

WESTON BOARD OF EDUCATION

SPECIAL MEETING

Tuesday, February 25, 2014

Weston Middle School Library Resource Center

Regular Session 7:30 p.m.

- | | | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| I. | CALL TO ORDER, VERIFICATION OF QUORUM
Philip Schaefer, Chairperson | |
| II. | PLEDGE OF ALLEGIANCE | |
| III. | RECOGNITION | None |
| IV. | APPROVAL OF MINUTES , <i>pages 1-10</i> | Motion |
| V. | PUBLIC COMMENT | Information |
| VI. | NEW BUSINESS | |
| | 1. Resignation , <i>page 11</i> | Motion |
| | 2. Presentation and Vote on Approving Installation of Lighting on Stadium Field , <i>pages 12-14</i>
Dr. Keating will give a presentation on proposed stadium field lighting. | Motion |
| | 3. Review and Approval of Plans and Specifications for Weston High School Windows and Doors Project
Dr. Keating will present the proposed plans and specifications for the Weston High School Windows and Doors Project. | Motion |
| | 4. NEASC Report
Mrs. Deorio will present the NEASC Accreditation Report of April 7-10, 2013 for Weston High School. | Information |
| | 5. Approval of Request to Reallocate Funds for WMS Pool HVAC Upgrade Project , <i>page 15</i> | Motion |
| | 6. Strategic Plan Update , <i>pages 16-60</i>
Dr. Craw will provide an update on the District Strategic Plan. | Information |
| | 7. Third FY 2014 Financial Update , <i>pages 61-69</i>
Dr. Keating will provide a monthly financial update. | Information |
| | 8. Special Education Financial Update , <i>pages 70-71</i>
Dr. Keating and Ms. Pernice will provide an update on special education costs. | Information |

9. Weston Board of Education Policies and Regulations, *pages 72-80*

First Reading

Mr. Brey will review the following Weston Board of Education Policies and Regulations:

- A. Policy 4111.1, Minority Recruitment;
- B. Policy 3150, Budget Procedures and Transfer of Funds; and
- C. Regulations 4119.11 – 4218.11, Administrative Regulations Regarding Discrimination Complaints (Personnel).

VII. OLD BUSINESS

1. Weston Board of Education Policies and Regulations, *pages 81-85*

Motion

Mr. Brey will review the following Weston Board of Education Policies and Regulations:

- A. Policy 6146, Graduation Requirements;
- B. Regulation 6146, Graduation Requirements; and
- C. Policy 4118.11-4218.11 Non-Discrimination.

VIII. SUPERINTENDENT'S REPORT

- 1. Next Regular Board Meeting Monday, March 17, 2014 at 7:30 p.m.
- 2. District Update
- 3. Principals' Reports, *pages 86-96*

**Information
Information
Information**

IX. COMMITTEE REPORTS

- 1. Communications Committee - Nina Daniel
- 2. Curriculum Committee - Ellen Uzenoff
- 3. Finance Committee - Denise Harvey
- 4. Facilities Committee - Ellen Uzenoff
- 5. Policy Committee - Dana Levin
- 6. Negotiations Committee - Denise Harvey
- 7. CES - Nina Daniel
- 8. CAGE - Elise Major
- 9. Weston Education Foundation - Denise Harvey

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X. ADJOURNMENT

Motion

Weston Public Schools
Board of Education Meeting – Budget Workshop #2
Weston Middle School Library Resource Center
January 23, 2014

Attendance:

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

I. PLEDGE OF ALLEGIANCE

II. HURLBUTT ELEMENTARY SCHOOL

The proposed Hurlbutt Elementary School budget is \$3,090,330, which represents a 3.29% increase over the FY 2014 expected budget. Mrs. Kaddis, Hurlbutt Elementary School Principal, explained the budget drivers as safety and security, enrollment and related staff, world language, and books and materials. Cost containment measures include monitoring class size, evaluating support staff needs weekly, maximizing books and other materials by sharing across classrooms, and philanthropy donations from the PTO.

III. WESTON INTERMEDIATE SCHOOL

Ms. Falber, Weston Intermediate School Principal, presented the intermediate school's proposed budget of \$3,894,808, which represents a 1.59% increase over FY 2014. Priorities that drive budget decisions include safety and security of students and staff; enrollment and staffing; academic, social/emotional, and behavioral programs; opportunities for students to receive support; technology integration to support teaching and learning; professional development; and student enrichment opportunities. To contain costs, school administration remains mindful of class size, proposes minimal increases for non-salary accounts, and will utilize CIL and administration-led professional development, and PTO philanthropy grants.

IV. WESTON MIDDLE SCHOOL

The proposed budget for Weston Middle School is \$4,698,639, which represents a 2.46% increase of the FY 2014 expected budget. Mrs. Watkins, Weston Middle School Principal, explained that the majority of the middle school's budget stems from salaries. Other budget drivers include professional development and collaboration, and ensuring the fidelity of the middle school teaming model, particularly with sixth and seventh grades. Cost containments include reducing paraprofessional staffing, reallocating data support to the district level, maximizing certified teachers, reclassifying online library subscriptions, and funding a portion of the music program through the Summer Performing Arts Entrepreneurial Program.

V. WESTON HIGH SCHOOL

Weston High School Principal Mrs. Deorio presented the proposed \$5,829,688 high school

budget, which represents an increase of 4.17% over the FY 2014 expected budget. All of the budget requests for the school, which won the national Blue Ribbon award this year, align with the WHS student expectations. Budget drivers include safety and security, enrollment, graduation requirements, and academic and co-curricular program. Mindful cost containment measures that do not affect the quality of education include combining two courses into one section, revision of course offerings, and examination/reduction on noncertified staff.

VI. ATHLETICS

For FY 2015, a total of 842 student athletes, 17 more than FY 2014, are expected. The proposed athletic budget is \$750,697, which represents a 1.43% increase over the FY 2014 budget request. Mr. Berkowitz, Director of Athletics, explained that officials, insurance and stipends/salaries, including the reinstatement of one assistant varsity softball coach are the major budget drivers. Cost efficiencies include outside financial support, participation fees, gate receipts, reducing an administrative assistant position to an 11-month position, and splitting equipment requests with the physical education department.

VII. PUBLIC COMMENT

Rose Horowitz, Silver Ridge Common

Ms. Horowitz spoke regarding a concern for the music and performing arts departments at WHS, with the loss of Doris Fiotakis and Sal LaRusso in the last two years and the transition that needs to happen to ensure success in these areas. Ms. Horowitz also asked about drama course offerings and requested a curricular leader for performing arts.

Nancy Cohen, Hillcrest Lane

Ms. Cohen spoke regarding the combined-level drama course her children both participated in, and voiced the need for the curriculum to be enhanced in order to improve enrollment.

Nancy Babyak, Jana Drive

Ms. Babyak spoke to the number of students participating in Company, and the talent of the students who pursue careers in theatre arts. She also spoke to the need of having an auditorium manager who is trained in theatre space management, and an enhanced before- or after-school theatre curriculum.

VIII. ADJOURNMENT

Meeting adjourned at 10:04 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

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

Attendance:

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

I. PLEDGE OF ALLEGIANCE

II. FACILITIES

Mr. Clarke, Director of School Facilities, presented the FY 2015 budget request of \$4,792,603, which is a 1.56% increase over FY 2014. Budget priorities are reflective of the mission of the facilities department, which is to provide a safe and secure, comfortable, clean, functional, efficient, and well maintained environment for teaching and learning. Increases are \$128,254 for non-salary accounts, primarily funding for service contracts that was removed from last year's budget for Mile of Safety and maintenance projects, and \$48,315 for salary accounts.

III. CAPITAL BUDGET

There are six items for consideration in the FY 2015 budget, as presented by Mr. Clarke: Zenon plant repairs, sound system upgrades for the high school football field, contingency funds for the high school windows/HVAC project, instructional space upgrades for Project Lead the Way at the middle and high schools, phase 2 of the classroom door replacement plan for the middle school, and a partial roof replacement for the North House of Hurlbutt.

IV. SPECIAL EDUCATION

Ms. Pernice, Director of Pupil Personnel Services, presented the key budget drivers of the \$6,861,021 proposed special education budget as staffing, outplacements, contracted services, mediation requests, increased student needs, and grant reimbursement decreases. The proposed budget for FY 2015 is a 7.36% increase over the FY 2014 adopted budget, and a 1.58% increase over the FY 2014 expected budget. Cost containment strategies include collaborating with other districts to develop programs, and creating in-district programs. Students in special education represent 9.74 of the total student population, and are aged pre-kindergarten through 21 years old.

V. PUPIL PERSONNEL SERVICES

The Pupil Personnel Services cost center, with a proposed budget of \$2,587,413 for FY 2015 includes services for student counseling, class scheduling, college and career planning, nursing, and occupational and physical therapy to support regular and special needs students. The budget reflects a 2.73% increase over the FY 2014 adopted budget. Ms. Pernice discussed three budget

drivers, which are staffing, increased occupational and physical therapy services due to student needs, and professional technical services.

VI. TECHNOLOGY UPDATE

Mr. Haakonsen, Director of Technology, responded to questions from Board members related to the technology budget, purchasing and bid processes, software use, student-owned devices, current equipment inventories, state testing, and lease specifics.

VII. SUPERINTENDENT CONCLUDING REMARKS

Dr. Palmer, Superintendent of Schools, reiterated the total proposed budget costs for FY 2014, historical budget data from FY 2010 to present, five-year compounded actuals from other DRG-A districts, and significant drivers to the FY 2015 budget. Dr. Palmer also described the complexities involved in staffing, including a visual representation of the teaming model structure for sixth grade and benefits to maintaining teams of five classes. In closing, the overarching goals of the budget process were discussed: providing a safe and secure educational environment, personalized education, authentic learning experiences, and purposeful technology; using the Strategic Plan to support world-class education; attracting and retaining the most talented and dedicated workforce; and continuing to be an asset to the Town and an integral part of its identity.

VIII. PUBLIC COMMENT – No Report

IX. ADJOURNMENT

Meeting adjourned at 1:50 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

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

Attendance:

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

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION – No Report

V. APPROVAL OF MINUTES

The Board voted to approve the minutes from December 16 (Sara Spaulding was absent).

Motion: Moved that the Weston Board of Education approves the minutes of the December 16, 2013 Regular and Executive Sessions. Motion by Mrs. Levin, second by Mrs. Uzenoff, 6 in favor – Mr. Schaefer, Mrs. Uzenoff, Ms. Daniel, Ms. Harvey, Mrs. Levin, Ms. Major; 1 abstain – Ms. Spaulding. (6-0-1)

The Board voted to approve the minutes from January 14.

Motion: Moved that the Weston Board of Education approves the minutes of the January 14, 2014 Budget Workshop #1. Motion by Mrs. Levin, second by Ms. Major, all in favor. (7-0)

VI. PUBLIC COMMENT

VII. NEW BUSINESS

1. 2014-2015 Operating Budget Discussion and/or Adoption

Dr. Keating highlighted the reasons why the budget has changed since the October forecast (an increase of \$869,069). Dr. Palmer discussed four recommendations for reductions in the proposed budget: the removal of security funds in this budget due to feedback from Town leadership and their support in this area, a lowering of funds for cleaning contracts due to current rebidding, information from the Town and State that MERS will not increase, and a duplicate charge for Atlas software. This would bring the budget down to 4.21% increase from a 4.66% increase.

Motion: Moved that the Weston Board of Education approves the 2014-2015 Operating Budget in the amount of \$47,494,856, which reflects the following reductions to the Superintendent's Proposed Budget:

- 1. Atlas software in the curriculum and instruction budget in the amount of \$7,500;*
- 2. phase two of security upgrades in the facilities budget in the amount of \$117,400;*
- 3. contracted services in the facilities budget, with respect to the cleaning service contract, in the amount of \$40,000; and*
- 4. retirement pensions, in the district-wide budget with respect the Municipal Employment Retirement System (MERS) in the amount of \$39,057.*

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

Motion: Moved that the Weston Board of Education adds as an agenda item to section VII, New Business, "1A: 2014-2015 Capital Budget Discussion and/or Adoption." Motion by Ms. Harvey, second by Ms. Major, all in favor. (7-0)

1A. 2014-2015 Capital Budget Discussion and/or Adoption.

Moved that the Weston Board of Education approves the 2014-2015 Capital Budget in the amount of \$477,000 for the purposes set forth in the capital budget report in Group 1, first tier, of the capital budget plan 2014-2015 in the Superintendent's Proposed Budget. Motion by Ms. Harvey, second by Mrs. Uzenoff, all in favor. (7-0)

2. Gifts

Dr. Palmer, as per Board Policy #3280, has accepted, with appreciation, the following gifts from the Weston High School PTO:

- *up to \$1,500 for Blue Ribbon banners;*
- *\$1,500 for a Livingston Ripley Waterfowl Conservancy in-school field trip; and*
- *\$10,000 for 24 tablets with keyboards and styli, and a charging cart.*

3. Vote on Meghan Daly's Leave of Absence Request

Motion: Moved that the Weston Board of Education approves Meghan Daly's leave of absence request for the 2014-15 school year. Motion by Ms. Daniel, second by Mrs. Uzenoff, all in favor. (7-0)

4. Vote on Meredith Hallgren's Leave of Absence Request

Motion: Moved that the Weston Board of Education approves Meredith Hallgren's leave of absence request for the 2014-15 school year. Motion by Mrs. Levin, second by Ms. Spaulding, all in favor. (7-0)

5. Discussion and Vote on Reintroduction of Trigonometry Course at Weston High School

Dr. Craw discussed a course that has been reviewed by the Curriculum Committee. As Discrete Math will be phased out, the trigonometry course will be cost neutral.

Motion: Moved that the Weston Board of Education approves the Trigonometry course as presented for Weston High School. Motion by Ms. Daniel, second by Ms. Harvey, all in favor (7-0)

6. Discussion and Vote on New Publication Design Course

Dr. Craw discussed a course that has been reviewed by the Curriculum Committee. This course provides students with a graphic design opportunity centered around the yearbook. Many students are not able to get involved to the extent that they would like as an afterschool activity.

Motion: Moved that the Weston Board of Education approves the Publication Design course as presented for Weston High School. Motion by Ms. Daniel, second by Mrs. Uzenoff, all in favor. (7-0)

7. Weston High School Honors Requirements

Dr. Palmer spoke to the transition from grade 8 to grade 9, the educational placement of students, and processes parents can expect. Dr. Craw reviewed the details of the honors requirement document and how students may be considered for placement in honors courses for each discipline.

8. Weston Board of Education Policies and Regulations

Mr. Brey reviewed the following Weston Board of Education Policies and Regulations:

- A. Policy 6146, Graduation Requirements;
- B. Regulation 6146, Graduation Requirements; and
- C. Policy 4118.11-4218.11 Non-Discrimination.

9. Presentation on Second Quarter Financials

Dr. Keating provided a quarterly financial update, which included a detailed accounting of transfers in the following cost centers: one additional teacher at Hurlbutt Elementary School, needs for pupil personnel services, salary adjustments for security staff and other non-certified salaries, employee benefits, curriculum and instruction, transportation, legal fees, copying and printing, uniforms for security staff, liability/auto insurance policies.

10. Vote on Transfers

Motion: Moved that the Weston Board of Education approves the transfers set forth in the first and second quarter financial reports for FY 2014 presented by Dr. Keating. Motion by Ms. Harvey, second by Mrs. Uzenoff, all in favor. (7-0)

11. Vote to Give Authority to Superintendent to Approve Emergency Transfers

Dr. Palmer and Mr. Brey discussed the importance of the Superintendent having the authority for the approval of emergency transfers and statutory requirements.

Moved that the Weston Board of Education authorize the Superintendent of Schools to make such transfers between one line item and another (and/or between cost centers/schools) as necessary, if the urgent need for transfer prevents the Board of Education from meeting in a timely fashion to consider the transfer, provided as follows: (1) such transfers by the Superintendent shall not exceed five percent (5%) of the annual budget; (2) transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board of Education; (3) a written explanation of such transfer shall be provided to the Board of Finance and Board of Selectmen; and (4) transfers subsequently ratified by the Board at any such meeting shall not be counted in the limitation on the authority of the Superintendent to make transfers. Motion by Ms. Daniel, second by Mrs. Levin, all in favor. (7-0)

VIII. OLD BUSINESS

1. Weston Board of Education Policies and Regulations

Mr. Brey will review the following Weston Board of Education Policies and Regulations:

- A. Policy 4111, Recruitment and Selection of Certified Personnel;
- B. Regulation 4111, Recruitment and Selection of Certified Personnel; and
- C. Policy 4211, Recruitment and Selection of Non-Certified Personnel.

Motion: Moved that the Weston Board of Education approves Policy 4111, Recruitment and Selection of Certified Personnel; Regulation 4111, Recruitment and Selection of Certified Personnel; and Policy 4211, Recruitment and Selection of Non-Certified Personnel. Motion by Mrs. Levin, second by Ms. Spaulding, all in favor. (7-0)

IX. SUPERINTENDENT'S REPORT

1. Next Board Meeting Tuesday, February 25, 2014 at 7:30 p.m.

2. District Update – No Report

3. Principals' Reports

Mrs. Deorio, Principal of Weston High School, spoke about the beginning of second semester and the surprise staff appreciation day provided by the student government, the arrival of a delegation from Bhutan, the boys basketball game tonight against Colby Cathedral, and a girls basketball tomorrow. Ms. Watkins, Weston Middle School Principal, discussed the unveiling of the hallway art gallery in the foyer, the hour of code, World War II liberator Alan Moskin as a guest speaker for the eighth grade, the National Geographic Bee, and the upcoming Youth Drug and Alcohol

Survey Results meeting. Mrs. Wilhelm, Weston Intermediate School Assistant Principal, reported on the third-grade unit on tales, fourth grade development with fractions, professional development for Math in Focus, fifth grade how-to projects, the student vs. staff volleyball game, and December assembly sing-along. Mrs. Kaddis, Hurlbutt Elementary School Principal, announced receipt of a grant from the Weston Service Center through Exxon Mobil, reading and writing progress for students, and the PBIS chain links decorating the Board meeting tables that were made with buddy classes and which express ideas for how to be kind.

X. COMMITTEE REPORTS

1. Communications Committee

At the January 9 meeting, the Committee discussed ways to improve communications with Weston Residents. Ms. Daniel discussed the Superintendent's Blog, placing an insert in *The Weston Forum*, and the creation of a Superintendent's column to cover topics concerning the schools. The next Committee meeting is scheduled for February 27 at 8:30 a.m.

2. Curriculum Committee

Per Mrs. Uzenoff, there is nothing to report beyond what was discussed previously on the agenda. The next Committee meeting is scheduled for February 12 at 8:00 a.m.

3. Finance Committee

The following items from the January 14 meeting were discussed by Ms. Harvey: budget development and mitigation strategies, a progress report on the high school windows and doors project, the second quarter financial report, transfers, GASB funding, cost-sharing for the middle school pool, and cost of strings program. The next Committee meeting is scheduled for February 13 at 8:00 a.m.

4. Facilities Committee

The following items from the January 15 and January 22 meetings were discussed by Mrs. Uzenoff: lighting for the football field, the football field sound system replacement, and the possible sharing of school facilities. Mrs. Uzenoff explained the reasons behind a tabling of the shared school facilities discussion, and expressed that only two of the six options for space sharing will remain as possibilities for investigation, neither of which involve the placing of Town offices within the schools. The next Committee meeting is scheduled for February 11 at 4:00 p.m.

5. Policy Committee

Per Mrs. Levin, there is nothing to report beyond what was discussed previously on the agenda. The next Committee meeting is scheduled for February 4 at 8:15 a.m.

6. Negotiations Committee

Nothing to report.

7. CES

The following items from the January 9 meeting were discussed by Ms. Daniel: a presentation from the Connecticut Office of Early Childhood Education on “Ages and Stages,” a 2-1-1 infoline on child development, a January 9 symposium on freedom of information, and the January 31 Legislative Breakfast.

8. CAGE

Nothing to report.

9. Weston Education Foundation

Nothing to report.

XI. ADJOURNMENT

Motion: Motion to adjourn by Mrs. Levin, second by Ms. Daniel, all in favor. (7-0) Meeting adjourned at 8:31 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

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

Jennifer Markov

From: Amy Capalbo <amycapalbo@gmail.com>
Sent: Thursday, February 06, 2014 2:12 PM
To: Colleen Palmer; Lisa Deorio; Lewis Brey
Subject: Amy Capalbo Maternity Leave Correction

Colleen,

After much thought and consideration, I have decided not to return to work after my maternity leave.

This was a difficult decision as I have always enjoyed working with the district, high school, and specifically my department but my new family situation has shifted my focus to the children. I will miss the students and class time tremendously, but hope to return to the field one day.

I would like to take this opportunity to thank Weston for such a wonderful working environment, and for the opportunities & experience I gained.

Please accept this letter as formal notice of my resignation, effective from 6/30/2014.

I wish you and the district continued success.

Kind regards,

Amy Capalbo

Weston High School Stadium Lights Educational Specifications

February 11, 2014

Rationale:

To add permanent lights to the Weston High School stadium field and outdoor track adjacent to the high school to provide an additional athletic space for safe, after dark practices and games for Weston High School athletes and community use.

Lighting:

This proposal includes the installation of poles and lights on the stadium field that will allow for safe competition and recreational use on the stadium field and track for after dark events.

Benefits:

There are many benefits resulting from the installation of lights on the stadium field for the Weston High School athletic program:

1. It allows Friday night home football games to be played to bring together fans of all ages, giving school age members of the community a positive destination on a Friday night, as well as other sporting and community events.
2. There is a positive impact on the life of student athletes by adding lights to the stadium field.
 - a. It alleviates the stress student athletes often experience resulting from conflicts when Saturday competitions and academic testing (e.g. SAT, ACT) coincide on the same day.
 - b. A lighted stadium field provides greater flexibility in scheduling practices and other games to afford appropriate rest periods, supporting the safety of athletes, as well as allowing for additional study time between the school day and paced practices/games.
 - c. Weston High School will have the ability to host SWC and CIAC events to allow our students to have greater access to competitions at the highest level.
3. Having lights on the stadium field extends the usable time on field for competitions, thus minimizing early dismissals from school.
4. The lights increase the quality of practices for athletic teams during the months when it gets dark early. There would be greater visibility during practice sessions and a reduced risk of injury.
5. From a site management standpoint, a lighted stadium provides a venue for unique circumstances when it would be advantageous to move an occasional game from the lower turf field to the stadium field. When we anticipate a heavily attended game or a game against a rival it is beneficial to use the stadium field, which has two sets of bleachers on opposite sides of the field. This would allow us to separate home and visiting fans, which is not possible on the lower turf field, promoting orderly spectator behaviors and management thereof.

Primary District Usage:

1. 5-6 home varsity football games and 3-4 sub-varsity football games, as well as several games from each of soccer and lacrosse.
2. Unlimited afternoon/evening weekday practices will be completed by 7:00 p.m. however, under mitigating circumstances practices may occur to 9:30 p.m. (e.g. students preparing for state championship, rain earlier in the after-school window).
3. No lights illuminating the playing area shall extend past 9:30 p.m. Normal exit time with safety lighting is permitted after 9:30 p.m.

Secondary District Usage:

1. 2-4 Southwest Conference (SWC) and Connecticut Interscholastic Conference (CIAC) tournament events.
2. 1-2 annual events such as the Relay for Life and Special Olympics.

Funding:

All fundraising for the purchase and installation of the lighting system is dependent on the efforts of private community groups. The school district is not proposing to fund the purchase or installation of the lighting system.

Design specifications:

Lights are to be installed so as to minimize the glare on neighboring properties.

Guidelines for Sound System Use on Turf Fields

Guidelines to be communicated and overseen by the High School Athletic Director, to high school coaches and staff, and the Director of Parks and Recreation, to all community use groups.

- Only users authorized by the Director of Parks and Recreation or the High School Athletic Director will be allowed access to the sound system.
- There should be a governor placed on the system to limit the volume to an acceptable level.
- No PA use after 9:30pm except for special events (Relay for Life is currently the only such event).
- No PA use during practices.
- Pre-game music may start no more than 45 minutes prior to a game.
- Play by Play at night events only for 5 – 6 high school football games per year, 5 – 6 youth football games per year and special events such as SWC/CIAC neutral site tournament events and Relay for Life (no more than 6 SWC and/or CIAC neutral site tournament events per year).
- Pre-game music, player introduction, infrequent announcements and National Anthem for high school varsity lacrosse, and soccer night games and track and field meets.
- Same procedures for day events. Play by play will only occur during youth football games and varsity high school football games.

Factors that influence volume of sound system

- Governor on system limiting volume
- Speaker direction, quantity and quality
- Wind direction
- Time of year (leaves on trees)

Weston Public Schools



DEPARTMENT OF SCHOOL FACILITIES

Daniel W. Clarke, Director

(203) 291-1407

Dear Jo-Ann,

After several months of extensive design work, the district bid the new HVAC unit for the Middle School Pool. The design work was complicated because the original location had to be changed because of the space requirements for the new system and the noise output of the unit would have been disruptive to neighboring classrooms. The cost for the desired unit is \$118,902.00. The current balance in the approved capital budget account is \$130,365.00. In order to install the unit, we will need to obtain additional funding as the installation cost is estimated to be \$60,000 more than the available budget, as detailed below.

DESCRIPTION	ESTIMATED COST
Masonry wall opening for ductwork	\$12,500
Heating coils	2,000
New Concrete Pad	10,000
Ductwork	10,000
Power Installation	15,000
Gas Line	3,000
Heat Zone Valves	800
Sub total	53,300
Contingency 12.5%	6,700
Total Requested	\$60,000

I would recommend that we seek approval to reallocate funding remaining in various accounts. The following table lists available funds from previous capital projects that have either been completed or will not be required as follows:

DESCRIPTION	ESTIMATED COST
WMS Portable Removal	\$12,000
WMS Pool Lockers	6,500
WMS Elevator ADA Upgrades	16,000
WMS Gym Locker Room Renovation	10,000
WMS Drainage Study	15,500
Total Requested to be transferred to Pool HVAC System	\$60,000

Weston Public Schools



Strategic Plan Progress Report Submitted to the Weston Board of Education February 25, 2014

The Weston Board of Education adopted a three-year strategic plan on October 15, 2012. Four overarching areas serve as the framework to guide the work of the district and these include: Teaching and Learning, Student Needs, Communications, and Resources and Finance. Within each category, the strategic plan outlines goals and action steps for the continuous improvement of Weston Public Schools. Accompanying this report is a color-coded version of the Strategic Plan in which each task has been highlighted to denote its level of completion. Sixty-four out of 137 tasks (47%) outlined in the Strategic Plan have been completed, 60 tasks (44%) are in progress, nine tasks (6%) have yet to be initiated, and four tasks (3%) have been modified. The following is intended to highlight the district's accomplishments and areas of continued focus in each of the four domains.

I. Teaching and Learning:

A. Professional growth and learning

- The district established a professional growth committee to obtain input on the district's professional development priorities and teacher evaluation plan. The committee meets on an ongoing basis.
- There is a process in place to solicit feedback on professional development activities. There are plans to make this process more efficient through an electronic format.
- At the K-8 level, common planning was established for all grade levels and content areas. At the high school, significant improvements were made to purposefully schedule curriculum partner time within the school day for many disciplines (e.g. science, Spanish, American studies, and math). However, the current high school schedule with many singleton courses limits the number of content areas that can have common planning time each year.
- There has been an increased emphasis on using this common planning time to review student work and collaborate around common grade level or course expectations.
- The district updated its comprehensive new teacher induction program. A comprehensive five-day program has been refined to ensure a smooth transition for our new educators.

B. Rigorous and relevant standards-based curriculum

- An electronic curriculum mapping software, Atlas, was identified and purchased by the district for curriculum development purposes.
- Curriculum instructional leaders and teachers are currently working to update their scope and sequences on Atlas. Content areas going through the curriculum renewal process are using Atlas to develop the curriculum.
- The AIM initiative has become embedded in the fabric of Weston Public Schools. Most teachers in the district have received training in the AIM approach and have developed units that integrate student outcomes from the AIM matrix.
- Currently, online courses are being accessed for homebound students. There have been discussions at the high school level regarding the need for other online learning opportunities. The Assistant Superintendent presented an update on online learning opportunities at the October Curriculum Committee meeting.
- The district secured the Tri-State Consortium to conduct a math program evaluation in the spring 2015 as part of the curriculum renewal process. Tri-State is a learning organization that will conduct a three-day site visit and submit a comprehensive report to us on its findings.
- WHS culminated its New England Association of Schools and Colleges (NEASC) accreditation self-study with a successful site visit.

C. Instructional practices

- There has been a strong emphasis in the district on raising the level of cognitive engagement in the classroom by creating an active learning environment. To support these efforts, the district hosted a summer institute facilitated by national consultant, John Antonetti, titled “Promoting Cognitive Engagement with the Common Core,” which was well attended by secondary teachers. In addition, there have been a series of workshops in each building to assist teachers in broadening their instructional repertoire.
- At the K-8 level, the district has invested in professional development on Math in Focus and the Readers and Writers Workshop model to further enhance the instructional repertoire of our teachers. Classroom visits indicate that teachers have released more responsibility for learning to our students.
- Across grade levels and content areas, teachers have implemented authentic tasks as part of the AIM initiative that cultivates student reflection. Along with their curriculum leaders, teachers collaboratively score and analyze the results of these performance assessments to inform instruction.
- The district is focused on improving its writing program to meet the needs of all learners. All schools have developed and are implementing an improvement plan.

- At HES, student writing stamina and volume has increased. Teachers are currently tracking data to document the improvement. HES is also piloting writing units of study to include learning progressions/rubrics that inform instruction.
- The high school will be piloting a tenth grade student writing portfolio during the second semester to help students improve their writing abilities. Plans are being developed to extend writing portfolios into all schools next year.
- Several teachers at WHS will attend AP workshops this summer to certify them to teacher AP courses.

D. Technology integration

- Technology teams consisting of grade level representatives and building and district administrators meet regularly to evaluate the most effective use of technology in the schools.
- The district launched the use of Google Docs and Virtual Desktops for all staff and students in grades 3-12, which has enabled students to access files and software from any Internet ready device.
- Technology integrator, media specialists, computer teachers, and technology champions continue to assist teachers with the integration of technology. The WHS technology champions meet regularly with the program council leadership team of the high school.
- WHS physics teachers established a partnership with Tufts University to use web-based technologies to enhance instructional practices. We are looking at the possibility of expanding this partnership with other disciplines.
- At the K-5 level, the district has established several blended learning web-based programs. Dreambox, Lexia, and Typing Ace are employed at school and at home to provide additional practice to and strengthen the home-school connection.
- A K-5 technology institute was held over the summer and has resulted in the increased use of iPad applications and web-based tools to support differentiation.
- The HES music program has integrated the use of Interactive Now and Music Maestro computer programs that support the curricular objectives.
- The HES Library Resource Center now has a second SmartBoard teaching area and has added additional computer access to online resources.
- The infrastructure updates to switches and the increase in the number of wireless access points has facilitated mobile computing in grades K-12 for district owned and bring-your-own devices.

E. Balanced assessment system

- The district has mapped out all assessments for grades K-5, which will be reviewed and updated on an annual basis.
- The district's balanced assessment system includes performance-based and standardized assessments.

- As the State's legacy tests, CMT and CAPT, have been phased out, the district has been using the Measure of Academic Progress standardized assessment to monitor progress in reading and math.
- The district has established a framework to map out formative and summative assessments within the Atlas curriculum mapping software. Curriculum instructional leaders and teachers are in the process of uploading this information.
- The district made significant progress in establishing common assessments for grade level units and courses. There are common assessments and assured experience for all courses in the district.
- Teams of teachers from WIS and WMS participated in the Performance Assessment Design Institute (PADI) to enhance assessment practices. WHS has recently begun its participation in PADI.

F. Educator evaluation

- The Professional Growth Committee met regularly during the 2012-13 school year to align Weston's plan with State requirements for teacher evaluation. The committee will continue to meet in 2014 to refine the teacher evaluation plan, once again.
- The district obtained a one-year waiver for 2013-14 to implement its homegrown teacher evaluation plan. However, the district's proposal to implement a parallel model for administrators was not granted.
- The 2013 SEED model was adopted by the district for the purpose of evaluating its certified administrators. In the future, the district will seek to develop an administrator evaluation plan aligned with our teacher evaluation plan.
- The district continues to train and calibrate its administrators on best practices in evaluating staff. With the recent addition of new administrators, there have been additional training opportunities facilitated by a consultant from the Research for Better Teaching and the Assistant Superintendent.

II. Student Needs

A. Positive Behavioral Interventions and Supports (PBIS)

- A PBIS program was established in each school. The PBIS committees are in their third year of formal training and, in turn, have trained the staff within their buildings in the PBIS approach.
- Each school received high ratings on a rubric in an evaluation of their PBIS programs when the trainers visited buildings to observe their programs.
- PBIS committees regularly review behavioral data and work to reduce bullying and other negative behaviors within the school.
- As part of the educator evaluation plan, parent, student, and teacher surveys are in the process of being developed. A component of these surveys will elicit feedback on school climate factors.

- At WIS, a new initiative was developed to acknowledge and celebrate positive behavior and kindness.

B. Proactive educational programs

- The district extensively researched the need for a School Research Officer (SRO) and the Weston Board of Education approved this concept. The Weston Police Commission is currently reviewing a possible job description for an SRO.
- The district collaborated with local agencies, including the Weston Police Department, to educate students on issues such as cyberbullying, sexting, technology safety, and alcohol and drug awareness.
- In spring 2013, parents and students were surveyed on drug and alcohol usage for grades 7-12. A presentation of the results was held on February 6, 2014.
- WIS counselors, WMS staff, and WHS staff recently received training on eating disorders and promoting positive body image.
- K-5 teachers continue to develop a deeper understanding and receive training in Responsive Classroom strategies.
- The district has yet to consider establishing an opportunity for a student liaison to attend Board of Education meetings.

C. Middle School Student advisory program

- A middle school student advisory program was established last fall and is being implemented in grades 6-8.
- The high school continues to implement and refine its student advisory program.
- There is ongoing communication between the middle and high school administrators regarding the implementation of student advisory programs.

D. Student Success Plans (SSP)

- Both middle school and high school counseling staff worked over the last two years to develop protocols to implement Student Success Plans with students in grades 6-12. As a result, all students will have annual conferences with their counselor regarding academic, emotional, and career planning.
- Additional counseling groups led by the school social worker and psychologist were established at WHS.

E. Opportunities for students to develop voice

- The district expanded academic enrichment and co-curricular opportunities (i.e. Odyssey of the Mind, Orchestra, science Olympiad, summer performing arts program, digital warriors).
- WHS has a process in place for students to initiate their own clubs.
- Administrators continue to consider opportunities for students to voice their opinions on school-related issues.

- WHS expanded its senior internship program with 120 students participating in 2013. The internship advisor collaborated with Weston Kiwanis to expand the bank of mentor volunteers in order to meet the increasing demand for mentors.
- WHS is examining the possibility of establishing a Capstone experience in response to the Connecticut high school reform requirements.
- WMS has surveyed students on various topics using Google docs and Edmodo.

III. Communication

A. Engaging stakeholders

- The Communications Committee of the Board of Education has established preliminary quarterly goals to promote two-way communication in the district.
- The Superintendent's blog is a vehicle for members of the community to ask questions and receive information regarding the district.
- At WHS, students are routinely surveyed on a variety of topics (e.g. new course interest survey, academic courses).
- The district is developing student, parent, and staff feedback surveys to assess communication needs.
- The Superintendent and building principals meet regularly with the PTOs to foster two-way communication.
- The Superintendent held a parent forum in November 2013 to provide an additional opportunity for parents to ask questions and interact with the administration.
- WMS has established a cultural arts committee to develop a calendar of events around cultural celebrations. This year has included Veterans Day, Dr. Martin Luther King Day, and upcoming is Black History month. Special speakers from the area are invited to share their stories.
- The administration has not explored the feasibility of conducting an alumni survey to date, but is planning to have the discussion.
- Rather than creating a broad database of volunteers to support the system, the administration has discussed ways to recruit volunteers for just-in-time support (e.g. mentorship, internships).

B. Employing multiple channels of communication

- A district calendar was established on Weston Public Schools' website and is updated daily. All schools have a point person to coordinate the school's calendar with the district's calendar.
- WHS and WMS collaborated to improve the ninth grade placement process and foster increased communication with students and parents. For example, high school teachers will visit classes to explain the process to students. Additionally, parents were sent a timeline of placement tests in January 2014. A new program of studies designed specifically for freshmen will be distributed to 8th graders. There is also a video inviting

eighth grade parents/students to the transition night that is being disseminated.

- The district held a Common Core State Standards parent evening in November 2014 to provide parents with information regarding Weston's implementation plan.
- "AIM, *Common Core and More*" parent meetings were held in February 2014.
- Several *Math in Focus* parent meetings were held at each of the K-4 grade levels since October 2012 to familiarize parents with the new math program.
- The district has provided parents with multiple options for receiving timely communication (e.g. School Messenger, text, email).
- Additional district and school newsletters have been established. For example, each principal contributes to a monthly district newsletter that is presented at Board of Education meetings. These newsletters highlight staff and student accomplishments. In addition, WHS has established a school counseling electronic newsletter that is blasted to parents and posted on the website.
- WHS student government email blasts the student body to increase student communication.
- Parents and students were informed about Weston Public Schools' bring your own device initiative.
- WHS hosted Royal Education Council of Bhutan in 2013. In February 2014, three students and one teacher visited WHS to observe classes and share culture.
- First student delegation from China visited WHS in October 2013. A second delegation of our students went to china April 2013.
- WMS has revised its calendar to include after-school activities using Google calendar. All teams have adopted Google calendars as a means of increasing communication.
- The facilities committee of the Board of Education authored a commentary published in the Weston Forum on the results of the facilities study and our support of Weston seniors.
- "How To" guides to Weston Public Schools' communication systems have not been created, however, there have been periodic communications on how to obtain current information.

C. Opportunities for community members to engage with the schools

- Annually, the district now compiles and publishes a list of accomplishments of the Weston Public Schools.
- The district website is used to communication key information about the Weston Public Schools to the broader public.
- WHS designed a new school profile last year. This year there are two versions, one for colleges and another for new families considering Weston Public Schools.

- The Superintendent met with local realtors to gather information as to how prospective homebuyers view the Weston School community and school system.

IV. Resources and Finance

A. Allocate facilities and resources for academic and co-curricular programs based on enrollment

- The administration hired NESDEC to develop and present a comprehensive study for projected enrollment for 2014-2019. This study was presented to the Board of Education in November 2012.
- NESDEC provided the district with three possible future enrollment trends in a time of economic uncertainty. Enrollment projections reflected (1) Status Quo, with recent economic trends continuing, (2) Economic Uptick occurring in 2016-2017, and (3) Economic Uptick occurring in 2014-2015.
- The district develops its staffing plan and associated budget line items based on the Status Quo model.
- An updated study of student user fees has not been initiated at this time. When user fees are reviewed again the information will be presented to the Policy Committee.

B. Take advantage of available school facilities

- A Global Facilities Committee, consisting of school, town and community members was established to study school building use based on projected enrollment and academic and co-curricular programs.
- A joint appropriation with the Town was established to hire a consultant to study space needs, review programming and floor plans, including space requirements for offices currently located in the annex.
- Consultants developed and presented possible options for repurposing facilities use. The district reviewed the recommendations with a focus on safety and security and efficient and effective use of space.

C. Employ innovative approaches to generate net revenues

- The district piloted a summer program for the performing arts in 2013. The program generated over \$15,000 in net revenue.
- The district researched other districts that have enrolled foreign students in their schools on a fee basis, including legal requirements associated with immigration laws.
- While there have been discussions about ways to generate revenue there is still work to be done to establish a set of parameters to guide the process. A committee will need to be established to research and explore opportunities.

D. Embed reliable technologies in daily operations

- The administration prepared the technology budget with both short and long term goals that support the district's technology plan.

E. Best practices for budget development

- The administration compared its budget format to the Association of School Business Officials Meritorious Budget recommended format.
- The district presents the budget to the Board of Education and the public at meetings in January. These meetings are televised. The Chairman of the Board of Education reminds the viewing audience that the budget is published on the district's website and that questions can be sent to the Superintendent's blog. The budget document also includes a section on frequently asked questions.
- The FY 2014 budget included information on the cost of implementing the strategic plan.
- During the budget process, the district is responsive to including additional information in the budget document as requested by public officials.

F. Recruit, hire and train highly qualified staff

- This past year was busy year of recruiting for the human resources department with over 20 highly qualified, certified staff members and administrators hired.
- Human resources established a calendar of recruitment fair trips to attract the most highly qualified candidates.
- The district has moved to an electronic application process, AppliTrack, for all job openings. This has enabled administrators to more efficiently screen and identify viable applicants.
- The district website and social networking tools (e.g. Twitter) have been leveraged as a tool for marketing Weston Public Schools to potential candidates.
- Human resources implemented an expanded background checks program with all new hires.
- To date, the district has not sought external resources to evaluate practices for recruiting and retaining staff.

G. Effectively and efficiently operate programs and facilities

- The administration has a master preventative maintenance plan for the mechanical systems in the facilities. The district uses an automated work order system to track both routine and unanticipated facilities maintenance.
- The administration is in the process of developing a demographic blueprint for each facility.
- The administration and the leads for mechanics and groundskeepers inspect each facility to ensure that the physical aspects are being maintained properly and in accordance with our risk assessment protocol.
- The administration prepares an annual capital budget for consideration by the Boards based on existing conditions, legal requirements, liability,

efficiencies, redundancy requirements, operation and maintenance costs, and program needs.

- The administration procures materials from the existing bid list. We obtain quotes and bids when a part or component is not proprietary and the cost/volume warrants the process.
- The administration has worked with the town to streamline services in the areas of technology and facilities.

Weston Public Schools Strategic Plan

**Adopted by the Weston Board of Education
15 October 2012**

**Draft Progress Report
February 25, 2014**



The attached document represents the culmination of collaborative work completed by the Strategic Planning Steering Committee and the individual Sub-committees for each of the four areas of this plan: 1) Teaching and Learning, 2) Student Needs, 3) Communications and Community Outreach, and 4) Resources, Operations and Finance.

ACKNOWLEDGEMENTS

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Color Coding

Green	Task completed
Yellow	Task in progress
Orange	Task has not been initiated
Light Blue	Task is not appropriate or has been modified
Purple	Year 1 of Strategic Plan
Blue	Task scheduled to be completed in less than 3 years

Bold and Italics

For some tasks, additional text has been added in
bold and italics for further clarification.

Weston Public Schools

**Eleventh Draft Theory of Action
15 October 2012**

I. Teaching and Learning

Goal: Then students will be empowered by knowledge, skills, and attitudes to make a unique contribution as inspired learners, creative problem solvers, effective communicators, and collaborative members of our evolving global community.						
Strategy	Tactics	Tasks	13	14	15	Resp
I.1 If we foster a culture where professional growth and intellectual risk-taking are highly valued and nurtured through job-embedded professional learning...	I.1.1 Create a professional development plan that addresses adult learning needs and empowers teachers to further their professional growth.	I.1.1.a The district evaluates current professional development objectives, programs and curriculum to ensure that they are aligned with the district's goals for continuous improvement.	Q2-Q3	Q1	Q1	CO P CIL
	I.1.2 Develop a comprehensive professional development calendar for all staff.	I.1.2.a The district Professional Development Committee establishes an annual PD calendar.	Q2-Q3	Q1	Q1	CO P CIL T
	I.1.3 Create school-based schedules that support collaborative planning for all staff.	I.1.3.a School administrators prepare schedules that include common planning time for all grade levels and content areas (<i>within constraints of the high school schedule</i>).	Q1	Q1	Q1	P
	I.1.4 Enhance and strengthen new teacher development program to promote the retention of new hires.	I.1.4.a District administrators research new teacher development programs in top school districts and pilot best practices with new staff members.	Y	Y	Y	CO P CIL
	I.1.5 Implement ongoing evaluation of all professional development.	I.1.5.a The district Professional Development Committee develops and implements an evaluation process for all PD activities.	Q3	Y		CO P CIL T

I. Teaching and Learning (continued—2)

Goal: Then students will be empowered by knowledge, skills, and attitudes to make a unique contribution as inspired learners, creative problem solvers, effective communicators, and collaborative members of our evolving global community.						
Strategy	Tactics	Tasks	13	14	15	Resp
I.2 If the district maintains a rigorous and relevant standards-based curriculum...	I.2.2 Develop an electronic curriculum map that articulates expected outcomes.	I.2.2.a CILs and teacher teams write, renew, and implement an electronic curriculum map that articulates expected outcomes.	Q2	Y	Y	CIL T
	I.2.3 Integrate student outcomes from AIM 21 st Century Student Outcomes Matrix into units of instruction.	I.2.3.a Building principals, CILs and each teacher develop and implement units of instruction that integrate student outcomes from AIM 21 st Century Student Outcomes Matrix in units of instruction annually.	Q2	Y	Y	P CIL T
	I.2.4 Expand opportunities for students to explore academic interests and career opportunities.	I.2.4.a The assistant superintendent, in consultation with the library-media specialist, counselors, teachers, students and administrators, will research, advise the Board of Education, and oversee online and other course options, including independent study.	Q2	Y	Y	CO T P
	I.2.5 Secure external review of curricular programs.	I.2.5.a Utilize external peer review opportunities to obtain feedback on curricular program (e.g. NEASC and Tri-State).	Y	Y	Y	CO P CIL T

I. Teaching and Learning (continued—3)

Goal: Then students will be empowered by knowledge, skills, and attitudes to make a unique contribution as inspired learners, creative problem solvers, effective communicators, and collaborative members of our evolving global community.						
Strategy	Tactics	Tasks	13	14	15	Resp
I.3 If teachers plan and deliver coherent and relevant units that build on students' prior knowledge, incorporate rigorous and authentic learning activities, are aligned with district curriculum, and use a variety of evidence-based instructional strategies varying the teacher and student roles with a gradual release of responsibility to students...	I.3.1 Create an active learning environment with high levels of student engagement.	I.3.1.a Discourse and learning activities are characterized by significant levels of student-to-student interactions.	Y	Y	Y	P CIL T
		I.3.1.b Teachers model and celebrate intellectual risk-taking, curiosity, and sharing of ideas.	Y	Y	Y	P CIL T
		I.3.1.c Teachers cultivate student reflection and growth by providing substantive, specific, timely, and actionable feedback about student learning.	Y	Y	Y	P CIL T
	I.3.2 Employ a repertoire of strategies on a daily basis to enhance personalized learning.	I.3.2.a Teachers identify a professional area of focus relating to instruction for learning as a part of their professional growth plan.	Y	Y	Y	P CIL T
		I.3.2.b Teachers engage in collaboration to expand their repertoire of strategies and garner feedback on their practice.	Y	Y	Y	P CIL T
		I.3.2.c Teachers complete a formal self-reflection on their professional practice.	Y	Y	Y	P CIL T
	I.3.3 Embed real world applications in instruction.	I.3.3.a Principals, CILS and teachers collaborate with colleagues developing authentic tasks that promote student engagement.	Y	Y	Y	P CIL T

I. Teaching and Learning (continued—4)

Goal: Then students will be empowered by knowledge, skills, and attitudes to make a unique contribution as inspired learners, creative problem solvers, effective communicators, and collaborative members of our evolving global community.						
Strategy	Tactics	Tasks	13	14	15	Resp
I.3 If teachers plan and deliver coherent and relevant units that build on students' prior knowledge, incorporate rigorous and authentic learning activities, are aligned with district curriculum, and use a variety of evidence-based instructional strategies varying the teacher and student roles with a gradual release of responsibility to students...	1.3.3 Embed real world applications in instruction (continued).	I.3.3.b Design instruction that aligns with the AIM 21 st Century Student Outcomes Matrix.	Y	Y	Y	CO P CIL T
		I.3.3.c Instructional leaders coach teachers on creating and implementing authentic tasks.	Y	Y	Y	CIL T
		I.3.3.d Teachers and instructional leaders reflect upon effectiveness of authentic tasks using performance assessment data.	Y	Y	Y	P CIL T
I.4 If reliable technology is embedded in daily learning, students and staff are proficient and adaptive to change and innovation and teachers integrate technology in a manner that enhances student learning...	I.4.1 Educators draw from a rich repertoire of technology strategies, integrating them into their curricular area to enhance student learning.	I.4.1.a Instructional leaders, building technology teams, and library/media specialists research, implement, and evaluate the most effective use of technology in our curriculum, instruction and assessment, and incorporate their recommendations in the annual budget process.	Y	Y	Y	CO P CIL T
		I.4.1.b Implement the district and school technology plans that include the following: <ul style="list-style-type: none"> Professional development Best practices Benchmarking activities 	Y	Y	Y	CO P CIL T

I. Teaching and Learning (continued—5)

Goal: Then students will be empowered by knowledge, skills, and attitudes to make a unique contribution as inspired learners, creative problem solvers, effective communicators, and collaborative members of our evolving global community.							
Strategy	Tactics	Tasks	13	14	15	Resp	
I.5. If teachers monitor student progress through a balanced assessment system and use student assessment data to drive instructional decisions...	I.5.1 Create an assessment framework for the district that maps out formative and summative assessments for each grade level.	I.5.1.a Instructional leaders develop an assessment framework that measures student mastery of core content as defined by the district, including the Common Core.	Y	Y	Y	CO P CIL T	
	I.5.2 Create an assessment framework that measures student mastery of the AIM 21 st Century Student Outcomes Matrix.	I.5.2.a Instructional leaders develop an assessment framework that measures student mastery of the AIM 21 st Century Student Outcomes Matrix.	Y	Y	Y	CO P CIL T	
	I.5.3 Administer a system of common unit assessments across grade levels and courses that measure student mastery of rigorous content knowledge, and 21 st century student outcomes.	I.5.3.a Based on a review of data and student work, CILs and teacher teams develop and implement common unit assessments across grade levels and courses that measure student mastery of rigorous content knowledge, and 21 st century student outcomes.	Y	Y	Y	CO CIL T	
	I.5.4 Administer formative assessment tasks to monitor student learning while informing instruction.	I.5.4.a Based on a review of data and student work, CILs and teacher teams develop and implement periodic classroom assessment tasks administered during lessons to monitor student learning while informing instruction.	Y	Y	Y	CO CIL T	
	I.5.5 Create a student database of the achievement of core content and the AIM 21 st Century Student Outcomes Matrix.	I.5.5.a Instructional leaders and the Technology Department develop and maintain a student database of the achievement of core content and the AIM 21 st Century Student Outcomes Matrix.	Y	Y	Y	CO CIL T	

I. Teaching and learning (continued—6)

Goal: Then students will be empowered by knowledge, skills, and attitudes to make a unique contribution as inspired learners, creative problem solvers, effective communicators, and collaborative members of our evolving global community.						
Strategy	Tactics	Tasks	13	14	15	Resp
I.5. If teachers monitor student progress through a balanced assessment system and use student assessment data to drive instructional decisions...	I.5.6 Utilize data teams at each school to determine what students are in need of intervention and place students in Scientific Research-Based Intervention (SRBI) groupings based on assessment data.	I.5.6.a Each team will analyze the SRBI data to determine the effectiveness of the program implementation, the fidelity of the interventions, and the impact on student achievement.	Y	Y	Y	P CIL T
I.6. If we evaluate staff performance based on rigorous standards...	I.6.1 Implement the district's Teacher Evaluation Plan.	I.6.1.a School administrators meet regularly to review and calibrate evaluation practices.	Q2	Q2	Q2	CO P
	I.6.2 Develop a continuous improvement process to support the ongoing review and revision of the Teacher Evaluation Plan.	I.6.2.a District administrators reconvene the Teacher Evaluation Plan Committee periodically to review and revise the Plan to ensure alignment with legislative mandates and best practices.	Y	Q3	Q3	CO P CIL T
	I.6.3 Create comparable standards-based evaluation plans for all other categories of district staff.	I.6.3.a The district will establish an evaluation plan for all other categories of staff.	Q2– Q4	Y		CO P

II. Student Needs

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.1 If we provide a safe and emotionally secure environment and opportunities for students to form meaningful connections with staff and other students...	II.1.1 Implement the Positive Behavioral Interventions and Supports (PBIS) program in all schools district-wide to provide a tiered support for socio-emotional growth.	II.1.1.a The PBIS committee in each school will complete their training and, in turn, train building-based teams in the PBIS approach.	Y			P T
		II.1.1.b The PBIS coaches will coordinate the training of faculty and staff in their buildings in collaboration with the administration.	Y	Y		P T
		II.1.1.c Each PBIS team will establish a tiered support system within the building that is communicated to all staff.	Y	Y		P T
		II.1.1.d The Director of Pupil Services will facilitate periodic opportunities for schools to share their progress among buildings.	Q4	Q4	Q4	CO P T
		II.1.1.e The PBIS teams will develop ongoing program assessment tools and identify additional strategies as needed.	Q4	Q4	Q4	P T
		II.1.1.f The PBIS teams will identify, collect and respond to data at each school as it relates to school culture and climate.	Y	Y	Y	P T

II. Student Needs (continued—2)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.1 If we provide a safe and emotionally secure environment and opportunities for students to form meaningful connections with staff and other students...	II.1.1 Implement the Positive Behavioral Interventions and Supports (PBIS) program in all schools district-wide to provide a tiered support for socio-emotional growth (continued).	II.1.1.g PBIS teams will identify desired behavioral characteristics and develop educational activities to foster the development of those traits.	Y	Y	Y	P T
		II.1.1.h Under the direction of building principals, each building (e.g., in data team meetings and through ongoing feedback from the teachers) will review and refine programs designed to ensure that all students are reviewed periodically to ensure that they are meeting with success.	Y	Y	Y	P T
	II.1.2 Utilizing resources such as PBIS, school counseling, professional development, etc., teachers will promote and maintain a respectful, positive environment.	II.1.2.a. Teachers, together with students, will establish classroom standards for behavior and performance to maximize learning.	Q2	Q2	Q2	P T
		II.1.2.b District staff will promote and celebrate positive behavior.	Y	Y	Y	P T
		II.1.2.c. District staff members anticipate and monitor student behavior and promote student monitoring of their own behavior.	Y	Y	Y	P T

II. Student Needs (continued—3)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.1 If we provide a safe and emotionally secure environment and opportunities for students to form meaningful connections with staff and other students...	II.1.3 Develop, refine and implement proactive educational programs that promote physical and emotional wellness.	II.1.3.a Building teams will review and refine existing programs that promote physical and emotional wellness (e.g., PE/Health curricula, Responsive Classroom, ADL, PEACEWORKS, Bully Prevention Programs, Red Ribbon Week, Counseling Lessons), and review the role of the social worker in supporting these initiatives.	Q3	Q3	Q3	CO P T
		II.1.3.b The Wellness Committee will research and implement programs that would promote physical and emotional wellness, such as Family University.	Y	Y	Y	CO P T
		II.1.3.c The district will research the need for the possible addition of a School Resource Officer.	Q2			CO P
		II.1.3.d The district will review its processes for assisting students in transitioning across grade levels, consulting best practices in other comparable districts.	Q3	Q3	Q3	CO P T

II. Student Needs (continued—4)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.1 If we provide a safe and emotionally secure environment and opportunities for students to form meaningful connections with staff and other students...	II.1.4 Review and refine the bullying prevention policy and its implementation in each building.	II.1.4.a Building climate committee under the direction of the Safe Schools Climate coordinator will evaluate the effectiveness of bullying programs established in our schools and refine prevention efforts accordingly.	Y	Y	Y	CO P T
		II.1.4.b Building-level leadership teams will connect with outside supports (police, ADL) for training regarding cyber bullying, technology safety, and alcohol/drug awareness.	Q2	Q2	Q2	P T
		II.1.4.c The administrative leadership team will solicit periodic feedback regarding the occurrence of bullying.	Y	Y	Y	CO P T
		II.1.4.d Counselors and health education teachers continue in-class lessons on anti-bullying.	Y	Y	Y	P T
	II.1.5 Develop and implement an advisory program at the middle school with clearly defined goals and outcomes that align with Responsive Classroom, and review and refine the high school advisory program ensuring that there are clearly defined goals and outcomes.	II.1.5.a The middle school administration will research ways to implement advisory programs at each level.	Q1 – Q3	Y	Y	P T
		II. 1.5.b The high school administration will review and refine the current advisory program at the high school.	Q4	Q4	Q4	P T

II. Student Needs (continued—5)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.1 If we provide a safe and emotionally secure environment and opportunities for students to form meaningful connections with staff and other students...	II.1.5 Develop and implement an advisory program at the middle school with clearly defined goals and outcomes that align with Responsive Classroom, and review and refine the high school advisory program ensuring that there are clearly defined goals and outcomes (continued).	II.1.5.c Establish a liaison (e.g., a social worker) in developing, implementing and aligning advisory programs at the Middle School and the High School.	Q2 – Q3			CO P T
		II. 1.5.d Building administrators will communicate the purpose and approach to parents for implementing the program.	Q2	Q2	Q2	P
		II. 1.5.e Building teams will develop strategies to train teachers regarding their roles as advisors.	Q2 – Q4			P T
		II. 1.5.f Building teams will identify indicators for the successful implementation of the programs, including the solicitation of feedback from students, parents and teachers.	Q2 – Q4	Q4	Q4	P T
	II.1.6 Explore the use of programs at all grade levels to enhance student-to-student and student-to-staff connections.	II.1.6.a Building teams will research programs to enhance student-to-student and student-to-staff connections.	Q3	Y		P T

II. Student Needs (continued—6)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.1 If we provide a safe and emotionally secure environment and opportunities for students to form meaningful connections with staff and other students...	II.1.7 Emphasize the importance of periodic face-to-face communication between students and faculty to ensure an effective learning experience for every student.	II.1.7.a Conduct short individual conferences with every student periodically throughout the school year.	Y	Y	Y	P T
		II.1.7.b Students in grades 6-12 will meet at least annually with their school counselor to review their Student Success Plans.	Y	Y	Y	P T
II.2 If we provide opportunities for our students to develop their own voice, independence, purpose, and passion...	II.2.1 Develop new programs and sustain existing successful programs to provide students with leadership opportunities.	II.2.1.a Principals and instructional leaders will develop inclusive peer leadership opportunities at the elementary, middle and high schools.	Q2 – Q4	Y	Y	P CIL T
	II.2.2 Strengthen and expand opportunities for students to have their voices heard.	II.2.2.a The schools will expand current programs (e.g., TV studios, student panels, school newspapers, school tours, and Responsive Classroom) and look for additional opportunities where students can play key roles.	Q2 – Q4	Y	Y	P T
		II.2.2.b Develop a model to provide opportunities for students to meet with administrators to voice their opinions on school-related issues and take positive action to promote a positive school climate.	Q2 – Q4	Y	Y	P

II. Student Needs (continued—7)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.2 If we provide opportunities for our students to develop their own voice, independence, purpose, and passion...	II.2.2 Strengthen and expand opportunities for students to have their voices heard (continued).	II.2.2.c The district will consider establishing the position of a high school student liaison to the Board who will attend public meetings of the Board.	Q2			BOE CO P
	II.2.3 Expand opportunities for students to explore academic interests and career options.	II.2.3.a The mentorship advisor will work with eighth grade teachers to expand interest for involvement of more students in the eighth grade mentorship program.	Q2	Q2	Q2	P T
		II.2.3.b The high school counseling department will promote the high school internship and work study programs and develop criteria by which to measure the success of these programs.	Y	Y	Y	P T
		II.2.3.c The Counseling staff will explore programs to assist with developing Student Success Plans for all students in grades 6-12.	Y			CO P T
		II.2.3.d The high school administration and counseling department will seek to measure and benchmark best practices in college and career placement.	Y	Y	Y	CO P T

II. Student Needs (continued—8)

Goal: Then our students will possess the knowledge, self-confidence, character traits, and life skills that will enable them to make healthy choices and achieve their personal goals as contributing citizens of our local community and global society.						
Strategy	Tactics	Tasks	13	14	15	Resp
II.2 If we provide opportunities for our students to develop their own voice, independence, purpose, and passion...	II.2.3 Expand opportunities for students to explore academic interests and career options (continued).	II.2.3.e The high school administration and counseling department will explore the possibility of expanding community service opportunities.	Y	Y	Y	P T
	II.2.4 Develop and implement opportunities for exploration and enrichment.	II.2.4.a A study team will explore opportunities for enrichment activities and programs in the elementary schools.	Q3	Q3	Q3	CO P CIL T
		II.2.4.b The middle school administration will explore additional enrichment and club opportunities.	Q3	Q3	Q3	CO P CIL T

III. Communications and Community Outreach

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.1 If we provide leadership and vision in listening to and acknowledging the voices of all stakeholders in order to recognize the unique role of the schools within our community...	III.1.1 Develop a comprehensive plan to promote two-way communications in the district—collecting information from stakeholders and providing them with information about all aspects of the Weston School District.	III.1.1.a The administration, in cooperation with the Communications Committee of the Board of Education, will develop a comprehensive communications plan.	Q2–Q4	Y	Y	BOE CO
		III.1.1.b Identify internal resources and/or seek external resources to create a comprehensive two-way communications program.	Q2–Q4	Y	Y	BOE CO
	III.1.2 Create avenues of feedback that would provide a confidential option to encourage people to come forward with new ideas, suggestions or criticisms.	III.1.2.a Explore and develop methods of seeking confidential information.	Q2–Q4	Y	Y	CO P
	III.1.3 Foster input from students regarding their opinions and needs.	III.1.3.a Periodically survey students and provide other avenues of student feedback.	Y	Y	Y	CO P
		III.1.3.b The administration will develop means to get feedback from students upon graduation.	Q4	Q4	Q4	P
		III.1.3.c The administration will explore the feasibility of conducting an alumni survey.	Q2	Q2	Q2	CO P
	III.1.4 Promote opportunities for parents to interact with administration and staff.	III.1.4.a Strengthen the culture and climate for staff to communicate proactively with parents.	Y	Y	Y	CO P CIL T

III. Communications and Community Outreach (continued—2)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.							
Strategy	Tactics	Tasks	13	14	15	Resp	
III.1 If we provide leadership and vision in listening to and acknowledging the voices of all stakeholders in order to recognize the unique role of the schools within our community...	III.1.4 Promote periodic opportunities for parents to interact with administration and staff (continued).	III.1.4.b Foster the alliance with the PTOs to increase communication.	Y	Y	Y	CO P T	
		III.1.4.c Develop methods of getting parental feedback and using it.	Y	Y	Y	CO P CIL T	
		III.1.4.d Develop additional methods for meaningful interactions of parents with administration and staff.	Y	Y	Y	CO P CIL T	
	III.1.5 Survey staff to assess communication needs.	III.1.5.a Ask staff to describe communication needs.	Y	Y	Y	CO P	
		III.1.5.b Increase opportunities for informal staff dialogue with building level and central office administrators.	Y	Y	Y	CO P	
III.2 If we effectively utilize multiple internal and external channels of communication to reach our varied stakeholders in order to provide open access to accurate, customized and timely information...	III.2.1 Create a centralized communication calendar to keep staff, students, parents, and community members informed and involved.	III.2.1.a School administrators will create a more centralized and user-friendly calendar for the district website.	Y	Y	Y	CO P	
		III.2.1.b School administrators will assign a lead staff member at each of the schools to coordinate that school's calendar and a staff member in the Superintendent's office will oversee the coordination of all school calendar data.	Y	Y	Y	P	

III. Communications and Community Outreach (continued—3)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.2 If we effectively utilize multiple internal and external channels of communication to reach our varied stakeholders in order to provide open access to complete, accurate, individualized and timely information...	III.2.1 Create a centralized communication calendar to keep staff, students, parents, and community members informed and involved (continued).	III.2.1.c School administrators and staff will publicize calendar availability as well as dates and deadlines for the inclusion of events.	Q4	Q4	Q4	P
	III.2.2 Develop and share timelines within and across schools that designate key dates for communication with students and families.	III.2.2.a School administrators will establish timelines for communication with staff, students, and families prior to the start of each school year (e.g., dates for when information about school placement, testing, and progress reports will be disseminated).	Q2	Q1	Q1	CO P
		III.2.2.b Teachers will develop timelines within a communication plan for their classrooms to provide students and families with necessary information.	Q2	Q2	Q2	P T
	III.2.3 Offer tailored information and means of receiving this information to fit parents' needs.	III.2.3.a The district will offer targeted and timely information to parents.	Y	Y	Y	CO P T

III. Communications and Community Outreach (continued—4)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.2 If we effectively utilize multiple internal and external channels of communication to reach our varied stakeholders in order to provide open access to complete, accurate, individualized and timely information...	III.2.3 Offer tailored information and means of receiving this information to fit parents' needs (continued).	III.2.3.b Students and families will be surveyed to determine their communication needs, preferences, and concerns, and information gathered will be used to establish appropriate methods and timing of communication.	Q4	Q4	Q4	CO
		III.2.3c Provide users at least annually with: <ul style="list-style-type: none"> • Ability to opt-in to modes of communication of their choosing • Survey ranking information sources used, e.g., e-mail, blasts, school newsletters, district website, Facebook, texts, <i>The Forum</i>, etc. • Ability to make open-ended suggestions for ways to improve and enhance communications. 	Y	Y	Y	CO P

III. Communications and Community Outreach (continued—5)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.2 If we effectively utilize multiple internal and external channels of communication to reach our varied stakeholders in order to provide open access to complete, accurate, individualized and timely information...	III.2.3 Offer tailored information and means of receiving this information to fit parents' needs (continued).	III.2.3.d Create a "How To" guide to Weston School District communications systems covering: <ul style="list-style-type: none"> • Power School, e-mail, Naviance, blogs, tweets, Facebook, Moodle, newsletters, PTO meetings, conferences, guidance meetings, phone calls, sandwich boards, street signs. • At each school primary methods of communication may be different. • Rules about what technology students can bring into each school. Distribute this information on the Web site, at parent nights, grade orientations, and back-to-school nights.	Q2	Q2	Q2	CO P
	III.2.4 Communicate Board of Education actions to students.	III.2.4.a Provide students with timely and user-friendly information about Board of Education actions.	Y	Y	Y	P
	III.2.5 Share information in a timely and regular fashion with all employees.	III.2.5.a Conduct regular electronic communication to provide updates.	Y	Y	Y	CO P
	III.2.6 Evaluate communication methodologies to determine effectiveness and ensure awareness and accessibility.	III.2.6.a Evaluate analytics on existing technology (e.g., Web sites/e-mails to assess usage—number of hits, buttons most frequented, etc.).	Y	Y	Y	P T

III. Communications and Community Outreach (cont'd—6)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.3 If we create multiple and varied opportunities for community members to engage with the schools...	III.3.1 Invite volunteers from the community to share time and talent.	III.3.1.a Individual schools will provide opportunities for parent/volunteer participation such as Reading Days, guest speakers, community projects, and mentors.	Y	Y	Y	P
		III.3.1.b Create a database of volunteers to support the mission of the district. <i>(Recruit for just-in-time support).</i>	Q2–Q4	Y	Y	CO P
	III.3.2 Create opportunities for community-oriented information sessions.	III.3.2.a Inform community on issues such as trends in education, current initiatives/achievements, enrollment, budget, etc.	Y	Y	Y	CO
		III.3.2.b Inform the community on current opportunities for involvement, e.g., mentorships, part-time jobs for students, performing arts calendars, sporting events, etc.	Y	Y	Y	CO
		III.3.2.c Conduct a talent assessment to determine what skills individuals might be willing to share with students in the district. <i>(Recruit for just-in-time support).</i>	Y	Y	Y	CO P

III. Communications and Community Outreach (continued—7)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.							
Strategy	Tactics	Tasks	13	14	15	Resp	
III.3 If we create multiple and varied opportunities for community members to engage with the schools...	III.3.3 Seek opportunities to collaborate with the town to host community-wide events, e.g. an art show, guest speakers and/or films, etc.	III.3.3 The Board of Education and Central Office administration will develop a plan to collaborate with town on community-wide events.	Y	Y	Y	BOE CO	
	III.3.4 Leverage opportunities for the community to access school facilities.	III.3.4.a District will review processes and opportunities for community to access resources and seek to recommend approaches to increase usage.	Q2			BOE CO	
	III.3.5 Enhance learning and strengthen community connections by establishing additional links with the schools.	III.3.5.a The district will work with the town's Facilities Planning Committee to facilitate the implementation of enrichment programs in school facilities where appropriate.	Y			BOE CO	
		III.3.5.b The district will provide additional opportunities for community involvement in school activities.	Y	Y	Y	BOE CO	
		III.3.5.c. The Board of Education will invite town officials to solicit input from the community on enrichment program interests.	Q4	Q4	Q4	BOE CO	
	III.3.6 Distribute regular publications and media broadcasts to all community members highlighting upcoming school events, honors, awards and volunteer opportunities.	III.3.6.a School administrators and staff will collaborate to develop periodic newsletters, flyers, or postcard mailings and assign staff members to be responsible for coordinating content.	Y	Y	Y	CO P T	

III. Communications and Community Outreach (continued—8)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.3 If we create multiple and varied opportunities for community members to engage with the schools...	III.3.6 Distribute regular publications to all community members highlighting upcoming school events, honors, awards and volunteer opportunities (continued).	III.3.6.b Publications will spotlight the achievement of a school staff member or student (rotating across all schools).	Y	Y	Y	CO P T
		III.3.6.c Publications will include an invitation for parents and community members to attend or participate in a school activity or event.	Y	Y	Y	CO P T
		III.3.6.d The Superintendent or the Board of Education will produce periodic op-ed pieces to be submitted to local media outlets.	Y	Y	Y	BOE CO
		III.3.6.e Community members will be encouraged to get information by using the list serve options available to parents.	Y	Y	Y	CO
	III.3.7 Communicate information about the Weston Public Schools to a broader public beyond the town limits.	III.3.7.a Work with the Town of Weston to combine efforts on developing a promotional strategy.	Q2– Q4			BOE CO
		III.3.7.b Gather information from realtors as to how they and perspective homebuyers view the Weston school community and school system.	Q2– Q4			BOE CO

III. Communications and Community Outreach (continued—8)

Goal: Then Weston schools will embody a culture that fosters trust, responsiveness, accessibility, inclusivity, and global thinking among students, parents, staff, and community to enhance the quality of our students' education.						
Strategy	Tactics	Tasks	13	14	15	Resp
III.3 If we create multiple and varied opportunities for community members to engage with the schools...	III.3.7 Communicate information about the Weston Public Schools to a broader public beyond the town limits (continued).	III.3.7.c Develop a strategy to promote the Weston School District's offerings and achievements to include outreach to realtors and other opinion leaders in order to raise Weston's profile in the region.	Q2 – Q4			BOE CO
		III.3.7.d The district will use existing, as well as new and creative, mediums to promote our students and schools in order to: <ul style="list-style-type: none"> • Increase awareness to all stakeholders. • Portray value of living in Weston to potential new residents. • Increase the awareness of colleges of the Weston Public Schools • Promote the Weston Public Schools beyond Fairfield County. 	Y	Y	Y	BOE CO

IV. Resources, Operations and Finance

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community						
Strategy	Tactics	Tasks	13	14	15	Resp
IV.1 If the district allocates facilities and resources for academic and co-curricular programs based on enrollment projections...	IV.1.1 Explore and develop alternative school configurations based on enrollment projections, and academic and co-curricular programs.	IV.1.1.a The administration will commission a comprehensive study for projected enrollment from FY2014-FY2019. These projections will be updated annually and the use of facilities will be adjusted as appropriate.	Q1			CO
		IV.1.1.b The administration will develop drawings and documents that describe the current use of facilities for academic and co-curricular programs.	Q2			CO
		IV.1.1.c The administration will develop alternative plans for building use based on projected enrollment and academic and co-curricular programs.	Q2	Y	Y	BOE CO P
		IV.1.1.d The district will conduct focus groups with the community and staff to discuss potential plans.	Q2-Q3			BOE CO

IV. Resources, Operations and Finance (continued—2)

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community						
Strategy	Tactics	Tasks	13	14	15	Resp
IV.2 If the community is able to take advantage of available school facilities...	IV.2.1 Coordinate a plan with the town to optimize available school space for town services	IV.2.1.a The district will review potential use of available school space for town services in collaboration with local officials.	Q1 – Q3	Y	Y	BOE CO
		IV.3.1.a The administration will prepare a memorandum summarizing the overriding statutory, regulatory and Board policy restrictions on the ability of the district to generate net revenues, and the extent to which Board policy may be modified to permit new or expanded revenue-generating activities.	Q2	Y	Y	CO
		IV.3.1.b The administration will prepare a memorandum for the Board of Education Policy Committee updating its research on student user fees imposed by other CT school districts and possible impact on student access to activities. The Policy Committee will evaluate and discuss the data and present its recommendation(s) to the Board of Education for review and action.	Q2 – Q3	Y	Y	BOE CO

IV. Resources, Operations and Finance (continued—3)

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community						
Strategy	Tactics	Tasks	13	14	15	Resp
IV.3 If the district employs innovative approaches to generate net revenues...	IV.3.1 Identify, evaluate and implement viable net revenue opportunities that are consistent with the district's mission and in compliance with applicable laws, regulations and Board of Education policies (continued).	IV.3.1.c The district will obtain data from regional and state organizations and other school districts on revenue-generating activities that have been successfully implemented by other school districts.	Q2 – Q3	Y	T	CO
		IV.3.1.d The district will establish parameters for an alternative revenue study, including timelines, revenue targets and other objectives, scope of research, resource needs, review process, methodologies for analysis, and format for report to the Board of Education, and taking into account the relevant work being done on other strategies (following BOE approval of the outcome of Strategies IV.1 and IV.2).	Q2 – Q4	Y	Y	CO

IV. Resources, Operations and Finance (continued—4)

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community						
Strategy	Tactics	Tasks	13	14	15	Resp
IV.3 If the district employs innovative approaches to generate net revenues...	IV.3.1 Identify, evaluate and implement viable net revenue opportunities that are consistent with the district's mission and in compliance with applicable laws, regulations and Board of Education policies (continued).	IV.3.1.e The district will appoint a committee to identify and evaluate potential net revenue opportunities, using the parameters established above, arising from the expansion of existing services, the provision of new services, the use of facilities, and other third-party sources. The committee will be divided into two or more task forces, according to the nature of the opportunities to be pursued, with the goal of presenting a joint report to the Board of Education detailing opportunities that may be feasible to implement during the current or following school year ("Tier 1") and opportunities that should be pursued but will require a longer lead time for evaluation and implementation ("Tier 2") (timing and duration to be determined depending on the work being done on Strategies IV.1 and IV.2).	Q2 – Q4	Y	Y	CO
IV.4 If reliable technology is embedded in daily operations, and staff are proficient and adaptive to change and innovation...	IV.4.1 Provide the best available technology that is financially reasonable to support administrative operational effectiveness.	IV.4.1.a The administration will prepare a technology budget that has both short- and long-term structures to support the district's adopted technology plan.	Q2	Q2	Q2	CO

IV. Resources, Operations and Finance (continued—5)

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community						
Strategy	Tactics	Tasks	13	14	15	Resp
IV.5 If the district develops a budget based on programs the community values, and the process is collaborative, transparent and inclusive...	IV.5.1 Explore and implement best practices for budget development and presentation.	IV.5.1.a The administration will benchmark best practices of budget preparation and presentation.	Q2	Q2	Q2	CO
		IV.5.1.b The administration will seek information from the community to determine what information the public wants to know about the budget and modify the budget book as appropriate.	Q2	Q2	Q2	CO
	IV.5.2 Expand opportunities for all stakeholders to be engaged in the budget process.	IV.5.2.a The district will develop a strategy for educating the community about the proposed operating budget and the schools' portion of the proposed capital budget.	Q2	Q2	Q2	BOE CO
		IV.5.2.b The district will obtain staff, parent and community input during the budget development process.	Q2	Q2	Q2	BOE CO
	IV.5.3 Include information in the annual operating budget that demonstrates how the operating budget request supports the elements of the strategic plan.	IV.5.3.a The administration will develop an exhibit for the annual operating budget that outlines the resources needed to implement aspects of the strategic plan.	Q2	Q2	Q2	CO

IV. Resources, Operations and Finance (continued—6)

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community						
Strategy	Tactics	Tasks	13	14	15	Resp
IV.6 If we recruit, hire, and retain staff who are highly qualified and have a demonstrated commitment to professional growth...	IV.6.1 Establish a reputation as one of the most desirable school systems in New England in order to attract the most highly qualified candidates from top education programs across the country.	IV.6.1.a Human Resources will develop a marketing plan to attract the most highly qualified candidates.	Q2	Q2	Q2	CO
	IV.6.2 Implement recruitment practices that result in the hiring of the top applicants.	IV.6.2.a District administrators will review current recruitment practices and develop specific strategies to identify the best applicants.	Q2	Q2	Q2	CO P
		IV.6.2.b The district will periodically seek external resources to evaluate practices for recruiting and retaining staff.	Y	Y	Y	CO
	IV.6.3 Provide competitive compensation to attract and retain the highest caliber of teachers in the area.	IV.6.3.a The district negotiations committee will obtain comparative data during the negotiation process to determine the competitiveness of the district's compensation package, which will inform proposals for wages and benefits (triennially).		Q3– Q4		CO

IV. Resources, Operations and Finance (continued—7)

Goal: Then the Weston Public Schools will obtain sustainable funding and appropriate resources to provide an exemplary academic and co-curricular program that maximizes value to the community							
Strategy	Tactics	Tasks	13	14	15	Resp	
IV.7 If the district operates programs and facilities effectively and efficiently...	IV.7.1 Evaluate and implement best practices for the care and maintenance of facilities and grounds.	IV.7.1.a The administration will update (daily, monthly, seasonally, etc.) routine activity plans. Programs will have defined service level standards, estimated hours, third-party supplies and costing.	Y	Y	Y	CO	
	IV.7.2 Preserve the district's capital investment by continuously re-evaluating needs based on academic and co-curricular programs and the condition of facilities and grounds.	IV.7.2.a The administration will conduct inspections and grade each facility, including landscaping, sports fields, walkways and driveways, parking lots and all other physical aspects of the real estate.	Y	Y	Y	CO	
	IV.7.3 Provide a safe environment for students, staff, community members and visitors that minimizes liability.	IV.7.3.a The district will evaluate its capital needs based on maintenance and inspection reports, including the Kaestle Boos study, and the Board of Education will review a list of recommended capital preservation and enhancement projects to prioritize and approve.	Q2	Q2	Q2	BOE CO	
	IV.7.4 Procure high quality goods, services, and equipment at the lowest possible cost.	IV.7.4.a The administration will evaluate existing procurement policies and practices, and make adjustments as needed.	Y	Y	Y	CO	
	IV.7.5 Collaborate with town officials and other regional school districts to reduce our expenses.	IV.7.5.a The administration, and Board of Education as needed, will meet with town and regional officials to identify opportunities to improve services and reduce costs.	Q2	Q2	Q2	BOE CO	

Glossary of Abbreviations

BOE	Board of Education
CO	Central Office
P	Principal
CIL	Curriculum Instructional Leader
T	Teacher
Q1	First quarter of fiscal year
Q2	Second quarter of fiscal year
Q3	Third quarter of fiscal year
Q4	Fourth quarter of fiscal year
Y	All year
AIM	Academic Innovation and Measurement
PBIS	Positive Behavioral Interventions and Supports

Weston Public Schools

Financial Report 3rd Financial Report for FY 2014

Attached please find the third Financial Report for the FY 2014 General Fund Operating Budget on pages 2 through 9. The information reflects actual transactions through February 13, 2014. The financial information presented in this report includes the adopted budget, current and year-to-date budget transfers, the revised budget (original budget plus or minus transfers), actual year-to-date expenditures, encumbrances, anticipated expenditures that have not been encumbered and the total projected expenditures by object, which is the sum of the previous three columns.

We continue to closely monitor the accounts related to services for students with special needs, and have made the following changes in the attached report:

- 1) The certified salaries account in the Special Education budget reflects a projected balance of \$661 because a staff member was granted a short term leave of absence without pay.
- 2) Projected expenditures in the non-certified salaries account in the Special Education budget increased by \$17,342 compared to the previous financial report for the following reasons:
 - a. The allocation for bus aides increased by \$8,361 based on current service needs.
 - b. The allocation for substitute para professionals increased by \$10,000 based on year-to-date experience and staff on extended sick leave.
 - c. Salaries for para professionals decreased by \$1,019 primarily because of reimbursements from our workers' compensation insurance carrier.
- 3) The following accounts in the Special Education budget have unencumbered balances that currently may trend lower than expected over the course of the remaining portion of the fiscal year. The accounts include:
 - a. There is \$69,134 of undesignated funding in the tutoring account.
 - b. The tuition account for students placed outside the district has a balance of \$228,914. The district currently has 5 pending mediations and anticipates resolving several of these cases prior to the end of the fiscal year.
- 4) The professional services account in the Pupil Personnel budget for physical and occupational therapy increased by \$1,042 based on service requirements for students with special needs.

In addition to the funding requirements noted above, the district has been incurring a significant amount of overtime, additional costs for salt and sand, and repairs to equipment because of the inclement weather. Further, we expect the energy accounts to be over spent because of the colder than normal temperatures. The financial report does not include an estimate for these anticipated expenditures at this time, as we still have another 4 to 6 weeks of winter weather. We should have a good estimate by early April.

Also included in this report on pages 10 and 11 is a detailed report of expenditures for students with special needs as of February 13, 2014. In addition to the items noted above, the anticipated expenditures for tuition for out placements has been increased by \$225,000 for the settlements noted above. Also, note that the budget for TAG (Project Challenge) salaries has been reduced for the reclassification of .20 FTE to academic assistance in the middle school budget. This change has no budgetary to actual impact.

**WESTON PUBLIC SCHOOLS
FY 2014 FINANCIAL REPORT**

July 2013 - February 13, 2014

Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, & Encumbered	Balance
Certified Salaries	22,276,813	-90,978	0	22,185,835	11,799,292	9,790,431	595,451	22,185,174	661
Non-Certified Salaries	5,921,606	73,205	-40	5,994,811	3,666,415	2,091,678	254,060	6,012,153	-17,342
Employee Benefits	8,727,730	-5,267	0	8,722,463	5,664,548	40,109	3,017,806	8,722,463	0
Total Employee Cost	36,926,149	-23,040	-40	36,903,109	21,130,255	11,922,218	3,867,317	36,919,790	-16,681
Professional Educational Services	763,000	64,524	-9,000	827,524	333,957	422,202	71,365	827,524	0
Professional Technical Services	660,585	191,253	9,000	851,838	472,548	208,575	171,757	852,880	-1,042
Utilities	119,078	0	0	119,078	72,571	46,405	102	119,078	0
Contracted Services/Maint. Projects	2,539,560	-16,421	0	2,523,139	1,869,892	386,631	266,616	2,523,139	0
Equipment Repair/Rental	635,116	18,489	0	653,605	209,403	52,152	392,050	653,605	0
Communications	113,037	4,400	0	117,437	56,738	13,342	47,357	117,437	0
Other Insurance	188,086	39,040	0	227,126	187,871	39,255	0	227,126	0
Postage/Advertising/Printing	62,999	-3,746	0	59,253	31,747	2,425	25,081	59,253	0
Out-of-District Tuition	1,422,389	505,746	0	1,928,135	1,185,458	513,763	228,914	1,928,135	0
Training & Reimbursable Expenses	87,610	-900	0	86,710	33,406	6,981	46,323	86,710	0
Energy	1,094,052	15,201	0	1,109,253	578,808	47	530,398	1,109,253	0
Materials	1,265,298	-38,305	-2,216	1,226,993	805,202	81,590	340,201	1,226,993	0
Books	200,525	-9,412	2,400	191,113	145,018	17,221	28,874	191,113	0
Equipment	67,443	-28,350	0	39,093	3,931	800	34,362	39,093	0
Dues & Fees	85,293	3,191	-144	88,484	77,870	699	9,915	88,484	0
Miscellaneous	18,500	5,950	0	24,450	20,723	835	2,892	24,450	0
Total Non-Salary Accounts	9,322,571	750,660	40	10,073,231	6,085,143	1,792,923	2,196,207	10,074,273	-1,042
General Fund Budget	46,248,720	727,620	0	46,976,340	27,215,398	13,715,141	6,063,524	46,994,063	-17,723
Fees/Gate Receipts/P&R	-154,054	3,088	0	-150,966	-62,131	0	-88,835	-150,966	0
Excess Cost Grant/Tuitions/Rev.	-519,248	-213,884	0	-733,132	-96,858	0	-636,274	-733,132	0
Total General Fund & Grants	45,575,418	516,824	0	46,092,242	27,056,409	13,715,141	5,338,415	46,109,965	-17,723

**WESTON PUBLIC SCHOOLS
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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Hurlbutt Elementary School									
Certified Salaries	2,483,192	108,395	0	2,591,587	1,342,190	1,195,923	53,474	2,591,587	0
Non-Certified Salaries	313,158	4,082	0	317,240	187,378	128,165	1,697	317,240	0
Professional Technical Services	3,489	-350	0	3,139	1,753	0	1,386	3,139	0
Equipment Repair/Rental	3,740	0	0	3,740	618	0	3,122	3,740	0
Postage/Advertising/Printing	1,000	0	0	1,000	746	0	254	1,000	0
Reimbursable Expenses	250	0	0	250	0	0	250	250	0
Materials	56,327	0	0	56,327	48,036	1,464	6,827	56,327	0
Books	17,050	0	0	17,050	10,071	2,988	3,991	17,050	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	1,675	-94	0	1,581	410	84	1,087	1,581	0
	2,879,881	112,033	0	2,991,914	1,591,202	1,328,624	72,088	2,991,914	0
Weston Intermediate School									
Certified Salaries	3,512,933	-9,763	0	3,503,170	1,828,319	1,592,652	82,199	3,503,170	0
Non-Certified Salaries	241,115	2,215	0	243,330	141,761	99,191	2,378	243,330	0
Professional Technical Services	900	0	0	900	240	350	310	900	0
Equipment Repair/Rental	3,220	0	0	3,220	614	220	2,386	3,220	0
Postage/Advertising/Printing	1,000	220	0	1,220	592	0	628	1,220	0
Reimbursable Expenses	500	-250	0	250	0	0	250	250	0
Materials	40,142	0	0	40,142	25,838	3,490	10,814	40,142	0
Books	40,496	0	0	40,496	30,336	7,601	2,559	40,496	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	1,419	-180	0	1,239	573	293	373	1,239	0
	3,841,725	-7,758	0	3,833,967	2,028,273	1,703,797	101,897	3,833,967	0

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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Weston Middle School									
Certified Salaries	4,404,889	-214,054	0	4,190,835	2,198,870	1,869,818	122,147	4,190,835	0
Non-Certified Salaries	230,064	5,862	0	235,926	138,055	94,250	3,621	235,926	0
Professional Technical Services	19,541	0	0	19,541	7,545	372	11,624	19,541	0
Equipment Repair/Rental	8,915	-2,220	0	6,695	2,016	807	3,872	6,695	0
Postage/Advertising/Printing	3,452	0	0	3,452	2,464	35	953	3,452	0
Reimbursable Expenses	700	-150	0	550	0	0	550	550	0
Materials	89,050	-708	0	88,342	53,270	17,256	17,816	88,342	0
Books	19,906	1,000	0	20,906	10,632	3,088	7,186	20,906	0
Equipment	34,775	-20,000	0	14,775	517	0	14,258	14,775	0
Dues & Fees	4,235	710	0	4,945	2,655	247	2,043	4,945	0
	4,815,527	-229,560	0	4,585,967	2,416,024	1,985,873	184,070	4,585,967	0
Weston High School									
Certified Salaries	5,228,695	-38,606	0	5,190,089	2,742,027	2,361,671	86,391	5,190,089	0
Non-Certified Salaries	202,178	-12,656	0	189,522	116,176	73,346	0	189,522	0
Professional Technical Services	15,790	-295	0	15,495	4,328	0	11,167	15,495	0
Equipment Repair/Rental	11,654	0	0	11,654	4,485	857	6,312	11,654	0
Postage/Advertising/Printing	14,693	-717	0	13,976	7,471	0	6,505	13,976	0
Reimbursable Expenses	3,090	0	0	3,090	414	0	2,676	3,090	0
Materials	152,296	-75	-2,216	152,221	94,842	7,065	50,314	152,221	0
Books	25,673	2,500	2,400	28,173	21,772	2,474	3,927	28,173	0
Equipment	7,960	-2,250	0	5,710	0	0	5,710	5,710	0
Dues & Fees	12,502	145	-144	12,647	10,384	75	2,188	12,647	0
Parking Fees	-30,000	4,000	0	-26,000	-26,000	0	0	-26,000	0
	5,644,531	-47,954	40	5,596,577	2,975,899	2,445,488	175,190	5,596,577	0

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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Athletics									
Certified Salaries/Coaches Stipends	473,406	-6,383	0	467,023	310,448	48,966	107,609	467,023	0
Non-Certified Salaries	119,943	0	0	119,943	61,891	20,667	37,385	119,943	0
Professional Technical Services	76,890	0	0	76,890	25,384	9,127	42,379	76,890	0
Police/Fire Services	4,000	0	0	4,000	2,321	179	1,500	4,000	0
Insurance	10,000	0	0	10,000	10,000	0	0	10,000	0
Transportation - Extra Curricular	79,534	0	0	79,534	35,192	20,608	23,734	79,534	0
Materials	55,000	0	0	55,000	30,359	4,851	19,790	55,000	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	14,923	0	0	14,923	13,250	0	1,673	14,923	0
<i>Participation Fees/Gate Receipts</i>	-93,604	-912	0	-94,516	-29,197	0	-65,319	-94,516	0
	740,092	-7,295	0	732,797	459,648	104,398	168,751	732,797	0
Special Education									
Certified Salaries	3,138,689	19,269	0	3,157,958	1,670,083	1,402,978	84,236	3,157,297	661
Non-Certified Salaries	1,362,257	19,330	0	1,381,587	849,590	472,959	76,380	1,398,929	-17,342
Professional Educational Services	730,500	40,500	-9,000	771,000	331,557	422,202	17,241	771,000	0
Professional Technical Services	170,800	0	0	170,800	51,256	68,503	51,041	170,800	0
Equipment Repair/Rental	5,000	0	0	5,000	0	0	5,000	5,000	0
Tuition Out-of-District	1,422,389	505,746	0	1,928,135	1,185,458	513,763	228,914	1,928,135	0
Reimbursable Expenses	3,000	0	0	3,000	162	0	2,838	3,000	0
Materials	38,425	-128	0	38,297	24,035	1,550	12,712	38,297	0
Books	5,900	0	0	5,900	2,011	401	3,488	5,900	0
Equipment	15,000	0	0	15,000	3,414	800	10,786	15,000	0
Dues & Fees	2,000	0	0	2,000	1,177	0	823	2,000	0
<i>Excess Cost Grant/Pre-School</i>	-519,248	-213,884	0	-733,132	-42,800	0	-690,332	-733,132	0
	6,374,712	370,833	-9,000	6,745,545	4,075,943	2,883,156	-196,873	6,762,226	-16,681

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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Pupil Personnel Services									
Certified Salaries	1,605,867	15,199	0	1,621,066	839,145	757,401	24,520	1,621,066	0
Non-Certified Salaries	734,893	-15,112	0	719,781	437,440	264,052	18,289	719,781	0
Professional Technical Services	147,835	67,165	9,000	215,000	80,410	105,653	29,979	216,042	-1,042
Equipment Repair/Rental	1,475	128	0	1,603	943	111	549	1,603	0
Postage/Advertising/Printing	10,460	-2,925	0	7,535	2,544	2,000	2,991	7,535	0
Reimbursable Expenses	1,500	0	0	1,500	15	0	1,485	1,500	0
Materials	16,100	0	0	16,100	11,562	47	4,491	16,100	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	575	0	0	575	554	0	21	575	0
	<u>2,518,705</u>	<u>64,455</u>	<u>9,000</u>	<u>2,583,160</u>	<u>1,372,613</u>	<u>1,129,264</u>	<u>82,325</u>	<u>2,584,202</u>	<u>-1,042</u>
Curriculum & Instructional Improvement									
Certified Salaries	820,332	-54,201	0	766,131	430,140	302,450	33,541	766,131	0
Non-Certified Salaries	59,032	-750	0	58,282	38,108	20,174	0	58,282	0
Professional Educational Services	32,500	24,024	0	56,524	2,400	0	54,124	56,524	0
Professional Technical Services	104,100	34,251	0	138,351	105,834	9,595	22,922	138,351	0
Training & Reimbursable Expenses	61,570	0	0	61,570	22,757	6,981	31,832	61,570	0
Materials	51,290	-8,088	0	43,202	33,581	299	9,322	43,202	0
Books	91,500	-12,912	0	78,588	70,196	669	7,723	78,588	0
Equipment	9,708	-6,100	0	3,608	0	0	3,608	3,608	0
Dues & Fees	19,569	2,550	0	22,119	21,059	0	1,060	22,119	0
	<u>1,249,601</u>	<u>-21,226</u>	<u>0</u>	<u>1,228,375</u>	<u>724,075</u>	<u>340,168</u>	<u>164,132</u>	<u>1,228,375</u>	<u>0</u>

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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Technology									
Certified Salaries	121,551	-3,543	0	118,008	58,861	57,813	1,334	118,008	0
Non-Certified Salaries	441,593	-2,666	0	438,927	259,868	154,471	24,588	438,927	0
Professional Technical Services	67,550	-4,650	0	62,900	40,874	15,593	6,433	62,900	0
Equipment Repair/Rental	387,780	-1,650	0	386,130	69,021	1,500	315,609	386,130	0
Communications	19,000	4,400	0	23,400	13,650	9,750	0	23,400	0
Reimbursable Expenses	3,000	0	0	3,000	1,750	0	1,250	3,000	0
Materials	31,750	-2,355	3,095	29,395	26,608	2,787	0	29,395	0
Software	269,498	-6,566	-3,095	262,932	215,811	20,235	26,886	262,932	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	0	0	0	0	0	0	0	0	0
	<u>1,341,722</u>	<u>-17,030</u>	<u>0</u>	<u>1,324,692</u>	<u>686,443</u>	<u>262,149</u>	<u>376,100</u>	<u>1,324,692</u>	<u>0</u>
District Administration									
Certified Salaries	565,164	14,804	0	579,968	379,209	200,759	0	579,968	0
Non-Certified Salaries	346,985	10,414	0	357,399	228,749	120,098	8,552	357,399	0
Professional Technical Services	51,500	98,132	0	149,632	113,667	8,330	27,635	149,632	0
Equipment Repair/Rental	4,900	-3,900	0	1,000	0	0	1,000	1,000	0
Postage/Advertising/Printing	13,824	176	0	14,000	6,864	390	6,746	14,000	0
Reimbursable Expenses	14,000	-3,500	0	10,500	5,308	0	5,192	10,500	0
Materials	21,089	-1,250	0	19,839	8,412	663	10,764	19,839	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	27,975	0	0	27,975	27,808	0	167	27,975	0
Miscellaneous	6,500	0	0	6,500	3,528	835	2,137	6,500	0
	<u>1,051,937</u>	<u>114,876</u>	<u>0</u>	<u>1,166,813</u>	<u>773,545</u>	<u>331,075</u>	<u>62,193</u>	<u>1,166,813</u>	<u>0</u>

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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, & Anticipated	Balance
Facilities									
Non-Certified Salaries	1,590,512	50,695	-40	1,641,207	1,013,436	574,680	53,091	1,641,207	0
Professional Technical Services	11,480	-3,000	0	8,480	720	0	7,760	8,480	0
Utilities	119,078	0	0	119,078	72,571	46,405	102	119,078	0
Contracted Services	1,148,401	-29,160	0	1,119,241	617,708	327,577	173,956	1,119,241	0
Maintenance Projects	57,329	-52	0	57,277	31,018	18,415	7,844	57,277	0
Equipment Repair/Rental	82,604	4,192	0	86,796	45,799	7,120	33,877	86,796	0
Communications	94,037	0	0	94,037	43,088	3,592	47,357	94,037	0
Property Insurance	98,231	25,763	0	123,994	101,500	22,494	0	123,994	0
Reimbursable Expenses	0	3,000	0	3,000	3,000	0	0	3,000	0
Materials	262,696	0	0	262,696	144,937	21,835	95,924	262,696	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	420	60	0	480	0	0	480	480	0
Miscellaneous	12,000	5,950	0	17,950	17,195	0	755	17,950	0
In-Kind Revenue from Parks & Rec.	-30,450	0	0	-30,450	-6,934	0	-23,516	-30,450	0
	3,446,338	57,448	-40	3,503,786	2,084,038	1,022,118	397,630	3,503,786	0
Energy Management									
Non-Certified Salaries	41,413	828	0	42,241	27,619	14,622	0	42,241	0
Professional Technical Services	63,600	0	0	63,600	63,600	0	0	63,600	0
Energy	1,094,052	15,201	0	1,109,253	578,808	47	530,398	1,109,253	0
	1,199,065	16,029	0	1,215,094	670,027	14,669	530,398	1,215,094	0
Transportation									
Non-Certified Salaries	180,326	10,463	0	190,789	130,247	32,463	28,079	190,789	0
Contracted Services	1,177,406	12,791	0	1,190,197	1,160,590	10,904	18,703	1,190,197	0
Equipment Repair	8,000	12,000	0	20,000	10,106	1,571	8,323	20,000	0
Auto Insurance	7,955	209	0	8,164	6,123	2,041	0	8,164	0
Materials (fuel)	168,135	-19,135	0	149,000	75,502	0	73,498	149,000	0
Equipment	0	0	0	0	0	0	0	0	0
Revenue	0	0	0	0	0	0	0	0	0
	1,541,822	16,328	0	1,558,150	1,382,568	46,979	128,603	1,558,150	0

**WESTON PUBLIC SCHOOLS
FY 2014 FINANCIAL REPORT**

July 2013 - February 13, 2014

Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
District-Wide									
Liability Insurance	71,900	13,068	0	84,968	70,248	14,720	0	84,968	0
Regular Education Tuition*	0	0	0	0	-54,058	0	54,058	0	0
Staffing Allowance	61,824	-61,824	0	0	0	0	0	0	0
Degree Changes	64,917	-64,917	0	0	0	0	0	0	0
Salary Allowance	42,500	-42,500	0	0	0	0	0	0	0
Turnover Savings	-247,146	247,146	0	0	0	0	0	0	0
	-6,005	90,973	0	84,968	16,190	14,720	54,058	84,968	0
*Note: Regular Education Tuition has note been designate for other purposes in the school district's operating budget.									
Employee Benefits									
Health Benefits	6,314,029	0	0	6,314,029	4,209,353	0	2,104,676	6,314,029	0
Social Security	471,602	18,081	0	489,683	284,138	0	205,545	489,683	0
Medicare	407,413	1,461	0	408,874	217,001	0	191,873	408,874	0
Workers Compensation	162,156	5,042	1,542	167,198	127,479	39,719	0	167,198	0
Unemployment Compensation	70,000	-31,925	0	38,075	13,863	0	24,212	38,075	0
Early Retirement	4,759	0	0	4,759	4,759	0	0	4,759	0
Pension Program	791,720	45,417	0	837,137	463,120	390	373,627	837,137	0
GASB 43/45	250,000	0	0	250,000	250,000	0	0	250,000	0
Tuition Reimbursement	70,000	-27,232	0	42,768	0	0	42,768	42,768	0
Life Insurance	98,329	-14,586	0	83,743	52,962	0	30,781	83,743	0
Disability Insurance	15,898	17	0	15,915	10,523	0	5,392	15,915	0
Sick Bank	61,824	0	0	61,824	25,891	0	35,933	61,824	0
Management Services	10,000	-1,542	-1,542	8,458	5,459	0	2,999	8,458	0
	8,727,730	-5,267	0	8,722,463	5,664,548	40,109	3,017,806	8,722,463	0
Copy Center									
Non-Certified Salaries	58,137	500	0	58,637	36,097	22,540	0	58,637	0
Equipment Rental	117,828	9,939	0	127,767	75,801	39,966	12,000	127,767	0
Postage	18,570	-500	0	18,070	11,066	0	7,004	18,070	0
Materials	13,500	0	0	13,500	12,409	48	1,043	13,500	0
	208,035	9,939	0	217,974	135,373	62,554	20,047	217,974	0

WESTON PUBLIC SCHOOLS
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL
SPECIAL EDUCATION - February 2014 REPORT

ORG	OBJ	DESCRIPTION	Budget	Expended			Total	Change Over Budget
				Feb. 13th	Encumb.	Anticipated		
12630	1110	Sal., Administrators	263,543	171,855	98,439	0	270,294	6,751
11631	1112	Sal., Teachers, HES	560,272	310,669	262,129	0	572,798	12,526
11632	1112	Sal., Teachers, WIS	454,788	230,095	230,214	0	460,309	5,521
11633	1112	Sal., Teachers, WMS	436,422	189,128	173,393	0	362,521	-73,901
11634	1112	Sal., Teachers, WHS	441,331	235,998	235,998	0	471,996	30,665
12330	1118	Sal., Teachers, TAG	151,199	75,600	75,599	0	151,199	0
11630	1134	Sal., Teachers, SRBI	29,549	0	0	0	0	-29,549
11630	1135	Sal., Transition Coord.	111,460	55,730	55,730	0	111,460	0
			2,185,021	1,097,220	1,033,063	0	2,130,283	-54,738
11630	1116	Sal., Speech & Hearing	427,684	264,308	235,086	0	499,394	71,710
11630	1137	Sal., Substitute Teacher	33,560	18,458	0	15,102	33,560	0
11630	1131	Sal., Homebound Tutors	150,000	44,476	36,390	69,134	150,000	0
11630	1138	Sal., Summer, Certified	78,880	73,766	0	0	73,766	-5,114
TOTAL CERTIFIED SALARIES			3,138,688	1,670,083	1,402,978	84,236	3,157,297	18,609
11631	1231	Wages, Paras, HES	373,355	245,729	172,958	0	418,687	45,332
11632	1231	Wages, Paras, WIS	159,867	103,468	69,005	0	172,473	12,606
11633	1231	Wages, Paras, WMS	157,661	92,055	64,498	0	156,553	-1,108
11634	1231	Wages, Paras, WHS	299,336	178,346	123,247	0	301,593	2,257
11630	1234	Wages, Bus Aides	127,860	59,316	0	48,530	107,846	-20,014
11630	1233	Subs, Para Professionals	20,000	18,151	0	14,850	33,001	13,001
			1,138,079	697,065	429,708	63,380	1,190,153	52,074
12630	1221	Wages, Secretarial	130,732	73,281	43,251	0	116,532	-14,200
12630	1222	Overtime, Secretarial	0	65	0	0	65	65
			130,732	73,346	43,251	0	116,597	-14,135
11630	1268	Summer Work, NC	70,861	66,179	0	0	66,179	-4,682
11630	1280	Salaries, Non-Cert. Stipends	22,585	13,000	0	13,000	26,000	3,415
			93,446	79,179	0	13,000	92,179	-1,267
TOTAL NON-CERTIFIED SALARIES			1,362,257	849,590	472,959	76,380	1,398,929	36,672
TOTAL SALARIES			4,500,945	2,519,673	1,875,937	160,616	4,556,226	55,281
11630	3210	Professional Ed. Services	730,500	331,557	422,202	17,241	771,000	40,500
12140	3239	Professional Services - PT	110,000	72,348	107,692	0	180,040	70,040

WESTON PUBLIC SCHOOLS
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL
SPECIAL EDUCATION - February 2014 REPORT

ORG	OBJ	DESCRIPTION	Budget	Expended			Total	Change Over Budget
				Feb. 13th	Encumb.	Anticipated		
11630	3220	Consulting In-Service	82,800	33,938	24,117	24,745	82,800	0
11630	3235	Testing & Eval. Services	40,000	9,315	8,310	22,375	40,000	0
12330	3235	Testing & Eval. Ser, TAG	8,000	1,714	2,365	3,921	8,000	0
11630	3306	Legal Fees	40,000	6,289	33,711	0	40,000	0
			170,800	51,256	68,503	51,041	170,800	0
11630	4302	Equip. Repairs	2,500	0	0	2,500	2,500	0
11630	4400	Equipment Rental	2,500	0	0	2,500	2,500	0
			5,000	0	0	5,000	5,000	0
11630	5600	Out Placements	1,422,389	1,185,458	513,763	228,914	1,928,135	505,746
11630	5801	Reimbursable Exp.	3,000	162	0	2,838	3,000	0
11630	6110	Materials	37,025	24,035	1,550	11,312	36,897	-128
12330	6110	Materials, TAG	700	0	0	700	700	0
11630	6120	Office Materials	700	0	0	700	700	0
			38,425	24,035	1,550	12,712	38,297	-128
11630	6410	Books	5,300	2,011	401	2,888	5,300	0
12330	6410	Books, TAG	600	0	0	600	600	0
			5,900	2,011	401	3,488	5,900	0
11630	7300	Equipment, Instruction	15,000	3,414	800	10,786	15,000	0
11630	8100	Dues & Fees	2,000	1,177	0	823	2,000	0
TOTAL NON-SALARIES			2,393,014	1,671,418	1,114,911	332,843	3,119,172	616,158
TOTAL SPED BUDGET BY OBJECT			6,893,959	4,191,091	2,990,848	493,459	7,675,398	671,439
11630	9205	Excess Cost Grant	435,648	0	0	683,132	683,132	247,484
11631	9206	Pre-School Tuition Fees*	83,600	42,800	0	7,200	50,000	-33,600
TOTAL REVENUES			519,248	42,800	0	690,332	733,132	213,884
TOTAL NET SPED BUDGET			6,374,711	4,148,291	2,990,848	-196,873	6,942,266	457,555
Special Education Transportation			36,474	20,675	15,594	15,205	51,474	15,000
Estimated Supplemental Appropriation								472,555

Personnel

PLAN FOR MINORITY STAFF RECRUITMENT

In accordance with Sections 10-4a(3) and Section 10-220(a) of the Connecticut General Statutes, the Board of Education has developed the following written plan for minority staff recruitment:

1. All recruiting sources will be informed in writing of the Board's nondiscrimination policy.
2. The Board will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board will develop contacts, directly or indirectly, with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
4. The Board will expand its help-wanted advertising to include print, [online](#), and/or broadcast media that is targeted to minorities.
5. The Board will participate in local job fairs, including those that are sponsored by ~~the~~ minority community organizations or otherwise targeted toward minorities.
6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board will develop partnerships with the Regional Education Service Center and other appropriate organizations to facilitate minority staff recruitment.
8. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

Legal References: Connecticut General Statutes Section 10-4a(3)
Connecticut General Statutes Section 10-220(a)

POLICY ADOPTED: October 21, 2002

POLICY REVISED: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

First Reading – February 25, 2014

REPLACES POLICIES 3150 AND 3160

3150

Business

Transfer of Funds between Categories; Amendments

Adoption of Budget

Board Budget Procedures and Line Item Transfers

~~The Board of Education will present an itemized estimated cost for the operation of the public schools to the fiscal authority on the date set by the Town Charter. The estimated cost of operating the public schools for the ensuing year shall be the final budget for the schools, modified, if necessary, by any difference in the amount requested by the Board of Education and the amount appropriated by the city or town for the operation of the schools.~~

In accordance with Conn. Gen. Stat. § 10-222, the Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance for review and appropriation. For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories are divided into one or more line items/cost centers:

Salaries
Employee Benefits
Purchased Services
Tuition
Supplies
Books
Property-Equipment
Utilities
Other

The Board of Education shall review the recommendations and suggestions made by the Board of Finance as to how it may consolidate noneducational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations it shall provide the Board of Finance a written explanation of the reason for the rejection.

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. At a minimum, a quarterly budget report shall be prepared in the same format as the annual budget showing for each line item the appropriated budget amount, paid expenses, encumbered expenses, projected expenditures, difference between the total projected expenditures and the appropriation, and general comments indicating the reasons for the difference.

Such quarterly budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, in accordance with the following schedule:

<u>Period Covered</u>	<u>Submitted</u>
<u>July, August, September</u>	<u>October</u>
<u>October, November, December</u>	<u>January</u>
<u>January, February, March</u>	<u>April</u>
<u>March, April, May</u>	<u>September</u>

Based on expenditures and budget projections, with such budget reports, the Superintendent shall recommend to the Board of Education transfers from one line item (as set forth above) to another as needed.

The Superintendent is authorized to make such transfers as necessary if the urgent need for the transfer prevents the Board of Education from meeting in a timely fashion to consider the transfer, provided that such transfers by the Superintendent shall not exceed five percent (5%), on a cumulative basis, of the then current annual budget. Transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board of Education and a written explanation of such transfer shall be provided to the Board of Finance and Board of Selectmen and transfers subsequently ratified by the Board at any such meeting shall not be counted in the limitation on the authority of the Superintendent to make transfers.

The Board of Education may transfer any unexpended or unencumbered portion of any appropriation for school purposes to any other item within that appropriation. ~~Expenditures in each fiscal year shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes.~~ The Board of Education shall not expend more than the amount of the appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board shall notify the Board of Finance and the Board of Selectmen and submit a request for such necessary additional funds. No additional funds shall be expended unless such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Legal Reference:

Connecticut General Statutes § 10-222, Appropriations and Budget

[Public Act 13-60, An Act Concerning Consolidation of Noneducational Services](#)

Town of Weston Charter

Policy Adopted (3150 and former 3160): February 5, 1990

[Policy Revised:](#)

[Note: This Policy replaces former Policy 3160](#)

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Personnel – Certified/Non-Certified

**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION
COMPLAINTS (PERSONNEL)**

It is the policy of the Weston Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, marital status (including civil union partners), sexual orientation, national origin, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, gender identity or expression, transgender status, or any other basis prohibited by state or federal law is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of employees.

It is the express policy of the Weston Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status (including civil unions), sexual orientation, national origin, ethnicity, ancestry, ~~or~~ learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, gender identity or expression, transgender status, or any other protected characteristic as provided by state or federal law. In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Office of the Superintendent of Schools
Director of Human Resources
Weston Public Schools
24 School Road
Weston, Connecticut 06883

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the ~~Superintendent and/or his or her designee~~ Director of Human Resources should:

1. offer to meet with the complainant to discuss the nature of his/her complaint;
2. provide the complainant with a copy of the Board's anti-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;
5. communicate the findings and/or results of any investigation to the complainant; and
6. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent, [following consultation with the Director of Human Resources](#), ~~and/or his or her designee.~~

If the complaint involves an allegation of discrimination based on ~~disability or~~ [sexual harassment](#), the complainant should [also](#) be referred to the Board's policies and procedures related to ~~Section 504 of the Rehabilitation Act (for claims of discrimination and/or harassment based on disability)~~ and [Sex Discrimination/Sexual Harassment \(See Policy and Administration Regulation 4218.11\)](#). ~~(for claims of discrimination and/or harassment based on sex.~~

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

~~Boston Office~~
Office of Civil Rights
U.S. Department of Education
[8th Floor](#)
~~33 Arch Street, Suite 900~~
[5 Post Office Square, Suite 900](#)
Boston, MA 02110-1491 [109-3921](#)
[Tel. \(617\) 289-0111](#)
ocr.boston@ed.gov

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, ~~1229 Albany Avenue, Hartford, CT 06112~~ [Southwest Region Office, 350 Fairfield Avenue, 6th Floor, Bridgeport, CT 06604](#) (~~TELEPHONE NUMBER Telephone Number: 860-566-7710~~ [203-579-6246](#)) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (~~TELEPHONE NUMBER Telephone Number: 617-565-3200~~ [800-669-4000](#)).

Regulation Approved: December 15, 2008
Regulation Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, marital status (including civil union partners), sexual orientation, national origin, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, ~~or~~ gender identity or expression, transgender status, or any other protected characteristic as provided by state or federal law)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment. _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Instruction

Graduation Requirements

Graduation from ~~our~~ Weston Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education; and (3) that they have fulfilled the legally mandated number and distribution of credits required to graduate from high school. ~~Graduation shall not be held until 180 days and 900 hours of actual school work are completed.~~

The Board of Education's standards for graduation meet or exceed the state law regarding credits for graduation from high school at all times.

~~The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, shall make available to all the school district's youths alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.~~

~~(cf. 5121—Examination/Grading/Rating)~~

~~(cf. 6146.2—Statewide Proficiency/Mastery Examinations)~~

Legal Reference: Connecticut General Statutes

~~10-14n Statewide mastery examination. Conditions for reexamination.
Limitation on use of test results~~

~~10-161 Length of school day~~

10-221a High School Graduation Requirements

Policy adopted: March 5, 1991

Revised : _____

WESTON PUBLIC SCHOOLS
WESTON, CONNECTICUT

Instruction

Graduation Requirements

High School

1. To meet the requirements for a diploma from Weston High School, a student must successfully complete a minimum of ~~24~~ 24 credits in grades nine through twelve as follows:

A. English	4
B. Mathematics	3
C. Science	2 <u>3</u>
D. Social Studies	3 (including <u>1.0</u> U.S. History <u>and 0.5 American Government</u>)
E. <u>Fine and Performing Arts</u>	<u>1.0</u>
F. Electives	7 (Cluster credits)
G. Physical Education	<u>1.4</u> 2 (1/2 credit/year including Health 9/10)
H. <u>Health</u>	<u>0.6</u>
I. <u>Other</u>	<u>1.0 Technology</u>
2. Every student must also successfully complete the sophomore research paper.
3. Cluster credit requirement means that a total of 2 credits must be distributed in at least three of the following four cluster areas:
 - A. Art and Music.
 - B. Business, Computer Science, and Technical Education.
 - C. ~~Foreign~~ World Language.
 - D. Applied Learning Experiences.
4. In addition to other graduation requirements, seniors must pass a minimum of three credits during the senior year, including one credit in English, to qualify for graduation.
5. Full-Time Status – The course load expectations for full-time status are:

- A. Freshmen and Sophomores: ~~Six~~ Seven full-year courses credits each school year ~~or the equivalent, all~~ of which ~~five~~ must be graded “A” – “F”. ~~plus Physical Education and Health.~~
- B. Juniors and Seniors: ~~Five and one-half full-year~~ Six courses credits each school year ~~or the equivalent, all~~ of which ~~five~~ must be graded “A” – “F”. ~~plus one semester of Physical Education and a program in Health.~~

Notwithstanding the foregoing, the minimum number of credits required for graduation is 24.

~~6. First semester seniors may apply for 1/2 credit of Independent Study/Community Service within the 6 credit requirement.~~

~~7. Second semester seniors may apply for Independent Study credit in excess of 1/2 credit.~~

6. Courses listed in the Weston High School Program of Studies booklet and/or course selection sheet and taught at institutions outside of Weston will be accepted for Weston High School credit and included in the student’s GPA.

7. All exceptions, including any courses taken pursuant to paragraph 6 above, must be specifically approved in writing by the principal.

Regulation approved: March 5, 1991

Regulation Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

4118.11

4218.11

Personnel - Certified/Non-Certified

NON-DISCRIMINATION

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status (including civil union partners), sexual orientation, [ethnicity, ancestry, national origin, ~~or~~ learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, gender identity and expression, transgender status, or any other basis prohibited by state or federal law,](#) except in the case of a bona fide occupational qualification.

[It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, age, sex, marital status \(including civil union partners\), sexual orientation, ethnicity, ancestry, national origin, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, genetic information, gender identity and expression, transgender status, or any other basis prohibited by state or federal law is prohibited, whether by Board employees, the Board, students, or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and co-curricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of the protected characteristics listed above.](#)

[For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individuals' family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.](#)

[For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related](#)

identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L. 110-233, 42 USC 2000ff; 34 CFR 1635
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination. Employment.
Public Act 05-10: An Act Concerning Civil Unions
Public Act 11-55, An Act Concerning Discrimination.

Policy References:

Policy and Regulation 4111, Recruitment and Selection, Certified
Policy 4111.1, Minority Staff Recruitment
Policy 4211, Recruitment and Selection, Non-certified

Policy Adopted: July 16, 1990
Policy Revised: February 24, 1992
Policy Revised: October 6, 2005
Policy Revised: November 21, 2005
Policy Revised: December 15, 2008
Policy Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON PUBLIC SCHOOLS REPORT

February 25, 2014



Weston High School

Lisa Wolak, Principal

*In this issue... Principal's Message
Academic Program Updates
Co-Curricular Program Updates*

Principal's Message

The month of February marks the beginning of course registration for the 2014-2015 school year. Our new Program of Studies is available on our school website. Students should register for their courses on Power School prior to meeting with their school counselor. Two new courses are Introduction to Computer Coding and Publication Design. I encourage all students to look carefully at the variety of our required and elective courses. Weston High School prides itself on its elective program that includes four world languages, pre-engineering courses, drama, videography, and rich visual arts and music offerings.

On March 5, all eighth graders and their parents/guardians are invited to attend our transition program beginning at 7:00 p.m. in the auditorium. After a presentation by the administration, school counseling department, and curriculum instructional leaders, our upperclassmen (representing a variety of clubs and sports) will be available to answer questions regarding our co-curricular program.

Academic Program

Language Arts

Strengthening our students' ability to write continues to be a central focus at Weston High School. During the first semester, a team of our teachers collaborated over the development of a student writing portfolio, which we would like to pilot this spring.

Six classes of sophomore English and social studies were selected as a representative sample of underclassmen to participate in this project. Through the creation of their writing portfolios, students will have the opportunity to review their writing pieces, revise and edit chosen pieces that represent their best work, and reflect on their growth. They will receive feedback from a team of teachers.

The purpose of this pilot is not assessment, but rather how to effectively develop an instructional tool that will serve our students as they strive to improve their craft as writers.

Learning Commons

This is a reminder that our Learning Commons is open daily until 4:00 p.m. for students to study both individually and collaboratively. The Learning Commons has many new books and new ways to read them. Our staff has six new Kindle Paperwhites that are ready to circulate. Over 50 new, popular, or notable ebooks are available. For those students who prefer to listen, there are over 60 high quality digital audio books that they can read on their phones, tablets or computers. Students are encouraged to stop the Learning Commons to pick up a Kindle Permission Form, which can be found on our

school website. The following is a link that explains about our new Kindle devices:

<http://www.screencast.com/t/k3P7CdITXqzk>

Project Lead The Way

Engineering students are practicing their knowledge of centroids, or center of an object's mass, by applying their learning to a cardboard boat build. This project will culminate with a physical testing of their boat design in the middle school pool followed by a reflection of how well their design actually functioned. This is a similar activity completed in many collegiate programs.

Science/Technology

Junior Christine Peyreigne brought some of her snakes and lizards to our popular Animal Behavior class for a discussion on animal diversity and evolution. Christine rescues reptiles and hosts educational programs.

Videography

After watching *Teen Kids News* in our television production course, sophomore Eric Benninghoff approached one of the show's producers about becoming an official reporter for the news show. Eric submitted a sample of his work and was hired as an online reporter. One of his assignments was to produce a report on US snowboarding sensation Shaun White, which can be viewed on the following link: <http://www.teenkidsnews.com/index.php/component/k2/item/844-snowboarder-shaun-white-special-report>

Social Studies

On Friday, January 31, Weston Historical Society members Sharon Gilbert and Karen Giannitti met with students in the American Studies classes. Mrs. Gilbert and Mrs. Giannitti brought to the library classroom a "traveling exhibit" of artifacts and items pertaining to Weston's history during the late nineteenth century to early twentieth century time period. Students listened to a brief overview of the history of Weston and were able to pose questions to the local historians. Students viewed the artifacts and photographs while discussing the insights that these selected items gave them about the Town of Weston during the historical time period from the 1860s through the early 1900s. This lesson focused on the historical changes taking place in Weston during this time period and how our Town's history compared to the changes occurring in the United States.

World Language

The Mandarin Chinese language program celebrated the beginning of the Year of the Horse on the first day of the Chinese New Year, which this year fell on January 31. The Chinese New Year, also known as the Spring Festival, lasts 15 days and culminates with the celebration of the Lantern Festival. It was a unique cultural experience especially for the Mandarin I students, for whom it was their first opportunity to learn about the Chinese New Year and its significance to the Chinese people. They learned about the giving of red envelopes and how much they mean to the Chinese children along with learning expressions and a song about the new year. Discussions took place concerning the meaning of the Chinese New Year, the Chinese animal zodiac, and a comparison of the new year's traditions of China to those of the West. Finally they tasted some authentic Chinese dumplings, known as jiao zi, candies, and rice cookies, all favorites during the Chinese New Year celebrations.

Co-Curricular Program

Art with a Heart

This year students are fostering Vuiru, a three year old male African elephant, through the David Sheldrick Wildlife Trust in Nairobi, Kenya. To earn funds for this venture, club members made small bags of chocolate kisses which were purchased and given to students as a secret valentine. Vuiru and other orphaned elephants are reintroduced to the wild over a period of seven to nine years. These animals are orphaned as a result of illegal ivory trafficking.

Athletics

The boys indoor track and field team capped their season with a third-place finish at the South West Conference Championship Meet and captured the Class M Runner-up position at the State Championship Meet. The girls indoor track and field team also captured the Class M Runner-up spot at the State Championship Meet while winning their ninth SWC Championship in the last 10 years and their second in a row. New England and national meets remain for those qualifying athletes.

Wrestling and gymnastics are preparing to compete in their SWC Championship competition in the upcoming weeks while boys swim and dive and boys basketball have several remaining weeks before their post-season play will commence. All of the aforementioned teams, as well as our boys and girls ski teams and our cheerleading squad, have qualified for state tournaments and we wish them the best of luck.

Bhutan Club

The first student delegation from Bhutan visited WHS from January 27 through February 14. Two students, accompanied by their history teacher, attended classes and participated in a variety of co-curricular activities. The Bhutan Club hosted a reception on February 4 for our guests in the Learning Commons after school.

Company

Company is hard at work on its spring production, Rodgers and Hammerstein's *Carousel*, which opens on March 21. The musical, which was its authors' favorite, follows the tumultuous relationship of a magnetic carnival barker and the vulnerable young woman who becomes his wife in a small Maine fishing town in the late 1800s. Its beautiful score is filled with some of Rodgers and Hammerstein's most beloved songs "If I Loved You," "June Is Bustin' Out all Over," "What's the Use of Wonderin'," and the stirring anthem "You'll Never Walk Alone" and its focus on the way a community rallies to support individuals in its midst is a particularly pertinent one for Company's ensemble-driven ethos. The musical, says its director (English teacher Mr. Long), is a "tuneful, funny, moving, and ultimately uplifting story that will be enjoyed by audience members of all ages." You may purchase tickets at www.whscompany.com.

Key Club

Key Club members made decorations for the Senior Center's annual Valentine's Day Luncheon held at Norfield Church.

Mock Trial

We are very proud to announce that one of our Mock Trial Teams will compete in the state finals at the Hartford Supreme Court on Wednesday, February 26.

Relay for Life/American Cancer Club

The Relay for Life Kick Off was held the evening of February 6 with student band Chillingsworth performing. Our fourth annual Relay for Life will be held on Saturday, May 17 at the high school football field.

Student Government

On the first day of the second semester, student government sponsored a staff appreciation day. Students and staff were greeted to music performed by Chillingsworth in the main lobby.

Teen Peace Works

In honor of National Teen Dating Abuse Prevention month, Weston Teen PeaceWorks held its first “Poetry Jam Open Mic Slam” in the HS cafeteria. Students, including one of our visiting students from Bhutan, Sonam Wangchen, as well as Dr. Marotto shared poetry and sang karaoke to their favorite cover songs. Teen PeaceWorks also unveiled its new banner hanging in our main lobby.

Professional Development

Science and social studies colleagues Ms. Balouskus, Ms. Charles, Ms. Hauser, Mr. Scott, Ms. Ronan, Ms. Klein, Ms. LeBris, and Principal Mrs. Deorio participated in the first of six workshops focusing on performance assessments. The Performance Assessment Design Initiative (PADI) functions as an innovation laboratory for the Tri-State Consortium by promoting the increased capacity and use of performance-based assessments in participating districts. As members of this cohort, this team will collaborate on the creation of new performance assessments in our science and social studies disciplines.

Weston Middle School

Amy Watkins, Principal

In this issue...

Cyber and Social Media Responsibility Discussed in Grades 6-8

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Hour of Code Fridays

Short Wharf Performance of Seussical Jr. was Outstanding

Grant Writing Provides 3D Printers to WMS

Congratulations to WMS Mock Trial Team

Students Who SOARed in January

The WMS Library is the After School Work Zone

WMS Celebrates Dr. Martin Luther King, Jr.

Cyber and Social Media Responsibility Discussed in Grades 6-8

A representative from Domestic Violence Crisis

Center/PeaceWorks began speaking to our students on January 27.

The talks took place by teams and in small groups. Students were

able to role-play real-world scenarios and talk through their

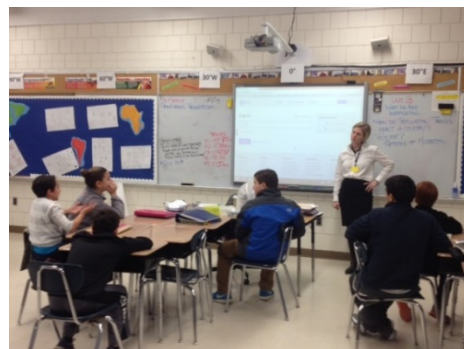
thinking. In addition, as mentioned in December, we have secured a

representative from DVCC to join us for a parent event. In planning

the discussion collaboratively with the PTO, we have decided to

create a panel of experts. We are currently coordinating with

Weston Police, Youth Services, and one other agency. Once we



receive confirmation from all parties, we will post the date.

Emily Leventhal is the middle and high school coordinator for PeaceWorks. She comes to the DVCC having taught at the kindergarten, middle school, high school, and college levels. Emily has a master's degree in English and American Literature from Columbia University and a master's degree in non-fiction writing from Johns Hopkins University. For seven years Emily was a high school English teacher in the Bronx, for the New York City school system. While there, she became aware of the necessity for teaching tolerance and empathy-building skills as the foundation for academic and interpersonal success. She is trained by the Connecticut Department of Education in implementation of the Safe School Climate Initiative, and researches social and emotional learning and its effect on pre-teens and teens.

Eighth-Grade Mentorship Kicks-Off

The eighth-grade mentorship program is in full swing. A committee has worked tirelessly on the students' requests. Over 140 students applied to participate this year. The mentorship program provides a rare learning opportunity to explore an occupation in the real world.

Mentors, parents, and students attended an orientation meeting on Wednesday, January 29 to meet with their assigned mentors. In April, at the conclusion of the program, mentors, parents, students, Weston district staff, and representatives from the Weston Board of Education will be invited to attend a reception. Each student will present a visual display of his/her experience and share newly acquired insights about his/her area of interest.

Code Fridays

Looking for a little JAVA? Mrs. Brooks and Mrs. Shuhart have begun Code Fridays for a little lunch time computer coding. Students had the opportunity to continue exploring code after participating in the Hour of Code this past January. Students who responded to the invitation from Mrs. Brooks attended during their lunch period on Friday, February 7. Based on interest, we will continue to schedule Code Fridays in the weeks to come.

Short Wharf Performance of *Seussical Jr.* was Outstanding

The long awaited Short Wharf production was perfectly timed. Despite the recent interruptions with weather, the students were able to perform and demonstrate their talents in their rendition of *Seussical, Jr.* Congratulations to all of the students both on and off stage. A special thank you to both Liz Morris and Lauren Davi who worked tirelessly to ensure the show was a huge success.



Grant Writing Provides 3D Printers to WMS

You may have heard of 3D printers, but haven't had the opportunity to see one in action. With a special thanks to Mr. Lore, Mr. Blozie, and Mrs. Shuhart, the middle school now owns three 3D MakerBot printers. The printers complement the curriculum in Project Lead the Way and will allow students the opportunity to take an architectural drawing they create and make a scaled model. In the library, Mrs. Shuhart is continuing to expand the vision and scope of what our library can do to support

our students' development of their critical thinking, creativity, and problem solving skills. As part of the Innovation Space, the 3D printer will provide students the opportunity to bring an idea from conception to development. To support the Weston Library, Mrs. Shuhart has created a raffle for all students who register for a library card.



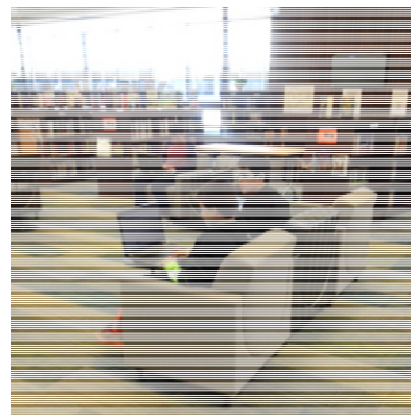
Congratulations to WMS Mock Trial Team

Congratulations to our Mock Trial team. Our team won five out of six rounds on Tuesday, February 11 at the Mock Trial Regionals in Bethel, CT. Our students were awesome and all judges commented on how well-prepared and polished our students were. Two of our three teams will advance to quarterfinals on February 25. Thank you again for your support.

Students Who SOARed in January

Each month, five names are drawn randomly from the SOAR container and those students receive a prize. We want to congratulate all of the students who received S.O.A.R. tickets in the month of January. These students received a SOAR ticket for making good choices and exhibiting the qualities of Safety, Ownership, Attitude, and Respect:

- Jillian Zuch (6)
- Owen Simmons (6)
- Gerald Roberts (7)
- Emma Hoffman (7)
- Tatjana Simmons (8)



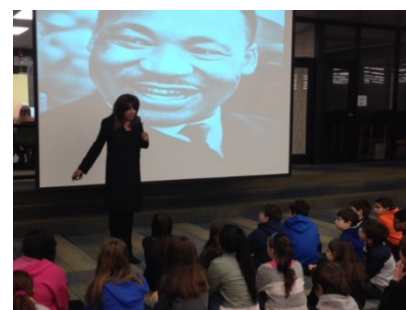
The WMS Library is the After School Work Zone

As a result of the WMS PTO's unending generosity and support of the middle school, our students are enjoying the latest addition of cozy furniture in the WMS Library. Students have loved taking advantage of the extended library hours after school. Many students plan to work on collaborative projects, access the available technology, or simply enjoy the opportunity to get a head-start on their homework, knowing a certified staff member is available to support them.



WMS Celebrates and Recognizes the Contributions of Dr. Martin Luther King, Jr.

Students had the opportunity to learn more about Dr. King and his work through a presentation given by Mrs. Jorgensen. As part of our Cultural Arts Committee, Mrs. Jorgensen spoke about the challenges African Americans have faced and how Dr. King made a difference through peaceful marches, speeches, and living by example. Students were in awe listening to the stories Mrs. Jorgensen had to share.



In this issue...

- Grade Level News*
- Author Visit*
- Community Service Projects*
- School Spirit*
- Brain Challenge*
- Professional Development*

Grade Level News

Third Grade

This month, students began learning about town government and the rights and responsibilities of effective citizenship through a new social studies unit on Weston. They learned about goods and services, and the purpose they serve within a community. Students will be comparing the goods and services of Weston with larger towns and cities to understand that location, size, and government influences what is needed and provided to a community. To kick-off the unit, students worked with their parents to create a timeline of important family events, which included when their family first moved to Weston.

Fourth Grade

Fourth graders delved into the world of non-fiction to help them become more critical readers and thinkers. While focusing on the unique aspects of reading non-fiction texts, this AIM unit helped students become more critical thinkers by teaching them how to interpret what they're reading to gain a deeper understanding of an issue. Students read multiple texts on topics to learn about different information and consider different perspectives or opinions. They learned that they could infer an author's viewpoint or perspective by noticing the language they used or the overall tone of the text. Students then wrote their own opinion piece synthesizing information they gathered across multiple texts.

Fifth Grade



As part of the fifth-grade science unit on light energy, students study sight and how the eye functions as a light receiver. Students understand the path of light to the eye and how the separate parts of the eye work together to send a clear image to the brain for interpretation. A highlight of this unit is student participation in a sheep eye



dissection. Small groups of students work with a teacher to parse out the individual parts of the eye. Students see that an eye is actually many smaller parts functioning together. Students are given the opportunity to opt out of the dissection, but overwhelmingly our students choose to participate – rather than “grossed-out,” they are engrossed by the experience.

Author Visit

Students and staff alike were fortunate to spend the day with the renowned author, Ralph Fletcher. Mr. Fletcher, a prolific writer of children's picture books, and young adult fiction and poetry, spoke with

the students about his books and how his life influenced his writing. Assemblies were held by grade level, so Mr. Fletcher tailored his presentations to what each grade was reading and studying. This was especially exciting to the fourth graders as his book, *Marshfield Dreams*, was used as a mentor text during their recent reading and writing unit on memoir. The teachers also got to spend time to work with Mr. Fletcher who is a former member of the Teachers College Writing Project and has written numerous professional books on the craft of writing.



Community Service Projects



Red Cross: After reading about the devastation caused in the Philippines by Typhoon Haiyan last November, students in Mrs. Palazini's fifth-grade class decided to take action to help make a difference in the world, and set-up a school-wide fundraiser to raise money for the Red Cross. Students set up donation jars throughout the school and designed unique craft items to help raise money. Students worked together before and after school to make

creative duct tape pens and wallets, as well as beautiful sea glass jewelry that they sold to classmates and staff members. A total of \$650 was raised and sent to the Red Cross to help send necessary resources to those in need.



Valentine's for Vets: Once again, our students put their creative talents to work to create beautiful Valentine's Day cards for Veterans and members of our police force. Inside the cards they wrote heartfelt thank you notes, creative poems and words of inspiration to remember the day and the people who serve. Valentine's for Vets is an international service project designed to help make a difference for active and retired service men and women.

School Spirit

After listening to *Have you Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud at last month's PBIS assembly, students brainstormed a list of ideas to fill the buckets of others. Each class assembled a list of their top five ideas and wrote it onto a class bucket, which was then decorated by the students. The book focuses on positive behavior and shows how rewarding it is to express daily kindness and appreciation; and to understand the effects of our actions and words on the well-being of others and ourselves. The buckets are on display in the main hallway.

Brain Challenge

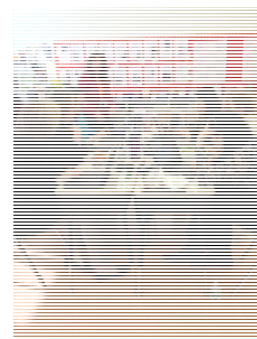
Fifth graders competed, danced, and cheered each other on while participating in the highly engaging Brain Challenge Game Show. A favorite event for the fifth graders, the show is a "live" TV game show hosted by an engaging, quick-witted, and energetic professional host. The Brain Challenge Game Show is complete with digital scoring, background music, a lockout opponent buzzer system, and countdown clock. An age appropriate combination of "Jeopardy" and "Beat the Clock;" the show had students answering questions in a fast-paced "lightening round"



manner and participating in team building challenges that were exciting, educational, and a lot of fun.

Professional Development

Since Thanksgiving break, teachers on the WIS tech committee have been piloting new Windows 8 Lenovo Twist laptops. Over the first two weeks of February, the new laptops were distributed to WIS teachers in all grades and instructional areas. The laptops are significantly lighter, faster, and more portable than the laptops the staff had been using the past four and five years. The staff has been given several weeks to use their new computers alongside the older computers. During this period, teachers are encouraged to experiment with all aspects of the new machines, ask questions, and work out any kinks they may encounter in using the new machines. The new laptops will give us the ability to better meet our instructional needs over the next four years.



Hurlbutt Elementary School

Laura Kaddis, Principal

In this issue...

Hurlbutt Celebrates a Positive School Climate

Teaching and Learning

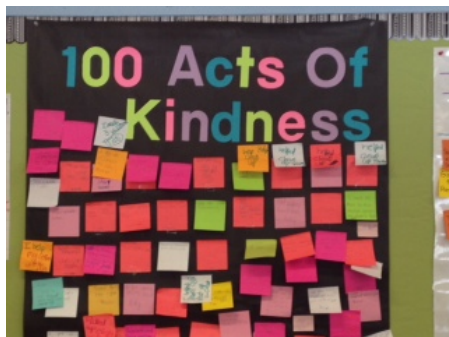
Parent Involvement

Health and Fitness

Hurlbutt Celebrates a Positive School Climate

Our students once again filled Horace the Hurlbutt Honeybee's honeyhive by being safe, kind, and responsible. We celebrated with Western Day and the students began the day with a hoedown dance during morning meeting. Our students and staff dressed up in jeans, boots, and cowboy hats for the day. During the same

week we also celebrated 100 days of school. One of our classes commemorated the day by counting 100 acts of kindness.



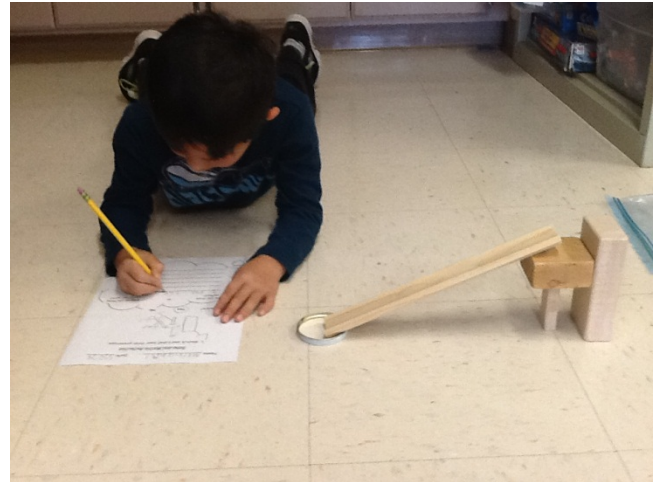
Teaching and Learning

Kindergarten

On Tuesday, February 11, we counted 100 days of learning at Hurlbutt. Each class marked this day with a variety of activities including wearing 100-day eyeglasses and hats, by counting, grouping, and performing many mathematical applications. Numeracy is an important concept for kindergarten as students continue to build understanding of numbers and the base-ten system that is an important building block for developing computational fluency. Since the first day of school, our students have been counting days of schools with counters. Once they reach a group of ten, they bundle those counters. There was much excitement as our count grew closer and closer to 100.

First Grade

Our first graders have been immersed in a “Forces and Motion” AIM unit. Students began their study by designing a roller coaster using five pieces of track. The students then went to the computer lab to design their prototype and test it. If their roller coaster was successful, a marble rolled from the beginning made it all the way to the end. If the roller coaster was not successful, the marble would get stuck. The most important part of the task was having the “engineers” determine why their roller coaster did or did not work. Throughout the unit they will be given more opportunities to use scientific vocabulary that will help them while writing their reflections.



Second Grade

Our students participated in the Metric Olympics this month. Second graders traveled to different rooms where they participated in activities that integrated mathematical applications and skills as part of their “Measurement” unit of study. Examples of the events included speed skating (with paper plates), coin curl, and Sochi tower-building. Many parent volunteers were on hand to help the students during the exciting events and our students showed class pride by wearing team colors.



Parent Involvement

Our PTO organized a “Souper Bowl” which benefited the Weston Food Pantry. Our students brought in canned soup to donate over the two days before Super Bowl weekend. Our families are very generous and the food pantry was very grateful.

Health and Fitness

All Hurlbutt students participated in the physical education four-week unit on balance. The students learned about static and dynamic balancing through a variety of activities. They learned forward rolls, scales, jumps, turns, and animal walks while maintaining balance and body control. After the first two weeks they applied their knowledge and skills of balance by using these skills on different pieces of equipment. The students were instructed on using the vault, balance beam, rings, climbing net, and t-

bar. The students also created their own floor routines which incorporated all of the balance skills they learned during the unit.

The winter weather has posed a challenge to outdoor recess. Extremely cold temperatures have limited our ability to take the students outside. In response, we have begun piloting *Adventures to Fitness*. This online educational fitness resource gives us access to engaging and inspiring exercise videos which can keep our students physically active indoors for up to thirty minutes. Each video episode keeps the students moving, learning, and having fun inside the classroom.