name here*

Goal/PF:

Descriptor:

Measurable Objectives:

- X
- X

Strategy / Action	Person Responsible	Measurement	Resources	Due Date	Timeline											
					July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Note. From *The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement*, by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education. Copyright © 2002 Eye on Education, Inc. Reprinted with permission.

Weston Public Schools
Administrator Summative Evaluation Document

Name:

Assignment:

Performance Appraisal Key:

4 - Performs Exemplary

3 - Performs Proficient

2 - Performs Developing

1 – Performs Below Standard

ADMINISTRATOR'S SELF-ASSESSMENT

PERFORMANCE EXPECTATION 1: VISION, MISSION, AND GOALS **SELF-APPRAISAL OF DOMAIN 1 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 2: TEACHING AND LEARNING **SELF-APPRAISAL OF DOMAIN 2 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 3: ORGANIZATIONAL SYSTEMS AND SAFETY **SELF-APPRAISAL OF DOMAIN 3 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 4: FAMILIES AND STAKEHOLDERS
SELF-APPRAISAL OF DOMAIN 4 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 5 ETHICS AND INTEGRITY
SELF-APPRAISAL OF DOMAIN 5 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM
SELF-APPRAISAL OF DOMAIN 6 PERFORMANCE

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

**ADMINISTRATOR'S SELF-ASSESSMENT NARRATIVE INCLUDING DATA SOURCES TO SUPPORT
SELF-APPRAISAL**

EVALUATOR'S APPRAISAL

PERFORMANCE EXPECTATION 1: VISION, MISSION, AND GOALS **SELF-APPRAISAL OF DOMAIN 1 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 2: TEACHING AND LEARNING **SELF-APPRAISAL OF DOMAIN 2 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 3: ORGANIZATIONAL SYSTEMS AND SAFETY **SELF-APPRAISAL OF DOMAIN 3 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 4: FAMILIES AND STAKEHOLDERS
SELF-APPRAISAL OF DOMAIN 4 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 5 ETHICS AND INTEGRITY
SELF-APPRAISAL OF DOMAIN 5 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 6: TEACHING AND LEARNING
SELF-APPRAISAL OF DOMAIN 6 THE EDUCATION SYSTEM

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

EVALUATOR'S NARRATIVE RESPONSE:

_____ **OVERALL HOLISTIC RATING ON A SCALE OF 1 TO 4**

Supervisor: _____ **Title:** _____

Supervisor Signature: _____ **Date:** _____

Signature of Administrator: _____ **Date:** _____

*Administrator signature indicates only that the administrator has read the evaluation and has been informed of the right to comment on or rebut the evaluation. This signature does not necessarily indicate agreement with the Evaluation.

APPENDIX

**CONNECTICUT STANDARDS FOR
SCHOOL LEADER EVALUATION RUBRIC**

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. Diverse perspectives, collaboration, and effective learning	provides limited opportunities for stakeholder involvement in developing and implementing the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	incorporates diverse perspectives and collaborates with all stakeholders ³ to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement.

¹Leader: Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, L. assistant principal, department head and other educational supervisory positions)

²Staff: all educators and non-certified staff

³Stakeholders: a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Shared understandings guide decisions & evaluation of outcomes.</i>	tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.	engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
2 and 3 combined- <i>Communicates vision; Advocates for effective learning for all</i>	Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission and goals. generates some support for equitable and effective learning opportunities for all students.	publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined—Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. Seeks and aligns resources	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Closes achievement gaps	is unaware of the achievement gap ¹ . is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	develops shared understanding and commitment to close achievement gaps ¹ so that all students achieve at their highest levels.	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. Supports and Evaluates Professional Development	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

¹ Achievement gap (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

² Faculty: certified school faculty

3 and 4 combined – Fosters Inquiry and Collaboration for Improvement	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	seeks opportunities for personal and professional growth through continuous inquiry. fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.
5. Supports Teacher Reflection and Leadership	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.	provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team. builds the leadership capacity of promising staff. and distributes leadership opportunities among staff.
6. Provides Feedback to Improve Instruction	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data. assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards</i>	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	develops a shared understanding of curriculum, standards-based instructional programs. ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
<i>3. Improves Instruction for the Diverse Needs of All Students</i>	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations ¹ .	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

¹ Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard	Developing	Proficient	Exemplary
4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	is unaware of how to analyze student progress using student work. supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff. facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
5. <i>Provides Resources and Training for Extended Learning</i>	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.	provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.	builds strong faculty commitment to extending learning beyond the classroom. collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. <i>Supports the Success of Faculty and Students as Global Citizens¹</i>	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

¹ A Global Citizen uses 21st century knowledge, skills and dispositions to communicate effectively; think creatively; respect diversity; gain an awareness and understandings of the wider world; appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined— Uses Multiple Sources of Information to Improve Instruction	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
3. Staff Evaluation	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	sets and monitors meaningful goals with each staff member. accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. develops and supports individual staff learning plans and school improvement goals based on evaluations.
4. Communicates Progress	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

^{1M} Multiple sources of information: Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Safety and security plan	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. Positive school climate for learning	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/emotional safety.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. Community norms for learning	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community and students to develop and review community norms for accountable behavior students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 4 combined – <i>Evaluate and Improve operational systems</i>	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise. processes to improve the operational system.	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. <i>Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. <i>Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice. seeks new capabilities and resources based on school community input.
2. <i>Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1 and 2 combined – Aligns resources to goals</i>	operates a budget that does not align with district or state guidelines. allocates resources that are not aligned to school goals.	develops and operates a budget within fiscal guidelines. aligns resources to school goals and to strengthening professional practice.	develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. seeks, secures and aligns resources to achieve vision; mission and goals to strengthen professional practice and improve student learning.	works with community to secure necessary funds to support school goals. aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
<i>3. Recruits and retains staff</i>	uses hiring processes that involve few recruiting sources. provides limited support for early career teachers and has few strategies to retain teachers.	reviews and improves processes for recruiting and selecting staff. provides support to early career teachers but has limited strategies to develop and retain effective teachers.	implements practices to recruit, support and retain highly qualified staff.	involves all stakeholders in processes to recruit, select and support effective new staff. implements strategies and practices that successfully retain and develop effective staff in the school and district.
<i>4. Conducts staff evaluations</i>	does not consistently implement district/state evaluation processes. evaluation results are not used to improve teaching and learning.	prioritizes and completes staff evaluation processes. is beginning to connect evaluation process and results to professional learning.	conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.	coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. works with staff to connect evaluation processes to professional learning and instructional improvement.

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Accesses family and community resources</i>	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support. scures community resources that are not consistently aligned to student learning.	coordinates the resources of schools, family members and the community to improve student achievement.	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. <i>Engages families in decisions</i>	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	welcomes and engages all families in decision-making to support their children's education.	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. <i>Communicates with families and community</i>	uses limited strategies to communicate with families and community members. limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school.	uses a variety of strategies to engage in open communication with staff and families and community members.	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. <i>Understands and accommodates diverse student and community conditions</i>	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. <i>Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. <i>Collaborates with community programs</i>	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. <i>Involves all stakeholders</i>	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro-vide critical resources for children and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Collaborates with community agencies</i>	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social or other services. provides some access to resources and services to children and families.	collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	proactively identifies and prioritizes essential resources and services for children and families. collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. <i>Develops relationships with community agencies</i>	develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community.	develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.	develops ongoing relationships with community agencies aligned to school needs. assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
3. <i>Applies resources to meet the needs of children and families</i>	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students. supports the educational needs of most families.	applies resources and funds to support the educational needs of all children and families.	identifies educational needs of students and families and aligns all resources to specific needs.

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Professional Responsibility	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. Ethics	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. Equity and Social Justice ¹	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	- removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. - promotes social justice by ensuring all students have access to educational opportunities.
4. Rights and Confidentiality	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	- builds a shared commitment to protecting the rights of all students and stakeholders. - maintains confidentiality, as appropriate.

¹Social Justice: recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
1. <i>Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
5. <i>Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
6. <i>Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
<i>2. Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
<i>3. Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
<i>4. Promotes Appropriate Use of Technology</i>	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
<i>5. Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Promotes public discussion about educational laws, policies and regulations	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. Builds relationships with stakeholders and policymakers	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

3. <i>Advocates for equity, access and adequacy of student and family resources</i>	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.
---	---	--	--	---

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Accurately communicates educational performance</i>	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
2. <i>Improves public understanding of legislation, policy and laws</i>	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	shares information about federal, state and local laws, policies and regulations. provides information to decision-makers and the community.	communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. <i>Upholds laws and influences educational policies and regulations</i>	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	upholds federal, state and local laws and influences policies and regulations in support of education.	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
<i>2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i>	is unaware of policies that result in equitable resources to meet the needs of all students. does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. allocates and distributes school resources among faculty, staff and students.	promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equa and fair for all students.
<i>3. Collaborates with leaders to inform planning, policies and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.

Appendix H: Examples of Evidence for Leader Evaluation Rubric

Performance Expectation 1: Vision, Mission and Goals

Education leaders¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

ELEMENT A: High Expectations for All

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff².

- The vision, mission and goals are supported by current, relevant data
- Written values and beliefs reflect high expectations for all students
- The vision focuses on student academic excellence and healthy social/ emotional development
- Goals and the instructional program are clearly aligned to the vision
- The vision, mission and goals are collaboratively developed by and shared with stakeholder groups

EXAMPLES OF EVIDENCE

The school's goals and vision are shared and widely known within the school community

- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short and long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

ELEMENT B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

- The school's goals and vision are shared and widely known within the school community
- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short- and-long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

¹Leader: Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²Staff: All educators and non-certified staff

ELEMENT C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

- Disaggregated student data is continually monitored and analyzed to determine the current state of the school
- Progress toward goals is collaboratively reviewed to make necessary adjustments that keep the focus on student outcomes
- Fiscal and human resources are aligned with and support priority areas and goals

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

ELEMENT A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

- Stakeholders are focused on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress
- Effective instructional practices are being implemented across multiple classrooms
- Staff are actively engaged in job-embedded collaborative learning including observations of other teachers
- Teachers are frequently observed by peers and the principal who provide actionable feedback for reflection and improved instruction
- Teacher leadership opportunities are available and designed to support improved instruction and student outcomes

ELEMENT B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

- The school instructional framework aligns curriculum with standards, instruction, assessment and learning
- A rigorous, relevant and standards-based curriculum that meets the unique needs of each student is being implemented
- Stakeholders collaboratively review and analyze the effectiveness of the curriculum to make real-time and necessary adjustments
- Faculty and students are offered diverse and innovative learning opportunities that extend beyond the classroom

ELEMENT C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

- Systems to access real-time data and purposefully monitor progress toward goals are in place and operational
- Information from multiple sources – qualitative and quantitative, formative and summative – is collaboratively collected and analyzed
- Teachers and staff are evaluated and receive targeted support and guidance through on-going classroom visits and dialogue
- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

- The school building is clean and safe in accordance with the school safety plan and any legal regulations
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

- School building is clean and safe in accordance with the school safety plan and any legal regulations
- Operational responsibilities are distributed among the individuals responsible for the students' education and well-being
- Up-to-date data systems are used to inform operational, instructional and safety procedures
- Technology equipment is functional and supports the success of all students and adults

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

- Instructional funds are transparently and equitably distributed to accomplish the organizational goals
- Teachers who have the expertise to deliver instruction that maximizes student learning are recruited and retained
- Teachers and staff are evaluated and receive targeted support and guidance as required by district and state evaluation requirements

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

- School staff, families and community members interact and communicate regularly to share ownership for the success of the school
- The school meaningfully engages families in the learning process

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

- The success of all students is promoted through collaboration among family and community partners
- School leadership welcomes and responds to diverse community interests and needs and mobilizes community resources
- Families and community members from a diversity of cultures and backgrounds are engaged as partners in the learning process
- Structures are in place to ensure all stakeholders, regardless of position or viewpoint, are engaged in the learning community

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

- Community resources are leveraged to meet student needs such as after-school food sources, health care services, employment opportunities, social services and additional educational services
- School resources are used to support the needs of students and their families

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

- Expectations for professional and ethical behavior are clearly communicated and modeled by school personnel
- Program implementation and outcome data are monitored to ensure equity and guarantee that all students are justly served
- There are audits of student and adult data to ensure privacy and confidentiality are maintained

Element B: Personal Values and Beliefs:

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

- Each person in the learning community is known, valued and respected
- Influential educational, political and community leaders are mobilized to advocate for the vision, mission and goals of the school
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

Element C: High Standards for Self and Others.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

- Life-long learning is modeled by staff through engaging in professional learning that is aligned with the vision, goals and objectives of the school
- Current educational research and best practices are reflected in all facets of the school
- Resources are equitably allocated to the core components of student academic, social, emotional, behavioral and physical development as well as to educator quality
- Technology is appropriately used for learning and communication purposes
- The learning community is inspired to work together toward high levels of student performance

EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

- The goals of the school and education more broadly are promoted and advocated for throughout the school community
- Internal stakeholders are equipped with talking points and advocacy plans so they can influence key external groups with a consistent voice

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision
- The school complies with legal and ethical requirements in relationships with all stakeholders and clearly communicates all applicable state, federal and district policies, procedures and guidelines
- Structures and systems are in place to review compliance with all laws

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

- The school leader is a visible ambassador for education in the learning community and in the district, city, state or nation
- Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education

Weston Public Schools

Financial Report #1 FY 2014

The attached financial report reflects year-to-date expenditures and encumbrances through October 15, 2014, for the General Fund Operating Budget. The financial information presented in this report includes the adopted budget, budget transfers, the revised budget, actual year-to-date expenditures, encumbrances and the remaining budget balance. As part of the FY 2016 budget preparation process, the Director of Finance and Operations will analyze each account and develop a full-year forecast for FY 2015. This analysis will project actual expenditures as compared to budget. The full-year forecast will be completed in early December and will be reflected in subsequent Financial Reports, with the addition of a column titled "Anticipated Expenditures."

The following transfers are reflected in Financial Report #1:

1. This report includes budget transfers between the teachers' salary accounts of the schools and departments for the following reasons: teachers move from one school to another, turnover savings as a result of retirements or other employment terminations, degree changes and enrollment related staffing changes. The following budget transfer accounts for these changes:

The following Certified Salary Accounts were increased:	
Hurlbutt Elementary School	82,746
District-wide – Turnover Savings	<u>173,352</u>
Total Increases	256,098
The following Certified Salary Accounts were decreased:	
Weston Intermediate School	39,585
Weston Middle School	82,171
Weston High School	7,195
Curriculum and Instructions	24,183
District-wide – Staffing Allowance	61,824
District-wide – Degree Changes	<u>41,140</u>
Total Decreases	256,098

2. There were a few transfers of less than 5,000 between non-certified salary accounts for the reallocation of Para-Professionals between schools and departments. The following budget transfer reflects these changes:

The following Non-Certified Salary Accounts were increased:	
Weston Intermediate School	1,861
Weston High School	<u>560</u>
Total Increases	2,421
The following Non-Certified Salary Accounts were decreased:	
Weston Middle School	2,421

3. The District-wide budget included an allowance of 49,500 for salary increases for all staff that are not affiliated with a collective bargaining union. The following budget transfer reflects these changes:

The following Certified Salary Accounts were increased:	
District Administration	19,082
Curriculum and Instruction	3,993
The following Non-Certified Salary Accounts were increased:	
Special Education	1,421
Pupil Personnel	1,050
Curriculum & Instruction	1,312
Technology	4,386
District Administration	7,709
Facilities	363
Transportation	1,273
Energy Management	950
Total Increases	41,539
The following Certified Salary Account was decreased:	
District-wide – Salary Allowance	41,539

4. Two key technology staff members left the district during the FY 2014. In hiring qualified replacements, market competition to recruit highly talented individuals resulted in a mid-year combined adjustment of 18,655 for these two positions that oversee PowerSchool and assist with network systems for the District. The salary increases for these two positions were implemented after the FY 2015 budget had already been submitted to the Town, creating the need for the adjustment in the FY 2015 budget. The planned market-driven increase of 17,257 for the Director of Technology was funded primarily with savings in the turnover of the Director of Facilities Position (7,109 from Non-Certified Salary Account in Facilities), and

- budgeted funds for the adjustment (7,109 from the Salary Allowance account). A total of 20,842 from the unexpended Certified Salaries Account in the Weston Intermediate School budget was transferred to address the increase of 18,655 for the two mid-year hires of FY 2014, as well as the remaining 2,187 required for the market-driven adjustment to the Director of Technology.
5. There is a transfer of 5,000 from the Pension Program in the Employee Benefits budget to the Certified Salary Account in the District Administration budget. This transfer is necessary to properly classify an annuity to the Salary Account.
 6. The Special Education Director identified the need for additional Special Education Para-Professional support for new students/newly identified services to the district at a cost of 46,273. This need is funded from remaining funds in the Special Education Certified Salary Account related to turnover savings.
 7. The Non-Certified Salary Account for the 2014 summer school program in Special Education exceeded the budget by 6,257. Funds were transferred from the Special Education Certified Salary Account for the summer school program, which had an available balance of 10,399 after the processing of related payrolls.
 8. In the past, the Career Center at Weston High School was opened for 150 of the 180 school days. Based on a needs assessment, it was determined that this service needed to be available to students when school is in session. As a result, the days and hours of the staff were adjusted to meet this need. The cost of additional staffing is \$8,319. Funding for this change is from the unencumbered Certified Salaries Account in the Weston Intermediate School budget.
 9. The Assistant Superintendent transferred 5,252 into the Curriculum Writing Account to complete summer projects. The following funds support this need: 4,145 from the Professional Technical Services Account, 742 from the Curriculum and Instructional Leader Account (turnover savings) and 365 from Materials all within the Curriculum and Instruction budget.
 10. The Town and Board of Education have one policy for Workers' Compensation through CIRMA. The allocation of premium between the Town and Board is based on claims experience. Accordingly, the Board's portion of the allocation increased by 10% for FY 2015. The cost of this shift plus the increase in premium of approximately 7% has created a budget shortfall of 51,851. Since this invoice needed to be paid, funds have been temporarily transferred from the Social Security and Medicare accounts. Funding sources will be identified when all of the accounts through-out the budget are re-forecasted in early December and a transfer will follow in a subsequent report.
 11. The renewal for Athletic Insurance coverage increased by 91.5% or 9,516 based on claims experience. The district had a guaranteed premium of 10,400 for the previous two years. The Liability Insurance Account had a remaining balance of

4,973, and the Non-Certified Salary Account in the Athletic budget funded the remaining balance of 4,543. These funds were available because of a change in staff.

12. The following Non-Salary Account transfers of less than 5,000 are included in this Financial Report:

Hurlbutt Elementary School	
To: Equipment (additional classroom section)	2,000
Facilities	
From: Contracted Services	1,528
Materials	472
Weston Middle School:	
To: Books	550
From: Equipment Repairs	500
Materials	50
Technology	
To: Software (art program)	3,500
Weston High School	
From: Materials	3,500
Curriculum & Instruction	
To: Books	1,865
From: Professional Technical Services	1,865
Curriculum & Instruction	
To: Equipment	734
From: Materials	734
Facilities	
To: Professional Technical Services	200
From: Contracted Services	200

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Certified Salaries	23,053,111	-98,606	22,954,505	4,055,317	17,881,253	21,936,570	1,017,935
Non-Certified Salaries	6,060,278	103,573	6,163,851	1,459,844	4,341,270	5,801,114	362,737
Employee Benefits	9,329,354	-5,000	9,324,354	3,178,311	0	3,178,311	6,146,043
Total Employee Cost	38,442,743	-33	38,442,710	8,693,472	22,222,523	30,915,995	7,526,715
Professional Educational Services	832,000	0	832,000	71,086	254,827	325,913	506,087
Professional Technical Services	721,405	-5,810	715,595	124,441	242,336	366,777	348,818
Utilities	119,078	0	119,078	40,801	71,248	112,049	7,029
Contracted Services/Maint. Projects	2,526,480	-1,728	2,524,752	987,613	1,122,797	2,110,410	414,342
Equipment Repair/Rental	700,774	500	701,274	158,223	98,593	256,816	444,458
Communications	117,837	0	117,837	21,538	40	21,578	96,259
Other Insurance	204,558	4,543	209,101	209,101	0	209,101	0
Postage/Advertising/Printing	59,003	0	59,003	16,402	4,560	20,962	38,041
Out-of-District Tuition	1,767,043	0	1,767,043	471,256	980,866	1,452,122	314,921
Training & Reimbursable Expenses	83,310	0	83,310	23,477	9,501	32,978	50,332
Energy	1,109,253	0	1,109,253	90,256	1,479	91,735	1,017,518
Materials	1,231,219	-1,521	1,229,698	467,008	192,058	659,066	570,632
Books	190,011	1,315	191,326	119,828	12,741	132,569	58,757
Equipment	53,874	2,734	56,608	15,157	2,433	17,590	39,018
Dues & Fees	94,490	0	94,490	65,816	11,977	77,793	16,697
Miscellaneous	20,500	0	20,500	15,649	1,760	17,409	3,091
Total Non-Salary Accounts	9,830,835	33	9,830,868	2,897,652	3,007,216	5,904,868	3,926,000
General Fund Budget	48,273,578	0	48,273,578	11,591,124	25,229,739	36,820,863	11,452,715
<i>Fees/Gate Receipts/P&R</i>	-161,927	0	-161,927	0	0	0	-161,927
<i>Excess Cost Grant/Tuitions/Rev.</i>	-746,795	0	-746,795	-61,434	0	-61,434	-685,361
Total General Fund & Grants	47,364,856	0	47,364,856	11,529,690	25,229,739	36,759,429	10,605,427

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Hurlbutt Elementary School							
Certified Salaries	2,679,700	82,746	2,762,446	459,936	2,250,266	2,710,202	52,244
Non-Certified Salaries	319,000	0	319,000	63,454	253,355	316,809	2,191
Professional Technical Services	850	0	850	0	0	0	850
Equipment Repair/Rental	3,740	0	3,740	128	0	128	3,612
Postage/Advertising/Printing	1,000	0	1,000	0	0	0	1,000
Reimbursable Expenses	250	0	250	0	0	0	250
Materials	65,604	0	65,604	39,450	10,637	50,087	15,517
Books	17,350	0	17,350	8,128	757	8,885	8,465
Equipment	909	2,000	2,909	0	1,000	1,000	1,909
Dues & Fees	1,817	0	1,817	39	0	39	1,778
	<u>3,090,220</u>	<u>84,746</u>	<u>3,174,966</u>	<u>571,135</u>	<u>2,516,015</u>	<u>3,087,150</u>	<u>87,816</u>
Weston Intermediate School							
Certified Salaries	3,554,330	-68,746	3,485,584	577,973	2,808,795	3,386,768	98,816
Non-Certified Salaries	250,406	1,861	252,267	50,141	200,948	251,089	1,178
Professional Technical Services	900	0	900	240	0	240	660
Equipment Repair/Rental	3,220	0	3,220	90	0	90	3,130
Postage/Advertising/Printing	1,220	0	1,220	176	0	176	1,044
Reimbursable Expenses	250	0	250	0	0	0	250
Materials	42,058	0	42,058	15,281	10,166	25,447	16,611
Books	41,185	0	41,185	21,561	2,922	24,483	16,702
Equipment	0	0	0	0	0	0	0
Dues & Fees	1,239	0	1,239	2,185	0	2,185	-946
	<u>3,894,808</u>	<u>-66,885</u>	<u>3,827,923</u>	<u>667,647</u>	<u>3,022,831</u>	<u>3,690,478</u>	<u>137,445</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Weston Middle School							
Certified Salaries	4,345,812	-82,171	4,263,641	711,601	3,367,389	4,078,990	184,651
Non-Certified Salaries	193,337	-2,421	190,916	37,763	139,722	177,485	13,431
Professional Technical Services	19,160	0	19,160	0	134	134	19,026
Equipment Repair/Rental	7,655	500	8,155	891	1,300	2,191	5,964
Postage/Advertising/Printing	3,452	0	3,452	417	1,333	1,750	1,702
Reimbursable Expenses	550	0	550	0	0	0	550
Materials	88,551	50	88,601	26,765	16,857	43,622	44,979
Books	21,858	-550	21,308	3,519	4,297	7,816	13,492
Equipment	13,200	0	13,200	333	135	468	12,732
Dues & Fees	5,064	0	5,064	1,210	347	1,557	3,507
	<u>4,698,639</u>	<u>-84,592</u>	<u>4,614,047</u>	<u>782,499</u>	<u>3,531,514</u>	<u>4,314,013</u>	<u>300,034</u>
Weston High School							
Certified Salaries	5,408,346	-7,195	5,401,151	901,595	4,329,651	5,231,246	169,905
Non-Certified Salaries	188,227	560	188,787	41,241	146,671	187,912	875
Professional Technical Services	15,495	0	15,495	255	0	255	15,240
Equipment Repair/Rental	13,829	0	13,829	2,801	600	3,401	10,428
Postage/Advertising/Printing	13,976	0	13,976	7,066	0	7,066	6,910
Reimbursable Expenses	3,090	0	3,090	0	0	0	3,090
Materials	163,116	-3,500	159,616	60,362	39,313	99,675	59,941
Books	29,973	0	29,973	10,688	4,036	14,724	15,249
Equipment	10,445	0	10,445	0	889	889	9,556
Dues & Fees	13,191	0	13,191	9,459	120	9,579	3,612
Parking Fees	-30,000	0	-30,000	0	0	0	-30,000
	<u>5,829,688</u>	<u>-10,135</u>	<u>5,819,553</u>	<u>1,033,467</u>	<u>4,521,280</u>	<u>5,554,747</u>	<u>264,806</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Athletics							
Certified Salaries/Coaches Stipends	480,615	0	480,615	96,919	100,136	197,055	283,560
Non-Certified Salaries	116,251	-4,543	111,708	17,345	31,459	48,804	62,904
Professional Technical Services	77,696	0	77,696	17,825	11,100	28,925	48,771
Police/Fire Services	4,300	0	4,300	0	2,500	2,500	1,800
Insurance	10,400	9,516	19,916	19,916	0	19,916	0
Transportation - Extra Curricular	79,534	0	79,534	11,234	22,766	34,000	45,534
Materials	57,750	0	57,750	15,217	11,408	26,625	31,125
Equipment	2,000	0	2,000	0	0	0	2,000
Dues & Fees	15,455	0	15,455	10,000	0	10,000	5,455
Participation Fees/Gate Receipts	-91,904	0	-91,904	0	0	0	-91,904
	752,097	4,973	757,070	188,456	179,369	367,825	389,245
Special Education							
Certified Salaries	3,412,614	-52,530	3,360,084	613,630	2,573,647	3,187,277	172,807
Non-Certified Salaries	1,407,109	53,951	1,461,060	329,124	1,036,745	1,365,869	95,191
Professional Educational Services	780,000	0	780,000	71,086	254,827	325,913	454,087
Professional Technical Services	170,800	0	170,800	5,005	51,709	56,714	114,086
Equipment Repair/Rental	5,000	0	5,000	0	0	0	5,000
Tuition Out-of-District	1,767,043	0	1,767,043	471,256	980,866	1,452,122	314,921
Reimbursable Expenses	3,000	0	3,000	0	0	0	3,000
Materials	39,350	0	39,350	10,348	5,207	15,555	23,795
Books	5,900	0	5,900	1,051	0	1,051	4,849
Equipment	15,000	0	15,000	1,770	409	2,179	12,821
Dues & Fees	2,000	0	2,000	500	335	835	1,165
Excess Cost Grant/Pre-School	-746,795	0	-746,795	-48,550	0	-48,550	-698,245
	6,861,021	1,421	6,862,442	1,455,220	4,903,745	6,358,965	503,477

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Pupil Personnel Services							
Certified Salaries	1,654,592	0	1,654,592	282,697	1,341,358	1,624,055	30,537
Non-Certified Salaries	699,065	9,369	708,434	138,065	533,357	671,422	37,012
Professional Technical Services	206,000	0	206,000	28,744	86,020	114,764	91,236
Equipment Repair/Rental	1,603	0	1,603	525	0	525	1,078
Postage/Advertising/Printing	7,535	0	7,535	1,803	2,000	3,803	3,732
Reimbursable Expenses	1,500	0	1,500	0	0	0	1,500
Materials	16,543	0	16,543	7,229	3,619	10,848	5,695
Equipment	0	0	0	0	0	0	0
Dues & Fees	575	0	575	0	0	0	575
	<u>2,587,413</u>	<u>9,369</u>	<u>2,596,782</u>	<u>459,063</u>	<u>1,966,354</u>	<u>2,425,417</u>	<u>171,365</u>
Curriculum & Instructional Improvement							
Certified Salaries	833,718	-15,680	818,038	206,001	587,565	793,566	24,472
Non-Certified Salaries	58,282	1,312	59,594	18,337	41,257	59,594	0
Professional Educational Services	52,000	0	52,000	0	0	0	52,000
Professional Technical Services	131,100	-6,010	125,090	37,319	54,888	92,207	32,883
Training & Reimbursable Expenses	58,170	0	58,170	19,206	9,501	28,707	29,463
Materials	8,725	-1,099	7,626	2,953	682	3,635	3,991
Books	73,745	1,865	75,610	74,881	729	75,610	0
Equipment	12,320	734	13,054	13,054	0	13,054	0
Dues & Fees	25,349	0	25,349	14,305	10,739	25,044	305
	<u>1,253,409</u>	<u>-18,878</u>	<u>1,234,531</u>	<u>386,056</u>	<u>705,361</u>	<u>1,091,417</u>	<u>143,114</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Technology							
Certified Salaries	124,304	0	124,304	19,103	104,258	123,361	943
Non-Certified Salaries	485,236	40,298	525,534	153,119	367,103	520,222	5,312
Professional Technical Services	66,820	0	66,820	16,251	32,228	48,479	18,341
Equipment Repair/Rental	423,864	0	423,864	91,896	0	91,896	331,968
Communications	23,400	0	23,400	7,200	0	7,200	16,200
Reimbursable Expenses	3,000	0	3,000	750	0	750	2,250
Materials	27,025	0	27,025	8,022	1,620	9,642	17,383
Software	271,593	3,500	275,093	188,569	66,998	255,567	19,526
Equipment	0	0	0	0	0	0	0
Dues & Fees	0	0	0	0	0	0	0
	<u>1,425,242</u>	<u>43,798</u>	<u>1,469,040</u>	<u>484,910</u>	<u>572,207</u>	<u>1,057,117</u>	<u>411,923</u>
District Administration							
Certified Salaries	579,968	24,082	604,050	185,862	418,188	604,050	0
Non-Certified Salaries	357,399	7,709	365,108	107,345	245,387	352,732	12,376
Professional Technical Services	97,500	0	97,500	36,147	14,857	51,004	46,496
Equipment Repair/Rental	1,000	0	1,000	0	0	0	1,000
Postage/Advertising/Printing	13,750	0	13,750	1,127	1,227	2,354	11,396
Reimbursable Expenses	10,500	0	10,500	2,860	0	2,860	7,640
Materials	20,385	0	20,385	5,840	2,118	7,958	12,427
Equipment	0	0	0	0	0	0	0
Dues & Fees	29,320	0	29,320	28,118	436	28,554	766
Miscellaneous	6,500	0	6,500	3,229	1,760	4,989	1,511
	<u>1,116,322</u>	<u>31,791</u>	<u>1,148,113</u>	<u>370,528</u>	<u>683,973</u>	<u>1,054,501</u>	<u>93,612</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
Facilities							
Non-Certified Salaries	1,689,562	-6,746	1,682,816	416,129	1,139,973	1,556,102	126,714
Professional Technical Services	8,480	200	8,680	480	0	480	8,200
Utilities	119,078	0	119,078	40,801	71,248	112,049	7,029
Contracted Services	1,138,700	-1,728	1,136,972	365,412	477,835	843,247	293,725
Maintenance Projects	0	0	0	0	0	0	0
Equipment Repair/Rental	93,096	0	93,096	16,081	20,035	36,116	56,980
Communications	94,437	0	94,437	14,338	40	14,378	80,059
Property Insurance	98,231	0	98,231	98,231	0	98,231	0
Reimbursable Expenses	3,000	0	3,000	661	0	661	2,339
Materials	264,668	-472	264,196	56,787	21,775	78,562	185,634
Equipment	0	0	0	0	0	0	0
Dues & Fees	480	0	480	0	0	0	480
Miscellaneous	14,000	0	14,000	12,420	0	12,420	1,580
In-Kind Revenue from Parks & Rec.	-40,023	0	-40,023	0	0	0	-40,023
	<u>3,483,709</u>	<u>-8,746</u>	<u>3,474,963</u>	<u>1,021,340</u>	<u>1,730,906</u>	<u>2,752,246</u>	<u>722,717</u>
Energy Management							
Non-Certified Salaries	42,241	950	43,191	13,290	29,901	43,191	0
Energy	1,109,253	0	1,109,253	90,256	1,479	91,735	1,017,518
	<u>1,151,494</u>	<u>950</u>	<u>1,152,444</u>	<u>103,546</u>	<u>31,380</u>	<u>134,926</u>	<u>1,017,518</u>
Transportation							
Non-Certified Salaries	193,863	1,273	195,136	61,386	130,128	191,514	3,622
Contracted Services	1,230,550	0	1,230,550	593,142	611,096	1,204,238	26,312
Equipment Repair	20,000	0	20,000	9,131	3,210	12,341	7,659
Auto Insurance	8,410	0	8,410	8,410	0	8,410	0
Materials (fuel & Misc. Mat.)	151,980	0	151,980	21,843	0	21,843	130,137
Equipment	0	0	0	0	0	0	0
Revenue	0	0	0	0	0	0	0
	<u>1,604,803</u>	<u>1,273</u>	<u>1,606,076</u>	<u>693,912</u>	<u>744,434</u>	<u>1,438,346</u>	<u>167,730</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #1**

July 2014 - September 2014

Descriptions	FY 2014 Adopted Budget	Budget Adjustments	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Expended & Encumbered	Balance
District Wide							
Liability Insurance	87,517	-4,973	82,544	82,544	0	82,544	0
Regular Education - Tuition	0	0	0	-12,884	0	-12,884	12,884
Staffing Allowance	61,824	-61,824	0			0	0
Degree Changes	41,140	-41,140	0			0	
Salary Allowance	49,500	-49,500	0			0	0
Turnover Savings	-173,352	173,352	0			0	0
	<u>66,629</u>	<u>15,915</u>	<u>82,544</u>	<u>69,660</u>	<u>0</u>	<u>69,660</u>	<u>12,884</u>
Employee Benefits							
Health Benefits	6,837,247	0	6,837,247	2,279,082	0	2,279,082	4,558,165
Social Security	490,505	-25,925	464,580	113,433	0	113,433	351,147
Medicare	423,060	-25,926	397,134	77,180	0	77,180	319,954
Workers Compensation	167,021	51,851	218,872	218,872	0	218,872	0
Unemployment Compensation	70,000	0	70,000	9,909	0	9,909	60,091
Early Retirement	4,759	0	4,759	4,759	0	4,759	0
Pension Program	843,835	-5,000	838,835	188,064	0	188,064	650,771
GASB 43/45	250,000	0	250,000	250,000	0	250,000	0
Tuition Reimbursement	70,000	0	70,000	0	0	0	70,000
Life Insurance	84,790	0	84,790	28,325	0	28,325	56,465
Disability Insurance	16,313	0	16,313	4,617	0	4,617	11,696
Sick Bank	61,824	0	61,824	0	0	0	61,824
Management Services	10,000	0	10,000	4,070	0	4,070	5,930
	<u>9,329,354</u>	<u>-5,000</u>	<u>9,324,354</u>	<u>3,178,311</u>	<u>0</u>	<u>3,178,311</u>	<u>6,146,043</u>
Copy Center							
Non-Certified Salaries	60,300	0	60,300	13,105	45,264	58,369	1,931
Equipment Rental	127,767	0	127,767	36,680	73,448	110,128	17,639
Postage	18,070	0	18,070	5,813	0	5,813	12,257
Materials	13,871	0	13,871	8,342	1,658	10,000	3,871
	<u>220,008</u>	<u>0</u>	<u>220,008</u>	<u>63,940</u>	<u>120,370</u>	<u>184,310</u>	<u>35,698</u>

**Weston Public Schools
Budget Assumptions
FY 2016
DRAFT**

The following factors will be considered and will influence the development of the FY 2016 Requested Operating Budget:

1. The district will evaluate the cost of implementing each component of the adopted Strategic Plan for 2015-2016, prioritize needs, and work with the Board of Education to determine which, if all, of the components may be achieved within the projected timelines of that document for:

- I. Teaching and Learning
- II. Student Needs
- III. Communications and Community Outreach
- IV. Resources, Operations and Finance

The school and cost center budgets include the requests related to the Strategic Plan. Administrators will highlight these costs when they present their budgets.

2. The district will continue to explore and implement opportunities to be more cost effective, and to avoid and contain costs wherever possible.

On the drawing board:

- a. Health Benefits: The district will obtain competitive bid from carriers for the health insurance benefits it provides to its employees.
 - b. Energy: Continue oversight of the Energy Education Program, upgrade automated energy management systems in the elementary and middle schools, implement recommendations from the CL&P energy upgrade incentive program and lock-in natural gas prices if advisable in FY 2015 for FY 2016 heating season.
 - c. Transportation: The district review options to extend the existing student transportation contract with First Student, or obtain competitive bids.
 - d. Continue to contain costs by virtualizing aged equipment and leveraging privately owned equipment of staff and students.
 - e. Expand wireless capabilities, strengthen the virtual infrastructure, consolidate system services, and support end users with congruous staffing levels.
 - f. Continue to explore opportunities to partner with town agencies and other school districts to maximize efficiencies and reduce costs.
3. Review current and projected Enrollment Data: listed below are the FY 2015 actual enrollment and FY 2016 projected student enrollment figures. The district relies on NESDEC to forecast enrollment for Kindergarten through grade 12. Our Special Education department forecasts enrollment for all students in our pre-school program and those that are placed in educational facilities outside the Weston Public Schools. Neither the pre-school nor the out-of-district placement students are included in the Kindergarten through grade 12 enrollment numbers below.

Grade	Actual Enrollment October 1, 2014	Projected Enrollment 2015-2016	Change
K	140	113	-27
1	150	151	+1
2	146	162	+16
Hurlbutt Elementary School Total	436	426	-10
3	185	153	-32
4	177	188	+11
5	186	183	-3
Intermediate School Total	548	524	-24
6	203	194	-9
7	188	200	+12
8	212	190	-22
Middle School Total	603	584	-19
9	201	209	+8
10	207	200	-7
11	206	203	-3
12	167	203	+36
High School Total	781	815	+34
In-District Total (K-12)	2,368	2,349	-19
Out-of-District (K-12)	22	22	-
Total (K-12)	2,390	2,371	-19
Pre-School	32	33	+1
Total Enrollment	2,422	2,404	-18

Budget class size based on the following guidelines: Kindergarten and grade 1 – range from 1:18 to 1:20 students; grades 2 through 12 – range from 1:20 to 1:24 students per class. This budget includes one contingency position to fund a teacher if the average class size exceeds the guidelines as a result of additional unanticipated enrollment.

Note: There are 17 students that attend our schools from Bridgeport through the Open Choice program. These students are reflected in the enrollment numbers presented above. We anticipate enrolling two students in Kindergarten from this program in FY 2016. In

addition, if there is attrition in grades 1 through 8 the district will consider opening these seats to new Open Choice students. This decision is enrollment driven, and will be made in late August or earlier if possible. Students will not be accepted if additional classroom teachers are required.

4. Include costs associated with employee contracts.
 - a. WAA: The average increase is 2.15%.
 - b. WTA: Currently in negotiations.
 - c. AFSCME: Negotiations are pending.
 - d. The salaries for employees that are not affiliated with a union are determined in June. The budget will include an allocation to fund these salary increases.
5. The cost of consumable goods and services will be based on existing contracts or increase by a projected CPI of 2.1%.
6. Review and reinstate items, as appropriate, that were eliminated as a result of budget reductions in prior budget years.
7. Meet all Federal and State mandates — including but not limited to: Individuals with Disabilities Education Act (special education) and Americans with Disabilities Act; No Child Left Behind (NCLB) Act; Revised State Frameworks; Unified Chart of Accounts; and Smarter Balance.
8. Implement curricular and instructional initiatives through Professional Development and Curriculum Renewal. This work includes the newly mandated shift to Common Core, as well as funding existing programs and expands blended learning and other initiatives.
9. Continue programs for preventative maintenance and school safety for all facilities; provide resources for ongoing maintenance.
10. Maintain quality of technology in support of student learning and prepare for mandated on-line testing.
11. The schools and departments may develop strategies to accomplish the same results with efficient and effective approaches, employing innovative strategies to maximize outcomes at the lowest cost to the community.
12. Continue to focus on the needs of the whole child by providing and maintaining quality programs and services.
13. Develop a Business Plan for an Enterprise Fund that would generate net revenues to be reinvested into the school district.

2016 Budget Calendar- DRAFT

10/08/14 (Wed.)	Administrative Council receives DRAFT copy of Budget Assumptions and Budget Calendar
10/9-10/23/14 (Thurs.) – (Thurs.)	Schools and Departments to schedule meetings with the Director of Finance and Operations, if necessary
10/10/14 (Fri.)	Board of Education Finance Committee Meeting Reviews Budget Assumptions and Calendar
10/20/14 (Mon.)	Board of Education receives and takes action on DRAFT copy of Budget Assumptions and Budget Calendar
11/4/14 (Tues.)	Budget request workbooks due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available)
11/7/14 (Fri.)	Director of Finance and Operations disseminates a “Working Copy” for the district’s budget request by Program/Cost Center
11/12/14 (Wed.)	Administrative team shares Budget Request 2:00 p.m. - 8:00 p.m. – WHS Main Office Conference Room
11/18/14 (Tues.)	Administrative team establishes Budget Priorities 2:00 p.m. - 8:00 p.m. – WHS Main Office Conference Room
11/20/14 (Thurs.)	Administrative team modifies Budget Requests (if needed) 2:00 p.m. - 6:00 p.m. – WHS Main Office Conference Room
11/25/14 (Tues.)	Administrative team submission date for Budget Narrative(s)
12/01/14 (Mon.)	Administrative team submission date for Pictures
12/04/14 (Thurs.)	Board of Education Finance Committee Meeting
12/05/14 (Fri.)	Director of Finance and Operations disseminates a DRAFT copy of cost center budget document to Administrators for final review.
12/09/14 (Tues.)	Administrators provide Director of Finance with final edits for their section of the budget document.
12/15/14 (Mon.)	Draft FY 2016 Administrative Budget Request delivered to Board of Education

01/07/15 (Wed.)	Final FY 2016 Administrative Budget Request delivered to Board of Education, if there are changes to the Draft
01/13/15 (Tues.)	Budget Workshop #1 – Weston Middle School Library (Televised) Superintendent Overview; Instructional Program; District Wide Services; District Administration; Technology 7:00 p.m. - 9:00 p.m.
01/20/15 (Tues.)	Budget Workshop #2 – Weston Middle School Library (Televised) Hurlbutt Elementary School; Weston Intermediate School; Weston Middle School; Weston High School; Athletics 7:00 p.m. - 9:00 p.m.
01/22/15 (Thurs.)	Budget Workshop #3 – Weston Middle School Library (Televised) Facilities; Special Education; Pupil Personnel Services; Summary 7:00 p.m. - 9:00 p.m.
01/24/15 (Sat.)	Hold for Workshop Snow Date (Makeup Meeting)
01/26/15 (Mon.)	Board of Education Meeting – Weston Middle School Library (Televised) 6:00 p.m. - 9:00 p.m. Approval and Adoption of the Budget
2/03/15 (Tues.)	Board of Education transmits budget request to the Board of Selectmen (Charter requires by February 3)
TBD	Board of Selectmen reviews Board of Education budget request 7:30 p.m.
TBD	Board of Selectmen reviews Board of Education budget request (if necessary) and continues review of Board of Selectmen's request (if necessary). Board of Selectmen votes on and transmits First Selectman's and Board of Education's budgets to Board of Finance. (<u>Charter requires by February 25</u>) Board also nominates moderator for Annual Town Budget Meeting. 7:30 p.m.
TBD	Deliver Budget Books to Board of Finance
TBD	Board of Finance reviews Board of Education budget request 7:30 p.m.
TBD	Board of Finance reviews Board of Education budget request (if necessary) 7:30 p.m.

TBD	Publish Notice of Public Hearing on budget (Charter requires 10 days prior to Public Hearing)
TBD	Board of Finance holds Public Hearing on budget request (Charter requires at least two weeks prior to Annual Budget Meeting) 8:00 p.m. – Weston Middle School Cafeteria
TBD	Additional Public Hearing on budget request (if necessary) 8:00 p.m. – Weston Middle School Cafeteria
TBD	Board of Finance Budget Deliberation Meeting 7:30 p.m.
TBD	Publish and Post Notice of Annual Town Budget Meeting (Charter requires at least five days prior to meeting)
TBD	Annual Town Budget Meeting 8:00 p.m. – Weston High School Auditorium
TBD	Proposed Referendum
TBD	Board of Finance meets after Town Meeting

neem

ENERGY CONSERVATION PROJECT

Prepared for...

**Weston Schools
Middle School Exterior
135 School Rd
Weston, CT 06883**



New England Energy Management, Inc.
October 15, 2014

Company Overview

New England Energy Management, Inc. (“NEEM”) has been a pioneer in the energy efficiency market since 1988. We are a nationwide organization comprised of technical experts providing turn-key energy solutions. Our services focus on lighting, building automation controls, HVAC, refrigeration, motors, drives, compressed air, solar, geothermal and more.

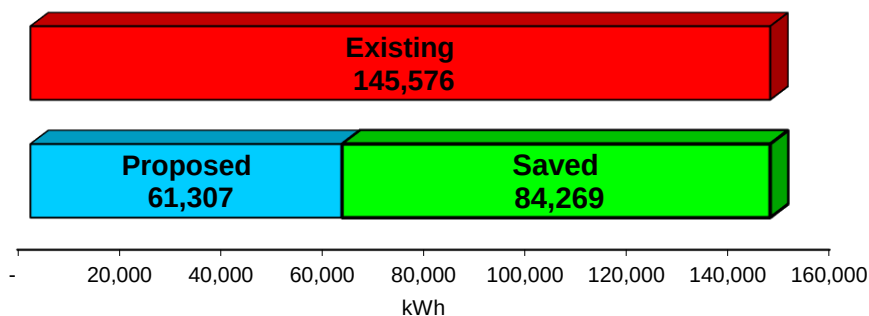
Our core values are built around customer service and satisfaction. Your Project Manager and the entire NEEM personnel will be here to guide you and answer any questions you may have. Our team is focused on serving your needs and doing what it takes to get the job done right, on time and with the least possible impact on your operations.

We have completed thousands of successful projects throughout the country and have an impeccable reputation with some of the country’s most recognized businesses including; Ford Motor Company, Pratt & Whitney, Coca Cola, Reebok, Pitney Bowes, Burlington Coat Factory, FedEx, UPS and many more. Please contact for any referral information. We look forward to servicing you with the same level of professionalism and expertise.

Energy Reduction

The project configuration shows a significant reduction in the kilowatt hours for your facility. The reduction in kW demand is a significant factor as utility rates rise in the future, ultimately reducing the project payback.

Lighting Consumption kWh

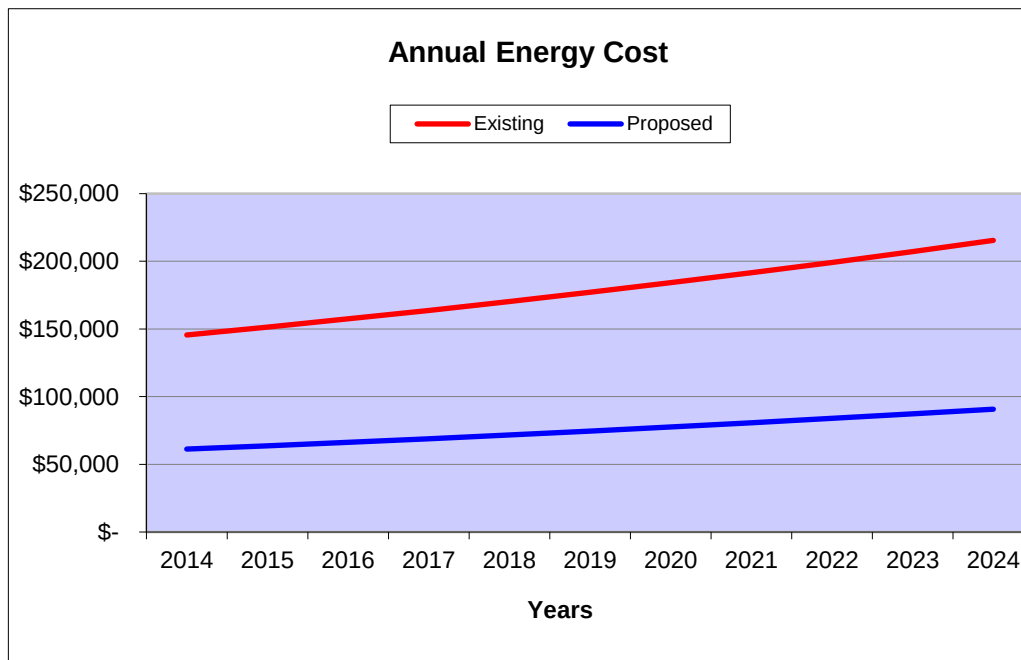


The data used to generate this proposal was derived from a door to door facility assessment performed by NEEM representatives. Although the audit is as accurate as possible, it is sometimes difficult to access every room or every light fixture. This could lead to minor variances from this proposal. Cost related variances will be adjusted at the same unit price quoted in this proposal. Energy savings will also be adjusted accordingly and our Staff will notify the appropriate party of any changes prior to implementation.

The estimated hours of operation used to calculate energy savings were provided to NEEM by your representatives. All existing fixtures are assumed to be functioning and have an operating voltage between 110 and 277 volts. Changes in process, operations, equipment or hours of operation may impact the savings estimates, which NEEM cannot be held responsible.

Long Term Utility Rates and Annual Energy Cost

The annual savings are based on a projected rate increase of 4% per year.



The red line represents current and projected lighting spend. The blue line represents potential savings incurred by implementing suggested measures.

Financing Alternatives

Utility Financing – (If available) Financing can be as low as 0% over term, project payback period. We will pre-qualify with reasonable certainty as part of the proposal preparation process. Cash flow would generally be neutral, dependant upon energy reduction.

Third Party Financing – NEEM regularly works with several third party financial institutions. Rates will vary, based on the aggregate value of the project and customer credit worthiness. In most cases a **positive or neutral cash flow is achieved.**

Federal Incentives

Under the Energy Policy Act (EPAAct) of 2005, businesses may deduct up to \$1.80 per square foot for energy efficiency upgrades to their systems or building envelope. Energy lighting projects are eligible for a \$.60 per square foot tax credit. The value is calculated by comparing the energy reduction as a percentage to the Lighting Power Density (“LPD”) per square foot using the ASHRAE/IESNA standards. The LPD varies based on the type of space (e.g. Warehouse, Office, etc.).

NEEM is the only ESCO in the USA to become an independent member of the **BDO Seidman Alliance**. This affiliation gives us access to some of the nation's best tax advisors who can help you get full benefit from you conservation efforts. Please ask for more information on **accelerated depreciation, cost segregation and asset retirement**. Many of our clients take advantage of this valuable BDO partnership to help offset project cost and increase their Return on Investment.



Energy Conservation Project

15-Oct-2014

Weston Schools

Weston, CT 06883

Financial Summary

The Turn Key Cost includes new fixtures or retrofits, bulbs, electronic ballasts, tombstones, internal wiring, reflectors, sensors, etc. (as outlined in Detailed Fixture Summary), labor, delivery, installation, any applicable sales tax, disposal of old materials, 4 year warranty on lamps, 5 year warranty on ballasts, 1 year warranty on labor and service.

Turn Key Cost.....	\$	99,873.55
Estimated CL&P Rebate.....	\$	25,280.74
Final Cost to Weston Schools.....	\$	74,592.81
Annual Lighting Energy Savings*.....	\$	12,185.32
Annual HVAC Energy Savings (Estimated).....	\$	681.75
Annual Maintenance Savings.....	\$	<u>1,680.20</u>
TOTAL PROJECT SAVINGS.....	\$	14,547.27
ROI - Lighting Savings Only**.....	6.1 years	
ROI - Lighting, Maintenance and HVAC Savings	5.1 years	
Monthly Savings of Lighting, HVAC, & Maintenance..	\$	1,212.27

* Energy savings based upon customer supplied operating hours and an average kWh rate of \$0.145.

**We conservatively calculate a 30% reduction in hours when Sensors are utilized. However, we often see savings greater than 50%. If figured at 50%, the ROI becomes 70.3 months, and when combined with maintenance savings, the ROI falls to 62.1 months.

Energy Recap

	Existing System	Proposed System	Results
Demand	45.9 kW	21.4 kW	24.5 kW SAVED!
Annual Usage	145,576 kW-hours	61,307 kWh	84,269 kWhHours
Annual Cost of Energy	\$21,050.25	\$8,864.93	\$12,185.32 SAVED!

Cost of Delay

New England Energy Management, Inc. believes that this is one of the most important charts contained within this presentation. Energy is one of the highest expenses associated with operating your facility. As such, this lighting upgrade project will greatly reduce your operating expenses.

With energy costs on the rise, this chart takes a "Static View" of your savings potential: Per Day, Per Week, Per Month, and finally Per Year.

...for every day that you delay, at your current kWh and operating expenditures, you spend this much more than you have to!

<u>Losses Avoided per Day -</u>	\$35.25
<u>Losses Avoided per Week -</u>	\$247.44
<u>Losses Avoided per Month -</u>	\$1,072.26
<u>Losses Avoided per Year -</u>	\$12,867.06

Positive Environmental Impact of Weston Schools's Installation of Proposed Lighting Fixtures



Energy Savings

- 84,269 Kilowatt Hours
- 24 Kilowatts of Demand

Greenhouse and Noxious Gas Emissions Avoided Yearly

- 58,218 lbs Carbon Dioxide
- 197 lbs Sulfur Dioxide
- 69 lbs Nitrogen Oxides
- 8 lbs Carbon Monoxide
- 2 lbs Particulate Matter
- 404 lbs Mercury Compounds
- 3,404 lbs Lead Compounds

These Avoided Emissions are Equivalent To:

- Planting 12 trees every day
- Planting 8 acres of forest per year
- Saving 3,237 gallons of gas each year
- Annually removing 6 cars from the road
- Driving 73,566 fewer miles each year



Energy Conservation Project

15-Oct-2014

Weston Schools

Weston, CT 06883

We Propose the Following:

A) Remove/Retrofit: 461 units - As Per Detailed Fixture Summary

B) Install/Retrofit: 429 units - High Efficiency Lighting Fixtures, As Per Detail Page

For the sum of:..... \$99,873.55

This sum payable as per Project Terms listed below

Estimated Utility Rebate..... \$ 25,280.74

Net project Cost for Middle School Exterior \$ 74,592.81

Project Terms:

- 1) Payment Terms: One third at signing, One third at 50% of project, Final payment upon completion: Net 25.
- 2) Quoted in US Dollars.
- 3) Freight Allowed to Job Site.
- 4) Disposal of existing fixtures not included in quoted pricing; will be added as pass through expense.
- 5) Recycling of existing lamps included in quoted pricing at a value of \$3.00/HID lamp & \$0.09/linear foot Fluorescent.
- 6) Pricing excludes correction of any existing code violations.
- 7) Proposal valid until Dec 14, 2014 (60 days).
- 8) The Total Project Cost is associated with the Scope of Work as detailed in the pages of this proposal. Any variations to the fixtures types or quantities needed (or omissions of fixtures during the survey process – and now not included or represented in this scope) will be considered “add on” and an additional material requirement. These add-on materials will be priced separately.
- 9) Rebate Value estimated based on Rebate available through CL&P at time of Proposal. CL&P reserves the right to change the program parameters at anytime, without notice.

Accepted:

New England Energy Management

signature date

signature date

print name

print name

PO Number: _____

Federal Tax ID #: _____

Weston Middle School.xlsx

Energy Conservation Project

15-Oct-2014

Weston High School Exterior

0

Customer Letter of Intent

This letter of intent indicates you wish to move forward with the quoted project. This will allow NEEM to present the project to CL&P and confirm/apply for incentives. NEEM will require a signed credit application, credit approval and/or Purchase Order (unless other financial arrangements are made) before any work begins. In most cases, CL&P will require a pre-inspection to verify measures or issue Letter of Authorization to be signed before any work begins.

- 1) Is your business tax exempt? (if so, copy of exempt certificate is required) ☐ YES ☐ NO
- 2) Will you be financing all or part of this project? ☐ YES ☐ NO
- 3) Who is the contact person for credit Information / PO issuance? _____
- 4) Will this project go to a board / other decision maker to be approved? ☐ YES ☐ NO
- 5) To whom should the utility's Letter of Authorization be addressed? _____
- 6) What is your desired time line for project completion? _____
- 7) What is the most convenient time for NEEM to work in your facility? _____
- 8) Who should we contact to coordinate the installation? _____
- 9) Would you like us to contact your CFO / CPA to discuss tax benefits / Cost Segregation? ☐ YES ☐ NO

I understand the incentives quoted are subject to verification and may expire at any time without advance notice.

signature date

NEEM signature date

print name

NEEM Representative

neem

ENERGY CONSERVATION PROJECT

Prepared for...

**Weston Schools
Intermediate School
95 School Rd
Weston, CT 06883**



New England Energy Management, Inc.
October 15, 2014

Company Overview

New England Energy Management, Inc. (“NEEM”) has been a pioneer in the energy efficiency market since 1988. We are a nationwide organization comprised of technical experts providing turn-key energy solutions. Our services focus on lighting, building automation controls, HVAC, refrigeration, motors, drives, compressed air, solar, geothermal and more.

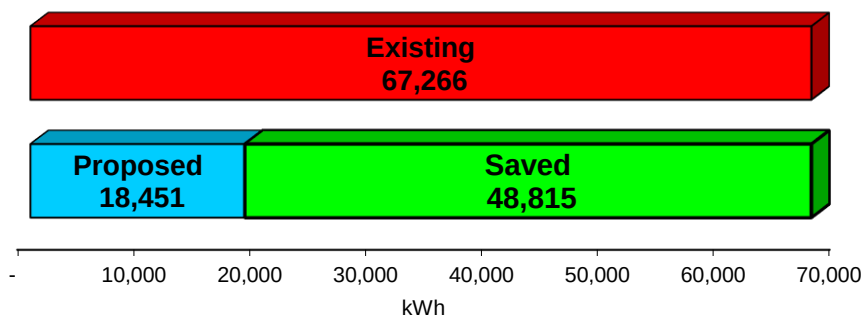
Our core values are built around customer service and satisfaction. Your Project Manager and the entire NEEM personnel will be here to guide you and answer any questions you may have. Our team is focused on serving your needs and doing what it takes to get the job done right, on time and with the least possible impact on your operations.

We have completed thousands of successful projects throughout the country and have an impeccable reputation with some of the country’s most recognized businesses including; Ford Motor Company, Pratt & Whitney, Coca Cola, Reebok, Pitney Bowes, Burlington Coat Factory, FedEx, UPS and many more. Please contact for any referral information. We look forward to servicing you with the same level of professionalism and expertise.

Energy Reduction

The project configuration shows a significant reduction in the kilowatt hours for your facility. The reduction in kW demand is a significant factor as utility rates rise in the future, ultimately reducing the project payback.

Lighting Consumption kWh

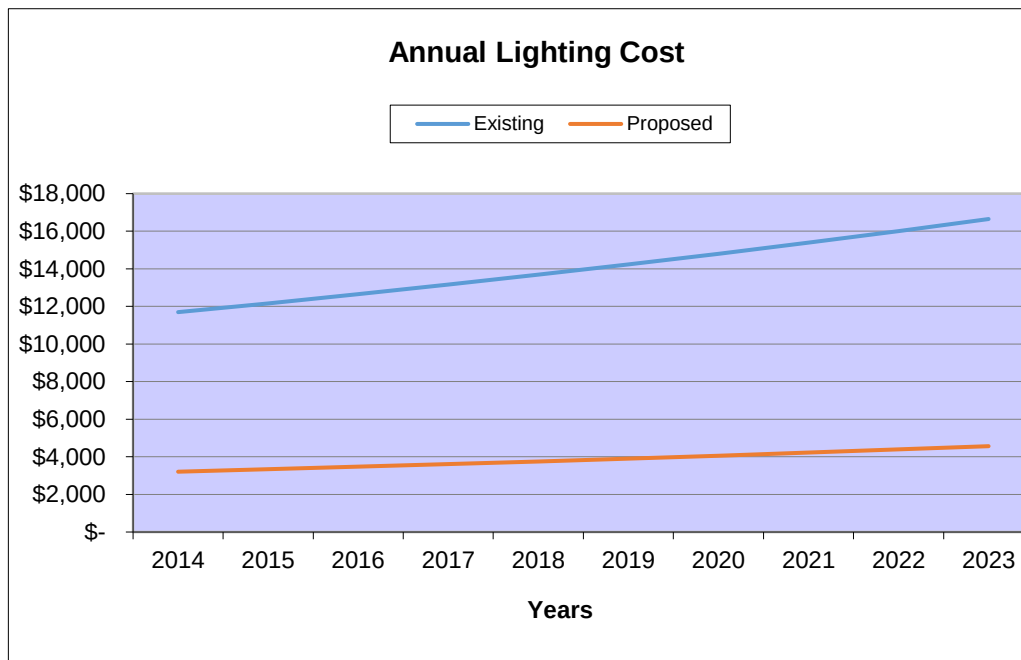


The data used to generate this proposal was derived from a door to door facility assessment performed by NEEM representatives. Although the audit is as accurate as possible, it is sometimes difficult to access every room or every light fixture. This could lead to minor variances from this proposal. Cost related variances will be adjusted at the same unit price quoted in this proposal. Energy savings will also be adjusted accordingly and our Staff will notify the appropriate party of any changes prior to implementation.

The estimated hours of operation used to calculate energy savings were provided to NEEM by your representatives. All existing fixtures are assumed to be functioning and have an operating voltage between 110 and 277 volts. Changes in process, operations, equipment or hours of operation may impact the savings estimates, which NEEM cannot be held responsible.

Long Term Utility Rates and Annual Energy Cost

The annual savings are based on a projected rate increase of 4% per year.



The red line represents current and projected lighting cost. The blue line represents potential savings incurred by implementing suggested measures.

Financing Alternatives

Utility Financing – (If available) Financing can be as low as 0% over term, project payback period. We will pre-qualify with reasonable certainty as part of the proposal preparation process. Cash flow would generally be neutral, dependant upon energy reduction.

Third Party Financing – NEEM regularly works with several third party financial institutions. Rates will vary, based on the aggregate value of the project and customer credit worthiness. In most cases a **positive or neutral cash flow is achieved**.

Federal Incentives

Under the Energy Policy Act (EPAct) of 2005, businesses may deduct up to \$1.80 per square foot for energy efficiency upgrades to their systems or building envelope. Energy lighting projects are eligible for a \$.60 per square foot tax credit. The value is calculated by comparing the energy reduction as a percentage to the Lighting Power Density (“LPD”) per square foot using the ASHRAE/IESNA standards. The LPD varies based on the type of space (e.g. Warehouse, Office, etc.).

NEEM is the only ESCO in the USA to become an independent member of the **BDO Seidman Alliance**. This affiliation gives us access to some of the nation's best tax advisors who can help you get full benefit from you conservation efforts. Please ask for more information on **accelerated depreciation, cost segregation and asset retirement**. Many of our clients take advantage of this valuable BDO partnership to help offset project cost and increase their Return on Investment.



Energy Conservation Project

15-Oct-2014

Weston Schools

Weston, CT 06883

Financial Summary

The Turn Key Cost includes new fixtures or retrofits, bulbs, electronic ballasts, tombstones, internal wiring, reflectors, sensors, etc. (as outlined in Detailed Fixture Summary), labor, delivery, installation, any applicable sales tax, disposal of old materials, 4 year warranty on lamps, 5 year warranty on ballasts, 1 year warranty on labor and service.

Turn Key Cost.....	\$	62,738.21
Estimated Utility Rebate.....	\$	14,644.64
Final Cost to Weston Schools.....	\$	48,093.58
Annual Lighting Energy Savings*.....	\$	8,489.01
Annual HVAC Energy Savings (Estimated).....	\$	426.03
Annual Maintenance Savings.....	\$	<u>1,463.40</u>
TOTAL PROJECT SAVINGS.....	\$	10,378.44
ROI - Lighting Savings Only**.....	5.7 years	
ROI - Lighting, Maintenance and HVAC Savings	4.6 years	
Monthly Savings of Lighting, HVAC, & Maintenance..	\$	864.87

* Energy savings based upon customer supplied operating hours and an average kWh rate of \$0.174.

**We conservatively calculate a 30% reduction in hours when Sensors are utilized. However, we often see savings greater than 50%. If figured at 50%, the ROI becomes 65.2 months, and when combined with maintenance savings, the ROI falls to 55.9 months.

Energy Recap

	Existing System	Proposed System	Results
Demand	22.6 kW	5.6 kW	17.0 kW SAVED!
Annual Usage	67,266 kW-hours	18,451 kWh	48,815 kWhHours
Annual Cost of Energy	\$11,697.62	\$3,208.62	\$8,489.01 SAVED!

Cost of Delay

New England Energy Management, Inc. believes that this is one of the most important charts contained within this presentation. Energy is one of the highest expenses associated with operating your facility. As such, this lighting upgrade project will greatly reduce your operating expenses.

With energy costs on the rise, this chart takes a "Static View" of your savings potential: Per Day, Per Week, Per Month, and finally Per Year.

...for every day that you delay, at your current kWh and operating expenditures, you spend this much more than you have to!

<u>Losses Avoided per Day -</u>	\$24.42
<u>Losses Avoided per Week -</u>	\$171.44
<u>Losses Avoided per Month -</u>	\$742.92
<u>Losses Avoided per Year -</u>	\$8,915.04

Positive Environmental Impact of Weston Schools's Installation of Proposed Lighting Fixtures



Energy Savings

- 48,815 Kilowatt Hours
- 17 Kilowatts of Demand

Greenhouse and Noxious Gas Emissions Avoided Yearly

- 33,725 lbs Carbon Dioxide
- 114 lbs Sulfur Dioxide
- 40 lbs Nitrogen Oxides
- 5 lbs Carbon Monoxide
- 1 lbs Particulate Matter
- 234 lbs Mercury Compounds
- 1,972 lbs Lead Compounds

These Avoided Emissions are Equivalent To:

- Planting 7 trees every day
- Planting 5 acres of forest per year
- Saving 1,875 gallons of gas each year
- Annually removing 3 cars from the road
- Driving 42,616 fewer miles each year



Energy Conservation Project

15-Oct-2014

Weston Schools

Weston, CT 06883

We Propose the Following:

A) Remove/Retrofit: 164 units - As Per Detailed Fixture Summary

B) Install/Retrofit: 164 units - High Efficiency Lighting Fixtures, As Per Detail Page

For the sum of:..... \$62,738.21

This sum payable as per Project Terms listed below

Estimated Utility Rebate..... \$ 14,644.64

Net project Cost for Intermediate School \$ 48,093.58

Project Terms:

- 1) Payment Terms: One third at signing, One third at 50% of project, Final payment upon completion: Net 25.
- 2) Quoted in US Dollars.
- 3) Freight Allowed to Job Site.
- 4) Disposal of existing fixtures not included in quoted pricing; will be added as pass through expense.
- 5) Recycling of existing lamps included in quoted pricing at a value of \$3.00/HID lamp & \$0.09/linear foot Fluorescent.
- 6) Pricing excludes correction of any existing code violations.
- 7) Proposal valid until Dec 14, 2014 (60 days).
- 8) The Total Project Cost is associated with the Scope of Work as detailed in the pages of this proposal. Any variations to the fixtures types or quantities needed (or omissions of fixtures during the survey process – and now not included or represented in this scope) will be considered “add on” and an additional material requirement. These add-on materials will be priced separately.
- 9) Rebate Value estimated based on Rebate available through Utility at time of Proposal. Utility reserves the right to change the program parameters at anytime, without notice.

Accepted:

New England Energy Management

signature date

signature date

print name

print name

PO Number: _____

Federal Tax ID #: _____

Weston Intermediate.xlsx

Energy Conservation Project

15-Oct-2014

Weston High School Exterior

0

Customer Letter of Intent

This letter of intent indicates you wish to move forward with the quoted project. This will allow NEEM to present the project to CL&P and confirm/apply for incentives. NEEM will require a signed credit application, credit approval and/or Purchase Order (unless other financial arrangements are made) before any work begins. In most cases, CL&P will require a pre-inspection to verify measures or issue Letter of Authorization to be signed before any work begins.

- 1) Is your business tax exempt? (if so, copy of exempt certificate is required) ☐ YES ☐ NO
- 2) Will you be financing all or part of this project? ☐ YES ☐ NO
- 3) Who is the contact person for credit Information / PO issuance? _____
- 4) Will this project go to a board / other decision maker to be approved? ☐ YES ☐ NO
- 5) To whom should the utility's Letter of Authorization be addressed? _____
- 6) What is your desired time line for project completion? _____
- 7) What is the most convenient time for NEEM to work in your facility? _____
- 8) Who should we contact to coordinate the installation? _____
- 9) Would you like us to contact your CFO / CPA to discuss tax benefits / Cost Segregation? ☐ YES ☐ NO

I understand the incentives quoted are subject to verification and may expire at any time without advance notice.

signature date

NEEM signature date

print name

NEEM Representative

Personnel – Certified

Substitute Teachers

A substitute teacher shall be a person qualified by law to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. Under normal circumstances, substitute teachers shall possess a Bachelor's degree. Substitute teachers include the following:

1. Daily Substitute Teachers

Daily Substitute Teachers are persons who are hired on any given day to substitute for a regular teacher. Their employment is only effective for the time they are substituting on any given day, and they are not required to hold a teaching certification for the subject area in which they are substituting unless they serve in the same assignment for more than forty (40) consecutive school days. The rate of compensation for Daily Substitute Teachers will be set by the Board of Education on the recommendation of the Superintendent of Schools. In extraordinary circumstances (ex. specialized instructional need), the Superintendent may, in his/her discretion, set a higher rate for a particular Daily Substitute Teacher.

2. Permanent Building Substitute Teachers

Permanent Building Substitute Teachers are persons employed to work each school day and are assigned to their substitute duty by the building principal. Permanent Building Substitute Teachers are not required to be certified in the subject area in which they are teaching unless they serve in the same assignment for more than forty (40) consecutive school days. The rate of compensation for Daily Substitute Teachers will be set by the Board of Education on the recommendation of the Superintendent of Schools.

3. Long-Term Substitute Teachers

Long-Term Substitute Teachers are persons who are hired to substitute in a particular subject for more than ten (10) consecutive school days. Long-Term Substitute Teachers are not required to be certified in the subject area in which they are substituting unless they serve in the same assignment for more than forty (40) consecutive school days. The rate of compensation for Long-Term Substitute teachers will be set by the Superintendent of Schools or his/her designee based on factors which include, but are not limited to; the duties of the position, the experience of the candidate, and whether the candidate holds a teaching certification.

Benefits

Daily Substitute Teachers and Permanent Building Substitute Teachers are not entitled to health insurance, life insurance, or other fringe benefits provided by the District. Long-Term Substitute

Teachers may be provided with such benefits as may be prescribed by the Superintendent of Schools or as required by law.

Orientation and Training

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff at the direction of the Superintendent or his/her designee(s).

~~Rates of compensation for substitute teachers will be set by the Board of Education on the recommendation of the Superintendent.~~

~~Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school system.~~

Legal References: Connecticut General Statutes
 10-183v Reemployment of teachers
 10-145a Certificates of qualification for teachers

Policy References: Policy 4111.3, Background Checks

Policy adopted: July 16, 1990
Policy revised: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON PUBLIC SCHOOLS REPORT

October 20, 2014



Weston High School

Lisa Deorio, Principal

In this issue...

*Principal's Update
Academic Programs
Professional Development
Co-Curricular Programs*

Principal's Update

October marks Pink Out at Weston High School as our students support the efforts to eradicate breast cancer. Athletes are wearing pink at their games; student volunteers from our newly formed Pink Aid Club are selling chances to win a huge stuffed giraffe and T-shirts; and girls' field hockey, swimming, and soccer held delicious bake sales. We are very proud of the commitment that our students have demonstrated to this important cause.



This month we administered the PSAT/NMSQT on the morning of Wednesday, October 15 for sophomore and junior students. There are several reasons why we have chosen to give this test during the school day. First, it serves as an appropriate practice for sophomore and junior students and provides data to the individual students about their strengths and challenges in the areas of math, reading, and writing. In addition, our school will receive a school-wide profile of our student performance that helps us plan appropriate instruction. The PSAT/NMSQT and provides junior students with the opportunity to qualify for the National Merit Scholarship program. Lastly, students who take the PSAT/NMSQT also have the opportunity to be included in the College Board's Student Search Service. Participants in this free service may receive materials from colleges and governmental scholarship programs informing them of educational and financial aid opportunities.

A special program for freshmen was planned for October 15 also. Company students from *The Laramie Project*, our fall drama, will perform short skits from the production and lead a discussion on the importance of respecting differences. They will be followed by another program by the Looking In Theatre, a group comprised of teenagers from the greater Hartford area. This ensemble will present scenes dealing with different issues that affect adolescents. Seniors have the option to work on their college essays in the library where English teachers will be available to assist them that morning. While we have a modified schedule, we expect all 9th -11th graders to arrive on time that morning. Buses will run at their regular time.

Academic Programs

Art

This year, art students are forming a chapter of the National Art Honor Society (NAHS). Students who meet the minimum requirements of art scholarship will be inducted into the society and will spend the year meeting and collaborating on art related community service and school projects. They will also be eligible for National Art Honor Society-sponsored scholarships and awards.

Advanced WHS art students will travel to the Metropolitan Museum of Art in New York City on October 30. This year's focus is on painting and photography. They will also draw works of art in the Greek and Roman sculpture rooms.

Music

Over 22 band students will be auditioning for the Connecticut Music Educators Association - Western Region Music Festival on November 15 at Danbury High School. This Festival is audition only, represents the highest level of musical achievement in the State, and is the first step in the CMEA All-State selection process. The band was also the recipient of a gracious gift from the PTO of a new Yamaha drum line. The drum line will be featured at Football games and parades, and is a very important and welcome addition to the band program.

The choirs and orchestras are focusing on the works of classical contemporaries Haydn and Mozart. Stylistic interpretations and period performance practices are being studied and applied to the Mozart *Vesparae* (K. 339) and the Haydn *Cello Concerto in C* with the goal to perform these works this spring.

Health

Ms. Susan Richards of Teen Smokestoppers will speak to our health classes this month. Ms. Richards will be addressing the concerns with new electronic cigarettes, vaping, and hookah pens. Teen Smokestoppers is affiliated with St. Vincent's Medical Center.

School Counseling

Our annual College Admissions Panel was held the evening of October 14. A diverse admissions panel of very selective and highly selective colleges and universities representing both the private and public sector addressed current trends and relevant issues regarding post-secondary planning. Panelists spoke to the admissions processes unique to their institutions as well as key components including transcripts, standardized tests, scholarships, essays, interviews, campus visits, file review, and financial aid.

College visits are continuing through October, with our busiest weeks ahead. Many college representatives are still booking appointments, so it is important for juniors and seniors to frequently check Naviance for the complete list. In order to attend these meetings students must first ask their teacher for permission and then register on Naviance. These college admissions officers are usually the first readers of these applications.

Seniors and parents are encouraged to make individual appointments with College and Career Center Director Marilyn Moks to review information and gain more insight into the schools they are considering. Ms. Moks may be contacted at marilynmoks@westonps.org.

English

English curriculum instructional leader Christine Cincotta, English teacher Michael Mezzo, and social studies teacher Tina Conetta will present at the New England Association of Teachers of English conference in Mansfield, MA on October 24. The theme of this year's conference was *Passion and Practice: Building a Balanced Culture of Literacy in Our Schools*. Their workshop, "From PB&J to World War II, and Everything In Between: Stimulating Creativity While Building Interdisciplinary School-Wide Portfolios" presents methods and assessments, including student work samples, that have creatively tapped students' writing potential while at the same time urging those students toward rigorous and meaningful standards. Ready-to-use classroom pedagogies by the teachers will be presented within an overview of the writing portfolio projects themselves, including their principles, parameters, and possibilities for use by other districts.

Social Studies

Freshman World Studies students worked with their teachers and our library/learning commons specialist, Mrs. Snaith on their ancient civilizations "Hall of Fame" project. Students explored one of six ancient civilizations, both independently and then as a group, through political, economic, religious, social, artistic, and geographical lenses. Each ninth-grade World Studies class ultimately determined which one of the civilizations was most deserving of earning a place in the Civilizations Hall of Fame. Mrs. Snaith worked with students on research skills using academic databases, online sources, and ebooks, as well as supporting instruction on proper research citations.

Sophomores enrolled in Modern World Studies attended an exhibit at the Weston Historical Society which was organized to commemorate the centennial anniversary of the beginning of World War One. Students were escorted through an exhibit of World War One artifacts, with Weston residents serving as volunteer docents. They observed and analyzed WWI-era photographs, uniforms and weaponry. Students were also able to examine numerous examples of WWI propaganda and cartoons. The trips occurred over three days and nearly all sophomores enrolled in Modern World Studies were able to attend. Students from all levels at the high school also voluntarily attended special events sponsored by the Historical Society throughout the month. Events included guest lectures given by university professors from Western Connecticut, Southern Connecticut, Williams College, and the United States Military Academy at West Point. Students were also seen at sponsored viewings of WWI-era movies such as *The Guns of August*, *All Quiet on the Western Front*, *Sergeant York*, and *War Horse*. The various programs were well received by students and provided an enriching multi-generational community experience for all involved.

Later this month economics students will be presenting their franchise simulation to a panel of real-world investors and entrepreneurs. This problem-based learning activity challenges students to use their knowledge of microeconomics to determine which restaurant franchise that does not currently exist in Fairfield County would have the greatest chance of success.

October also marks the beginning of the annual Stock Market Game for students in Personal Finance and Introduction to Economics. The Stock Market Game explores the fundamentals of investing, while practicing content and skills in math, English language arts, and economics. Students work in teams to build and manage an investment portfolio in a real-world, dynamic marketplace.

World Language

Latin teacher, Ms. Vivianne Furst, joined the WHS staff on October 6. Ms. Furst is a graduate of the University of Arizona with a degree in Classical Studies. Previously she taught Latin at Long Island City High School and Cambria Heights Center for the Gifted Child in New York. She is very enthusiastic about becoming a part of our school community.

This month our sister school, Qingdao No. 17 Middle School, celebrated its 60th anniversary. To commemorate this event, WHS Chinese students made cards and our pre-engineering students engraved a plaque using our new laser engraver. This April, over 20 WHS students will comprise our third delegation that will visit our Chinese sister school in the Shandong Province of China.

Mrs. Ana Lobo and Mrs. Irsannia Gallardo, parents of two students in Spanish 6 AP, visited the class to share their experience as immigrants to the United States. The purpose was for students to converse with native speakers and learn first-hand about their challenges and accomplishments in this country as well as make comparisons between cultures.

Professional Development

Spanish teacher Maria Caracuel wrote an article on 21st century learning that was recently published in *Fairfield Neighbors* magazine. Ms. Caracuel will participate in the 11th Annual International Conference on Transformative Learning at Teachers College, Columbia University on October 25. She will serve on a panel with Columbia professor Carmela Bennett that will discuss how somatic practices can build 21st century skills and leadership skills in the classroom.

Co-Curricular Programs

Student Government

This month Student Government launched its Campus Quad program, a social media platform designed for colleges and high schools to spread the word about upcoming events at school. Weston is the first high school in the nation to use Campus Quad and it is the perfect platform to publicize the happenings both in and out of the classroom. We encourage the students to support our school by posting about sports and club events, approved events and volunteer work, and anything that fosters a positive school climate and open communication across campus.

Weston High School celebrated Hollywood the week of October 6. Each class chose a popular movie as its particular theme. Super fans supported all our fall sports teams throughout the week. There was a variety of different day and night events including dodgeball, deck the walls and doors competitions, a pep rally, and a powder puff game. Student government sponsored the first movie night under the stars in the courtyard. The week culminated with our third Friday Night Lights football game when the entire community gathered to support our football team.

Athletics

It has been quite a fall for Weston athletics. Our girls swim and dive team is a team to be reckoned with in both the SWC and the State as our Lady Trojans defend both titles. Football kicked off our home Friday Night Lights tradition with a big win in front of a record crowd. Field hockey knocked off Newtown, their first victory against the Nighthawks in many years. Boys and girls cross country



are preparing for the SWC and State meets, with the boys being one of the favorites in these competitions. Boys and girls soccer and volleyball are in the top six of the conference and look to compete in the SWC tournament at the end of the month. All three teams defeated Pomperaug within 24 hours earlier this month to solidify their ranking near the top of the conference. Girls volleyball was victorious over Barlow in a nail-biting match in early October.



With true Trojan spirit, our athletes continue to shine in sportsmanship. One glowing example came earlier this fall from our volleyball program. In a tight game five, down 13 - 11 a ball was hit by the other team touching one of our players before landing out of bounds. The officials called the ball out and awarded Weston the point which would have made it 13 - 12 in this game up to 15. However, our player approached the official and admitted that the ball had touched her before it went out of bounds. The officials corrected the error, and her teammates and coaches applauded her honesty. While the

Lady Trojans lost the game, they demonstrated that being a winner goes beyond the outcome of a competition. We thank all of our athletes for the sportsmanship they display when they represent our school.

Company

Rehearsals are underway for the fall production of *The Laramie Project* by Moisés Kaufman and members of Tectonic Theater Project. We are pleased to welcome Mr. Kevin Slater, our new director of both the fall drama and spring musical. Mr. Slater brings a wealth of directing experience and is enthusiastic about working with our student. *The Laramie Project* will open on Friday, November and may not be suitable for children under 13 years of age as it deals with mature subject matter. Here is a brief description of the work:

In October 1998 a twenty-one-year-old student at the University of Wyoming was kidnapped, severely beaten and left to die, tied to a fence in the middle of the prairie outside Laramie, Wyoming. His name was Matthew Shepard, and he was the victim of this assault because he was gay. Moisés Kaufman and fellow members of the Tectonic Theater Project made six trips to Laramie over the course of a year and a half in the aftermath of the beating and during the trial of the two young men accused of killing Shepard. They conducted more than 200 interviews with the people of the town. Kaufman and Tectonic Theater members have constructed a deeply moving theatrical experience from these interviews and their own experiences.

Please visit our website www.whscompany.com to purchase tickets.

The Journal

The Weston Education Foundation awarded our journalism program a grant that will give students the opportunity to explore journalism and 21st century media in new and relevant ways. *The Journal*, a student-run newspaper, will be branching out into the world of online journalism as the grant will help pay the startup fees for a brand-new online student newspaper. *The Journal's* news website will be updated regularly and will allow student journalists to explore 21st century storytelling skills.

In addition to the online newspaper, the funds will help support a field trip to New York City this November. John Seigenthaler, the American news anchor for Al Jazeera America, has invited students to tour his network and watch a newscast. Journalism students and writers and editors for *The Journal* will be participating. Exciting opportunities are in store for journalism students this year. Keep a look out for the new online newspaper and make sure to sign up for an online subscription.

Mock Trial

The Mock Trial auditions were held, and the high school will continue to field three teams with a total of 29 students involved in the program. We would like to thank the individuals that volunteered their time to actively participate as a judging panel throughout the numerous audition days. The Mock Trial teams are now currently preparing for their regionals competition in December, and we would also like to thank and recognize the attorney volunteers for this season. Mr. Carl Bernstein, Mr. Ken Edgar, Mr. Jeff Eglash, Ms. Marcia Hamelin, Ms. Denise Harvey, Mr. Rick Ross, and Mr. Dennis Tracey contribute to the great success of our teams. The Mock Trial program also has a field trip planned for Tuesday, October 21 to attend the State Supreme Court Oral Arguments at Fairfield Warde High School. We would like to thank Mr. Skip Goldberg for helping the team receive an invitation to this event. Mr. Goldberg will also conduct a case review meeting prior to the field trip to educate the team on the specific case material.

Weston Middle School

Amy Watkins, Principal

In this issue...

International Peace Day

Congratulations WMS Summer Readers

Water Project Update

Social Studies Learning in Grade 6

Grade 6 Preparing for Visit from Soundwaters

Grade 8 Students Prepare for TEDx

Project Challenge Prepares for National History Day

S.O.A.R.ing Through Good Choices

Congratulations to Our Recently Published Authors

News From the Counseling Department

On the Air with the Morning Show

International Peace Day: September 20

The middle school celebrated International Peace Day on Friday, September 19. Students formed a large peace symbol on the HS field and had a commemorative photo taken. In social studies classes students completed the sentence: “The world would be more peaceful if...” This year everyone paused at noon to reflect on the impact of peace on the world. Students and staff wore “peace” wear to commemorate the day.



Congratulations WMS Summer Readers

We are so proud of our WMS Summer Readers. Collectively, our students read 708,013 pages. The team that read the most was the grade six Innovators with 117,889 pages total. We will be planning a pizza party for this team as a reward. Keep reading.

Water Project Update

Inspired by our One School One Book, *A Long Walk to Water*, our school community successfully raised \$9,168. Our funds have been assigned a project in Kenya. You can follow the work being done here: <http://thewaterproject.org/community/projects/kenya/new-sand-dam-and-shallow-well-in-kenya-4309>. Thank you so much to everyone for supporting this project and the initiative! Our efforts are truly making a difference in the lives of others.

Social Studies Learning in Grade 6

Grade 6 social studies students are working in groups to synthesize knowledge about climate zones, vegetation zones, landforms, natural resources, and population densities by creating countries that could realistically exist in our world.

The students will revisit the countries they have created throughout the year by adding cultures and governments, developing trade agreements, and settling disputes in a mock United Nations.



Grade 6 Preparing for Visit from Soundwaters

Our sixth-grade science classes will be joined next week by educators from the Soundwaters organization, based out of Stamford. They will be leading hands-on learning explorations focusing on the variety of animals that make up the Long Island Sound ecosystems and helping students determine the best recipe for groundwater filtration. Be sure to ask your children about this experience.



Grade 8 Students Prepare for TEDx

We are thrilled to introduce our upcoming nonfiction unit and second annual TEDx event. This unit is filled with tough questions, powerful research, and culminates in a collaborative public speaking presentation.

In anticipation of this unit of study, we ask and encourage you to have conversations about global issues at home. Watching the news, exploring global issues online, and having discussions that are grounded in the question, "What don't you like about our world?" will be essential to the start of this unit.



TED is grounded in "ideas worth sharing." We wholeheartedly believe that the thinking, ideas, and passions of your children have tremendous value.

Project Challenge Prepares for National History Day

Neil Horner from Weston Historical Society and Tony Andrade from National History Day spent two days working with Mrs. Jorgensen's Project Challenge students on our unit: Leadership and Legacy in History. We are thrilled to continue developing our alliance with Weston Historical Society. Once students determine their final topics for research, we will be seeking mentors and primary sources from our community and beyond.

S.O.A.R.ing Through Good Choices

We are well underway implementing our school-wide Positive Behavioral Intervention and Supports (PBIS) system. Over the past month our S.O.A.R. time consisted of lessons on attitude, ownership, respect, and an advisory lesson. The grade six advisory focused on a group problem-solving process to brainstorm solutions to common problems. Grade 7 advisory began the Student Success Plan process by reviewing what a S.M.A.R.T. goal is. Students also created an academic goal. Our grade 8 advisory group gave students an opportunity for discussion about the upcoming trip to Boston. The focus was to encourage students to view the trip as a way to gain a greater appreciation for U.S. history and as an opportunity for team building with both their peers and teachers. On Wednesday, October 1, our S.O.A.R. groups participated in DEAR (Drop Everything and Read).

Congratulations to Our Recently Published Authors

Three of our students were recently notified a piece of their writing was published on *KidzEra*. *KidzEra* publishes art, writing, videos, and more for students and by students from all over the world. *KidzEra* responded to each student personally with comments and feedback on their entry.

Kate Anderson had her account of Hurricane Sandy published. You can find it here: <http://kidzeramag.com/2014/09/16/story-boom-and-crash/>. The magazine included the following in its correspondence to Kate: "We thought it was great – gripping and well-written. We hope you are still writing and if you ever want to send us anything else to consider for publication, please feel free to email us here."



Duncan McGrade's story "Getting My Black Belt" was published on *KidzEra* at: <http://kidzeramag.com/2014/09/11/essay-getting-my-black-belt/>. The magazine staff shared how much they enjoyed reading what he wrote and personalized their response to Duncan adding, "Congratulations on your karate test! That's quite an achievement. We hope you are still writing and would encourage you to send us other art and writing you have."

Erin Dillon's memoir "From Stairs to Stage" was published on the *KidzEra* website as well: <http://kidzeramag.com/2014/09/10/memoir-from-stairs-to-stage/>. The *KidzEra* team shared how excited they were to read it, and personalized their note to her saying, "Our favorite line is this: 'The butterflies began to fly away and all my fears went with them.' That is such a lovely turn of phrase and a beautiful image to go with your story."

News From the Counseling Department

During the months of September and October, the School Counseling Department has been working with sixth-, seventh-, and eighth-grade students on Student Success Planning. Students discussed how to make the most out of middle school and generated ideas and tips to maximize their success by setting an academic goal. Creating a S.M.A.R.T. (Specific, Measurable, Attainable, Rewarding, and Timely) plan is paramount to student success. They are also learning how to access an academic planning site called Naviance in which the student inputs their goal, and then monitors it throughout the year. There are other advantages and resources on Naviance that the School Counselors will keep you posted on.

The school counselors are also establishing boys and girls counseling groups that take place on a rotating schedule throughout the school day. Students have either expressed this need through an interest survey or through their counselor directly. These groups are designed to enhance self-esteem, foster positive friendships, and promote strategies for dealing with social stressors that occur during adolescence. Please don't hesitate to contact your grade counselor directly if you are interested in your child benefiting from this opportunity.

On the Air with the Morning Show

Each morning, while some students are just getting on the bus, students who have auditioned for the *Morning Show* are rehearsing their stories to prepare for the day's show. At 7:45 a.m. each morning, all students tune in to hear about the weather, what is for lunch, upcoming events such as clubs and activities, a character message, and current events. Students prepare and review the scripts in the morning, in addition to the behind-the-scenes crew who prepare the microphones, cameras, and transition board. Kudos to Mr. Grace and our students for providing such an amazing opportunity to our community.



Weston Intermediate School

Pattie Falber, Principal

In this issue...

Grade Level News
PRIDE School Assembly
LRC Wolfpups
Parent Workshops

Grade Level News

Fifth Grade

The *Math in Focus* program is being rolled out in fifth grade this year. Fifth-grade teachers are working together to learn and master best instructional practices around this new curriculum. The Singapore Math approach supports the goals of the common core and



October 20, 2014 - Pa

highlights problem solving as the focus of mathematical learning. Students learn to understand the ‘how’ and the ‘why’ so they can tackle both routine and non-routine problems. In addition, fifth-grade students are engaged in a unit on sound energy in science. This unit allows students to interact with different materials to more deeply understand vibrations, pitch, and amplification. Students are also learning about American colonies in social studies, and writing personal narratives and memoirs as they read realistic fiction stories.

Fourth Grade

Fourth graders this month participated in two highly engaging workshops to support their social studies units on Native Americans and Connecticut geography. Instructors from the Stamford Nature Center



provided the students with several hands-on activities that let them handle and experience first-hand some of the tools, natural materials, and stories used by the Native Americans to support their everyday lives. The students commented that the workshops were “very interesting and a lot of fun, and helped us understand

more about how these people lived and survived so many years ago.”



The students are also engaged in writing memoirs, or true stories, about an important event in their lives that changed them somehow. Students learned how they consider an authentic audience as they write.

Third Grade

This month the third graders have become their own “job captains” in writing. They have published two personal narratives and are working to take one of those pieces through further revisions and editing. The goal is for students to independently move through the writing process and use the strategies being taught: storyteller voice, paragraphing, rehearsal of leads, and studying mentor authors. The students have been energized and writing fast and furiously throughout their workshops.



PRIDE School Assembly

We had a school-wide assembly this month. The fifth graders in Mrs. Allegretti's class led the assembly by reminding all of the students what PRIDE behavior looks and sounds like. They also led the school in singing our WIS song and performing the hand movements to go with it. It is always nice to have our entire community in one room at a time. We are very close to reaching our first goal of 25 paws as well. With this achievement comes a whole school celebration.



LRC Wolfpups

Two years ago, the Learning Resource Center at WIS started a volunteer club for fifth graders. The name chosen by students was the LRC Wolfpups. Students meet during their lunch/recess time on Monday, Tuesday, and Wednesday. The mission of the Wolfpups is to promote the LRC program while having fun with other fifth graders and to give students a voice in the WIS LRC community. If the LRC is the “hub” of



the school, we want our students to be empowered to create and carryout their vision of what the LRC should be in terms of programming and events. There are several committees available for student participation.



This month, the W’pups decorating committee began decorating the LRC for the seasons and for upcoming special events. Students work together to plan and carry out their artistic visions. Currently, they are working on autumn themes and decorating for the book fair.

Parent Workshops

During this month’s PTO meeting, parents were given the opportunity to meet with grade level team leaders to learn more about the curriculum and the upcoming year. These information sessions were grouped by grade level so parents could ask questions specific to their child’s grade and the events and activities scheduled for it. We hope to continue to provide these kinds of informal meetings so parents can learn more about what their child is learning.



In this issue...

***Hurlbutt Celebrates a Positive School Climate
Teaching and Learning
School Wide Celebration for PBIS
Announcers in the Morning
Home School Partnerships***

Hurlbutt Celebrates a Positive School Climate

Each class has slices of a honeycomb; when they demonstrate safe, kind, and responsible behavior throughout the school day they add slices to their honeycomb. Once they earn all of the slices of the honeycomb, they send it down to the office to add to the honeyhive in the main hallway. We even have buses earning slices of honeycombs by demonstrating safe behavior on the bus. Our students have already filled Horace the Hurlbutt honeybee's honeyhive.



To celebrate filling the honeyhive, we had our first all-school celebration. Our students and staff enjoyed an “inside out day.” Students and staff enjoyed a silly day dressed with all of their clothing turned inside out.

Teaching and Learning

Our school goal to increase students' writing ability continues into the 2014-15 school year. Our kindergarten students are already building stamina for writing. Writer's workshop allows for students to share their stories at whatever developmental stage they are in, either through pictures, words or both. Oral storytelling is the foundation for this important work and is an integral part of our program.

Our students have been building stamina during reader's workshop. Our students have already completed their first unit of study. Kindergarten successfully launched the workshop model in which our students will be immersed for most of their Weston school experience. They have learned to read independently and have already developed skills and strategies that will enable them to be proficient readers and writers.

School-Wide Celebration for PBIS

On a sunny fall day, we gathered as a community for our first PBIS assembly of the school year. Hurlbutt students are already well versed in the school motto, “Be safe, kind and responsible.” At our monthly assemblies, we honor students in each class who have modeled these important character traits. It is wonderful to see our students cheering and clapping for their classmates who are recognized. An integral part of the PBIS assemblies are the shared activities. This month, students sat with their buddy classes and we created a whole school circle around the bus loop. Our PBIS coaches led us in an all-school greeting chant as we moved around the circle and practiced saying hello to each

other in many creative ways. “Hello neighbor! What do you say? It’s going to be a happy day.” While building a strong school community we are also reinforcing powerful life skills.



Announcers in the Morning

At Hurlbutt we start each day with announcements to start our day as a community. On a rotating basis, several students from each class join us in the office to mark the beginning of the day. We greet our community, share the weather, recite the pledge of allegiance, report on how many honeycombs we have earned and share any other pertinent announcements. The highlight of the experience is the announcements of birthdays. Our students love to hear their names announced over the loudspeaker. Our students close the announcements with the reminder to “Be safe, kind, and responsible.” By

taking part in the operation of the school, our students develop ownership of their building. They also gain experience in public speaking which strengthens their oral language development, an important component of an early childhood program.

Home-School Partnerships

This month our popular math workshops for parents returned. These events enable parents and caregivers to learn more about our math curriculum. Changes in the way we teach math and the language we use with students at school often causes confusion for parents/guardians who learned math many years ago. Many of us remember learning how to borrow and carry to add or subtract and may not understand what is behind the current “regrouping” term. Participants at our workshops gain hands on experience with how our students are building strong conceptual understanding for number sense and place value. Workshops for kindergarten parents were held Thursday, October 16, at 10:00 a.m. and 7:00 p.m. First and second grade parents who have not attended this introductory session previously were also welcome.