

WESTON BOARD OF EDUCATION

Monday, December 19, 2016

Executive Session 6:30 p.m.

Regular Session 7:30 p.m.

Weston Middle School Library Resource Center

AGENDA

I. CALL TO ORDER, VERIFICATION OF QUORUM

Ellen Uzenoff, Board Chairperson

II. EXECUTIVE SESSION

Motion

- 1. Discussion regarding matters pertaining to personnel.**
- 2. Discussion of Written Communications from the Board of Education's Counsel which is Subject to the Attorney-Client Privilege.**

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION

- 1. Dr. William McKersie, Superintendent of Schools, will present the Weston High School 2016 Girls Swimming and Diving Team Class S State Champions and coaching staff** **Motion**

V. APPROVAL OF MINUTES, *pages 1-6*

- 1. The Board will vote to approve the minutes from November 7** **Motion**
- 2. The Board will vote to approve the minutes from November 21** **Motion**

VI. PUBLIC COMMENT

Information

VII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS **Information**

VIII. NEW BUSINESS

- 1. Update on Healthy Learning Environments, *pages 1-2*** **Information**
Ms. Lois Pernice, Director of Personnel Pupil Services, will provide an update on the Effective School Solutions (ESS) program and Emotional Intelligence training.
- 2. Postponed Fifth FY 2017 Financial Update and Approval of Transfers Until January 2017 Board of Education Meeting** **Information**

IX. OLD BUSINESS

WESTON BOARD OF EDUCATION

Monday, December 19, 2016

Executive Session 6:30 p.m.

Regular Session 7:30 p.m.

Weston Middle School Library Resource Center

AGENDA

- | | |
|--|-----------------------|
| 1. Analysis of Second Grade Location, <i>pages 1-18</i> | Motion |
| Dr. McKersie will present the final review of the second grade location analysis and recommend the grade structure at Hurlbutt Elementary School and Weston Intermediate School remain the same. | |
| 2. Weston Board of Education Policies, Regulations, and Bylaws, <i>pages 1-12</i> | Second Reading |
| Mr. Brey will review Weston Board of Education Policy 5141.24, Accommodating Student with Special Dietary Needs (Food Allergies). | |
| 3. Weston Board of Education Policies, Regulations, and Bylaws, <i>page 1</i> | Second Reading |
| Mr. Brey will review Weston Board of Education Proposed Policy 6143, Parent and Guardian Access to Instructional Material. | |
| 4. Approval of Policies | Motion |
| X. SUPERINTENDENT'S REPORT | Information |
| 1. District Update | |
| XI. COMMITTEE REPORTS | Information |
| 1. Communications Committee – Sara Spaulding, <i>pages 1-3</i> | |
| 2. Curriculum Committee – Denise Harvey, <i>pages 1-6</i> | |
| 3. Finance Committee – Denise Harvey, <i>pages 1-3</i> | |
| 4. Facilities Committee – Elise Major, <i>pages 1-7</i> | |
| 5. Policy Committee – Daniel McNeill, <i>pages 1-4</i> | |
| 6. Negotiations Committee – Ellen Uzenoff | |
| 7. CES – Elise Major | |
| 8. CABC – Daniel McNeill | |
| 9. Weston Education Foundation – Sara Spaulding | |
| XII. WRITTEN REPORTS, <i>pages 1-15</i> | Information |
| 1. Principals' Reports | |
| XIII. NEXT REGULAR BOARD MEETING IS ON MONDAY, JANUARY 23, 2016 AT 7:30 P.M. | Information |
| 1. Dr. McKersie will review pending agenda items for the next meeting. | |
| XIV. ADJOURNMENT | Motion |

Weston Public Schools
Board of Education Meeting
Weston Middle School Library Resource Center
November 7, 2016

Attendance:

Ellen Uzenoff, Chairperson	Dr. William McKersie, Superintendent
Philip Schaefer, Vice Chairperson	Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction
Elise Major, Secretary/Treasurer	Dr. Craig Tunks, Director of Digital Learning and Innovation
Denise Harvey	Ms. Lois Pernice, Director of Pupil Personnel Services
Sara Spaulding	Mr. Richard Rudl, Director of Finance and Operations
<i>Absent:</i> Dan McNeill	Mr. Daniel Doak, Principal of Weston Middle School
<i>Absent:</i> Jacqueline Blechinger	

I. CALL TO ORDER, VERIFICATION OF QUORUM
Ellen Uzenoff, Board Chairperson

II. EXECUTIVE SESSION

1. Discussion regarding Weston Public Schools School Security

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. NEW BUSINESS

1. Digital Learning and Technology Innovation Workshop

Dr. Tunks, Director of Digital Learning and Technology, highlighted four elements of the emerging plan for Digital Learning and Technology in 2016-2017: Interactive Engaging Learning Spaces, Learning Commons and MakerSpaces, Blended Learning, and Direct Access to Digital Devices. Discussion by the Board followed after each section. The financial impact of these initiatives will be addressed during the budget process.

V. ADJOURNMENT

*Motion: Motion to adjourn by Ms. Harvey, second by Mr. Schaefer, all in favor.
(5-0) Meeting adjourned at 8:57 p.m.*

Minutes prepared by Meredith Herman, Board of Education Clerk.

Chairman

Secretary

Approved by the Board of Education November 21, 2016.

DRAFT

Weston Public Schools
Board of Education Special Meeting
Weston Middle School Library Resource Center
November 21, 2016

Attendance:

Ellen Uzenoff, Chairperson	Dr. William McKersie, Superintendent
Denise Harvey	Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction
Elise Major, Secretary/Treasurer	Dr. Craig Tunks, Director of Digital Learning and Innovation
Jacqueline Blechinger	Ms. Lois Pernice, Director of Pupil Personnel Services
Sara Spaulding	Mr. Richard Rudl, Director of Finance and Operations
Dan McNeill	Cameron Isaccs, Student BOE Representative
Gina Albert	Alex Fruhbeis, Student BOE Representative

I. CALL TO ORDER, VERIFICATION OF QUORUM
Ellen Uzenoff, Board Chairperson

II. PLEDGE OF ALLEGIANCE

III. RECOGNITION

- 1. Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction introduced Christina Conetta, Weston 2017 Teacher of the Year.**

Motion: Moved that the Weston Board of Education recognizes Christina Conetta, Weston 2017 Teacher of the Year, for her outstanding service to the students of Weston. Motion by Ms. Harvey, second by Ms. Major all in favor. (7-0)

IV. ELECTION OF OFFICER

Motion: Moved that the Weston Board of Education elects Ms. Denise Harvey as the Board Vice-Chairperson, to complete the term formally being served by Philip Schaefer. Motion by Ms. Spaulding, second by Ms. Major; 6 in favor – Mrs. Uzenoff, Ms. Major, Mrs. Blechinger, Ms. Spaulding, Mr. McNeill, Ms. Albert; 1 abstained - Ms. Harvey. (6-0-1)

Ms. Uzenoff introduced Gina Albert as the newest member of the Board of Education.

V. APPROVAL OF MINUTES

- 1. The Board voted to approve the minutes from October 24**

Motion: Moved that the Weston Board of Education approves the minutes of the October 24, 2016, Regular and Executive Sessions. Motion by Ms. Major, second by Ms. Blechinger; 4 in favor – Mrs. Uzenoff, Ms. Major, Ms. Harvey, Mrs. Blechinger; 3 abstained – Ms. Spaulding, Mr. McNeill and Ms. Albert. (4-0-3)

VI. PUBLIC COMMENT

Ms. Nina Daniel, First Selectman, welcomed Gina Albert to the Board of Education.

VII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Mr. Fruhbeis and Ms. Isaacs highlighted the CABE conference which they attended on November 19 as student representatives to the Board of Education. WHS is currently participating in 26 Days of Kindness and will be sponsoring a new charity to support in its fundraising efforts.

VIII. NEW BUSINESS

1. Gifts

Dr. McKersie, as per Board Policy #3280, has accepted, with appreciation, four art tables valued at \$6,800, for the Weston High School art program.

2. WHS Class of 2016 Statistical Report & Analysis of College Applications

Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction, Ms. Lisa Deorio, Principal of Weston High School, and Meredith Starzyk, WHS Director of Counseling, presented the WHS Class of 2016 Statistical Report & Analysis of College Applications for the 2015-2016 academic year. Noted was that more students took the ACT exam than in previous years, forty percent of the students were recognized as AP Scholars, and the Counseling Department is scheduling additional workshops for students and parents. Discussion by the Board followed.

3. NESDEC Demographic Study Presentation

- 4.** Mr. Lewis Brey, Director of Human Resources and Internal Counsel, reviewed the NESDEC Annual Enrollment and Projections Report. This report is the updated enrollment history and forecast from the New England School Development Council (NESDEC). These enrollment projections, developed annually, provide important data for program, budget planning and staffing for the 2017-2018 school year. Mr. Brey noted that in-migration, and not births, are increasing Weston's enrollment in the lower grades. The District will be looking at additional sources to obtain a clearer picture of how the housing market is affecting District enrollment overall. Discussion by the Board followed.

5. Analysis of Second Grade Location

Dr. McKersie, Dr. Craw, Ms. Falber and Mrs. Kaddis reviewed the Analysis of Second Grade Location and recommendation to the Board that the second grade remain at Hurlbutt Elementary School for the next three to five years. The analysis studied enrollment, educational programming, instructional space needs for academic and special education services but for other services, and financial implications in

relocating grade two to Weston Intermediate School. The impact on Hurlbut Elementary School of being solely a K-1 school also was noted. Discussion by the Board followed.

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

Mr. Brey provided a first reading of Weston Board of Education Policy 5141.24, Accommodating Student with Special Dietary Needs (Food Allergies).

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

Mr. Brey provided a first reading of Weston Board of Education Proposed Policy 6143, Parent Access to Instructional Material.

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

Mr. Brey provided a first reading of Weston Board of Education Policy 6184, Unexpected Broadcast. As there were additional questions regarding the language of the Policy, it will be brought back to the Policy Committee for further review.

9. Fourth FY 2017 Financial Update and Approval of Transfers

Mr. Rudl, Director of Finance and Operations, provided a monthly financial update. Transfers were presented for approval totaling \$99,547, five of which were in excess of \$5,000.

Motion: Moved that the Weston Board of Education approves the transfers as presented by Mr. Rudl in the Fourth FY 2017 financial update. Motion by Ms. Harvey, second by Mrs. Blechinger, all in favor. (7-0)

IX. OLD BUSINESS

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

Mr. Brey reviewed Weston Board of Education Policy 4122, Sudden Cardiac Arrest Awareness for Intramural and Interscholastic Athletics.

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

Mr. Brey reviewed Weston Board of Education Policy 2260, Holds on Destruction of Electronic Information and Paper Records.

3. Approval of Policies

Motion: Move that the Weston Board of Education approves Policy 4122, Sudden Cardiac Arrest Awareness for Intramural and Interscholastic Athletics, and Policy 2260, Holds on Destruction of Electronic Information and Paper Records. Motion by Ms. Major, second by Ms. Spaulding, 6 in favor – Ms. Uzenoff, Ms. Major, Mrs. Blechinger, Ms. Spaulding, Mr. McNeill, Ms. Albert; Ms. Harvey absent for motion and vote. (6-0-1)

X. SUPERINTENDENT'S REPORT

1. District Update

Dr. McKersie noted that budget preparations for 2017-2018 are in process. He attended the WEF Trivia Night with Dr. Tunks and Dr. Craw, which highlighted the MakerSpace initiative throughout the District. Last week, Dr. McKersie attended the CABA/CAPPS Convention and was pleased that both student representatives to the Board were able to attend. A Superintendent's Roundtable was held at CES regarding enrollment issues and how to work collaboratively throughout Fairfield County in obtaining better information. Members of the administration attended the Tri-State Consortium Conference in Stamford this month. Dr. McKersie has been a guest reader in all kindergarten and third grade classrooms, as well as speaking to the AP Language classes at WHS. Also noted was the fact most of the presenters during the recent staff professional development day were WPS staff members, which was well received by all involved.

XI. COMMITTEE REPORTS

- 1. Communications Committee – Sara Spaulding, December meeting TBD**
- 2. Curriculum Committee, Denise Harvey, next meeting December 14 at 8:00 a.m.**
- 3. Finance Committee – Denise Harvey, next meeting December 15 at 8:15 a.m.**
- 4. Facilities Committee – Elise Major, next meeting December 2 at 9:00 a.m.**
- 5. Policy Committee – Daniel McNeill, next meeting December 7 at 9:00 a.m.**
- 6. Negotiations Committee – Ellen Uzenoff**
- 7. CES – Elise Major, SFFCS Legislative Branch meeting on December 9 at 8:15 a.m.**
- 8. CABA – Daniel McNeill**
- 9. Weston Education Foundation – Sara Spaulding, fundraising efforts underway.**

XII. WRITTEN REPORTS

- 1. Principals' Reports – distributed with BOE meeting materials.**

XIII. NEXT REGULAR BOARD MEETING IS ON MONDAY, DECEMBER 19, 2016 AT 7:30 P.M.

- 1. Dr. McKersie reviewed agenda items for the next meeting.**

XIV. ADJOURNMENT

*Motion: Motion to adjourn by Ms. Spaulding, second by Ms. Major, all in favor. (7-0)
Meeting adjourned at 10:28 p.m.*

Minutes prepared by Meredith Herman, Board of Education Clerk.

Chairman

Secretary

Approved by the Board of Education December 19, 2016.

Effective School Solutions (ESS) Update: December 2016

The ESS program provides individual, group and family therapy to students, allowing them to stay in district where there are more academic, social and leisure opportunities. Two full time licensed Social Workers were hired for the program as well as a Regional Director who is in district one to two times per week. While there has been some anticipated new program start up concerns, overall the program has been fully integrated into the high school.

The program started the year with six students and has grown now to nine and may grow to 12 students by the second semester. Students and families are finding the program to be very helpful for students who are struggling with emotional concerns. Lisa Deorio and I meet with the Regional Director once a month to discuss program implementation and we have recently decided that the Assistant Principals will join us in that meeting. In addition, I meet weekly with the Regional Director and the two clinicians to review the students as well as referrals to the program.

The high school counseling staff works closely with the ESS clinicians in order to provide regular communication as well as maintaining student-counselor relationships. In addition, the School SRO has also had good communication with the ESS program staff and in some cases has assisted with specific student needs.

ESS provided two training sessions to our staff. The first was at the PD day in August where Alan Blau, Ed.D and co-founder of ESS provided training to PPS staff on the topic, The Fragile Student in the Public School Classroom. In October, ESS offered a conference that several general education teachers attended, on Providing Positive Behavioral Supports and Remediating Executive Functioning Deficits in Students with Emotional concerns.

Financially, while we have not specifically returned students back from an out-placement at this time, however, the program has provided for cost containment with regard to several potential out-placements and mediations. We continue to monitor the program closely to ensure the most effective implementation.

Emotional Intelligence Update: December 2016

Under the district goal of Healthy Learning Environment, we have begun training in the area of Emotional Intelligence. Two years ago, Dr. Marc Brackett spoke on this topic at the opening day convocation and the district staff was very enthusiastic about the topic. The program, RULER, is part of a research study at Yale University at the Center for Emotional Intelligence. This summer, 2 administrators and the school social worker went for the Seedlings training, which was an introduction to the model. That information was brought back to the Leadership Team, who were equally enthusiastic about the model and then in October, we sent 2 teams of staff from WIS and MS for more intensive training on the model. At the November PD day, those trained rolled some of the concepts out to their faculties. This will be continued at the January PD day as well. The goal for this school year is to train staff and develop a plan on incorporating the model district wide for staff and students. Funding for the training is embedded in the district and building based Professional Development budgets as well as some funding from the PTO's.

Emotional Intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and action. The goal is to understand that emotions impact relationships. People like to be around individuals who experience more positive affect. Emotionally skilled students have better quality friendships and are more socially skilled and viewed as leaders by their teachers. Emotionally skilled teachers experience more positive emotions and receive greater support from their principals. Emotionally skilled leaders build trust and are able to garner support for change initiatives. The Emotional Intelligence training provides strategies for staff and students to monitor their emotions and the impact they have on both teaching and learning.

**Weston Public Schools
Analysis of Second Grade Location
November 16, 2016**

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EXECUTIVE SUMMARY

Early this fall, the Superintendent asked that analysis on the location of the second grade be revisited. The analysis of the past two years had reached the preliminary conclusion that the second grade could be relocated from Hurlbutt Elementary School (HES) to Weston Intermediate School (WIS), possibly as of the 2017-18 school year. The primary reasons to consider making the grade reassignment were a projected drop in enrollment of significant proportion, possible financial savings, and the Town of Weston requiring space for programming and services. Due to the transition of Superintendents this summer, the final decision on the location of the second grade for 2017-18 had been put on hold. In the absence of a final decision, planning for staffing, programming, and facilities has been hampered.

Dr. McKersie requested a review of the preceding analysis when three factors became clear: 1) updated NESDEC enrollment projections indicated that Weston's enrollment would not be decreasing precipitously; 2) the financial savings of reassigning the second grade may be less than anticipated and outweighed by significant educational, programmatic, and space challenges; and, 3) a comprehensive review needed to be completed of the educational effects of shifting the second grade from HES to WIS.

Dr. McKersie asked Dr. Ken Craw, Mr. Rich Rudl, Mr. Lewis Brey, Mrs. Laura Kaddis and Ms. Pattie Falber to conduct an updated analysis. He requested that the analysis consider enrollment, educational specifications, special education needs and financial impact at both HES and WIS.

The result of the updated analysis is the following recommendation to the Weston Board of Education:

Recommendation: The second grade should remain at Hurlbutt Elementary School for at least the next five years.

The analysis and findings of the review team are presented in the following document. Given the significance of the resulting recommendation, the following document is comprehensive. Five major findings are presented, each of which points to the wisdom of keeping the second grade at HES for at least the next five years.

1. **Enrollment Projections Support the Second Grade Staying at HES:** We now see that enrollment will be largely flat for at least the next five years. Enrollment has been declining annually, but at a district-wide average of roughly one percent per year, not the large drops previously indicated. The original concept of moving grade two to WIS was predicated on the assumption that cohorts moving through the schools would be significantly lower than 160 students. The NESDEC five-year projected enrollment for grades 2-5 is anticipated to stay at or above 636 students, with cohort sizes anticipated to be at or above 160 students. Thus, the enrollment decline is not as steep as originally anticipated to precipitate a grade two transition to WIS.

The revised enrollment projections show that we will require the same number of sections in all K-5 elementary grades for at least the next five years. Classrooms in HES and WIS are being used optimally to support Weston's comprehensive educational curriculum, program and offerings.

2. **Weston Intermediate School Would be Negatively Affected by the Addition of the Second Grade:** If an additional grade level is moved to WIS, there would be a significant impact on the delivery of instructional programs and services and the ability to facilitate lunch and recess. There would need to be changes in how we currently administer these programs, which would not be the most effective delivery models. It would also have an impact on the master schedule because it would limit flexibility to schedule specials and shared staff.

To fit as many as seven second grade sections into WIS, we would have to eliminate instructional spaces now used for priority academic and cultural programming. Eliminating special area instructional spaces, such as art, Spanish, or music, would greatly impact the quality of the overall educational experience at WIS. These subjects would need to be delivered in the regular classroom without the full complement of instructional resources currently available to both teachers and students. Schools do provide art, music and World Languages "on a cart" in regular classrooms, but it typically is when resources (funding, space and staffing) are scarce; it rarely is pursued as a preferred approach in terms of educational quality or outcomes.

3. **Hurlbutt Elementary School Would be Negatively Affected by the Loss of the Second Grade:** If the second grade was moved to WIS, Hurlbutt would become a K-1 school (with the existing Pre-K program). K-1 configurations are the exception in Connecticut. In DRG A, there are no other schools with this configuration. A K-1 building is an unusual design and the potential negative perception of this structure on families moving into the district or choosing a district should be considered. This potential negative perception may be magnified given the young age of the children whom it would impact.
4. **Special Education Programming K-5 Would be Negatively Affected:** Dedicated space for special education services at HES and WIS has allowed us to address specific student needs effectively and efficiently. Moving the second grade to WIS would reduce the space available at WIS for special education programming and make us vulnerable for additional outplacements and limit our ability to provide special education students with “Direct Classes” (small classes in the areas of reading, writing and math).
5. **Financial Benefits Less Than Anticipated:** The revised analysis examined the potential savings for five different scenarios associated with a potential grade two transition to WIS. While all five scenarios are presented in the following document, only the fourth and fifth scenarios are viable: (The first three scenarios are no longer feasible given the current enrollment.) The financial savings from the fourth and fifth scenarios range from \$73,297 to \$110,344. Moreover, if the reduction in available space at WIS resulted in an additional outplacement for special education, shifting the second grade to WIS could potentially reduce savings to only \$20,139 or at worst increase costs by \$16,908.

In sum, the comprehensive analysis this fall on the question of the location of the second grade points to the conclusion that it would be wise to keep the second grade at HES for at least the next five years. The relatively small financial benefits are outweighed by significant educational, programmatic, and space challenges. We would put at risk essential attributes of our K-5 program for the sake of modest budgetary savings. As necessary, similar budget efficiencies could be garnered from changes that do not impact two entire schools.

If the Board of Education adopts the recommendation to keep the second grade at HES, the administration would continue to monitor district-wide the intersection of enrollment, facility utilization and finances. We will provide updates to the Board of Education’s Facilities, Finance and Curriculum Committees on a periodic basis. Most immediately, the Board of Education will be reviewing the NESDEC Enrollment Report at the November 2016 Meeting. More long-term, the 10-Year Master Plan Facilities Study, due to be launched early 2017, will examine additional facility utilization questions, in particular reviewing what is the best location of the Central Office in terms of optimizing office and educational spaces. We anticipate bringing the results of the Facilities Study to the Board of Education by April 2017.

Section 1 - Enrollment: The enrollment trend suggests that adding an additional grade level to WIS will have a significant impact on instructional programs and the operation of the school. The NESDEC five-year projected enrollment for grades 2-5 is anticipated to stay at or above 636 students. Thus, the enrollment decline is not as steep as originally anticipated to precipitate a grade two transition to WIS.

The current enrollment for grades K-5 as of October 1, 2016 is listed in Table one below.

Table 1: October 1, 2016 K-5 enrollment

Year	Current Enrollment - October 1, 2016						
	Grade						
	K	One	Two	Three	Four	Five	Total
2016-17	128	143	145	163	173	185	937

In Table two, the November 3, 2016 NESDEC five-year projected enrollment for grades 2-5 is shown for WIS if it housed all four grades.

Table 2: WIS Five-Year Projected Enrollment for Grades 2-5

Year	NESDEC Projected Enrollment - 11/3/16				
	Grade				
	Two	Three	Four	Five	Total
2017-18	150	155	168	176	649
2018-19	146	160	159	171	636
2019-20	162	156	165	162	645
2020-21	153	173	160	168	654
2021-22	167	163	178	163	671

Table three depicts the minimum number of classrooms needed at each grade level based on Board of Education class size guidelines ranging between 20-24 students. **The total minimum number of classrooms required for 2017-18 is 30 rooms.** The anticipated number of classrooms required over the next five years ranges from 28-30 classrooms.

Table 3: WIS Five-Year Projected Number of Classrooms For Grades 2-5 Configuration

Year	Projected # of Sections Based on BOE Class Size Guidelines (20-24)				
	Grade				
	Two	Three	Four	Five	Total
2017-18	7	7	8	8	30
2018-19	7	7	7	8	29
2019-20	7	7	7	7	28
2020-21	7	8	7	8	30
2021-22	7	7	8	7	29

The following table highlights the average class sizes at each grade level for the next five years based on the November 3, 2016 NESDEC projections. It should be noted that there are some grades that would have class sizes at the upper limit of the class size guidelines (24). Consequently, additional classroom space may be needed when fluctuations in enrollment tip the class size guidelines over the cap.

Table 4: WIS Five-Year Projected Average Class Sizes For Grades 2-5 Configuration

Year	Average Class Sizes				
	Grade				
	Two	Three	Four	Five	AVG
2017-18	21	22	21	22	22
2018-19	21	23	23	21	22
2019-20	23	22	24	23	23
2020-21	22	22	23	21	22
2021-22	24	23	22	23	23

The tables below show the NESDEC projected enrollment for HES over the next five years for a pre-K-2 configuration and for a pre-K-1 configuration. Table five highlights the projected enrollment with the current configuration of HES as a pre-K-2 school. The total enrollment for the next five years is projected to range from 459 to 487 students.

Table 5: HES Five-Year NESDEC Projected Enrollment For Grades Pre-K-2

Year	NESDEC Projected Enrollment - 11/3/16				
	Grade				
	PK	K	One	Two	Total
2017-18	28	142	139	150	459
2018-19	29	134	154	146	463
2019-20	30	146	146	162	484
2020-21	31	138	159	153	481
2021-22	32	138	150	167	487

The projected enrollment for a pre-K-1 configuration of HES is presented below. The enrollment is anticipated to fluctuate between 309 to 328 students during this time period.

Table 6: HES Five-Year NESDEC Projected Enrollment For Grades PreK-1

Year	NESDEC Projected Enrollment - 11/3/16			
	Grade			
	PK	K	One	Total
2017-18	28	142	139	309
2018-19	29	134	154	317
2019-20	30	146	146	322
2020-21	31	138	159	328
2021-22	32	138	150	320

Section 2 - Weston Intermediate School: If an additional grade level is moved to WIS, there would be a significant impact on the delivery of instructional programs and services and the ability to facilitate lunch and recess. There would need to be changes in how we currently administer these programs, which would not be the most effective delivery models. It would also have an impact on the master schedule because it would limit flexibility to schedule specials and shared staff.

In order to accommodate the additional grade at WIS, based on projected enrollment, an additional seven classrooms would be required. In addition, three more classrooms would be

required to schedule special area subjects, for a total of 10 classrooms that would need to be re-captured to accommodate a move to WIS for 2017-2018. Table seven highlights the current room utilization at WIS and the impact on instructional programs.

A slight discrepancy can be seen between the January 29, 2015 memo from Colleen Palmer, former Superintendent, and the current room usage analysis below. In the 2015 memo, the computer lab was not included among the 31 general education classrooms; however, it is included in the current usage of classrooms, which brings the number of full-size general education classrooms to 32.

Table 7: WIS Room Utilization 2016-2017

Floor	# Classrooms	WIS - Room Utilization
1st	11	<ul style="list-style-type: none"> • 7 regular education classrooms (third grade); • 1 special education room for direct reading and direct math classes; • 1 occupational therapy room; • 1 learning lab; and • 1 computer lab.
2nd	21	<ul style="list-style-type: none"> • 16 regular education classrooms (fourth and fifth grade); • 1 math intervention classroom; • 1 reading intervention classroom; • 1 literacy room; and • 2 rooms used for Spanish instruction.
Total	32	<ul style="list-style-type: none"> • 23 Regular ed classrooms; and • 9 Specialized classrooms.

In order to have 30 classrooms available for grade-level classrooms for the 2017-2018 school year, an additional seven classrooms would need to be reassigned from current usage. Programs and services would need delivered differently in order for this to occur. The following rooms would be considered first:

Table 8: Impact of Reassignment of Classroom Spaces to Accommodate Grade 2

Floor	Classroom Type	# Rooms Recaptured	Impact of Reassigning from Current Usage
1st	Computer Lab	1	<ul style="list-style-type: none">• An alternative model would need to be developed to deliver computer instruction.
2nd	Reading Intervention	1	<ul style="list-style-type: none">• Currently three reading teachers and a reading paraprofessional deliver these services;• Provide services in three rooms currently;• Could reduce classroom space to two rooms, but multiple services provided to students would take place at the same time; and• Addition of grade two students will place additional strain on current instructional spaces.
2nd	Math Intervention	1	<ul style="list-style-type: none">• Currently the math intervention teacher and the math paraprofessional deliver these services; and• The addition of grade two students will result in the need for additional space to deliver services.
2nd	Spanish	2	<ul style="list-style-type: none">• Classrooms equipped with maps, artifacts, and materials;• Redesign Spanish instruction to take place in regular classrooms; and• Limits teacher ability to use their classroom during prep time.
2nd	Health	1	<ul style="list-style-type: none">• Room reconfiguration would necessitate adding cubbies and removing counters and cabinets;• Redesign curriculum to be delivered in classrooms;• Further restricts teachers from using their classrooms during their prep time.
1st	Copy Center	1	<ul style="list-style-type: none">• Reconfigure three smaller rooms into one classroom;• Relocate district copy center; and

			<ul style="list-style-type: none"> Relocate teacher workspace.
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There are additional considerations if grade two is moved to WIS. There will be an impact on several other content areas, which will result in the need for adding at least three additional instructional spaces. Further, lunch and recess will be impacted, as the schedule will need to be adjusted to accommodate an additional grade.

Table 9: Impact on Specialized Programs, Lunch, and Recess

Specialized Program/Space	Add'l Space	Impact on Instructional Program, Schedule, and Classroom Space
String Music	1 room	<ul style="list-style-type: none"> 14 additional classroom lessons for seven second grade classrooms; and An additional space for students taking string instrument lessons would be needed.
Physical Education	Possible swing space may be needed	<ul style="list-style-type: none"> Current enrollment and configuration maximizes the use of the gym facility; Two classes often meet simultaneously in the gym presently; An additional 14 sections (7 additional classroom sections) of PE would need to be scheduled; The curricular program would need to be modified for implementation in a smaller space.; and Potential of an increased need for adaptive PE classes, which requires space in the gym. May need to use alternative space if gym is fully utilized.
Science	1 science room	<ul style="list-style-type: none"> Science classroom space required to support inquiry-based instruction; Additional science room would be needed to schedule science for four grade levels; and Some learning experiences requiring sinks would need to be eliminated from curriculum if additional science room is not added.
Art	1 room	<ul style="list-style-type: none"> Adding an additional grade may also require scheduling art sections in an additional classroom; and

		<ul style="list-style-type: none"> ● If an additional room is not added, second grade art would take place in the regular classroom, which would necessitate changes in the curriculum.
Lunch and Recess	In need of additional recess space	<ul style="list-style-type: none"> ● Lunch wave is from 11:00 a.m. until 1:30 p.m.; ● Cafetorium is able to accommodate increased students, however, this will result in longer lines for lunches, snacks, and drinks; ● Playground area is sized to support half of each grade level currently; and ● Indoor recess would need to relocate from cafetorium to classrooms.

Section 3 - Impact on Special Areas: Classroom-Based v. Cart-Based Instruction Model:

Eliminating special area instructional spaces, such as art, Spanish, or music, would greatly impact the quality of the overall educational experience at WIS. These subjects would need to be delivered in the regular classroom without the full complement of instructional resources currently available to both teachers and students.

Weston, as a community, has always embraced the arts, and understood their educational, cultural, and societal value. This has manifested in the schools and their strong arts curriculum. Even as current educational trends have focused on core curriculum and test scores, causing many districts to diminish their arts programs, the Weston Public Schools arts programs have remained strong and have enhanced our student's education.

If we were to require art to be delivered off of a cart, units would need to be dramatically simplified and our students would miss out on the rich curriculum they are currently experiencing. For example, we would have to eliminate the fifth grade Self-Portrait Weaving unit in which students are asked to think critically about themselves and express their personal beliefs and feelings abstractly, as well as the third grade Calligraphy Printmaking unit that exposes students to mediums beyond crayons and markers.

Our music curriculum would also be profoundly compromised. For example, it would not be feasible for students to use instruments to analyze and evaluate beats, measures, meters, or rhythms, nor would they be able to apply their knowledge to create, compose, and perform original scores as they currently do. Beyond the basic logistics of transporting the materials

necessary to support our current curriculum, the disruption to surrounding classrooms needs to be considered, as well as the displacement of the classroom teacher during their prep time.

Our current Spanish program in grades three through five has been developed based on the numerous resources that are only available in a classroom specifically designed to support the curriculum. For example, word plaques, maps, Spanish dictionaries, games, and other resources are available for students to access as they work their way through the curriculum. If this program were to go to a cart, students would not have access to these supports in the same fashion. However, it may be possible to deliver the grade three Spanish curriculum in the regular classroom as we have done at the K-2 level. This shift would require additional programmatic discussions to take place to determine feasibility.

Section 4 - Hurlbutt Elementary School Considerations: K-1 configurations are the exception in Connecticut. In DRG A, there are no other schools with this configuration. A K-1 building is an unusual design and the potential negative perception of this structure on families moving into the district or choosing a district is unknown and should be considered. This potential negative perception may be magnified given the young age of the children whom it would impact.

From an educational standpoint, consideration should be given to the impact on the grade configuration of a K-1 building. Students would only be in Hurlbutt for two years and the program will be transitional. Students would transition in for kindergarten and the following year would be preparing for the transition out to WIS.

Having three grades in one building, kindergarten through grade two, contributes to building a stable and comprehensive primary education program. The financial savings are minimal due to the need to retain the first floor of North House, which houses our gym, science lab, health room, and several first grade classes.

Any reduction in support or special area staff would be transferred to WIS to support the students, causing a shift in resources, with no overall cost savings. Additional travel time would need to be factored into the schedule for shared staff, which would add to personnel costs.

The current allocation of classrooms at HES includes 11 classrooms in East House, eight classrooms in South House, one classroom in the Core Main Office Area, and 19 classrooms in North House (nine first floor and 10 second floor), as listed below in Table 10.

Table 10: Current Allocation of Classrooms at HES

House	# of Classrooms	Room Utilization
East	11	<ul style="list-style-type: none"> ● 4 Kindergarten classrooms ● 3 ELC: pre-school ● 1 OT/PT room ● 1 Speech ● 1 Music ● 1 Learning Lab (special education)
South	8	<ul style="list-style-type: none"> ● 3 Kindergarten ● 5 First grade
North House (Lower Level)	9	<ul style="list-style-type: none"> ● 3 First grade ● 1 Special education ● 1 Adaptive PE room ● 1 Science lab ● 1 Training room/mobile computer lab ● 1 Team room ● 1 Health room ● Gymnasium
North House (Upper Level)	10	<ul style="list-style-type: none"> ● 7 Second grade ● 1 Math room ● 2 Special education rooms
North House (Upper Level)	3* small rooms	<ul style="list-style-type: none"> ● 2 Reading support roo ● 1 ELL ● *These are all small rooms (not large enough for classrooms)
Core Building	1	<ul style="list-style-type: none"> ● 1 Art Room ● Library Resource Center ● Computer Lab/Maker Space ● Offices
Total	39	<ul style="list-style-type: none"> ● 25 preK-2 classrooms ● 7 Special Education, Speech, ELL

		<ul style="list-style-type: none"> • 5 Art, Science, Music, Math, Health • 1 Team Room • 1 Training Room/Mobile Lab
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The January 29, 2015 memo written by Colleen Palmer, former Superintendent, states that there are potentially 17 general classrooms available in South House and East House should the Board of Education reclaim the area currently in use by the Senior Center. Significant modifications to the space in the current Senior Center would need to be made and the financial cost of such construction would need to be explored to return these spaces to classroom use.

Table 10 above identifies 19 classrooms in East and South Houses, which is two more than what was listed in the 2015 memo. The two rooms that were not included were the OT/PT room and a special education room (Learning Lab). These rooms, as well as the music room could not be displaced to accommodate general classrooms. Consequently, this would only leave us with 16 classrooms for grades pre-K-1, which would not be enough spaces.

In addition, should a pre-K-1 population be housed in East and South House, several instructional programs would no longer be available in the current educational model due to lack of space in those two houses. The programs and services delivered through the science lab, reading support room, adaptive physical education room, and math support room would need to be implemented with a different delivery model. This would potentially impact the quality of these programs. Modifications to the physical education program would also be required given the smaller size of the multi-purpose room in the South House compared to the North House gym, which is a full-sized gym.

The science lab is an integral component of our K-2 program and should second grade move to WIS, the K-1 population would still need the use of this space. With the focus on STEM program and hands on inquiry learning, the accompanying activities and lab investigations need a large non-classroom space to conduct experiments and inquiries. Housing a K-1 population in East and South House would result in the loss of a science lab and there would also be significant storage challenges if North House is abandoned.

The January 29, 2015 memo also stated that a special education room, math intervention room, reading room and speech room could be considered for reduction or consolidation based on the needs of the students housed in the school. Math intervention and reading intervention are a necessity to either a K-1 or K-2 program. These rooms could not be eliminated without significantly impacting the instructional program.

The number of special education rooms is dependent on the needs of each cohort of students. Students with significant special needs often need private spaces for individual therapies and programs. Consolidating space for special education students is often not feasible.

Speech rooms also require private space (not shared space) given the nature of the services being delivered. Speech therapies are not able to be delivered in shared spaces or spaces near special area classes such as music, physical education, cafeterias or recess areas due to the noise levels of those areas.

Special Education: Dedicated space for special education services has allowed us to address student needs. Decreasing our ability to provide this programming, due to lack of space, would make us vulnerable for additional outplacements. Also, moving the second grade to WIS would mean that we would need one additional classroom for special education students who attend our “Direct Classes” (small classes in the areas of reading, writing and math).

The current space for Special Education services at WIS provides a comprehensive program that keeps students with more significant disabilities in District. The OT/PT space, the Learning Lab Classroom, and the two smaller classrooms are critical to supporting students with physical disabilities.

Our OT/PT services have expanded over the years to provide more sensory opportunities for students who need this throughout the day. The Learning Lab is a full size classroom for students on the Autism Spectrum who need individual “cubby spaces” to work on developing their skills. With the current number of students, as well as those identified at HES that would be coming up, this is a space that we will continue to need. The two smaller classrooms provide space for the current students with physical disabilities who have a lot of equipment and floor space needs, including standers, walkers, mats, etc.

Financial Analysis: The following analysis highlights the potential savings for five different scenarios associated with a potential grade two transition to WIS. The first three scenarios are no longer feasible given the current enrollment, while the fourth and fifth scenarios would produce savings between \$73,297 and \$110,344. There is the possibility that a reduction in available space at could result in an additional outplacement, and could potentially increase costs by \$16,908 or result in a savings of only \$20,139.

The original financial assumptions for moving Grade two from Hurlbutt to WIS assumed:

Scenario 1 (Original Assumption):

- Reduction of 3.6 FTE Positions*: \$(269,960)
- Reduction in Shamrock Costs due to less sq. feet \$(32,425)
- Closing of all of North House, which assumed utility savings: \$(21,600)
- Total Operating Savings: **\$(323,985)**

**Assistant Principal, Library Media Specialist, Custodian, Office Administrative Assistant.*

In order to accomplish this, there would be capital expenditures to move the Copy Center from Weston Intermediate School to Hurlbutt Elementary that would cost approximately \$30,000.

Total Assumed Operating Reductions:	\$(323,985)
Less total capital expenditures:	<u>\$30,000</u>
Total Year 1 Financial Savings:	<u>\$(293,985)</u>

These assumptions did not include any comparison to our DRG A Districts or other Pre-K to Grade 1 school configurations. When looking at our DRG A surrounding towns, while they do not have schools with a Pre-K through Grade 1, configuration all of their elementary schools do include an Assistant Principal or Elementary Supervisor position and a Library Media Specialist position, both of which were assumed reductions above.

Table 11: DRG A Comparison of Assistant Principal and Library Media Specialist Positions

District	Assistant Principal	Library Media Specialist
Wilton	Yes	Yes
Westport	Yes	Yes
New Canaan	Yes	Yes
Ridgefield	Yes*	Yes
Darien	Yes	Yes
Easton	Yes	Yes
Redding	Yes	Yes

**Elementary Supervisor split between schools.*

Should Weston move ahead with a grade two move to Weston Intermediate School, but want to retain a similar administrative and curricular structure as its DRG A peers, the assumed savings would be significantly reduced.

<u>Scenario 2 (Retaining the Assistant Principal and Library Media Specialist):</u>	
• Reduction of 2.0 FTE	\$(110,367)
• Reduction in Shamrock Costs due to less sq. feet	\$(32,425)
• Closing of all of North House, which assumed utility savings:	<u>\$(21,600)</u>
Total	\$(164,392)
Total Assumed Operating Reductions:	\$(164,392)
Less total capital expenditures:	<u>\$30,000</u>
Total Year 1 Financial Savings:	<u>\$(134,392)</u>

Based on the analysis done by the Principal of Hurlbutt Elementary School, we would not be able to completely close all of North House. This will then reduce the amount of assumed utility savings as we would still have to provide electricity and heat to North House as the gym and some areas would still be in use. This would impact the assumed financial savings:

<u>Scenario 3 (Original Assumption but not closing all of North House):</u>	
Original Assumptions with Change in Energy Savings:	
• Reduction of 3.6 FTE Positions:	\$(269,960)
• Closing of some of North House, which assumed utility savings:	<u>\$(10,800)</u>
Total Operating Savings:	<u>\$(280,760)</u>
Total Assumed Operating Reductions:	\$(280,760)
Less total capital expenditures:	<u>\$30,000</u>
Total Year 1 Financial Savings:	<u>\$(250,760)</u>

Scenario 4 (Scenario 2 but not closing all of North House):

Structure similar to our DRG A neighbors with change in assumptions for energy savings:

- Reduction of 2.0 FTE \$(110,367)
- Closing of some of North House, which assumed utility savings: \$(10,800)

Total \$(121,167)

Total Assumed Operating Reductions: \$(121,167)

Less total capital expenditures: \$30,000

Total Year 1 Financial Savings: **\$(91,167)**

When comparing the proposed change to another district with a similar grade configuration of a Pre-K through 1 school, Center Elementary School in Brookfield CT, we would have another change in assumptions impacting the proposed financial savings.

Center School in Brookfield, CT does not have an Assistant Principal; however, it does have a Library Media Specialist and an Office Administrative Assistant both of which are part of the assumed reductions. This would mean if Weston were to follow this staffing configuration of Center School, the financial impact would be:

Scenario 5:

- Reduction of 1.6 FTE \$(147,414)
- Closing of some of North House, which assumed utility savings: \$(10,800)

Total \$(158,214)

Total Assumed Operating Reductions: \$(158,214)

Less total capital expenditures: \$30,000

Total Year 1 Financial Savings: **\$(128,214)**

Additional Financial Impact:

All of these financial assumptions **do not** take into account any additional needs that could arise by expanding the students enrolled at Weston Intermediate School.

Possible additional financial expenditures as a result of the change in the size of population within Weston Intermediate School include:

- Additional need for lunchroom monitors (2): \$17,870
- Potential Increase in outplacements due to less dedicated space \$90,205*

**Assumes just 1 additional outplacement.*

When taking into account all of these scenarios, the potential financial implications are listed below.

Table 12: Financial Implications of Transitioning Second Grade to WIS

Scenario	Operating Savings	Capital Expenditures	Total	Additional Lunch Monitors	Adjusted Total	Additional Outplacement	Adjusted Total
1	\$(323,985)	\$30,000	\$(293,985)	\$17,870	\$(276,115)	\$90,205	\$(185,910)
2	\$(164,392)	\$30,000	\$(134,392)	\$17,870	\$(116,522)	\$90,205	\$(26,317)
3	\$(280,760)	\$30,000	\$(250,760)	\$17,870	\$(232,890)	\$90,205	\$(142,685)
4	\$(121,167)	\$30,000	\$(91,167)	\$17,870	\$(73,297)	\$90,205	\$16,908
5	\$(158,214)	\$30,000	\$(128,214)	\$17,870	\$(110,344)	\$90,205	\$(20,139)

Scenarios one and two only work should all of North House close, which does not appear likely given the needs that would still remain at Hurlbutt.

Scenario three would create a structure unlike many of Weston's surrounding DRG A neighbors and would not be an optimal configuration.

Scenarios four and five appear to be the most likely scenarios should grade two move to Weston Intermediate School. Should this occur, the likely savings without any impact to outplacements would be a **net savings of between \$73,297 and \$110,344**, though if the reduction in available space in Weston Intermediate School occurred, resulting in an additional outplacement, it could **potentially increase costs by \$16,908 or result in a savings of \$20,139.**

Students

Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease

Weston Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, Weston Public Schools adopt the following guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies and/or glycogen storage disease (GSD) is important. The district therefore encourages parents/guardians of children with a life-threatening food allergy to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of children with GSD to notify the school of the disease, providing as much medical documentation about the type of GSD, nature of the disease, and current treatment of the student.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a child has a life-threatening food allergy or GSD, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.
2. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom

teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with GSD, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
 - a. classroom environment, including allergy free considerations, or allowing the student with GSD to have food/dietary supplements when needed;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with GSD, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with GSD on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical

emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

- a. The child's name and other identifying information, such as date of birth, grade and photo;
- b. The child's specific allergy;
- c. The child's signs and symptoms of an allergic reaction;
- d. The medication, if any, or other treatment to be administered in the event of exposure;
- e. The location and storage of the medication;
- f. Who will administer the medication (including self-administration options, as appropriate);
- g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
- i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each child identified as having GSD. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD, the ECP should include the following information:

- a. The child's name and other identifying information, such as date of birth, grade and photo;
- b. Information about the disease or disease specific information (i.e. type of GSD);
- c. The child's signs and symptoms of an adverse reaction (such as hypoglycemia);
- d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glucagon)
- e. The location and storage of the medication;
- f. Who will administer the medication (including self-administration options, as appropriate);
- g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
- i. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.

9. A student identified as having a life-threatening food allergy or GSD is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), or the Individuals with Disabilities Education Act (“IDEA”).
10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district’s policies and procedures regarding the administration of medications to students.
11. Whenever appropriate, a student with a life-threatening food allergy and/or GSD should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or GSD should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.
12. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student’s needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies and GSD. Such training may include an overview of life-threatening food allergies and GSD; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD, and what to do in the event of an emergency. Staff training and education will be coordinated by the Nursing Supervisor. Any such training regarding the administration of medication shall be done accordance with state law and Weston Board of Education policy and administrative regulations.
2. Each school within the district shall also provide age-appropriate information to students about food allergies and GSD, how to recognize symptoms of an allergic

reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life threatening allergens and the risks associated with GSD. Practices that may be considered may include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or GSD. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child's classroom or school.
4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.

6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy or GSD to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease.

Legal References:

State Law/Regulations/Guidance

Conn. Gen. Stat. § 10-212a	Administration of Medications in Schools
Conn. Gen. Stat. § 10-212c	Life-threatening food allergies: Guidelines; district plans
Conn. Gen. Stat. § 10-220i	Transportation of students carrying cartridge injectors
Conn. Gen. Stat. § 10-231c	Pesticide applications at schools without an integrated pest management plan.
Conn. Gen. Stat. § 19a-900	Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
Conn. Gen. Stat. § 52-557b	"Good Samaritan law." Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render.
Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7	Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

Policy and Regulation approved: June 19, 2000

Regulation repealed:
Policy Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

~~Accommodating Students with Special Dietary Needs (Food Allergies)~~

~~The Board of Education recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Americans with Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified students in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.~~

~~In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population and may necessitate minimizing exposure to certain foods. The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed, must be specifically described in a statement by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.~~

~~All schools are also responsible for developing and implementing guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.~~

~~(cf. 5141 Student Health Services)
(cf. 5141.21 Administering Medication)
(cf. 5141.23 Students With Special Health Care Needs)
(cf. 5141.3 Health Assessments)~~

(cf. 5145.4 Non-discrimination)

5141.24 (b)

Students

Accommodating Students with Special Dietary Needs (Food Allergies)

Legal Reference: ~~Connecticut General Statutes~~
~~10-15b Access of parent or guardian to student's records~~
~~10-154a Professional communications between teacher or nurse~~
~~and student.~~
~~10-207 Duties of medical advisors.~~
~~Section 504 of the Rehabilitation Act of 1973~~
~~Americans with Disabilities Act~~
~~FCS Instruction 783-2, Revision 2, Meal substitution for medical~~
~~or other special dietary reasons.~~

Policy adopted: June 19, 2000 ~~WESTON PUBLIC SCHOOLS~~

5141.24 (a)
Regulation

Students

Accommodating Students with Special Dietary Needs (Food Allergies)

In order to properly implement the Board policy pertaining to the management of food allergies, the following administrative regulations are hereby established:

1. ~~Each school shall establish a method of ensuring that relevant information concerning food allergies, especially those that may be life threatening, such as nut allergies, be transmitted to all persons interacting with an identified student. This list of personnel includes but is not limited to nurse, administrators, secretaries, classroom teachers, specialists in art, music, and health/physical education, substitute teachers, guidance counselors librarians, psychologists, cafeteria staff, playground monitors, aides custodians, and bus drivers.~~
2. ~~Annual staff development with mid-year follow up by a qualified health professional will be provided to ensure that all persons identified above have knowledge of the signs and symptoms of anaphylaxis, resuscitative techniques, appropriate treatment including the use of an epi pen, and emergency protocol to be implemented immediately.~~
3. ~~Parents/guardians are requested to provide appropriate medication to the school nurse and classroom teacher.~~
4. ~~Epinephrine should be kept in close proximity to students at risk of anaphylaxis. In all cases when epinephrine is administered, 911 will be called and the parent/guardian will be notified. The student must be seen by a physician immediately, and when transported by emergency vehicle, the nurse or designated staff member will accompany the student.~~
5. ~~When taking field trips, at recess, and during physical education class, supervising adults should ensure that the student is carrying an epi pen and/or the adult should be in possession of an epi pen and have been trained in its use. A means to contact 911 must be readily available during all off campus trips, i.e. cell phone.~~
6. ~~Teachers will be asked to eliminate the use of food as manipulatives in their classroom lessons. If food cannot be eliminated for a specific lesson, parents/guardians of allergic children must be informed before the activity so that they may make appropriate substitutions for the entire class, after consultation with the teacher.~~
7. ~~Each year parents/guardians with allergic children must provide the school with an individualized action plan prepared by the student's physician. (See EMERGENCY HEALTH CARE FORM)~~
8. ~~It is strongly recommended that at risk students should have some means of identification, such as a medical alert bracelet.~~

5141.24(b)
Regulation

9. ~~A meeting should be scheduled prior to the start of the school year with the classroom teacher and appropriate staff of an identified child to clarify the specific precautions necessary for ensuring a safe school environment for the child.~~
10. ~~Teachers of children with food allergies should send a note home to their students' parents/guardians and/or inform parents/guardians at Open House of specific foods that they request be avoided when sending food to school. Additionally, principals will send a cover note to the parents/guardians emphasizing the seriousness of the situation and encouraging their support.~~
11. ~~Most food allergic children bring their lunch from home. However, guidelines established by the USDA Child Nutrition Division in charge of school lunches requires school food service staff to provide substitute meals to allergic students if the physician of the student provides written instructions certifying the child's allergy, what foods are to be avoided and safe substitutions.~~
12. ~~Parents/guardians will be encouraged to review/preview menus with complete ingredient listings in order to select safe foods their child may eat. A meeting with the food service director and school cafeteria supervisor at the child's school will be held, if requested by the parents/guardians.~~
13. ~~The following avoidance strategies will be implemented in an effort to reduce risks in the school environment:~~
 - a) ~~Parents/guardians should be encouraged to instruct their children in how to avoid contact with substances to which they are allergic.~~
 - b) ~~Identified children will be carefully monitored, especially in the younger grades. A buddy system for identified students will be encouraged.~~
 - c) ~~Allergic children should be trained only to eat foods that are prepared at home.~~
 - d) ~~All students will be educated about food allergies, including the danger of exchanging foods or utensils with other students.~~
 - e) ~~Surfaces, toys and equipment should be washed clean of allergenic foods. Specifically, a separate cloth should be used for wiping these surfaces.~~
 - f) ~~All food fed to classroom pets must be free of known allergens.~~
 - g) ~~Projects on display in classrooms should not include known allergens.~~
 - h) ~~Food personnel should be instructed about necessary measures required to prevent cross contamination during food handling, preparation and serving of food. See appropriate chapter in Food Allergy Binder, located in the main office.~~
 - i) ~~Custodial staff should check hand soap ingredients to be sure it does not contain any oils from nuts.~~
 - j) ~~As appropriate staff updates will be given at monthly faculty meetings.~~

5141.24(e)
Regulation

- ~~k) — A peanut and tree-nut free table will be provided in the cafeteria. Students who voluntarily choose to sit at this table will be instructed to be responsible for their food selection. Specifically, these tables should be wiped clean with a separate cloth from other tables to prevent contamination.~~
- ~~l) — Staff and students will be strongly encouraged to wash their hands after eating peanut butter.~~

Instruction

Parent and Guardian Access to Instructional Material

In accordance with federal law and Board policy, parents and legal guardians shall be permitted access to instructional material used as part of the educational curriculum for any student.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include formative or summative assessments and tests of any kind.

Upon request, the district shall permit parents and legal guardians to inspect any ~~i~~Instructional M~~m~~aterial which has been utilized in the educational program of their student. The district shall grant reasonable access to ~~I~~instructional ~~M~~aterial within a reasonable period of time after a parental/legal guardian request is received.

Instructional Material developed by Board employees is subject to copyright and other intellectual property protections belonging to the Board.

Legal Reference:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

ADOPTED: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

**Minutes
Communications Committee
November 17, 2016**

Present:

Sara Spaulding, Chairperson, Board Committee Member
Ellen Uzenoff, Board Committee Member
Daniel McNeill, Board Committee Member
William McKersie, Superintendent of Schools
Gina Albert, Member of Public
Meredith Herman, Superintendent's Assistant

Call to Order

The meeting was called to order by Ms. Sara Spaulding at 8:49 a.m.

Review of Minutes

Ms. Spaulding reviewed the minutes from August 26, 2016. The minutes were approved. Motion by Mr. McNeill, second by Mrs. Uzenoff to approve the minutes.

Realtor Open House

The Committee discussed holding the realtor open house in the spring and Meredith Herman will work with Lisa Deorio, Principal of Weston High School, in finding a few dates that would be appropriate, as parking is a concern.

Ms. Spaulding, along with other Board members, will contact local realtors, gauging the best way to notify realtors of the event.

Dr. McKersie will work on creating an agenda for the event. We will look to have all principals present at the meeting to answer questions.

Superintendent Communications

Dr. McKersie discussed the communication vehicles that he has been using throughout the District and Town. He will not be using "Let's Talk" as a communication platform, however had provided an essay to the Weston Forum, which was published on November 10, 2016. Dr. McKersie is also working on a compilation of "Weston WOW's," highlighting great things being done throughout the District. This will be forthcoming and located on the Superintendent's Page.

Patty Gay, Editor of the Weston Forum will provide space for columns in The Weston Forum in order to update the Town on not only the District, but provide informative columns on each of the BOE committees, how they work, who attends, and what its purpose is, with regard to the running of the District.

Dr. McKersie will provide an article to be published this fall and the committee will work with Ms. Gay in developing an outline of topics by month.

Social Media Vehicles

A discussion was held regarding the use of Twitter as another means to communicate information about the District. Dr. McKersie will review the practices of other school districts, seeing how they use social media outlets to disseminate information.

Other Business

Mr. Dan Doak, Principal of Weston Middle School, suggested holding Town meetings elsewhere in the District during budget season, and not the Weston Middle School cafeteria, which is not one of our more technologically up-to-date spaces. The Committee discussed other possible spaces within Weston Intermediate School, Weston Middle School, and Weston High School.

Meredith Herman will send out a Doodle poll in determining the next Communications Committee meeting in December.

Adjournment

The meeting adjourned at 9:52 a.m.

Respectfully submitted,

Meredith Herman
Superintendent's Assistant

**Minutes – Subject to Approval
Communications Committee
December 6, 2016**

Present:

Sara Spaulding, Chairperson, Board Committee Member
Ellen Uzenoff, Board Committee Member
Gina Albert, Board Committee Member
William McKersie, Superintendent of Schools
Meredith Herman, Superintendent's Assistant

Call to Order

The meeting was called to order by Ms. Sara Spaulding at 8:38 a.m.

Review of Minutes

Ms. Spaulding reviewed the minutes from November 17, 2016. The minutes were approved. Motion by Mrs. Uzenoff, second by Ms. Spaulding to approve the minutes.

Realtor Open House

Ms. Albert mentioned the prospect of having videos, highlighting each of the four schools and District, produced by our Videography students and available on the website. This would be a separate endeavor from the realtor open house.

We will be looking at dates both in April and May for the open house. Meredith Herman will be working with Joe Olenik, Director of Facilities, regarding reserved parking spaces for the attendees.

Dr. McKersie reviewed the draft agenda for the open house and programs of past realtor open houses. Meredith Herman will work on updating some of the handouts in the package given to realtors. We will have people on hand to give tours of the schools after the open house.

Other Business

Ms. Uzenoff will be writing an article to be published in the Weston Forum in January regarding the budget process and listing key meeting dates. At the District level, an email will be sent to all families summarizing the budget process, also including all key dates.

Meredith Herman will schedule a meeting in January 2017.

Adjournment

The meeting adjourned at 9:29 a.m.

Respectfully submitted,

Meredith Herman
Superintendent's Assistant

**Minutes
Curriculum Committee
October 19, 2016**

Present:

Committee members:

Elise Major, Board Member

Denise Harvey, Board Member

Philip Schaefer, Board Member

Administration:

William McKersie, Ph.D., Superintendent

Kenneth Craw, Ed.D., Assistant Superintendent

Pattie Falber, Principal Weston Intermediate School

Members of the public:

Ellen Uzenoff

Gina Alpert

Dan McNeill

Sara Spaulding

The meeting was called to order at 8:00 a.m.

1. Review of electronic textbook subscriptions and implications for budgeting
 - Dr. Craw opened the discussion stating that generally subscriptions to electronic textbooks last for six years, which is a shorter time period than we normally use to update textbooks. This may result in additional textbook costs when there is a mismatch between the expiration of the electronic licenses and the time when physical textbooks are renewed.
 - This year, it came to our attention that the electronic subscription for the eighth grade social studies textbook had expired. Consequently, we reviewed renewal options and decided to renew the subscriptions for three years. In order to account for all electronic subscriptions, a spreadsheet of anticipated expiration dates has been created and will be used for budgeting purposes (Appendix A).
2. Information regarding K-12 homework policy and current practices
 - Committee members discussed concerns which had been raised at the last Policy Committee meeting with the amount of homework and perceived lack of consistency among teachers/teams. The homework policy, 6154, has not been updated since 1999. Dr. Craw shared a summary homework chart with the Committee.
 - Dr. Craw noted that generally current practice falls within the guidelines but sometimes there are exceptions.
 - WIS Principal, Pattie Falber, stated that among teachers she sees a split in opinion regarding homework load. Some teachers would like to give out less homework

with the idea of decreasing stress on young students, while others feel strongly about the importance of assigning homework.

- Dr. McKersie acknowledged that this is a complicated issue and that there will be a divide in opinion, but stressed that we must figure out the 'what is' first. Weston has not done this study in many years and he suggests working at the school level with principals. This year should be focused on gathering the questions/concerns that need to be resolved the following year.
- Denise Harvey requested that further detail be included in the high school section of the chart.
- Dan McNeill raised a point regarding content coverage versus time. Does the homework policy bind the hands of teachers in terms of content coverage? He further stated that he would like to see curricular reviews take a look at homework and how time is spent in and out of school. Dr. Craw indicated that homework is reviewed as part of the curriculum renewal process.
- Next steps: Both Dr. McKersie and Dr. Craw underscored the need to continue building on the information gathered on the homework practices spreadsheet (Appendix B) and figure out our focus points/questions. The high school will expand on the current information in the spreadsheet. In addition, the principals will work with their respective faculties to flush out issues related to homework that will comprise the study. The Committee will be updated again once this information is gathered.

3. Discussion of educational impact if second grade transitioned to WIS

- A draft document, consisting of an analysis of a second grade transition to WIS, was recently reviewed by the Finance and Facilities Committees during their October meetings. Members of the Curriculum Committee have been a part of these discussions in their roles on those other Committees, and have requested additional information to be added to the report (Appendix C). An updated report will be reviewed during another round of Committee meetings in November and this topic will be placed on the agenda for the Board of Education meeting on November 21.
- The following additional information was requested to be included in the updated report: (1) an analysis of the room utilization at HES similar to what was included in the report for WIS; (2) updated enrollment information; and (3) address the January 29, 2015 memo from Colleen Palmer, former Superintendent, to the Board of Selectman regarding school facilities.

4. Update on curriculum instructional leader (CIL) review process

- Dr. Craw updated the Committee on the development of a plan to review the CIL model during the 2016-17 school year. He contacted *Research for Better Teaching (RBT)* to develop a proposal to assist us with the CIL review process.
- Mr. Schaefer requested that information be obtained from Tri-State districts to gain a broad perspective on the types of coaching models that are used by other systems.
- Dr. Craw will provide another update on the status of the CIL review process at the November Curriculum Committee meeting.

5. Other Curricular Items

- International field trip to Montreal, CA: Weston High School is planning an international field trip to Montreal, Canada for the music students to perform in a festival from Friday, April 21 to Monday, April 24. The estimated cost of the trip is dependent on the number of students who participate. The cost estimates range from \$900 to \$1,000 per student. Committee members asked that Dr. Craw provide information regarding the trip to the Board of Education at its upcoming meeting on October 24.

The meeting was adjourned at 9:30 a.m.

The next meeting will be held on November 9, 2016.

Respectfully submitted,

June Curiano

Administrative Assistant to the Assistant Superintendent

**Minutes
Curriculum Committee
November 9, 2016**

Present:

Committee members:

Elise Major, Board Member

Denise Harvey, Board Member

Philip Schaefer, Board Member

Administration:

William McKersie, Ph.D., Superintendent

Kenneth Craw, Ed.D., Assistant Superintendent

Tina Conetta, Curriculum Instructional Leader

Janine Russo, Curriculum Instructional Leader

Darcy Ronan, Curriculum Instructional Leader

Members of the public:

Ellen Uzenoff

Dan McNeill

Sara Spaulding

The meeting was called to order at 8:16 a.m.

1. Information regarding electronic resources developed for the Grade 10 World Studies Course
 - Tina Conetta presented an electronic collection of resources for the grade 10 Modern World Studies course developed by the teachers teaching the course. The website contains a series of resources that serve to reinforce the concept of inquiry in social studies. The website will continue to be developed over the course of the school year.
 - Dr. Craw commented that this initiative connects to the district's digital learning initiative.
 - Modern World Studies is a requirement for all tenth grade students. Both the honors and standard levels will use this new platform. The website will not necessarily serve to replace the textbook, but it will be used as an additional resource.
 - Dr. McKersie commented that the inquiry piece is critical to get to the themes and concepts that are not place bound.
 - Denise Harvey inquired about the compilation of the list of resources. Ms. Conetta explained that the students will look at multiple perspectives, such as a German or Russian perspective of the time between the world wars. She further explained that classwork is focused on understanding primary sources.

2. Update on summer curriculum work and implementation of WHS and WMS courses for 2016-17 school year

- AP Psychology: Ms. Conetta reported that there are two full sections in this yearlong course. Ms. Conetta commented that the students are highly engaged and the course has been very well received. She anticipates more than two sections in the future. (See Appendix A for AP Psychology course syllabus.)
- AP Computer Science: Ms. Russo stated that we are using an online platform called Edhesive. The teacher is tailoring the program to meet student needs. In addition, it has enriched the teacher's own background in computer science. Enrollment is primarily male students; however, as Dan Doak commented, there is a club at the middle school called Girls Who Code that is generating more female interest in the subject. (See Appendix B for course overview.)
- Statistics (standard level): Ms. Russo explained that this course was developed for students who are not quite ready for pre-calculus. There are two sections running this year. Ms. Russo explained the typical math progression for students who are taking statistics is algebra 1, geometry, and algebra 2.
- Environmental Science: Dr. Ronan related that environmental science was developed as a capstone to biology, chemistry, and physics. It is primarily an eleventh and twelfth grade course and not every student will take it. Most science teachers can facilitate the course as it draws from all disciplines. She explained one of the important emphases is the ability to be in the outside environment especially during the ecology unit. They have scheduled local off-campus sites that are close enough to facilitate within a double period. The campus Xenon plant will be visited during the water management unit. There is a plan in place for the end of the year to survey the students on their experience in the course.
- Eighth grade capstone – Passion Project: Dr. Ronan shared that this is a rare opportunity to discern and explore a topic that a student is passionate about. This is a one trimester practical and fine arts course with an emphasis on interest and exploration. Most eighth grade students take this course with the exception of some students in Project Challenge who have a similar experience called a master project.

3. Update on curriculum instructional leader review process

- *Research for Better Teaching (RBT)* has put Dr. Craw in touch with Noe Medina, consultant and researcher, who submitted an evaluation proposal. He will be in Weston in late November or early December to conduct group discussions with the school board and administrators and then return in January to interview CILs and teachers (see Appendix C for evaluation proposal). The study will culminate in a report consisting of findings and recommendations, which will be presented in the spring.
- The cost of the evaluation will be \$5,000 plus approved travel expenses.
- Mr. McNeill asked if this evaluation process has been discussed with the curriculum instructional leaders. Dr. Craw responded that he has had discussions with them reaffirming that we are engaging in this renewal to improve upon the model.

4. Second round of Curriculum Committee discussions on the educational impact if second grade transitioned to WIS
 - Committee members discussed a few points in the updated draft analysis of second grade transition to WIS, including how the current enrollment is higher than the 2015 projection. (See Appendix D for updated Grade two analysis).
 - Committee members also discussed classroom redistribution scenarios. Dr. McKersie emphasized the need to communicate and dispel the myth that the schools have a lot of empty rooms. He also clarified that the senior center will remain in its current location for the next five years.
 - Mr. McNeill commented that with rising and falling enrollments, a perfect efficiency of classrooms is difficult to achieve and that the overarching decision may be whether the district is more comfortable operating with extra space or with cramped space.
5. Follow up on Gauging Progress Report presented to the Board of Education on October 24, 2016
 - Due to time constraints, discussion of the Gauging Progress Report was put off until the December meeting.
6. Approval of September and October minutes
 - The committee approved the October minutes.

The meeting was adjourned at 10:00 a.m.

The next meeting will be held on December 14, 2016.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

**Minutes
Finance Committee
November 16, 2016**

Present:

Denise Harvey, Committee Chair
Jacqueline Blechinger (via phone), Board Member
Phil Schaefer, Board Member
Dr. William McKersie, Superintendent of Schools
Richard Rudl, Director of Finance and Operations

Guest:

Ken Craw, Assistant Superintendent

Public:

Ellen Uzenoff, Weston Resident
Sara Spaulding, Weston Resident
Elise Major, Weston Resident
Dan McNeill, Weston Resident
Gina Albert, Weston Resident

The meeting was called to order by Ms. Harvey at 8:19 a.m.

The Committee discussed the following regarding an update on the HES-WIS grade placement analysis:

- Dr. McKersie reported that he will distribute his final recommendation on having second grade remain at the elementary school later that day to all Board members. He will include an executive summary, which backs up his recommendation. The Board will then formally review the document at Monday's Board meeting, and will vote on the recommendation, or at least come to a consensus, at their December meeting. He will send a copy of his recommendation to the Board of Selectmen and Board of Finance on November 21, once the Board members have had time to review it. Ms. Harvey suggested including a copy of the recent NESDEC enrollment report as well. The Committee also agreed that it should be made clear that with second grade remaining at the elementary school, there will be no change to the arrangement with the Senior Center regarding its location in South House.

The Committee discussed the following items regarding the FY 2017 financial update for the period of July 2016 – October 2016:

- Mr. Rudl reported that the projected current fund balance for the FY 2017 budget is \$40,526 and encumbrances total \$27,099,529.
- Mr. Rudl informed the Committee that the report reflects transfers totaling \$99,547, four of which are in excess of \$5,000. These four include \$29,016 for a degree level change at the elementary school per WTA contract, \$20,039 to cover an increase in consumption of kwh at the high and middle schools due to air conditioning usage, \$6,823 to cover the tuition cost of a student attending the agriscience program at the Stamford Public Schools, and \$5,683 for a degree level change in the SPED department as per WTA contract. The Committee requested some background information on the programs which students attend out of district.
- Regarding the Internal Services Fund, Mr. Rudl reported that the current fund balance is \$2.2 million, and the negative net change has improved to less than \$600,000. Additionally, while claims for October were higher than September, they were still below expectations. Ms. Harvey requested that the medical and RX claims chart show year over year data.

The Committee discussed the following regarding the National School Lunch Program:

- Mr. Rudl shared with the Committee a report he created that detailed some pricing options that the District can follow if it comes off of the National School Lunch Program. If the District comes off the program, it will no longer receive reimbursement from the State for free and reduced students. In response to a request by the Committee at its prior meeting, to make up a potential shortfall of \$56,000, Mr. Rudl and Mr. Santelli, the District's Food Service Director, provided data increasing the price on several a la carte items. Additionally, they suggested raising the price of meals by 10 cents. These two measures combined will make up for the shortfall.
- The Board will need to make a decision in February or March as to remaining in the program or not, as that is when the District needs to go out to bid for a foodservice provider. If the District comes off the program entirely, then the food service contract would not need to be approved by the State.
- The Committee discussed the possibility of serving water with meals instead of milk. Currently milk is provided with all meals, and water is only offered as part of the meal if a student is allergic to milk. Otherwise water is sold separately as an a la carte item. Meals which include water will be higher priced, but Mr. Rudl will have Mr. Santelli come up with pricing.
- The Committee agreed to continue the discussion on this item at a future meeting following receipt of additional data from Mr. Rudl and Mr. Santelli.

The Committee discussed the following regarding other business:

- Mr. Rudl reported that currently any income that the District receives from non-resident tuition goes to the Town, which is approximately \$30,000 - \$35,000 annually. Given the fact that the District absorbs all the costs associated with these students, he suggested asking the Board of Finance to allow the Board of Education to build these funds into the District's budget, which will reduce the overall budget request. The Committee agreed that this is worth pursuing.

The Committee discussed the following regarding the pro forma document for FY18 budget guidance:

- The Committee discussed the recent meeting of the Board of Finance, which Dr. McKersie, Mr. Rudl and Ms. Harvey attended, at which the BOF members discussed the budget process, both for the BOE and the Town, and concerns regarding tax burdens on the residents. The Committee noted that, as it has done in the past, the District will work to present a quality budget that will maintain the educational standards people have come to expect, but also be cost effective and not put unnecessary financial strain on residents.
- Mr. Rudl shared a pro forma budget analysis document with the Committee which shows a significant increase just by carrying the FY17 budget forward to FY18, with increases in basic areas, such as teacher salaries, insurance, electricity rates, and facility costs. Dr. McKersie reported that the administrative team is working to offset contractual and projected insurance and utility costs with reductions in other areas.
- The Committee was informed that an additional cut in educational cost sharing from the State is expected but not the entire remaining amount.
- Mr. Rudl mentioned one idea for budget reduction -- taking the balance in the FY17 budget at fiscal year-end and applying it to the Internal Services Fund.

The Committee discussed the following regarding approval of the October minutes:

- The Committee approved the October minutes.

There being no further business to discuss, the meeting adjourned at 10:17 a.m.

The next meeting will be held on December 15th.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes
Facilities Committee
November 4, 2016**

Present:

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

Guests:

Ken Craw, Assistant Superintendent of Schools
Pattie Falber, Principal, Weston Intermediate School
Laura Kaddis, Principal, Hurlbutt Elementary School

Public:

Gina Albert, Weston Resident

The meeting was called to order by Ms. Major at 9:02 a.m.

The Committee discussed the following regarding the update on the HES-WIS grade placement analysis:

- The Committee reviewed an updated version of the analysis of second grade transitioning to the intermediate school, which includes K-5 enrollment as of October 1 as well as cross references and updates to discrepancies to the memo originally issued by the District's previous Superintendent regarding this move.
- Dr. McKersie reported that the enrollment trend suggests that adding an additional grade level to WIS will have significant impact on instructional programs and the operation of the school. The NESDEC five-year projected enrollment for grades 2-5 is anticipated to stay at or above 620 students. The enrollment decline is not as steep as originally anticipated to precipitate a grade two transition to WIS. Additionally, based on Mr. Rudl's updated financial assumptions for the move, the maximum potential savings that can be achieved is between \$73,000 and \$110,000 but if there is an outplacement, savings will only be \$17,000.

- The Committee also discussed the fact that if the second grade is moved, the elementary school will need to reclaim the senior center space and the rooms will need to be converted back to classrooms, which will entail added expenses.
- The Committee agreed that this will be discussed at the November Board of Education meeting and then voted on at the December meeting. Dr. McKersie is recommending that second grade remain at the elementary school. Additionally, he will draft a statement which details the District's plan and include the justification for his decision, based on enrollment trends, education specifications, etc. This document will act as the back-up for his recommendation. Dr. McKersie's summary will also address the proposed move of central office into the middle school.

The Committee discussed the following items regarding 2016-17 capital and maintenance projects:

- Mr. Olenik reported that regarding the hallway security gate at the high school, the installation of the electrical portion has been re-scheduled for November 30 due to the fact that one of the pieces ordered was defective and is now backordered.

The Committee discussed the following items regarding the proposed draft capital budget:

- Mr. Rudl shared with the Committee a draft capital budget for FYs 2018, 2019, and 2020. The projects have been spread out over three years in order to even out the expenditures. All security and technology related items have been removed from the capital budget and will be funded by other means. Among the projects included for 2018 are air conditioning for the elementary school, repairing the knee walls at the intermediate school, upgrading the bathrooms in the academic areas of the middle school, removal and replacement of the oil tank at the elementary school, and replacing one of the current SPED vehicles which is reaching the end of its useful life.
- Because the District is considering replacing the SPED vehicle with one that is smaller, Ms. Uzenoff suggested that input be obtained from the Director of Pupil Services to ensure that the new vehicle is large enough to accommodate the needs of the SPED department. Additionally, Ms. Major asked that a timeline for the elementary school air conditioning project be created.
- The Committee agreed that while replacement of the turf field is not scheduled until FY 2019, the District should start investigating options now.

The Committee discussed the following regarding the oil tank replacement update:

- Mr. Olenik reported that the State will not allow the installation of quick connect tubes due to the possibility of oil spills, instead they would rather have a new underground tank installed. Most districts have dual fuel capabilities.

The Committee discussed the following regarding the update on the 10 year plan RFP:

- Mr. Rudl reported that five companies submitted bids for the project, all of which were above the budget allotted for the project. The next step will be to have the five bidding companies come in after Thanksgiving for interviews. Ms. Uzenoff volunteered to be a member of the interview committee.

The Committee discussed the following regarding the elementary school playground stencils:

- Mr. Olenik reported that he will have the grounds department install and maintain the stencils. He added however that due to safety reasons he will not have stencils installed in the bus loop play area.

The Committee discussed the following regarding the maintenance of trees on campus:

- Mr. Olenik reported that several tree companies came in and conducted a campus-wide survey of which trees need to be removed or trimmed, and all estimates were at around \$45,000. Mr. Olenik added that he will prioritize the trees and divide the project up over three years. None of the trees pose a safety risk.

The Committee discussed the following regarding the purchase of a storage shed:

- Mr. Olenik reported that in order to comply with Title 9 regulations, the District's Internal Counsel is asking that a sound system be installed on the softball field. In order to store the system, a storage shed will need to be installed on the field. He will purchase the smallest shed he can while still being able to store all the equipment. Ms. Albert will reach out to the Weston Little League as they may be able to contribute some funds to the project.

The Committee discussed the following regarding approval of the October minutes:

- The Committee approved the October minutes.

The Committee discussed the following regarding other business:

- Ms. Spaulding mentioned that she thought she noticed an odor at the Zenon plant. Mr. Olenik will have someone investigate.
- Mr. Rudl reported that at either the December or January meeting he will have information on facilities rental fees.

There being no further business to discuss, the Committee adjourned at 10:02 a.m.

The next meeting will be held on December 2 at 9:00 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes
Facilities Committee
December 2, 2016**

Present:

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

Public:

Denise Harvey, Weston Resident

The meeting was called to order by Ms. Major at 9:02 a.m.

The Committee discussed the following items regarding 2016-17 capital and maintenance projects:

- Mr. Olenik reported that regarding the hallway security gate at the high school, the installation will be completed on December 3.

The Committee discussed the following items regarding the proposed draft capital budget:

- Mr. Rudl shared with the Committee the list of capital projects that the District would like to accomplish over the next three years. The projects include air conditioning for South and East House classrooms in the elementary school, repairing the knee walls at the intermediate school, removal and replacement of the oil tanks at the elementary, middle and high schools, an energy management upgrade at the middle school, and upgrading bathrooms in the middle school. Mr. Rudl also reported that the list was shared with the Town at their Capital Committee meeting earlier in the week.
- The Committee discussed in further detail the oil tanks and questioned if replacing them was necessary and if it was better to remove them completely and only use natural gas. Mr. Olenik reported that most districts have a dual fuel capacity and engineers that he has spoken to recommend maintaining a dual fuel capability. Currently the price of natural gas is favorable, but that could change in the future, and if there is any interruption to the

natural gas supply, it is beneficial to have a back-up fuel source. The District has, and will continue to explore alternative energy sources.

- Mr. Rudl reported that the District has met with two architectural firms regarding the 10 year facilities plan, with three more firms scheduled to present during the following week. The 10 year plan will include an energy analysis component to it which will help in making a decision regarding fuel sources. Dr. McKersie added that it would be beneficial to provide the selected firm with data indicating what appropriate class sizes are. To that end, he would like the District to begin a class size analysis, as the standards that the District currently follows are outdated.

The Committee discussed the following regarding the facilities rental fee structure:

- Mr. Rudl reported that he compared the rental fees that the District is currently charging versus other districts, and found that while Weston followed a similar scale in custodial and energy fees, the District is charging a much lower bookkeeping fee. Mr. Rudl recommended changing this fee to the contract rate of the person handling the booking rather than a flat 10% of the total rental cost. This would put Weston in line with other districts. This would go into effect at the beginning of the next fiscal year. The Committee agreed to move this forward to the Finance Committee for review.

The Committee discussed the following regarding approval of the November minutes:

- The Committee approved the November minutes.

The Committee discussed the following regarding other business:

- Dr. McKersie informed the Committee that in response to an inquiry from a parent, the District is conducting a preliminary analysis regarding the benefits of adding seat belts to the school buses.
- Dr. McKersie also reported that he has received an inquiry regarding building a new pool. At this time there are no funds available for this project.
- Ms. Major informed the Committee that the Town Strategic Planning Committee has endorsed the idea of a sidewalk plan through the campus and heading into the town center. The next step is to explore the availability of funding.
- Ms. Major inquired as to the status of replacing the fencing around the North House playground. Mr. Rudl reported that there are currently no funds available for this, but once the issue of keeping second grade at the elementary school is settled, the District may approach the PTO to see if they may be willing to contribute funds. This will be added to the agenda for the Committee's February meeting.

- Ms. Spaulding inquired into the status of the shed that is going to be installed on the softball field. Mr. Olenik reported that the District's Athletic Director has offered to pay for the shed out of his budget. Additionally, since a sound system is going to be installed, the neighbors in the area should be informed. Mr. Olenik will update the Committee in January.

- Mr. Olenik updated the Committee on tree cutting/pruning around campus. He received an estimate that could be spread over the next three years. Year one would cost \$31,550, year two would be \$12,350, and year three would be \$5,900. He and Dr. McKersie will walk the campus and make a determination as to which trees need to be taken care of immediately.

There being no further business to discuss, the Committee adjourned at 10:19 a.m.

The next meeting will be held on January 6 at 9:00 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Draft Minutes
Policy Committee
September 27, 2016

Present:

Daniel McNeill, Chairperson, Board Committee Member
Jacqueline Blechinger, Board Committee Member
Sara Spaulding, Board Committee Member
William McKersie, Superintendent of Schools
Lewis Brey, Director of Human Resources/Internal Counsel
Kenneth Craw, Assistant Superintendent of Schools
Lisa Deorio, Principal, Weston High School
Mark Berkowitz, Director of Athletics
Meredith Herman, Assistant to Superintendent

Call to Order

The meeting was called to order by Mr. Dan McNeill at 8:13 a.m.

Mr. McNeill reviewed the minutes from September 7, 2016. The minutes were approved. Motion by Ms. Spaulding, second by Ms. Blechinger to approve the minutes.

Mr. Lewis Brey presented high-priority policies, as the next Policy meeting will be in November.

Mr. Brey reviewed Policy 4122 with the Committee. The language is from the State statute. Mr. Berkowitz, Director of Athletics, reviewed the process in which parents and students submit and verify the reading of policies and procedures of the intramural and interscholastic athletics. The administering of this policy is handled in the athletics department and not at the coach level, though the coaches have the ultimate responsibility to assure compliance. This policy will be presented for first reading during the October Board of Education meeting.

Policy 5141.24, Accommodating Student with Special Dietary Needs (Food Allergies) was rewritten and gives more detail than our current policy. This policy will be reviewed in November when Ms. Zulkowski, Nurse Supervisor, is present.

The Committee reviewed Policy 6143, Parent Access to Instructional Material. Mr. Brey reviewed what items fall under FOIA, what does not, and how this policy supplements the FOIA requirements. This policy will be brought back to the committee in November.

Policy 2260, Holds on Destruction of Electronic Information and Paper Records, was reviewed. This Policy will be brought to the Board of Education meeting in October for first reading.

The Committee discussed the retention of BOE minutes, texts, and voicemail messages. Mr. Brey said that, as he understood it, all electronic emails and electronic documents

communications from the District are backed up on our servers and through Google. The committee discussed adding other policies to the list that will be reviewed during the course of the year.

Adjournment

The meeting adjourned at 9:21 a.m.

The next meeting is on November 2, 2016.

Respectfully submitted,

Meredith Herman
Administrative Assistant to Superintendent of Schools

Draft Minutes
Policy Committee
November 16, 2016

Present:

Daniel McNeill, Chairperson, Board Committee Member
Jacqueline Blechinger, Board Committee Member (Via phone)
Sara Spaulding, Board Committee Member
William McKersie, Superintendent of Schools
Lewis Brey, Director of Human Resources/Internal Counsel
Lisa Deorio, Principal, Weston High School
Sheryl Zulkeski, Nurse Supervisor
Gina Albert, Public
Jen Ryan, Assistant to Human Resources

Call to Order

The meeting was called to order by Mr. Daniel McNeill at 8:34 a.m.

Mr. McNeill reviewed the minutes from the September 27, 2016 meeting. There was a Motion of approval by Ms. Spaulding, second by Ms. Blechinger to approve the minutes. The minutes were approved.

Mr. McNeill first discussed the status of Policies 2260 and 4122. Both policies were presented as a first reading to the Board of Education in their October meeting. They will be moving forward for their second reading at the November meeting.

Mr. Lewis Brey reviewed Regulation 5131.6, Alcohol Use, Drugs, and Tobacco with the Committee. The policy was passed by the Board of Education last year, but the regulation needed updating in regards to penalties associated with possession. The committee first discussed adding a cessation program to the suspension penalties, which was agreed upon. It was then discussed whether taking away open campus rights should be added to the penalties. The open campus penalty will be discussed with the full Board of Education, when the regulation goes to it for a first reading in the November meeting.

Policy 5141.24, Accommodating Student with Special Dietary Needs (Food Allergies) was then discussed. This policy will be forwarded to the Board of Education for a first reading at the November meeting.

The Committee then reviewed Policy 6143, Parent Access to Instructional Material. This policy will also be forwarded to the Board of Education for a first reading in November.

Finally, the Committee discussed Policy 6184, Unexpected Broadcast. After some minor editing by Mr. Brey, it will also move forward to a first reading at the November Board meeting.

Mr. Brey then asked that the Committee re-visit the complaint policy at the December committee meeting.

Adjournment

The meeting adjourned at 10:01 a.m.

The next meeting is on December 7, 2016.

Respectfully submitted,

Jen Ryan
Administrative Assistant to HR

WESTON PUBLIC SCHOOLS REPORT

December 19, 2016



Weston High School

Lisa Deorio, Principal

In this issue...

- Principal's Update*
- Academic Programs*
- School Counseling Department*
- Professional Development*
- Co-Curricular Programs*
- Special Recognition*
- Alumni News*

Principal's Update

I am so proud of our students and staff who participated in the 26 Days of Kindness in honor of the students and educators who lost their lives on December 14, 2014, at Sandy Hook Elementary School. The many acts of kindness that we witnessed from November 18 to December 14 were incredible, filling our school community with joy. This time of year is special because we are reminded of what really matters. To paraphrase the late Maya Angelou, *"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*



As part of the 26 Days of Kindness, Mrs. Eisenman's classes participated in Race4Chase Day. Chase Kowalski was one of the first-graders who lost his life in Newtown. Students donated items for some 'giveaways', made cookies for the baked sale, and ran the booth in the main lobby. All funds raised were donated to the CMAK Foundation. The CMAK Foundation created the Race4Chase Triathlon Program that partners with local YMCAs, including the Wilton/Weston YMCA, to provide children ages 6-12 with a safe, healthy, non-competitive environment to discover the sport of

triathlon. Other activities included student kindness cards to staff, bake sales, after school tutoring, a food drive, as well as hot chocolate and cider sales. All proceeds from these activities were donated to various charities.

Academic Programs

English: Art Teacher, Ms. Hawthorn, and our Art with a Heart club collaborated with teachers Ms. Gleason, Ms. Holmes, and Mr. Durand and our freshman English classes to create *"What Do I Stand For"* mobiles. The students selected an important value or belief and etched it on a mobile, adding chimes and ribbons for display in the library. Students also wrote their own reflections explaining their choices and values. This interdisciplinary project, which aligned with the book students were reading, was part of our 26 Days of Kindness initiative.



Math: Mr. David Tamburri, Managing Partner of Health Enterprise Partners, spoke to Mr. Buckley's Personal Finance class about creating a start-up company in the health care services, and the information and technology field. He emphasized the importance of selling yourself and your skills to future employers, and discussed the art of making a deal as well as the importance of an investor's mindset in this process. Mr. Tamburri, a former West Point and Harvard Graduate, spoke about how his experiences in high school and college helped him in his current career. He also conducted a mock interview where the 10 seniors in the class spoke about why they were the most qualified for a college scholarship. Congratulations to Emily Prackup who won the competition.



Music: The month of December is the time we showcase our student musicians with evening concerts featuring our multiple bands, orchestras, and choral groups. This year our students also sold poinsettias to support their music trip to Montreal this spring. Pictured is Band Director, Mr. Fisoli with our concert band.



Physical Education: Our juniors and seniors finished their salsa unit as part of the ballroom dancing program this month. Instructed by Mr. Richetelli, Ms. Wilson, Mr. Pace, Ms. Aquila, and Mr. Santora, student pairs competed and were judged by faculty volunteers. This unit is always a highlight of this semester course.

Project Lead the Way: Students in the Introduction to Engineering Design PLTW class completed a project designing and building a puzzle cube. A full set of drawings was produced for students to experience firsthand the engineering design process.

Science: Chris Evers from Animal Embassy shared an engaging presentation about animal adaptations and conservation with Ms. Hauser's Animal Behavior class. The students observed and handled varied wildlife from biomes around the world.

Videography: Mr. Brencher's Advanced Videography class is finalizing and submitting their entries for the annual Connecticut DMV Teen Safe Driving Contest. This year's theme is *One Split Second*. Through this video, the student director and team must demonstrate a creative, unique, and effective message related to making responsible and safe decisions about driving.

Spanish: Students in Ms. Fernandes' AP Spanish 6 class gave presentations this month on how they would improve the school. Ideas included eliminating PE for athletes and assigning different academic departments specific days to administer their exams to alleviate student stress. Pictured here are Nicole Murillo and Rebecca Agababian.



School Counseling: The link to our School Counseling December Newsletter is as follows:
http://www.westonps.org/uploaded/School_Counseling/December_2016.pdf

Professional Development



The WHS and WMS social studies teachers held their department meeting at the Weston Historical Society where they took a tour of the WWII exhibit. The teachers found it fascinating to see how the war impacted the town of Weston. They spent time discussing various aspects of the war and its impact on Weston. Additionally, teachers discussed how to incorporate the exhibit and its programs into our courses. Tenth grade Modern World Studies and eleventh grade American History teachers are looking forward to highlighting the exhibit with their classes

Co-Curricular Programs

Athletics:



Nine of our captains recently participated in the CIAC Sportsmanship Conference and committed WHS to becoming a *Class Act School*. The *Class Act Schools* initiative is designed to empower students to take ownership for all issues related to sportsmanship within the athletics department. It aims to provide a framework enabling schools to promote, encourage, and monitor positive sportsmanship. Through

Captain's Circle, our team captains will work with other school leaders to consistently meet these standards and elevate school spirit.



Congratulations to our girls swim and dive team, coached by biology teacher, Mr. Grace, for completing their second straight undefeated season. The girls earned their second straight SWC Championship and their fourth straight CIAC State Championship.

Four of our student-athletes signed their National Letter of Intent to attend and participate in a sport at a Division I university. Congratulations to Zach Clevenger, UMass Baseball, Cayla Koch, Dartmouth Tennis, Ian Richling, Boston University Soccer, and Sophie Angus, Northwestern Swimming.





The WHS sports banquets marked the end of a successful fall season for our athletes. We are very proud of not only their athletic contributions but also that a clear majority of our students were recognized for their exceptional academic work and their ability to balance both sports and school work. Pictured here are four of our senior football players.



Student Government: Our student leaders participated in the Connecticut Association of Boards of Education (CABE) student leadership conference this month. Pictured here are Board of Education Student Representatives Cameron Isaacs and Alex Fruhbeis, and Student Government Executive Secretary, Kelsey Cina.



Nadia Lopez, author of *The Bridge to Brilliance*, as well as founder and Principal of Mott Hall Bridges Academy in Brooklyn, was the guest speaker at the CABE conference. Ms. Lopez, a finalist for the 2016 Global Teachers Prize, became nationally recognized when her student named her as the most influential person in his life on the blog, *Humans of New York*. In her book, Ms. Lopez writes about how she broke the downward spiral that had trapped many inner-city children in her school. Our student representatives were so impressed with Ms. Lopez' presentation that they purchased her book, which is available in our school library.



Circle Of Friends: As part of our 26 Acts of Kindness, Our Unified Sports Club, Circle of Friends, and Zumba Club held a Zumba event after school this month. Students and staff participated led by well-known local Zumba instructor Johan Layseca. Mr. Layseca did a fantastic job keeping everyone's energy up as the clubs raised funds to be donated to support sick children in Peru.



Community Class: Our community class created gift bags that they sold this month as part of an authentic learning experience. Students made the bags, prepped them for sale, and opened and ran the school store.

Cure Cancer/Relay for Life: The Relay for Life Committee is proud to announce that the Relay for Life event will take place on May 6 at Weston High School. The committee held its first meeting this past month, and many students attended to show their support for the American Cancer Society. In preparation for this year-long event, students on the committee become active members in the community, spreading awareness of the fight against cancer. All students of Weston High School are encouraged to form teams with fellow students to fundraise for the American Cancer Society and/or to attend the Relay event. Several student volunteer opportunities are still available. If



you are interested in joining the committee, or have any questions, please contact Relay co-chair, Jayson Pinals, at jaysonpinals@students.westonps.org.

Key Club: This month our Key Club attended a Saturday breakfast program at the Weston Kiwanis Club. Judith Altmann, a holocaust survivor, spoke about her journey as a fourteen year old girl who was sent to a concentration camp. Ms. Altmann's presentation was incredibly moving. Our plan is to invite her to share her story at WHS this spring.

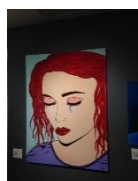


Therapy Dog Visit: Ms. Greenberg's dog, Griffin, visited the school again as part of our ongoing initiative to reduce stress in our learning community. Pictured here is social studies teacher, Ms. O'Leary, taking a moment to greet Griffin.

Tutoring: Spanish students continue to volunteer every week at the South Norwalk Community Center traveling with Spanish teacher Mrs. Davidow on Mondays and Wednesdays. They help children work on their homework and English skills. This program services 40 children. Pictured is Josh Metchik working with a student.



Special Recognition



Georgia Burkhard, Class of 2018, had her art selected for the art show at the Westport Arts Center. Georgia was juried from over 200 applicants. The show is called "MORE than words#immore

Jack Goldberg, Class of 2017, was awarded the gold President's Volunteer Service award for the many hours of service he gave to Horizons at Greens Farms Academy. Horizons is an academic and cultural enrichment program for Bridgeport students ranging from kindergarten through college. Horizons runs a six week summer program for grades PreK-8 on the GFA campus.



Alumni News

We are so proud of Jessica Riley, Class of 2012, who is serving in The Peace Corps in South Africa. Here is an excerpt from Jessica's blog. *"One day their teacher asked me to read aloud a short story. I began to read with great enthusiasm and I watched the faces of these learners as they followed the story in excitement. They were completely enthralled throughout. My goal is to develop a functioning library in the school. It may need to be in a small space, it WILL take time, and it definitely*



won't be easy. But I want these learners to get excited about reading, and to have the opportunity to get lost in a story. I want them to experience what I remember my teachers providing me with time and time again when reading aloud together." If you wish to read more about Jessica's experience, here is the link to her blog. <https://theadventuresofjessriley.wordpress.com/>

Seth Woodhouse, Class of 2016, spent the fall of his gap year in Cambodia working on a service project. He will attend University of Southern California this January.



The Nickels Family carry on the proud tradition at Penn State. Pictured are Anja, Class of 2010, who majored in marketing and currently works for New York Life in Washington, D.C., Anya continues to play intramural volleyball on the courts next to the Washington Monument. Her sister, Daniele, Class of 2013, also majored in marketing and now works for Ipsos, one of the world's leading market research firms, as an analyst. Nina, Class of 2015, is a sophomore at Penn State, majoring in the pre-vetinary program.



Julian Jacobs, Class of 2014, and student at Brown, attended the democratic national convention this summer as a reporter for the Brown Political Review this summer. The following link recounts his experiences. <http://julianjacobs.weebly.com/perceptions-of-democracy-at-the-2016-dnc.html>



Class of 1991 alumni attended the WHS football banquet in honor of fellow teammate, Dean Moore. He was an incredible young man whom I remember fondly. Taylor Moore, twin brother of the deceased, presented a special award to senior Jason Lawrence honoring Dean's incredible spirit. The selection of Jason for this award exemplifies the qualities for which Dean stood.

Pictured are my former Spanish students Gregg Slow and Scott Drever.



In this issue...

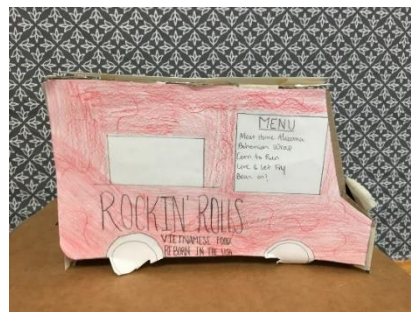
***Physical Education Students Enjoy Fitness Fun Day
Creativity and Innovation in Eighth Grade Project Challenge
School Newspaper Presents First Edition
Sixth Grade Students Begin “Guardians of the Water Galaxy”
Interdisciplinary Project
Hydroponic Garden Update
Seventh Grade Student Selected to Serve as a Student Reader on Nutmeg
Book Award Committee
Professional Development Update***

Physical Education Students Enjoy Fitness Fun Day

A big thank you to the PTO for providing such a fun and unique opportunity for the students at WMS to participate in during their PE classes. A Thanksgiving-themed Fitness Fun Day was provided for the PE classes on the Monday and Tuesday before Thanksgiving. Students were able to race through a bounce house obstacle course, race scooters to build a scarecrow, play a turkey bowling pin bowling challenge, shoot some hoops, and play corn hole. The smiles on the students' faces demonstrated how fitness can be fun for all.

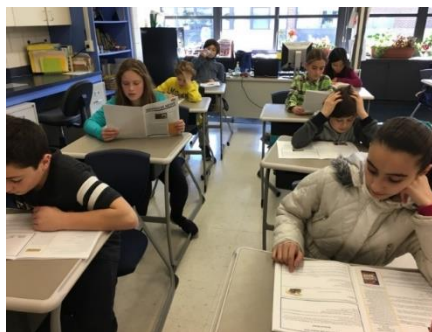
**Creativity and Innovation in Eighth Grade Project Challenge**

Eighth Graders in Mrs. Kurjiaka's Project Challenge classes, designed unique food truck designs with creativity and innovation in mind. Students had the flexibility of applying an individual interest within the context of a food truck. Applying their chosen theme, students named their trucks, designed logos, wrote slogans, created and described menu items, and more. Some students even brought in samples of the food offerings.



School Newspaper Presents First Edition

WMS is proud to present the first edition of our school newspaper. Students worked hard and contributed many different kinds of writing to make this paper a success. We enjoyed reading the paper during our advisory period on December 2, and we hope to inspire even more contributors for the next issue. Mrs. Kolodney and Mrs. Clark serve as our advisors to the newspaper.



Sixth Grade Students Begin “Guardians of the Water Galaxy” Interdisciplinary Project

During the month of December, sixth grade students will be working in their science and social studies classes on an interdisciplinary project during which they will be tasked with identifying a water issue somewhere in the world, researching the scientific principles behind the issue, considering the human impact of that issue, identifying an audience that may be able to help, and proposing some way to alleviate the issue.

The purpose of this interdisciplinary project is to encourage our students to problem solve, practice research skills, and to identify and contact an audience beyond our classrooms. We will be spending two periods a day on this project for three weeks in December. Students will be required to submit multiple assignments throughout the course of the project which will be entered into *both* the science and social studies gradebooks. For more information about this project, please have your child log on to our Guardians of the Water Galaxy Google Classroom page next week.

Hydroponic Garden Update

The display cabinet outside the eighth grade science classrooms features a new hydroponic garden. The chosen crop, lettuce, is growing without soil. The roots are bathed in water that is enriched with essential nutrients. A pump cycles the water from the reservoir through a double-decker system of four growing trays, and returns to the reservoir. Interested seventh graders maintain the hydroponic system biweekly after school with help of seventh grade science teacher, Ms. Nizlek. The students replenish the water; test for total dissolved solids and add nutrients to the water to maintain optimum concentration; and measure and adjust the pH of the solution. If successful, we will harvest the makings of a healthy salad!



The garden supports the WMS goal to cultivate powerful citizens of the global community because it directly relates to Sustainable Development Goal #11, Sustainable Cities and Communities. The seventh graders will learn the basics of hydroponics as a component of their Food Production and Preservation Science and Technology in Society unit.

The hydroponics system is made possible through generous gifts from the PTO and from an anonymous donor. Last year, the PTO funded a guest speaker from the Science Barge, a prototype self-sustaining hydroponic garden growing on a barge in the Hudson River near Yonkers, NY. The idea for the hydroponic garden in our school grew (pun) from learning about hydroponics last year.



Seventh Grade Student Selected to Serve as a Student Reader on Nutmeg Book Award Committee



Seventh grade student, Jennifer Evans, was selected as a student reader on the Nutmeg Book Award Selection Committee. Each year the Nutmeg Selection Committee invites sixth and seventh graders from around the state to apply to be one of two student readers on the committee.

The selection process required Jennifer to write about a book that she believes should be an Intermediate Nutmeg nominee; write about the literary genres that she reads for pleasure and what she finds particularly interesting about those genres; as well as why she would like to serve on the committee, and how she would go about locating copies of books from the reading list. The committee will read about 120 books in nine months. Congratulations, Jennifer!

Professional Development Update

Sixth grade ELA teacher, Sheila Cooperman, presented at the National Council of Teachers of English (NCTE) annual conference in Georgia. Her presentation focused on how digital composition engages and motivates writers, enhances creativity and motivation, and boosts critical thinking. She shared student work that included a variety of modes including movies, audio MP3 book reviews, digital posters, and memes. The work encompassed student learning through several units of study including memoir, argument, and research.

*In this issue...**Teaching and Learning*

- *Grade Three Trip to New Pond Farm*
- *Grade Four Opinion Writing*
- *Grade Five Informational Reading Unit*
- *Grade Five Science Inquiries*

*Hour of Code**Professional Development*Grade Three Trip to New Pond Farm

Our third graders took a trip back in time to learn and experience the lives of the Eastern Woodland Native Americans. Upon their arrival at New Pond Farm, the students hiked to the encampment areas comprised of a wigwam and longhouse. They were introduced to the important roles and jobs given to all family members. Each had an opportunity to ground corn into corn meal, remove the fur from an animal skin, and play some games to help with their hand-eye coordination. A visit to the family garden provided the children the opportunity to learn about the importance of growing corn, beans, and squash, also known as “The Three Sisters” and of gathering and hunting. Here they also had hands-on experiences with animal skins and how they were utilized. A visit to their Native American museum showed beautiful artifacts such as arrowheads, bark containers, fishing nets, and various tools that represent the lives of various tribes.

Grade Four Opinion Writing

This month, our fourth grade students just finished their first opinion writing unit of the year. In this unit, students learned how to structure an opinion essay to effectively communicate a claim, reasons to support the claim, and evidence that proves their reasons are true. First, they did this work to produce an essay about a personal opinion. Personal opinions are those that are true for the writer, therefore difficult to disagree with. An example of a personal opinion is “My father is my greatest teacher”. In the last part of the unit, students applied their learning of personal essays to produce persuasive essays. These essays are ones designed to convince an audience to agree with their claim. An example of a persuasive opinion is “Students at WIS should have longer recess”. Overall, students did a fabulous job learning how to effectively communicate their opinions with an audience!

Grade Five Informational Reading Unit

Our fifth grade students have just finished an engaging reading unit on informational text complexity. The unit taught students all the ways text becomes more difficult to summarize, analyze,

and synthesize information about a topic within one text and across multiple texts. Students chose a topic of interest to research and investigated multiple sources to build knowledge and become “experts”. Finally, students led seminars for their classmates to teach about their expertise and receive feedback from their peers on their work. Students truly enjoyed teaching their classmates about their topics and reflecting on how their research skills have grown.

Grade Five Science Inquiries:

In science, fifth graders began their study on the physics of light. Students investigated the connection between the location of an object and the apparent location of its reflection. They were able to see how light can be partially reflected by, and transmitted through, a surface by playing the game, Tic-Tac Reflect, which is a variation of tic-tac-toe. They also made connections between how light bounces off a mirror and why reflections of objects are inverted. This activity has followed several others where students learned that light travels in straight lines called rays and how light rays behave when they strike a reflective surface. Students built mazes and used mirrors to reflect a beam of light through the maze to a target. They predicted what they would see when they looked into the mirrors in the maze. Through hands-on activities and investigations, students are grasping the concepts of light and are learning through their observations and questions.



Hour of Code

Computer Science Education Week is a world-wide learning event that takes place during the second week of December each year. WIS students celebrated this event by taking part in Hour of Code activities. At each grade level, students were presented with age-appropriate, self-paced activities that encourage computational thinking and logical sequencing, encouraging them to “think like a programmer”.

Grade 3: The Hour of Code activity for third graders at WIS was LightBot. This activity introduces young students to basic computer programming concepts in an age-appropriate way by having them use simple commands, and *patterns* of commands to guide an on-screen robot through a series of mazes. The maze challenges become more difficult as students master the various levels.



It is wonderful to hear students’ problem-solving conversations, and watch their collaborative efforts and level of engagement.

Grade 4: Fourth graders also programmed onscreen robots through a map for their Hour of Code experience, but rather than using drag and drop commands, they were encouraged to type the code to direct the robot themselves. The environment they worked in was RoboMind Academy. Again, the activity called upon students to recognize patterns to create repeated “loops” of robot activity. Mazes became increasingly more challenging as students demonstrated mastery of basic programming commands.



Grade 5: The Grade 5 Hour of Code activity was an introduction to drawing using JavaScript programming. Students learned to write JAVA commands independently by watching a series of video tutorials on the Khan Academy website. Each instructional video was followed by a drawing challenge activity based on the content of the video. Each challenge became more advanced as learners demonstrated mastery of the basic JAVA drawing functions. The photo at the right shows fifth graders guiding an adult through the basics of drawing with JAVA Script.



WIS Staff Codes Too! During our weekly staff meeting, WIS teachers had their own Hour of Code experience, challenging themselves with the grade 3 LightBot activity.



Professional Development

This month we were happy to welcome back Simone Fraser from Teacher’s College to provide us with professional development in the area of writing. Simone worked with our teachers to look at student work and provide tips for more efficient planning of whole group and small group lessons. The teachers were engaged and had the opportunity to ask questions to deepen their understanding of the workshop approach. Small group instruction allows our teachers to meet student’s individual needs as writers more often to ensure their continuous progress. Simone will be back several more times this year to continue this important work.

*In this issue... **Hurlbutt Celebrates a Positive School Climate**
Teaching and Learning
Parent Communication
Hour of Code
Integrating Technology*

Hurlbutt Celebrates a Positive School Climate

Our December PBIS (Positive Behavioral Interventions and Support) assembly brought out the true holiday spirit in our students and staff. In the spirit of kindness, kindergarten teacher, Ms. Cebulski, organized Hurlbutt's annual mitten drive. Students and staff brought in new hats, mittens, and scarves to help families from a neighboring town who are in need of these winter items. Our buddy classes worked together to decorate a collection box. Horace, the Hurlbutt Honeybee helped students collect all of the items donated by our families. At the assembly, buddy classes counted their donations together and then we combined all of our counts into one grand total for the school. It was a great opportunity for our students to put their math skills to use in a real-life application. Over 700 pairs of gloves, mittens, hats and scarves were collected. Ms. Cebulski delivered all of these items to a school in Connecticut and the recipients were very appreciative of our generosity and kindness.

Teaching and Learning

First graders at Hurlbutt continue to learn about our community beyond the school walls. We recently hosted visits from local veterinarian, Dr. Noonan and Chief of Police, Troxell. Dr. Noonan demonstrated how he uses special tools to perform his job in the community. The students were interested to hear about all the different types of animals that a veterinarian in Weston might help. Students were able to make connections with their knowledge of our community and the history of Weston as a farming community. Some of the farms and properties in our community are home to goats, horses, and other animals in addition to the more typical pets, such as dogs, cats, and rabbits. Chief Troxell spoke to our students dressed in full uniform. Our students know many of the Weston police officers from their visits to our school and they were fascinated to learn about the chief and his role in our town. Chief Troxell explained all the components of his uniform. Did you know that each stripe on his uniform represents five years of service to our community? Chief Troxell left our students with an important message of honesty and always telling the truth.

These links to the community support the civics dimension of our social studies curriculum as students learn about society and its relationship to themselves. Part of this study involves understanding the roles and responsibilities of people in authority (local/state/national). They learn to explain how all people, not just official leaders, play an important role in a community and how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Parent Communication

During the month of November, the first marking period ends and we hold our first parent conferences of the year. While teachers are in communication with families throughout the year through email,

phone calls and other meetings, the early dismissal and delayed openings scheduled in November allow our teachers dedicated time to meeting with each family to discuss their child's progress.

Hour of Code

Schools around the world participate in the "Hour of Code" as part of Computer Science Education Week, December 5-11, and Hurlbutt is proud to have participated again in this annual event. Coding is just the first step on a journey to learn more about how technology works and how to create software applications.

Launched in 2013, Code.org® is a non-profit organization dedicated to expanding participation in computer science. It is believed that computer science and computer programming should be part of the core curriculum in education, alongside other science, technology, and engineering programs. "Coding" helps in nurturing problem-solving skills, logic and creativity. By starting early, students will have a foundation for success in any 21st-century career path. Hurlbutt students in grades one and two participated during this week long opportunity to work on "Hour of Code" via the official Hour of Code Website: code.org. In addition, they will also work with the Kodable website: <https://www.kodable.com/hour-of-code>.

Students will have continued access to these two very interactive and "fun" websites in the computer lab and their classroom.



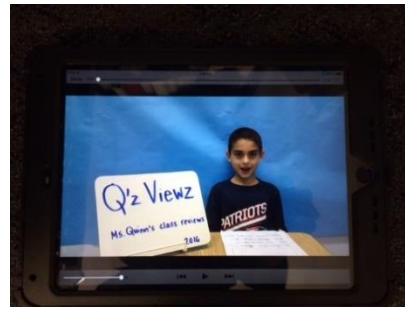
Through the generous support of our PTO, we continue to host scientists from the *High Touch High Tech* science program. This program provides enrichment to our science curriculum through hands-on experiments. Our second graders recently participated in a program and learned about States of Matter in coordination with this science unit of study. Engaging experiments captured our students' attention as they explored the properties of matter. They weighed air to learn that air really does take up space and have weight. After learning about the different states of matter, they participated in experiments designed to demonstrate how matter changes states. Together as a class watched water transform into a snowman's hand! These programs have become favorite annual events for our students and staff and we are grateful to the PTO for funding these enriching events.

Integrating Technology

At Hurlbutt we've been looking for new ways to empower students to communicate their thinking and share their work. Here are a few examples of classes that have piloted using iPad apps to show what can be accomplished to work toward this goal.

As part of their geography unit, students explored monuments to understand what they may represent and how they can elicit different emotions. As part of this study, Mrs. Harjes' Second Grade Class created their own monuments using the medium of their choice ranging from markers to legos. Students shared their creativity and their understanding of the concept of a monument using technology to capture their creation. We used the iMovie app to take pictures of their monuments and students explained the reasoning behind their creations.





In preparation for Thanksgiving, Mrs. Caird's Kindergarten Class created collages of different foods that could become part of a celebration feast. We used the Chatterpix app to bring the creations to life and compiled them into a video using Powerpoint.

During their Opinion Writing Unit, First Graders wrote reviews to share their opinions about something they are an expert about and to persuade their audience to give it a try. Check out these reviews by Ms. Quinn Class.



Election season was in full swing at Hurlbutt this November. Candidates *Splat the Cat* and *Clark the Shark* were on the HES election ballot. Students had the chance to view one picture book with each of these characters. They were asked to consider which character's books would be best for the LRC. The winning book will be purchased for our LRC and students were thrilled to be participating in this decision. Students in Mrs. McNulty's first grade class and Miss Weir's second grade class worked in the computer lab with Mrs. Rodko and Mrs. Lazar to create campaign posters. They discussed what they liked about each character and brainstormed why other students should vote for them. The first graders used Kidpix to create their posters that were displayed in the LRC and hosted on the election website. The second graders practiced Microsoft Word skills to create their posters and then included drawings. Once the results were in, we announced the winning book during morning announcements. *Splat the Cat* won by a landslide!

