

# WESTON BOARD OF EDUCATION

Monday, March 17, 2014

Weston Middle School Library Resource Center

Regular Session 7:30 p.m.

- |             |                                                                                                                                                                                                                                                                                                                                                                                              |                      |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>I.</b>   | <b>CALL TO ORDER, VERIFICATION OF QUORUM</b><br>Philip Schaefer, Chairperson                                                                                                                                                                                                                                                                                                                 |                      |
| <b>II.</b>  | <b>PLEDGE OF ALLEGIANCE</b>                                                                                                                                                                                                                                                                                                                                                                  |                      |
| <b>III.</b> | <b>RECOGNITION</b>                                                                                                                                                                                                                                                                                                                                                                           | <b>None</b>          |
| <b>IV.</b>  | <b>APPROVAL OF MINUTES, <i>pages 1-6</i></b>                                                                                                                                                                                                                                                                                                                                                 | <b>Motion</b>        |
| <b>V.</b>   | <b>PUBLIC COMMENT</b>                                                                                                                                                                                                                                                                                                                                                                        | <b>Information</b>   |
| <b>VI.</b>  | <b>NEW BUSINESS</b>                                                                                                                                                                                                                                                                                                                                                                          |                      |
|             | <b>1. Strategic Plan Update, <i>pages 7-51</i></b><br>Dr. Craw will provide an update on the District Strategic Plan.                                                                                                                                                                                                                                                                        | <b>Information</b>   |
|             | <b>2. Update on Implementation of Common Core and Smarter Balanced Assessments</b><br>Dr. Palmer will provide an update on the implementation of Common Core and Smarter Balanced Assessments.                                                                                                                                                                                               | <b>Information</b>   |
|             | <b>3. Building Project Closeouts</b><br>Dr. Keating will discuss the close-out of Weston High School building project, State project number 157-043.                                                                                                                                                                                                                                         | <b>Motion</b>        |
|             | <b>4. Fourth FY 2014 Financial Update and Approval of Transfers, <i>pages 52-66</i></b><br>Dr. Keating will provide a monthly financial update.                                                                                                                                                                                                                                              | <b>Motion</b>        |
|             | <b>5. Weston Board of Education Policies and Regulations, <i>pages 67-77</i></b><br>Mr. Brey will review the following Weston Board of Education Policies and Regulations:<br>A. Policy 5145, Non-Discrimination (Students);<br>B. Regulation 5145, Administrative Regulation Regarding Discrimination Complaints (Students);<br>C. Bylaw 9120, Officers; and<br>D. Bylaw 9121, Chairperson. | <b>First Reading</b> |
|             | <b>6. NEASC Report, <i>pages 78-83</i></b><br>Mrs. Deorio will present the NEASC Accreditation Report of April 7-10, 2013 for Weston High School.                                                                                                                                                                                                                                            | <b>Information</b>   |
| <b>VII.</b> | <b>OLD BUSINESS</b>                                                                                                                                                                                                                                                                                                                                                                          |                      |
|             | <b>1. Weston Board of Education Policies and Regulations, <i>pages 84-91</i></b><br>Mr. Brey will review the following Weston Board of Education Policies and Regulations:<br>A. Policy 4111.1, Minority Recruitment;<br>B. Policy 3150, Budget Procedures and Transfer of Funds; and                                                                                                        | <b>Motion</b>        |

- C. Regulations 4119.11 – 4218.11, Administrative Regulations Regarding Discrimination Complaints (Personnel).

**VIII. SUPERINTENDENT’S REPORT**

- |                                                                   |             |
|-------------------------------------------------------------------|-------------|
| 1. Next Regular Board Meeting Monday, April 21, 2014 at 7:30 p.m. | Information |
| 2. District Update                                                | Information |
| 3. Principals’ Reports, <i>pages 92-102</i>                       | Information |

**IX. COMMITTEE REPORTS**

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

<b>X. ADJOURNMENT</b>	<b>Motion</b>
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Weston Public Schools  
Board of Education Special Meeting  
Weston Middle School Library Resource Center  
February 25, 2014

**Attendance:**

Philip Schaefer, 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	
Sara Spaulding	<i>Absent:</i> Ellen Uzenoff, Vice Chairperson

**I. CALL TO ORDER, VERIFICATION OF QUORUM**  
**Philip Schaefer, Chairperson**

**II. PLEDGE OF ALLEGIANCE**

**III. RECOGNITION – No Report**

**IV. APPROVAL OF MINUTES**

The Board voted to approve the minutes from January 23, January 25, and January 27.

*Motion: Moved that the Weston Board of Education approves the minutes of the January 23, 2014 Budget Workshop #2, the January 25, 2014 Budget Workshop #3, and the January 27, 2014 Regular and Executive Sessions. Motion by Ms. Harvey, second by Ms. Major, all in favor. (6-0)*

**V. PUBLIC COMMENT**

**Harry Spencer, Lyons Plain Road**

Mr. Spencer spoke about his family's support of the sound mitigation project, and desire to optimize the turf field use through the installation of lights. He explained reasoning that Westport's field cannot compare to the field in Weston.

**Lisa Feinberg, Attorney on behalf of Parade Ground Court Residents Lawrence and Sheryl Schwartz**

Ms. Feinberg spoke about the impact of the field lights on the residents of Parade Ground Court. She requested additional specifications.

**Marc Sandy Block, Parade Ground Court**

Mr. Block described the lights as an unfair burden on the residents of Parade Ground Court and described his concerns, including the safety of students participating in evening football games and insurance increases.

**Ian Gomar, Pheasant Hill Road**

Mr. Gomar argued against some of the previously stated objections against the field lighting project and urged the Board to move forward.

**Brian Porter, Parade Ground Court**

Mr. Porter stated that he is an advocate for sports in Weston, but is opposed to the installation of permanent lights as presented and urged a delay in vote. He requested specific clarifications in the proposal.

**Fred Lawrence, Pilgrim Lane**

Mr. Lawrence feels that the lighting project would have a pronounced positive impact on the Town, and commented on some of the previous statements in opposition to the project.

**Karen Mitchell, Joanne Lane, President of Weston Lacrosse Club**

Ms. Mitchell explained that many lacrosse coaches are dads who work, and cannot coach until evening hours and that there is a need for safe playing space.

**Steven Semaya, Parade Ground Court**

Mr. Semaya would like to enter his email of yesterday to the Board into the record and spoke against the stadium lighting proposal and requested a tabling of the vote until an environmental impact study could be conducted by a neutral third party. He expressed his concern about quality of life impact, particularly for his young children, and unanticipated operating costs.

**Michael Carter, Sachem Road, President of Weston Sports Commission and Member of the Weston Board of Finance**

Mr. Carter thanked the Board for their work on the sound mitigation and commented on some of the concerns expressed previously. He is empathetic to the neighbors' requests for greater specificity. He spoke to someone originally opposed to lights in Westport who spoke positively about it.

**Jonathan Kamisar, Parade Ground Court**

Mr. Kamisar spoke against the lights project due to the impact on adjacent neighbors. His preference is to improve turf on the soccer field before adding lights to the football field. He feels that the lights are also unattractive.

**VI. NEW BUSINESS**

**1. Resignation**

*Motion: Moved that the Weston Board of Education notes the resignation of Amy Capalbo, 0.8 FTE Weston High School Biology Teacher, effective June 30, 2014. Motion by Mrs. Levin, second by Ms. Spaulding, all in favor. (6-0)*

## **2. Presentation and Vote on Approving Installation of Lighting on Stadium Field**

Dr. Keating, Dr. Craw, and Mr. Berkowitz gave a presentation on proposed stadium field lighting. Dr. Craw and Mr. Berkowitz discussed how the stadium lights will support and enhance the school district's athletic program. Dr. Keating discussed project funding and designed specifications. Dr. Palmer presented a revised *Weston High School Stadium Lights Educational Specifications* document, which included changes to the scope of usage to give more specifics. Discussion by the Board followed.

*Motion: Moved that the Weston Board of Education approves the installation of lights at the Weston High School Stadium Field and the educational specifications as presented to the Board of Education at its meeting on February 25, 2014.*  
*Motion by Ms. Major, second by Mrs. Levin.*

Discussion of a back-to-back weekend night restriction followed.

*Motion to Amend: Moved that the Weston Board of Education approves the installation of lights at the Weston High School Stadium Field and the educational specifications as presented to the Board of Education at its meeting on February 25, 2014 with the following changes:*

- 1. Deletion of "or community" under primary district usage paragraph three, and*
- 2. Addition of a new paragraph four "unless there are extraordinary circumstances, back-to back evening games will not occur on Friday and Saturday nights."*

*Motion by Ms. Harvey, second by Ms. Spaulding. (6-0)*

*Amended Motion: Moved that the Weston Board of Education approves the installation of lights at the Weston High School Stadium Field and the educational specifications as presented to the Board of Education at its meeting on February 25, 2014 with the following changes:*

- 3. Deletion of "or community" under primary district usage paragraph three, and*
- 4. Addition of a new paragraph four "unless there are extraordinary circumstances, back-to back evening games will not occur on Friday and Saturday nights."*

*Motion by Ms. Harvey, second by Ms. Levin. (6-0)*

## **3. Review and Approval of Plans and Specifications for Weston High School Windows and Doors Project**

Mr. Erik Wilson from KG&D Architects presented the proposed plans, specifications, project costs, and project schedule for the Weston High School Area E Windows and Doors Project. Discussion by the Board followed.

*Motion: Moved that the Weston Board of Education approves the plans and specifications for the Weston High School Windows and Doors Project*

#157-0052. Motion by Ms. Harvey, second by Mrs. Levin, all in favor. (6-0)

**4. NEASC Report - Tabled**

**5. Approval of Request to Reallocate Funds for WMS Pool HVAC Upgrade Project**

Dr. Palmer explained that the location of the proposed HVAC system changed from indoors to outdoors, resulting in a cost increase.

*Motion: Moved that the Weston Board of Education requests that the Board of Finance authorizes the reallocation of \$60,000 to the HVAC Upgrade Project at the middle school pool from funds remaining in the following projects:*

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
<i>Motion by Mrs. Levin, second by Ms. Spaulding, all in favor. (6-0)</i>	

**6. Strategic Plan Update – Tabled**

**7. Third FY 2014 Financial Update**

Dr. Keating provided a monthly financial update, including the extraordinary expenses associated with snow removal, including sand, salt, equipment repairs, and energy.

**8. Special Education Financial Update**

Dr. Keating provided a detailed update on special education accounts.

**9. Weston Board of Education Policies and Regulations**

Mr. Brey reviewed 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**

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.

There were no changes since the first reading.

*Motion: Moved that the Weston Board of Education approves Policy 6146, Graduation Requirements; Regulation 6146, Graduation Requirements; and Policy 4118.11-4218.11 Non-Discrimination. Motion by Ms. Daniel, second by Ms. Harvey, all in favor. (6-0)*

## **VIII. SUPERINTENDENT'S REPORT**

### **1. Next Regular Board Meeting Monday, March 17, 2014 at 7:30 p.m.**

### **2. District Update – No Report**

### **3. Principals' Reports - Tabled**

## **IX. COMMITTEE REPORTS**

### **1. Communications Committee**

The next Committee meeting is scheduled for February 27 at 8:30 a.m.

### **2. Curriculum Committee**

The following items from the February 12 meeting were discussed by Mr. Schaefer: the middle school swimming module, K-12 theatre arts, and the tenth-grade writing portfolio project. The next Committee meeting is scheduled for March 12 at 8:00 a.m.

### **3. Finance Committee**

The following items from the February 13 meeting were discussed by Ms. Harvey: current budget request, the FY 2013 audit report, the impact of the Affordable Care Act (ACA) on our district, and an upcoming CABE webinar on the ACA. Other items discussed at the meeting were discussed previously in tonight's agenda. The next Committee meeting is scheduled for March 6 at 8:00 a.m.

### **4. Facilities Committee**

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

### **6. Negotiations Committee**

Nothing to report.

### **7. CES**

Nothing to report.

**8. CAFE**

Student Leadership Awards application deadline is March 31. The program was expanded this year to include middle school students.

**9. Weston Education Foundation**

Items discussed at the last WEF meeting focused on transition and short-term priorities, such as the bylaws, plans for future fundraising, branding, logos, the website, publicity, and operations.

**X. ADJOURNMENT**

*Motion: Motion to adjourn by Mrs. Levin, second by Ms. Harvey, all in favor. (6-0) Meeting adjourned at 11:21 p.m.*

Minutes prepared by Jennifer Markov, Board of Education Clerk.

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



# 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 have 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 teach 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 have 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 8<sup>th</sup> 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 2013.
- 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 communicate 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 a 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 feasible at this time
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**

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)**

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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 <sup>st</sup> 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 <sup>st</sup> 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)**

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)**

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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 <sup>st</sup> 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"> <li>Professional development</li> <li>Best practices</li> <li>Benchmarking activities</li> </ul>	Y	Y	Y	CO P CIL T

**I. Teaching and Learning (continued—5)**

<b>Goal:</b> 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.							
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>	
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 <sup>st</sup> Century Student Outcomes Matrix.	I.5.2.a Instructional leaders develop an assessment framework that measures student mastery of the AIM 21 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> Century Student Outcomes Matrix.	Y	Y	Y	CO CIL T	

**I. Teaching and learning (continued—6)**

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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 C I L 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 C I L 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. Evaluation processes are in place for all categories. We are in process of reviewing the evaluation plans.	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)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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	COP 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	COP T
		II.1.3.c The district will research the need for the possible addition of a School Resource Officer. <i>The district voted to approve the SRO concept on April 9, 2013. We are awaiting approval by the Town in order to implement the plan.</i>	Q2			COP
		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	COP 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. <i>WMS implemented an advisory program in 2013-2014 school year.</i>	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)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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

<b>Goal:</b> 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)

<b>Goal:</b> 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.							
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>	
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)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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"> <li>• Ability to opt-in to modes of communication of their choosing</li> <li>• Survey ranking information sources used, e.g., e-mail, blasts, school newsletters, district website, Facebook, texts, <i>The Forum</i>, etc.</li> <li>• Ability to make open-ended suggestions for ways to improve and enhance communications.</li> </ul>	Y	Y	Y	CO P



### III. Communications and Community Outreach (continued—5)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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"> <li>• Power School, e-mail, Naviance, blogs, tweets, Facebook, Moodle, newsletters, PTO meetings, conferences, guidance meetings, phone calls, sandwich boards, street signs.</li> <li>• At each school primary methods of communication may be different.</li> <li>• Rules about what technology students can bring into each school.</li> </ul> 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)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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.						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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"> <li>• Increase awareness to all stakeholders.</li> <li>• Portray value of living in Weston to potential new residents.</li> <li>• Increase the awareness of colleges of the Weston Public Schools</li> <li>• Promote the Weston Public Schools beyond Fairfield County.</li> </ul>	Y	Y	Y	BOE CO

#### IV. Resources, Operations and Finance

<b>Goal:</b> 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						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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						
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>
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)

<b>Goal:</b> 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							
<b>Strategy</b>	<b>Tactics</b>	<b>Tasks</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>Resp</b>	
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**

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

**Weston Public Schools**  
**Financial Report**  
**4<sup>th</sup> Financial Report for FY 2014**

Attached please find the fourth Financial Report for the FY 2014 General Fund Operating Budget on pages 2 through 9. The information reflects actual transactions through February 28, 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.

As mentioned in the last report, 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. In addition, 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 2 to 3 weeks of winter like weather. We should have a good estimate for these items in early April.

This report includes one transfer that exceeds \$5,000. The Director of Technology requested a transfer of \$5,500 from Professional Technical Services, \$2,450 for Materials and \$3,095 for Software. These funds are needed to pay for emerging needs.

Included in this report on pages 10 through 14 is a detailed report of expenditures for students with special needs as of March 5, 2014. Detailed notes follow the financial information, which provide an explanation of the estimated expenditures for the line items that may vary during the remainder of the fiscal year. As previously mentioned, 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.

This document ends with the Internal Services Fund report on page 16, which reflects claims as of March 6, 2014. I have increased the claims projections through June 30<sup>th</sup> to account for the activity between December 31<sup>st</sup> and March 6<sup>th</sup>. The report issued with the 2<sup>nd</sup> Quarter Financial Report reflected a fund balance reduction of \$290,857. The attached report increases that amount by \$91,481 to \$382,338. This report will also be updated on a monthly basis.

**WESTON PUBLIC SCHOOLS  
FY 2014 FINANCIAL REPORT**

**July 1, 2013 - February 28, 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
Certified Salaries	22,276,813	-91,998	-1,020	22,184,815	12,637,297	8,960,477	586,380	22,184,154	661
Non-Certified Salaries	5,921,606	74,225	1,020	5,995,831	3,904,870	1,890,116	216,286	6,011,272	-15,441
Employee Benefits	8,727,730	-5,267	0	8,722,463	5,735,592	72,835	2,914,036	8,722,463	0
Total Employee Cost	36,926,149	-23,040	0	36,903,109	22,277,759	10,923,428	3,716,702	36,917,889	-14,780
Professional Educational Services	763,000	64,524	0	827,524	374,902	383,298	69,324	827,524	0
Professional Technical Services	660,585	184,803	-6,450	845,388	496,755	196,535	153,138	846,428	-1,040
Utilities	119,078	0	0	119,078	81,494	37,482	102	119,078	0
Contracted Services/Maint. Projects	2,539,560	-16,421	0	2,523,139	1,941,353	330,027	251,759	2,523,139	0
Equipment Repair/Rental	635,116	18,489	0	653,605	372,222	44,529	236,854	653,605	0
Communications	113,037	4,400	0	117,437	59,499	13,342	44,596	117,437	0
Other Insurance	188,086	39,040	0	227,126	187,871	39,254	1	227,126	0
Postage/Advertising/Printing	62,999	-3,746	0	59,253	32,417	2,575	24,261	59,253	0
Out-of-District Tuition	1,422,389	505,746	0	1,928,135	1,225,307	478,930	225,000	1,929,237	-1,102
Training & Reimbursable Expenses	87,610	-900	0	86,710	34,572	7,056	45,082	86,710	0
Energy	1,094,052	15,201	0	1,109,253	631,307	44	477,902	1,109,253	0
Materials	1,265,298	-33,124	5,181	1,232,174	828,294	89,446	314,434	1,232,174	0
Books	200,525	-9,412	0	191,113	146,930	15,345	28,838	191,113	0
Equipment	67,443	-28,031	319	39,412	3,931	1,481	34,000	39,412	0
Dues & Fees	85,293	4,141	950	89,434	78,820	734	9,880	89,434	0
Miscellaneous	18,500	5,950	0	24,450	20,773	785	2,892	24,450	0
Total Non-Salary Accounts	9,322,571	750,660	0	10,073,231	6,516,447	1,640,863	1,918,063	10,075,373	-2,142
General Fund Budget	46,248,720	727,620	0	46,976,340	28,794,206	12,564,291	5,634,765	46,993,262	-16,922
Fees/Gate Receipts/P&R	-154,054	3,088	0	-150,966	-74,447	0	-76,519	-150,966	0
Excess Cost Grant/Tuitions/Rev.	-519,248	-213,884	0	-733,132	-608,019	0	-172,936	-780,955	47,823
Total General Fund & Revenues	45,575,418	516,824	0	46,092,242	28,111,740	12,564,291	5,385,310	46,061,341	30,901

**WESTON PUBLIC SCHOOLS  
FY 2014 FINANCIAL REPORT**

**July 1, 2013 - February 28, 2014**

Descriptions	FY 2014	Year-to-Date	Current	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 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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
<b>Weston Middle School</b>									
Certified Salaries	4,404,889	-214,054	0	4,190,835	2,361,992	1,708,967	119,876	4,190,835	0
Non-Certified Salaries	230,064	5,862	0	235,926	148,092	84,213	3,621	235,926	0
Professional Technical Services	19,541	0	0	19,541	7,545	3,962	8,034	19,541	0
Equipment Repair/Rental	8,915	-2,220	0	6,695	2,016	806	3,873	6,695	0
Postage/Advertising/Printing	3,452	0	0	3,452	2,499	0	953	3,452	0
Reimbursable Expenses	700	-150	0	550	0	0	550	550	0
Materials	89,050	-1,527	-819	87,523	57,357	8,238	21,928	87,523	0
Books	19,906	1,000	0	20,906	10,757	2,963	7,186	20,906	0
Equipment	34,775	-19,681	319	15,094	517	319	14,258	15,094	0
Dues & Fees	4,235	710	0	4,945	2,655	247	2,043	4,945	0
	<b>4,815,527</b>	<b>-230,060</b>	<b>-500</b>	<b>4,585,467</b>	<b>2,593,430</b>	<b>1,809,715</b>	<b>182,322</b>	<b>4,585,467</b>	<b>0</b>
<b>Weston High School</b>									
Certified Salaries	5,228,695	-39,626	-1,020	5,189,069	2,939,536	2,164,472	85,061	5,189,069	0
Non-Certified Salaries	202,178	-11,636	1,020	190,542	123,849	65,824	869	190,542	0
Professional Technical Services	15,790	-1,245	-950	14,545	4,823	0	9,722	14,545	0
Equipment Repair/Rental	11,654	0	0	11,654	5,085	257	6,312	11,654	0
Postage/Advertising/Printing	14,693	-717	0	13,976	7,521	0	6,455	13,976	0
Reimbursable Expenses	3,090	0	0	3,090	498	0	2,592	3,090	0
Materials	152,296	-575	-500	151,721	99,181	11,416	41,124	151,721	0
Books	25,673	2,500	0	28,173	22,691	1,520	3,962	28,173	0
Equipment	7,960	-2,250	0	5,710	0	0	5,710	5,710	0
Dues & Fees	12,502	1,095	950	13,597	11,334	75	2,188	13,597	0
<i>Parking Fees</i>	-30,000	4,000	0	-26,000	-26,000	0	0	-26,000	0
	<b>5,644,531</b>	<b>-48,454</b>	<b>-500</b>	<b>5,596,077</b>	<b>3,188,518</b>	<b>2,243,564</b>	<b>163,995</b>	<b>5,596,077</b>	<b>0</b>

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<b>Athletics</b>									
Certified Salaries/Coaches Stipends	473,406	-6,383	0	467,023	315,888	43,526	107,609	467,023	0
Non-Certified Salaries	119,943	0	0	119,943	64,248	18,680	37,015	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	41,705	14,095	23,734	79,534	0
Materials	55,000	0	0	55,000	31,407	7,651	15,942	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
Participation Fees/Gate Receipts	-93,604	-912	0	-94,516	-29,197	0	-65,319	-94,516	0
	740,092	-7,295	0	732,797	475,006	93,258	164,533	732,797	0
<b>Special Education</b>									
Certified Salaries	3,138,689	19,269	0	3,157,958	1,789,972	1,284,953	82,372	3,157,297	661
Non-Certified Salaries	1,362,257	19,330	0	1,381,587	905,128	432,487	59,413	1,397,028	-15,441
Professional Educational Services	730,500	40,500	0	771,000	372,502	383,298	15,200	771,000	0
Professional Technical Services	170,800	0	0	170,800	66,433	62,784	41,583	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	1,225,307	478,930	225,000	1,929,237	-1,102
Reimbursable Expenses	3,000	0	0	3,000	162	0	2,838	3,000	0
Materials	38,425	-128	0	38,297	24,075	1,628	12,594	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	1,162	10,424	15,000	0
Dues & Fees	2,000	0	0	2,000	1,177	0	823	2,000	0
Excess Cost Grant/Pre-School	-519,248	-213,884	0	-733,132	-553,961	0	-226,994	-780,955	47,823
	6,374,712	370,833	0	6,745,545	3,836,220	2,645,643	231,741	6,713,604	31,941

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<b>Pupil Personnel Services</b>									
Certified Salaries	1,605,867	15,199	0	1,621,066	901,521	695,026	24,519	1,621,066	0
Non-Certified Salaries	734,893	-15,112	0	719,781	465,852	236,707	17,222	719,781	0
Professional Technical Services	147,835	67,165	0	215,000	85,437	100,626	29,977	216,040	-1,040
Equipment Repair/Rental	1,475	128	0	1,603	942	111	550	1,603	0
Postage/Advertising/Printing	10,460	-2,925	0	7,535	2,544	2,270	2,721	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	11,734	47	4,319	16,100	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	575	0	0	575	554	0	21	575	0
	2,518,705	64,455	0	2,583,160	1,468,599	1,034,787	80,814	2,584,200	-1,040
<b>Curriculum &amp; Instructional Improvement</b>									
Certified Salaries	820,332	-54,201	0	766,131	458,023	275,474	32,634	766,131	0
Non-Certified Salaries	59,032	-750	0	58,282	40,349	17,933	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	107,073	5,632	25,646	138,351	0
Training & Reimbursable Expenses	61,570	0	0	61,570	22,839	7,056	31,675	61,570	0
Materials	51,290	-8,088	0	43,202	33,581	300	9,321	43,202	0
Books	91,500	-12,912	0	78,588	70,936	0	7,652	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	18,659	0	3,460	22,119	0
	1,249,601	-21,226	0	1,228,375	753,860	306,395	168,120	1,228,375	0

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<b>Technology</b>									
Certified Salaries	121,551	-3,543	0	118,008	63,369	53,305	1,334	118,008	0
Non-Certified Salaries	441,593	-2,666	0	438,927	277,166	141,727	20,034	438,927	0
Professional Technical Services	67,550	-10,150	-5,500	57,400	41,752	14,714	934	57,400	0
Equipment Repair/Rental	387,780	-1,650	0	386,130	220,117	1,500	164,513	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	2,000	0	1,000	3,000	0
Materials	31,750	50	2,405	31,800	27,103	3,754	943	31,800	0
Software	269,498	-3,471	3,095	266,027	216,599	19,447	29,981	266,027	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>861,756</u>	<u>244,197</u>	<u>218,739</u>	<u>1,324,692</u>	<u>0</u>
<b>District Administration</b>									
Certified Salaries	565,164	14,804	0	579,968	401,516	178,452	0	579,968	0
Non-Certified Salaries	346,985	10,414	0	357,399	242,617	106,754	8,028	357,399	0
Professional Technical Services	51,500	98,132	0	149,632	114,418	8,288	26,926	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	6,949	305	6,746	14,000	0
Reimbursable Expenses	14,000	-3,500	0	10,500	6,058	0	4,442	10,500	0
Materials	21,089	-1,250	0	19,839	9,136	226	10,477	19,839	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	27,975	0	0	27,975	30,208	0	-2,233	27,975	0
Miscellaneous	6,500	0	0	6,500	3,578	785	2,137	6,500	0
	<u>1,051,937</u>	<u>114,876</u>	<u>0</u>	<u>1,166,813</u>	<u>814,480</u>	<u>294,810</u>	<u>57,523</u>	<u>1,166,813</u>	<u>0</u>

**WESTON PUBLIC SCHOOLS  
FY 2014 FINANCIAL REPORT**

**July 1, 2013 - February 28, 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
<b>Facilities</b>									
Non-Certified Salaries	1,590,512	50,695	0	1,641,207	1,079,275	518,560	43,372	1,641,207	0
Professional Technical Services	11,480	-3,000	0	8,480	1,360	0	7,120	8,480	0
Utilities	119,078	0	0	119,078	81,494	37,482	102	119,078	0
Contracted Services	1,148,401	-29,160	0	1,119,241	680,137	272,589	166,515	1,119,241	0
Maintenance Projects	57,329	-52	0	57,277	31,017	10,799	15,461	57,277	0
Equipment Repair/Rental	82,604	4,192	0	86,796	46,764	6,698	33,334	86,796	0
Communications	94,037	0	0	94,037	45,849	3,592	44,596	94,037	0
Property Insurance	98,231	25,763	0	123,994	101,500	22,493	1	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	150,625	32,256	79,815	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	-19,250	0	-11,200	-30,450	0
	3,446,338	57,448	0	3,503,786	2,218,966	904,469	380,351	3,503,786	0
<b>Energy Management</b>									
Non-Certified Salaries	41,413	828	0	42,241	29,244	12,997	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	631,307	44	477,902	1,109,253	0
	1,199,065	16,029	0	1,215,094	724,151	13,041	477,902	1,215,094	0
<b>Transportation</b>									
Non-Certified Salaries	180,326	10,463	0	190,789	137,437	29,479	23,873	190,789	0
Contracted Services	1,177,406	12,791	0	1,190,197	1,163,110	23,417	3,670	1,190,197	0
Equipment Repair	8,000	12,000	0	20,000	12,292	2,944	4,764	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	80,552	0	68,448	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	1,399,514	57,881	100,755	1,558,150	0

**WESTON PUBLIC SCHOOLS  
FY 2014 FINANCIAL REPORT**

**July 1, 2013 - February 28, 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
<b>District-Wide</b>									
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 not been designate for other purposes in the school district's operating budget.									
<b>Employee Benefits</b>									
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	301,119	0	188,564	489,683	0
Medicare	407,413	1,461	0	408,874	231,900	0	176,974	408,874	0
Workers Compensation	162,156	5,042	0	167,198	127,479	39,719	0	167,198	0
Unemployment Compensation	70,000	-31,925	0	38,075	17,303	0	20,772	38,075	0
Early Retirement	4,759	0	0	4,759	4,758	0	1	4,759	0
Pension Program	791,720	45,417	0	837,137	494,290	390	342,457	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	11,871	0	4,044	15,915	0
Sick Bank	61,824	0	0	61,824	29,098	32,726	0	61,824	0
Management Services	10,000	-1,542	0	8,458	5,459	0	2,999	8,458	0
	8,727,730	-5,267	0	8,722,463	5,735,592	72,835	2,914,036	8,722,463	0
<b>Copy Center</b>									
Non-Certified Salaries	58,137	500	0	58,637	38,626	21,139	-1,128	58,637	0
Equipment Rental	117,828	9,939	0	127,767	83,774	31,993	12,000	127,767	0
Postage	18,570	-500	0	18,070	11,566	0	6,504	18,070	0
Materials	13,500	1,500	1,500	15,000	12,409	48	2,543	15,000	0
	208,035	11,439	1,500	219,474	146,375	53,180	19,919	219,474	0

**WESTON PUBLIC SCHOOLS**  
**FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL**  
**SPECIAL EDUCATION - MARCH 5, 2014 REPORT**  
**DRAFT**

ORG	OBJ	DESCRIPTION	Budget	Expended			Total	Change Over Budget
				March 5th	Encumb.	Anticipated		
12630	1110	Sal., Administrators	263,543	182,793	87,501	0	270,294	6,751
11631	1112	Sal., Teachers, HES	560,272	334,567	238,231	0	572,798	12,526
11632	1112	Sal., Teachers, WIS	454,788	247,804	212,505	0	460,309	5,521
11633	1112	Sal., Teachers, WMS	436,422	203,676	158,845	0	362,521	-73,901
11634	1112	Sal., Teachers, WHS	441,331	254,151	217,845	0	471,996	30,665
12330	1118	Sal., Teachers, PC	151,199	81,415	69,784	0	151,199	0
11630	1134	Sal., Teachers, SRBI	29,549	0	0	0	0	-29,549
11630	1135	Sal., Transition Coordinator	111,460	60,017	51,443	0	111,460	0
			2,185,021	1,181,630	948,653	0	2,130,283	-54,738
11630	1116	Sal., Speech & Hearing	427,684	284,640	214,754	0	499,394	71,710
11630	1137	Sal., Substitute Teacher (1)	33,560	20,322	0	13,238	33,560	0
11630	1131	Sal., Homebound Tutors (2)	150,000	46,821	34,045	69,134	150,000	0
11630	1138	Sal., Summer, Certified	78,880	73,766	0	0	73,766	-5,114
<b>TOTAL CERTIFIED SALARIES</b>			3,138,688	1,789,972	1,284,953	82,372	3,157,297	18,609
11631	1231	Wages, Paras, HES	373,355	264,059	152,727	0	416,786	43,431
11632	1231	Wages, Paras, WIS	159,867	111,135	61,338	0	172,473	12,606
11633	1231	Wages, Paras, WMS	157,661	99,222	57,331	0	156,553	-1,108
11634	1231	Wages, Paras, WHS	299,336	192,040	109,553	0	301,593	2,257
11630	1234	Wages, Bus Aides (3)	127,860	62,158	0	45,688	107,846	-20,014
11630	1233	Subs, Para Professionals (4)	20,000	19,276	0	13,725	33,001	13,001
			1,138,079	747,890	380,949	59,413	1,188,252	50,173
12630	1221	Wages, Secretarial	130,732	77,994	38,538	0	116,532	-14,200
12630	1222	Overtime, Secretarial	0	65	0	0	65	65
			130,732	78,059	38,538	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	13,000	0	26,000	3,415
			93,446	79,179	13,000	0	92,179	-1,267
<b>TOTAL NON-CERTIFIED SALARIES</b>			1,362,257	905,128	432,487	59,413	1,397,028	34,771
<b>TOTAL SALARIES</b>			4,500,945	2,695,100	1,717,440	141,785	4,554,325	53,380
11630	3210	Professional Ed. Services (5)	730,500	372,502	383,298	15,200	771,000	40,500
12140	3239	Professional Services - PT (6)	110,000	77,374	102,666	0	180,040	70,040

**WESTON PUBLIC SCHOOLS**  
**FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL**  
**SPECIAL EDUCATION - MARCH 5, 2014 REPORT**  
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ORG	OBJ	DESCRIPTION		Budget	Expended March 5th	Encumb.	Anticipated	Total	Change Over Budget
11630	3220	Consulting In-Service	(7)	82,800	41,112	16,943	24,745	82,800	0
11630	3235	Testing & Eval. Services	(8)	40,000	16,903	10,180	12,917	40,000	0
12330	3235	Testing & Eval. Ser., PC	(9)	8,000	2,129	1,950	3,921	8,000	0
11630	3306	Legal Fees	(10)	40,000	6,289	33,711	0	40,000	0
				170,800	66,433	62,784	41,583	170,800	0
11630	4302	Equipment Repairs		2,500	0	0	2,500	2,500	0
11630	4400	Equipment Rental		2,500	0	0	2,500	2,500	0
			(11)	5,000	0	0	5,000	5,000	0
11630	5600	Out Placements	(12)	1,422,389	1,225,307	478,930	225,000	1,929,237	506,848
11630	5801	Reimbursable Expenses	(13)	3,000	162	0	2,838	3,000	0
11630	6110	Materials		37,025	24,075	1,628	11,194	36,897	-128
12330	6110	Materials, PC		700	0	0	700	700	0
11630	6120	Office Materials		700	0	0	700	700	0
			(14)	38,425	24,075	1,628	12,594	38,297	-128
11630	6410	Books		5,300	2,011	401	2,888	5,300	0
12330	6410	Books, PC		600	0	0	600	600	0
			(15)	5,900	2,011	401	3,488	5,900	0
11630	7300	Equipment, Instruction	(16)	15,000	3,414	1,162	10,424	15,000	0
11630	8100	Dues & Fees	(17)	2,000	1,177	0	823	2,000	0
<b>TOTAL NON-SALARIES</b>				2,503,014	1,772,455	1,030,869	316,950	3,120,274	617,260
<b>TOTAL SPED BUDGET BY OBJECT</b>				7,003,959	4,467,555	2,748,309	458,735	7,674,599	670,640
11630	9205	Excess Cost Grant	(18)	435,648	505,276	0	225,679	730,955	295,307
11631	9206	Pre-School Tuition Fees	(19)	83,600	48,685	0	1,315	50,000	-33,600
<b>TOTAL REVENUES</b>				519,248	553,961	0	226,994	780,955	261,707
<b>TOTAL NET SPED BUDGET</b>				6,484,711	3,913,594	2,748,309	231,741	6,893,644	408,933
Special Education Transportation				36,474	20,675	30,799	0	51,474	15,000
<b>Estimated Supplemental Appropriation</b>									<b>423,933</b>



**WESTON PUBLIC SCHOOLS**  
**FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL**  
**SPECIAL EDUCATION - MARCH 5, 2014 REPORT**  
**DRAFT**

ORG	OBJ	DESCRIPTION	Expended			Total	Change Over Budget
			Budget	March 5th	Encumb. Anticipated		

**Footnotes for Anticipated Expenditures:**

	<u>Anticipated \$ - Acct. Descript.</u>	<u>Notes</u>
1	13,238 - Substitute Teachers	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be substantially expended.
2	69,134 - Homebound Tutoring	Based on the services currently being provided to students, this account could reflect a balance of approximately 45,000 at year-end. However, if new needs emerge during the remainder of the 2013-2014 school year, this balance will be reduced and transferred to the expended column.
3	45,688 - Bus Aides	Based on currently scheduled hours for bus aides, the anticipated amount will be expended. The reason why the funds are not encumbered is because employees are paid on an hourly basis from timesheets rather than from an encumbered salary. This is necessary because the specific assignment for individual employees varies depending on their schedule and the bus runs.
4	13,725 - Substitute Paras	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be substantially expended.
5	15,200 - Professional Educational Services	A majority of services for enrolled students have been either expended or encumbered. Additional encumbrances are pending for Speech and Language services, and will be shifted from the anticipated to the encumbered column after the needs are finalized. Historically, services accounted for in this account have emerged throughout the year. Therefore, this account may require additional funding beyond the amount that has been identified to date as anticipated.
6	0 - Professional Services for Occupational & Physical Therapy	This account has been fully expended and encumbered for the fiscal year. If new needs emerge during the remainder of the 2013-2014 school year, an additional appropriation will be necessary.
7	24,745 - Consulting In-Service	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be expended.
8	12,917 - Testing & Evaluation Services	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be expended.
9	3,921 - Testing & Evaluation Services, Project Challenge	This amount will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.

**WESTON PUBLIC SCHOOLS  
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL  
SPECIAL EDUCATION - MARCH 5, 2014 REPORT  
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ORG	OBJ	DESCRIPTION	Expended			Anticipated	Total	Change Over Budget
			Budget	March 5th	Encumb.			

*Footnotes for Anticipated Expenditures (continued):*

Anticipated \$ - Acct. Descript.		Notes
10	0 - Legal Fees	This account has been fully expended and encumbered for the fiscal year based on anticipated services related to pending mediations. These services vary depending on the nature of the mediation. Therefore, this account could be over or under the encumbered amount.
11	5,000 - Equipment Repairs & Rental	These amounts will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.
12	225,000 - Out Placements	The anticipated amount is based on the estimated cost of settlements for students that have been unilaterally placed by their families. It does not include newly identified needs that may emerge during the remainder of the 2013-2014 school year.
13	2,838 - Reimbursable Expenses	Historically, funds are expended later in the fiscal year when Planning and Placement Team Meetings take place for students in out placements.
14	12,594 - Materials	Based on current year activity, it is reasonable to expect that the anticipated amount will be substantially expended.
15	3,488 - Books	This amount will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.
16	10,424 - Equipment	This amount will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.
17	823 - Dues & Fees	Based on year-end activities, this account will be expended.
18	(225,679) - Excess Cost Grant	The State of Connecticut provides a grant for the cost of services for students with special needs that exceed 4.5 times the per pupil cost for students classified as regular education. Typically, the State does not fund this grant at 100%. The State establishes an appropriation prior to the start of the fiscal year. School districts typically submit cost information in the Fall for students that exceed the 4.5 times the cost of regular education. Based on these submissions, the State calculates the reimbursement rate in February. This year the reimbursement rate is 81.99%. Based on our submissions through February, the State determined that Weston will receive 673,701. However, the district added one student after the February grant distribution, which increases the grant by 57,254 for a total of 730,955. The district received the first

**WESTON PUBLIC SCHOOLS  
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL  
SPECIAL EDUCATION - MARCH 5, 2014 REPORT  
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ORG	OBJ	DESCRIPTION	Budget	Expended		Anticipated	Total	Change Over Budget
				March 5th	Encumb.			

*Footnotes for Anticipated Expenditures (continued):*

Anticipated \$ - Acct. Descript.		Notes
(225,679) - Excess Cost Grant (continued)		installment of 505,276 on February 24, 2014. The remaining balance of 225,679 should be received in May.
19	(1,315) - Pre-School Tuition Fee	The outstanding balance is expected to be received before June 30, 2014.

**WESTON PUBLIC SCHOOLS  
INTERNAL SERVICES FUND  
FOR HEALTH BENEFITS PROGRAM**  
Expected 2014 Includes Actual Claims Experience Through March 6, 2014

Fiscal Year Ended	<u>Audited</u>		<u>Unaudited</u>	
	Actual 2012	Actual 2013	Budget 2014	Expected 2014

**STATEMENT OF REVENUES AND EXPENDITURES**

**Revenues:**

General Fund Appropriation	6,124,504	6,466,224	6,314,029	6,314,029
Contributions:				
Employee Cost Sharing	853,343	677,496	753,258	705,420
Retiree/COBRA Contributions	283,156	292,395	310,000	307,015
State Teachers Retirement Reimbursement (TRB)	106,863	94,647	145,000	84,638
Affordable Insurance Act Refund	0	59,397	0	0
Total Contributions	1,243,362	1,123,935	1,208,258	1,097,073
<b>Total Revenue {A}</b>	<b>7,367,866</b>	<b>7,590,159</b>	<b>7,522,287</b>	<b>7,411,102</b>

**Expenditures**

Medical & RX Costs	6,120,445	6,396,273	6,161,987	6,446,931
District Portion of H.S.A. Deductible	378,549	735,017	659,950	680,047
Delta Dental	407,791	379,383	377,055	364,420
Medical Supplement/Other Costs	104,894	109,527	108,455	87,202
Total Health Plan Costs {B}	7,011,679	7,620,200	7,307,447	7,578,600
Accrued Costs Per GASB 43/45 {C}	173,300	214,800	214,840	214,840
Accounts Payables and Other:				
Incurred But Not Reported (IBNR)				
Fiscal Year End Accrual	625,021	750,000	750,000	750,000
Prior Year End Accrual	0	625,021	750,000	750,000
Increase (Decrease) {D}	625,021	124,979	0	0
<b>Total Expenditure {F=B+C+D}</b>	<b>7,810,000</b>	<b>7,959,979</b>	<b>7,522,287</b>	<b>7,793,440</b>
<b>Net Change {A-F}</b>	<b>(442,134)</b>	<b>(369,820)</b>	<b>0</b>	<b>(382,338)</b>

**BALANCE SHEET**

**Assets:**

Interfund Balance July 1st	3,162,827	3,179,246	3,432,630	2,934,405
Net Changes Transfers In	16,419	(244,841)	0	(382,338)
Prepaid Expenses (Cigna Retainer)	0			
Interfund Balance	3,179,246	2,934,405	3,432,630	2,552,067

**Liabilities:**

Accrue IBNR - June 30th	625,021	750,000	625,021	750,000
<b>Total Liabilities</b>	<b>625,021</b>	<b>750,000</b>	<b>625,021</b>	<b>750,000</b>

**Fund Balance:**

Fund Balance July 1	2,996,359	2,554,225	2,807,609	2,184,405
Current Year Change in Fund Equity	(442,134)	(369,820)	0	(382,338)
<b>Total Fund Balance</b>	<b>2,554,225</b>	<b>2,184,405</b>	<b>2,807,609</b>	<b>1,802,067</b>

<b>Total Liabilities &amp; Fund Balance</b>	<b>3,179,246</b>	<b>2,934,405</b>	<b>3,432,630</b>	<b>2,552,067</b>
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**ALSO REPLACES 5141.6**

Students

NON-DISCRIMINATION (STUDENTS)

The Board of Education complies with all federal, state, and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities ~~based~~ on the basis of race, ~~creed~~ color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and expression, transgender status, or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and expression, transgender status, or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law is prohibited, whether by students, Board employees, the Board, 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, non-academic 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, "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 IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d, et seq.  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

~~Connecticut General Statutes~~

~~46a-60 (a) (8)~~

~~42 U.S.C. 2000e ("Title VII")~~

~~29 C.F.R. 1604.11 (EEOC Guidelines on Sexual Harassment)~~

Regulation ~~Adopted~~ Adopted: May 04, 1992

Regulation Revised: \_\_\_\_\_

Weston Public Schools  
Weston, Connecticut

## **Students**

### **Administrative Regulations Regarding Discrimination Complaints (Students)**

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and expression, transgender status, or any other basis prohibited by state or federal law, subject to the conditions and limitations established by law is prohibited, whether by students, Board employees, the Board, 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.

~~It is the express policy of the 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, sexual orientation, marital status, national origin, or disability. In order to facilitate the timely investigation and resolution of such complaints, as soon as a student feels that he or she has been discriminated against on the basis of these protected characteristics, but preferably within thirty (30) days of the alleged occurrence, he/she should file a written complaint with the building principal or his/her designee. If the individual is the subject of the complaint, the complaint should be forwarded directly to the Superintendent of Schools.~~

If the complaint involves an allegation of discrimination based on sex or sexual harassment, the complainant should also be referred to the Board's policies and procedures related to sexual harassment (See Policy and Administration Regulation 5114.6).

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will periodically provide staff development for district administrators and periodically distribute these Administrative Regulations and the related Policy to staff and students in an effort to maintain an environment free of harassment and discrimination.

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, ancestry, learning disability, past or present

history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and expression, transgender status, or any other basis prohibited by state or federal law, he/she should make a written complaint to the Superintendent of Schools as noted above or to the building principal, or his/her designee. Written complaints may also be submitted to the District Title IX Coordinator or the individual school Title IX Coordinator. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

- a. Name of the complainant,
- b. Date of the complaint,
- c. Date(s) of alleged harassment/discrimination,
- d. Name(s) of the alleged harasser(s) or discriminator(s),
- e. Location where such alleged harassment/discrimination occurred,
- f. Names of any witness(es) to the alleged harassment/discrimination, and
- g. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and the related policy and will be requested to make a written complaint pursuant to the above procedure. ~~In appropriate circumstances, due to the age of the student making the complaint, a parent(s) or guardian(s) or other person(s) responsible for the child, or building principal or his/her designee may be permitted to fill out the form on the student's behalf.~~ If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (or individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to investigate promptly the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Upon receipt of a written complaint of discrimination, the ~~Superintendent, the building~~



~~principal and/or his or her designee shall promptly commence an investigation of the complaint. Specifically, he or she shall:~~ investigator shall:

1. offer to meet with the complainant and parent(s)/guardian within ten (10) school days to discuss the nature of his/her complaint, identify the individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and parent(s)/guardian with a copy of the Board's anti-discrimination policy and accompanying regulations;

~~investigate the factual basis of the complaint, including, as applicable, conducting interviews with all individuals reasonably believed to have information deemed relevant to the complaint; including the complainant, the alleged discriminator and any witnesses to the conduct;~~

3. ~~conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;~~ maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
4. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
5. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 4);
6. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
7. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent of Schools within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant, the Superintendent shall

review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

~~5. make a written report summarizing the results of the investigation and proposed disposition of the matter;~~

~~6. consistent with state and federal law, communicate the findings and/or results of any investigation to the complainant and parent(s)/guardian and others deemed appropriate by the building principal or designee; and~~

~~7. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.~~

~~Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.~~

If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed. Notification will be made to the parent(s) or guardian or other person(s) responsible for the child if a child abuse report is completed.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status (including civil union partners), age, ethnicity, ancestry, learning disability, past or present history of mental disability, intellectual disability, physical disability, pregnancy, gender identity and expression, transgender status, or any other basis prohibited by state or federal law. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Superintendent, who shall review the building principal's or designee's written report, the information collected by the building principal or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes discrimination. The Superintendent may also investigate the complaint further. After completing this review, the Superintendent shall respond to the complainant, in writing, as soon as possible.

~~If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies or procedures related to Section~~

~~504 of the Rehabilitation Act (for claims of discrimination and/or harassment based on disability) and Discrimination.~~

For allegations pertaining to race, color or national origin discrimination [or harassment](#), 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, 8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Tel. (617) 289-0111  
[ocr.boston@ed.gov](mailto: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.~~

Copies of this regulation will be distributed to all students.

Regulation Adopted: June 18, 2007  
Regulation Revised: May 17, 2010

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WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**WESTON PUBLIC SCHOOLS  
DISCRIMINATION COMPLAINT FORM**

**(For Complaints Based on Race, Color, Religion, National Origin, Sex, Sexual Orientation, Marital Status (Including Civil Union Partners), Age, Ethnicity, Ancestry, Learning Disability, Past or Present History of Mental Disability, Intellectual Disability, Physical Disability, Pregnancy, Gender Identity and Expression, Transgender Status, or any other Basis Prohibited by State or Federal Law**

**~~Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, or Disability~~)**

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination/harassment \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Location where such alleged discrimination/harassment occurred

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or harassment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

StudentsNon-DiscriminationPROCEDURE


It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Employees and students are encouraged to promptly report complaints of sexual harassment to the Superintendent or his/her designee. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

Legal Reference: Connecticut General Statutes

46a-60 (a) (8)

42 U.S.C. 2000e ("Title VII")

29 C.F.R. 1604.11 (EEOC Guidelines on Sexual Harassment)

Regulation Adopted:  4 92

Weston Public Schools  
Weston, Connecticut

## **Bylaws of the Board**

### **Officers**

The officers of the Weston Board of Education shall be the chair~~person~~~~man~~, vice-chair~~person~~~~man~~ and secretary/treasurer. ~~They~~ In a non-election year, officers shall be ~~s~~selected by the members of the Board during the month of January. In an election year, officers shall be elected not later than one month after the date on which the newly elected members take office. ~~at the first regular meeting of the newly elected Board election year and at the first meeting in November in a non-election year.~~

**Bylaws of the Board**

**Chairperson~~man~~**

The chairperson~~man~~ shall preside at all Board meetings. He/she shall sign legal documents and contracts for the Board with their approval. He/she shall perform such other duties as are imposed on him/her by law.

**Vice-Chairperson~~man~~**

The vice-chairperson~~man~~ shall serve in the absence of the chairperson~~man~~, and in the performance of this service he/she shall exercise all powers of the chairperson~~man~~.

Bylaw adopted by the board: March 5, 1991  
Revised: February 10, 2003

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Weston Public Schools  
Weston, Connecticut

**NEASC REPORT OF THE VISITING COMMEITTE FOR WESTON HIGH SCHOOL**  
**APRIL 2013**  
**COMMENDATIONS AND RECOMMENDATIONS**

***Core Values, Beliefs, and Learning Expectations***

**Commendations:**

1. The school leadership team which developed a dynamic and collaborative process to establish a set of core values and beliefs about learning
2. The involvement of significant numbers of representatives in an inclusive process to identify and commit to a set of core values and beliefs about learning, resulting in significant internalization, especially by students and faculty, of these values and beliefs
3. The use of current research-based best practices to inform the eventual development of the core values and beliefs
4. The expansive opportunity for co-curricular activities to compliment the development of the individual student

***Curriculum***

**Commendations:**

1. The work with Teacher's College Columbia University to design the district-wide Academic Innovation and Measurement (AIM) Matrix, which provides an outline of specific 21<sup>st</sup> century skills that are taught in various areas of the curriculum
2. The course offerings and authentic learning experiences found in the curriculum guides and program of studies
3. The instructional materials, technology, equipment, supplies, facilities, and resources available in the library/media center that are readily available to assist in delivering the curriculum
4. The sister school relationship between WHS and Number 17 high school in Qingdao, Shandong, China to foster global awareness
5. The CILs who coach, mentor, and collaborate with educators in order to improve curriculum delivery
6. The curricular coordination and communication between WHS and sending schools



## *Instruction*

### **Commendations**

1. The multiple opportunities for students to demonstrate application of the 21<sup>st</sup> century learning expectations; most notably critical thinking, problem-solving, communication, and collaboration
2. The widespread availability of extra help and support outside of the classroom
3. The teachers' commitment to continued reflection and professional learning
4. The strong focus on real-world opportunities and meaningful application of learning based on student interest and topics

## *Assessment of and for Student Learning*

### **Commendations:**

1. The use of a wide variety of formative and summative assessment tasks
2. The communication to students of assessment criteria and expectations prior to assignments and/or units of study
3. The feedback provided to students that is both informative and corrective and helps them to improve their performance
4. The widespread use of formative assessments to guide and adjust instruction

## *School Culture and Leadership*

### **Commendations:**

1. The cultivation of a positive, respectful, prideful, and safe school for all
2. The meaningful connection between students and a teacher via the Trojan Time Advisory Program
3. The overall strong dedication of the principal and professional staff
4. The implementation of a new teacher evaluation and supervision plan
5. The variety of elective courses to meet the various interests of students

6. The principal's outstanding efforts to develop personal connections with students
7. The considerable efforts of teachers to engage in a variety of leadership roles
8. The high level of collaboration amongst the board of education, the superintendent and central office staff, and the principal to achieve 21<sup>st</sup> century learning expectations

### *School resources for Learning*

#### **Commendations:**

1. The dedication of all support personnel to work collaboratively to support student needs
2. The positive educational impact of the CASE program in creating interventions essential to achieving academic success and in meeting rigorous learning expectations for all students
3. The developmental guidance program that focuses on regular, formal individual and group meetings with critical topics for all students
4. The Library/Information Services that are responsive to student interests and support independent learning
5. The Learning Commons, which supports student learning well beyond the normal school day

### *Community Resources for Learning*

#### **Commendations:**

1. The steps taken to maintain dependable funding sources by members of the school community
2. The alternative sources of funding as provided by the school community
3. The Blue Light System installed within the cafeteria, gym and outdoor areas to further improve response to lockdown situations
4. The Parent Portal System created to enable parents' access to the grades of their child, thus improving communication and transparency with parents
5. The student involvement in community service activities
6. A properly implemented plan for the maintenance of a clean environment that is recognized by the parents, students and staff

*Highlighted recommendations require detailed explanations in 2 year progress report due April 2015.*

*Progress noted in red*

### *Core Values, Beliefs, and Learning Expectations*

#### **Recommendations:**

5. Provide formalized opportunities for collaborative time for teachers and staff to further integrate 21<sup>st</sup> century teaching, learning and assessment practices.
6. Formalize the process for reviewing and revising the core values, beliefs, and learning expectations.
7. Formalize and publish the collection and use of student performance data measured by the school-wide rubric.

### *Curriculum*

#### **Recommendations:**

7. Develop and implement a continuous curriculum review process that ensures adherence to the UBD format.
8. Provide professional development for all teachers in UBD curriculum writing to ensure a greater common understanding of the individual components in the UBD format.
9. Develop curriculum guides which clearly reflect higher order thinking skills, authentic applications and cross-disciplinary learning.
10. Provide leadership, oversight and supervision for all areas of the curriculum and for all grade levels.
11. Schedule formal times during the school day for department members and CILs to collaborate on curriculum.

*In progress: teacher teams write, renew, and implement electronic curriculum map using ATLAS software. Curriculum renewal cycle in place. Assistant Superintendent and Principal oversee process with CILs and teacher teams.*

### *Instruction*

#### **Recommendations:**

1. Increase access to high level instruction and increase scaffolding of content in the classroom using differentiated instructional strategies.
2. Ensure that all teachers receive feedback about instructional practices in a systematic way.
3. Develop a more consistent system for checking instructional practices and student performance against the stated core values, beliefs and learning expectations.
4. Integrate technology as a learning tool into instruction in more consistent and meaningful ways.

*In progress. Efforts include the following: Tufts Interlace Project in Science, Student Success Plans using Chrome books in developmental guidance. Increased student*

*presentations in all art classes using new projectors and ipad minis. Edmodo integrated into various disciplines. Sykpe communication with Nicaraguan students and advanced Spanish classes. New proposed courses in Digital Publications and Introduction to Computer Coding for 2014-2015 school year.*

### **Assessment of and for Student Learning**

#### **Recommendations:**

1. Schedule common planning time for departmental teacher collaboration.
2. Clarify and implement the role and responsibilities of the Pearson “Inform” specialist.
3. Establish a formal process for assessment of individual student and whole-school progress in achieving the 21<sup>st</sup> century learning expectations.
4. Develop and implement a process to report individual student and whole-school progress in achieving the 21<sup>st</sup> century learning expectations, and communicate that progress to staff, students, their families and the community.
5. Consistently review and revise grading and reporting practices.

*Completed: there is a formal process by which individual student and whole- school progress is measured in achieving the 21 century learning expectations. This is done at the end of each semester. Individual student progress is communicated to families.*

*In progress: We are in the process of analyzing the data from semester one on whole-school progress in achieving these expectations.*

### **School Culture and Leadership**

#### **Recommendations:**

9. Ensure that the attendance policy reflects high expectations for all students.
10. Ensure that all students are enrolled in at least one additional heterogeneously grouped core course.
11. Dedicate formal time for ongoing collaboration to examine instructional strategies and assessments.
12. Establish protocols to ensure the instructional technology needs of teachers are adequately addressed so as to maximize student engagement in learning.

*Rejected- This was discussed with Director of NEASC, Janet D. Allison. WHS has met the NEASC requirement of having one heterogeneous course- World Studies that all students take their freshman year. The visiting committee recommended another course, which may be suggested but not required. It should be noted that if WHS changed its graduation elective requirements of 7 and included one year of a world language in the 7 that suggestion would be fulfilled.*

### **School resources for Learning**

#### **Recommendations:**

6. Evaluate the unique needs of an emerging population that exhibits school avoidance behaviors and/or needs social-emotional support in school beyond current services.

7. Develop and implement a specific, articulated plan to integrate the ITL curriculum and standards into all curricular areas.
8. Evaluate the need for mental and physical health services to be made available for students within the high school facility.
9. Provide a structure to allow for increased collaboration throughout the building between staff and certified media specialists.
10. Increase opportunities for special education students to integrate into mainstream and heterogeneously grouped courses.

*In progress: It should be noted that this report was written before the K-12 reassignment of library media specialists. Great strides in collaboration have been made between these colleagues.*

### *Community Resources for Learning*

#### **Recommendations:**

1. Ensure that the guidance suite walls are soundproof so that confidentiality is maintained.
2. Install climate control systems in all areas of the building that are currently lacking this system.
3. Ensure that all areas of code compliance are met.
4. Address the lack of an eye-wash station in the current woodshop room.
5. Ensure all security measures and systems are adequate.
6. Investigate and remedy the problems with the gas distribution system.

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: \_\_\_\_\_

Second Reading – March 17, 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>April, May, June</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/Ssexual Hharassment~~ [\(See Policy and Administration Regulation 4218.11\)](#). ~~(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  
[8<sup>th</sup> 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](mailto: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, 6<sup>th</sup> 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 alleged discriminator(s) or harasser(s)

\_\_\_\_\_

\_\_\_\_\_

Location where such alleged discrimination/harassment occurred

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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Detailed statement of the circumstances constituting the alleged discrimination or harassment

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# WESTON PUBLIC SCHOOLS REPORT

March 17, 2014



Weston High School

Lisa Wolak, Principal

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

## Principal's Message

### Testing

This month Weston High School is one of many schools in the country participating in the Smarter Balanced Assessment (SBA) field test. This is an online assessment in mathematics and English language arts/literacy that will be administered by the State of Connecticut in lieu of the Connecticut Academic Performance Test (CAPT). It should be noted that this is a pilot year, and the purpose is to test the validity and reliability of this assessment for future test administrations as this test replaces the CAPT. The State determined that juniors, not sophomores, will take this assessment. Districts did not have input into which grade level would take this test. It will not be used for individual placement purposes.

Please read this information carefully as it details the testing and special programs and the changes in our daily schedules for the weeks of March 17 and 24. *On our testing days, we will run an abbreviated schedule of classes in the morning followed by dismissal as we have done in previous years for the CAPT. Only students involved in testing and special programs need to stay in the building.* Bus transportation will be provided both mid-day and at the end of the school day. Lunch will be served for students who will be at school through the afternoon. Our library learning commons is also open all day. The schedule, which was emailed home, is also available on our school website for your review. Here are some specifics:

### *Eleventh Grade*

On the afternoons of March 18, 19, 20, and 25 all juniors will take the SBA. The English/language arts assessment has a listening component, therefore, **please remind juniors to bring their own ear bud headset for this assessment as we do not have 180 sets.** Our original testing schedule had the juniors taking the district Cornerstone Assessment on March 27. After discussing the multiple unique demands on this junior class, we have decided to suspend the administration of this assessment for this one cohort. Our decision is based on this particular junior class as these students participated in CAPT their sophomore year, and they will now take Smarter Balanced Assessment. The majority of this class has also registered for Advanced Placement exams in May. Given this amount of testing and the numerous weather disruptions, we believe that this change is appropriate.

### *Tenth Grade*

All sophomores will take the CAPT science assessment the afternoon of March 26. This is the only assessment that sophomores will take.

### Ninth Grade

There will be a special assembly for all freshmen on Thursday, March 20. Michael Nerney will be presenting a program on substance abuse and brain development. We are pleased to offer this assembly in conjunction with Weston Youth Services. There is also a parent presentation that same evening.

Our teachers will also provide additional instruction/support in key academic areas in the afternoons of the testing days. If your student is recommended to attend these sessions, you will receive separate notification. Please encourage your child to take advantage of this specialized direct instruction during this time. Advanced Placement review will also be scheduled during these days.

Changes in our daily schedule are challenging especially given this year when we have missed instruction because of snow days. Therefore, the early dismissal scheduled for March 21 at the high school has been cancelled. **Friday, March 21, will be a full day of school for WHS.** Other district schools will have the early dismissal.

### Advanced Placement

The College Board has released the Connecticut AP District Performance Map which indicated that of 128 school districts in Connecticut, Weston ranked first in performance on AP Exams for the 2013 cohort. This was based on the percentage of students in the cohort who succeeded in scoring a three or higher in at least one AP exam at any point while in high school. A record 570 exams were taken by Weston students in 2013.

### Eighth-Grade Transition

This month we welcomed members of the Class of 2018 and their parents to a special ninth-grade transition night on March 5. Families became familiar with the different academic and co-curricular programs offered at WHS. Student tour guides and representatives from the different clubs and sports teams greeted our upcoming freshmen. In addition, the high school administration and school counselors visited WMS on March 13 to speak to eighth-grade classes. All eighth graders will be registering for courses via our PowerSchool portal by the end of this month. Placement decisions for math, science, and English will be mailed prior to that registration.

### Academic Program

#### Health

This month Ms. Emily Leventhal of the Domestic Violence Crisis Center will speak to our senior health classes. Ms. Leventhal will focus on healthy/unhealthy boyfriend/girlfriend relationships, especially as it relates to living independently on or off a college campus.

#### Math

##### Calculus

Two teams of AP Calculus BC students entered in the Moody's Mega Math Challenge the weekend of March 8. Moody's Mega Math Challenge (M3) is an annual internet-based applied math contest organized by the Society for Industrial and Applied Mathematics (SIAM). This contest poses timely real-world issues for participants to solve using applied mathematics. Teams have 14 hours to study the issue, gather data, state assumptions, and devise mathematical models before reporting their results

in the form of a solution paper. A total of 1,421 teams from 45 states competed for \$125,000 scholarships.

### *Algebra I*

Algebra classes are currently engaged in a short unit on linear regression and the statistics associated with it. Students are exploring real life data that has possible linear tendencies by surveying and analyzing the answers to research questions such as "How does the number of hours I spend playing video games weekly affect my GPA?" and "Is there a relationship between the total payroll of a Major League Baseball team and the number of games they win in a particular season?" In the coming days, algebra students will also participate in a lab activity where they will collect data in an experiment with variables that have linear potential. To conclude the unit with formal assessment, these students will pose their own question and identify variables that they suspect to be linear, conduct research through the use of the Internet and/or a self-designed experiment, and analyze the results of that research.

### Music

#### *Band*

The bands and jazz ensembles of the high school and middle school joined forces in our 16th annual Spectrum concert on the evening of March 13, at the WHS gymnasium. Over 1,000 parents, families, and community members attended this incredible program.

#### *Orchestra*

This semester our orchestras are focusing on the classical music period by studying the music of Mozart. Particularly exciting is the work the Symphonic Orchestra is doing on the third movement of Mozart's Piano Concerto No. 23 with Gilbert Tsui, Class of 2017, as the soloist.

### School Counseling

This spring our junior families are encouraged to schedule a meeting with Ms. Moks, Director of our College and Career Center (CCC), to learn about the many college resources available to our students. The CCC is an active resource center that works with our school counselors to assist students and parents with their post high school plans. Its library contains current comprehensive information on colleges; universities; art, music, and culinary schools; and various other post-graduate programs. Junior parents and students should contact Ms. Moks at 203-291-1668 or [marilynmoks@westonps.org](mailto:marilynmoks@westonps.org).

Information available in the CCC includes the following:

- College catalogues, view books, files, guides and DVDs
- Testing information and registration booklets
- Statistical reports for each graduating WHS class (GPA, test scores, intended majors, etc.)
- Books to assist in writing college essays and resumes
- Guide books and information for students with learning differences
- Contact information from the college representatives who have visited our school
- "Friends on Campus" – a listing of colleges and universities recent WHS graduates attend
- Scholarship and financial aid information and guides
- Summer opportunities
- Vocational and technical schools
- Military schools and careers
- 13th year/gap year



- Job Bank Bulletin Board – a posting of various jobs

### Science/Technology

The Science Olympiad team is winding down its preparations for their State competition on March 29 that will be held at the UConn campus in Storrs, CT. Students have been studying and constructing various testing equipment for their respective content areas.

### Social Studies

Mr. Jorge's tenth-grade Modern World Studies students heard about life in modern day China from a guest speaker on Wednesday, March 12. Michael Crutchfield spent a year in China teaching English to Chinese college students. Mr. Crutchfield included economics lessons in his presentation that focused on the Chinese concept of "face," how Chinese education compares to American schools, and challenges the Chinese leadership and people are wrestling with today. The students asked Mr. Crutchfield many questions about his time living and working overseas.

### Videography

The Advanced Videography class will be participating in the spring 84-hour film challenge on March 22-25. Students are challenged to produce a film in 84 hours or less, based on criteria that is released at the beginning of the production period. This criteria is subject to change each year, but generally includes a list of characters, camera shots, items of clothing, and specific objects or events that must appear somewhere in the film.

James Willis and Daniel Bogaev received an honorable mention in the 2014 C-SPAN Studentcam Documentary competition for their documentary entitled *Investing in the Future: The Importance of Early Education*. Five thousand students, representing 46 states, Taiwan, and The United Arab Emirates took part in this completion. James and Daniel were selected as one of the 150 award recipients, from a record-setting 2,355 films that were received this year. Their documentary can be viewed on the following link. <http://www.viddler.com/v/74b80df8>

### World Language

#### *French*

French 3 students are playing the roles of teen members of the Parti Socialiste and the Front National in France. The students are taking a party-based stance while discussing what immigration policies should look like in France with regard to naturalization, entry policies, right to vote, and the impact of immigrants on the economy and culture of France. Juniors and seniors from French 4H and AP French are moderating and participating to help keep the conversation moving forward.

#### *Latin*

On Friday, March 14 Latin students in Latin I, II, and Vergil took the National Latin Exam. The NLE tested our students' knowledge of Latin grammar and vocabulary, and Roman culture. The National Latin Exam is an internationally recognized exam and is administered by the American Classical League. Results for the exam will be available in April.

### Spanish

Students in Spanish 5 Honors talked about autobiographical poems with a group of students from Nicaragua via Skype last month. They will continue their Skype exchanges this month to share information about typical American celebrations at the Nicaraguan students' request. Spanish 5 Honors students also wrote motivational phrases on the back of bookmarks created by CMD (Contemporary Media Design) students. These bookmarks will be sent to the Nicaraguan students together with books donated by the freshman class in an effort to support their English learning lessons. The Class of 2017 is also involved in this community service effort raising funds for the books and designing bookmarks as well.

### **Co-Curriculum Program**

#### Athletics

Post season play is well underway for qualifying winter teams, and we have some exciting news to report. Our girls' ski team finished second in the South Weston Conference (SWC) and 6<sup>th</sup> in the state, and our boys' team won the SWC Championship and the Class S State Championship. Two wrestlers placed in their state competition. Congratulations to Ryan O'Connell and Travis Delaney who both took 5<sup>th</sup> place. Rhemi Toth, from our State Runner-up Indoor Track and Field team, finished 8<sup>th</sup> at the New England Championship Track meet and has qualified for the National Championship Meet. Misha Moffly won the SWC Dive Championship. Our boys' swim and dive team will be competing in the SWC Championship Meet and the upcoming state championships meet. Boys basketball competed in the SWC semifinal game, losing by one heartbreaking point in overtime. They will be competing in our State tournament.

#### Circle of Friends

Circle of Friends Club supported the national *Spread the Word to End the Word* campaign on March 5 by pledging to support acceptance, unity, friendship, and inclusion. The national campaign intends to promote the message of respect and raise awareness of the derogatory use of the R-word and its negative effect on people with intellectual disabilities as well as their families and friends. The club also supported Easter Seals Disability Awareness Week by collecting funds at one of our boys basketball games.

The volunteer sign up for Special Olympics began this month. Special Olympics will take place in Weston on May 10. Circle of Friends will support Olympic Town, a tent where arts and crafts are provided for athletes during the event. Anyone interested in helping with Special Olympics, please contact Nancy Johnston, club advisor. [nancyjohnston@westonps.org](mailto:nancyjohnston@westonps.org)

#### Company

It is not too late to get your tickets for Company's spring musical *Carousel*, which opens this weekend. The musical is filled with beautiful musical scores such as "If I loved You," "June is Bustin' Out all Over," and "You'll Never Walk Alone." You may get your tickets at [whscompany.com](http://whscompany.com)

#### Student Government

Student Government sponsored an Olympic Spirit week during the week of February 24 with various day and night events, including an opening ceremony pep rally, school wide duck scavenger hunt, trivia bowl, and battle pin showdown. Students and faculty participated in themed spirit days such as class pride day, twin day, and America day. After a competitive week, the senior class came out as

gold medal victors earning themselves an ice-cream social. This winter spirit week provided an opportunity to encourage school spirit during these snowy winter months. Student Government is looking forward to its spring initiatives including the March food drive, Senior Citizen Social, and Color Clash spirit week.

### **Weston Youth Services**

On March 20 Michael Nerney, a renowned expert on adolescent brain development and a consultant in substance abuse education, will present to our freshmen at school as well as our parents. The evening begins at 7:00 p.m. in the auditorium. Mr. Nerney will speak about how the teen brain works, risky and impulsive behavior, and how alcohol and other drugs affect the developing brain.

## **Weston Middle School**

**Amy Watkins, Principal**

*In this issue...*

***Congratulations to WMS Mock Trial Teams***

***Congratulations to WMS MathCounts Club***

***Mrs. McConnell's Seventh Grade Spanish Class "Travels" to Barcelona***

***A Long Walk to Water Begins***

***Eighth Grade Students Prepare for the Transition to High Schools***

***Students Who SOARed in February***

***Library Card Registration a HUGE Success***

***Resources for Parents***

### **Congratulations to WMS Mock Trial Teams**

It was thrilling to see the Weston Middle School Mock Trial eighth-grade team compete at semi-finals this month. This was definitely the finest moment of the season, thus far, from this team! The Blue Team won and now they are on to States on Wednesday, March 12 at the Appellate Court in Hartford, CT. Congratulations to Weston Blue.

### **Congratulations to WMS MathCounts Club**

The six members of the MathCounts club participated in the MathCounts Southwest Chapter Competition held at Fairfield University. Team members include Mark Xu (team captain), Doran Sekaran, Jesse Hirtenstein, Matthew Lagana, Adam Levin, and Francis Okine. One hundred eighty students from 29 public and private schools in our area were there as well. We wish to say "Well done!" to our team who placed 14th out of 27 teams. A special congratulations to Mark Xu whose individual score propelled him on to the Connecticut State MathCounts competition on March 8 at the University of Hartford.

We are extremely proud of all the effort this team has given to the Weston Middle School as well as the outstanding work that Mrs. Michele Clark has accomplished.

### **Mrs. McConnell's Seventh Grade Spanish Class "Travels" to Barcelona**

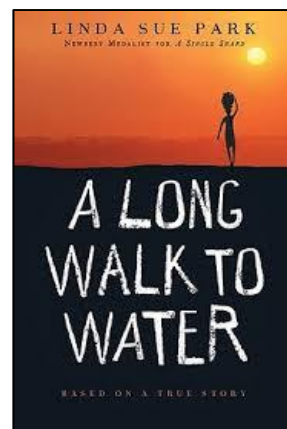
Mrs. McConnell's seventh-grade Spanish class has been exchanging artwork with a group of students from Barcelona, Spain since October. Students were asked to draw about a family tradition around the theme



of celebration with food. Students swapped artwork and reviewed comments written by one another. This past month the students had the chance to have a face-to-face meeting with their art pals through Skype. Unfortunately, the quality of the connection in Spain prevented the students from asking questions about the artwork they received to help them learn more about the other culture's traditions. A second call is currently being scheduled.

### **A Long Walk to Water Begins**

To support the global awareness this book generates, we are expanding this initiative beyond the scope of One School, One Book to include a presentation from Gabriel Bol Deng, one of the Lost Boys of Sudan. He has inspired middle and high school students all over the country. His speech, "The Power of Hope," is an inspirational story. Gabriel was 10 years old when North Sudan government-sponsored militiamen led a violent attack on his village in South Sudan in 1987. He fled, not knowing the fate of his parents or siblings. After his escape, Gabriel embarked on a harrowing, four month journey across the Nile River and the untold miles of desert, surviving disease and paralyzing hunger to reach Ethiopia. After 15 years in refugee camps in Ethiopia and Kenya, Gabriel came to the United States under the U.S. Refugee Resettlement Program in 2001. Gabriel has graduated from college and has his masters in math education at Le Moyne College in Syracuse, New York. He founded Hope for Ariang, a non-profit organization with the mission of raising funds to build, support, and maintain schools in his native village of Ariang, Southern Sudan. His film, *Rebuilding Hope* has been accepted to major film festivals and is now available for screening.



Gabriel's presentation emphasizes appreciation for education and family and explains how hope, perseverance, and good decision-making skills can help overcome the largest obstacles. He is well connected with the political arena and has a strong understanding of the current and past conflicts in the region.

In addition, the school would like our students to have the experience and opportunity of being directly involved in making a change. The Water Project will provide our students this opportunity. Below is a link for more details. As we complete the book and everyone has a greater understanding of the scope of the work involved, we will discuss in more detail.

<http://thewaterproject.org/thewaterchallenge.php>

### **Eighth-Grade Students Prepare for the Transition to High School**

Students viewed a welcome video and invitation from Mrs. Deorio at the end of February to attend the transition evening with their parents Wednesday, March 5.

Mrs. Ogden visited English classes to share information and an abbreviated brochure with all eighth-grade students with regard to the WHS program of studies, course offerings and selection of electives and alternates, and the registration timeline in PowerSchool. Mrs. Ogden also discussed the rotating class schedule at WHS, credit requirements for high school graduation, grade point average calculation and honors weighting, and the process for placement in honors courses. The high school counselors will be speaking with all eighth-grade students regarding the available courses in the coming weeks.

### **Students Who SOARed in February**

Students receive a SOAR ticket for making good choices and exhibiting the qualities of Safety, Ownership, Attitude, and Respect. We want to congratulate all of the students who received a SOAR ticket in the month of February. On Friday, March 7 over forty recipients of SOAR tickets attended the Trimester 2 Pancake Breakfast.

Each month, five names are drawn randomly from the SOAR container and those students receive a prize. The following five students' names were drawn for the month of February for a special prize:

Alejo Navarrese  
Grace Toner  
Cam Fontana  
Matthew Lagana  
Xavier Lewis

### **Library Card Registration a Huge Success**

Recently, the Weston Library spent time registering WMS students for their own public library card, essentially doubling the amount of books each child has access to for FREE. With the help and support of Aimee Shuhart, our library media specialist, we had 124 students from grade 6-8 sign up for library cards, renew their cards, or replace their lost cards during the lunch waves. This was a huge success! Thank you to Karen Tatarka for spending the day with us and continuing our town-school collaboration!

### **Resources for Parents**

The National Institute for Drug Abuse has great evidence-based programs for students in kindergarten through twelfth grade. While our students are exposed to this information through our health curriculum, we wanted to share this resource with families. The program that best aligns with our needs targets the middle school population on the dangers of marijuana, alcohol, e-cigarettes, and inhalants. Below is the link. It starts on page 33.

[http://www.drugabuse.gov/sites/default/files/preventingdruguse\\_2.pdf](http://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf)

<b>Weston Intermediate School</b>	<b>Pattie Falber, Principal</b>
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*In this issue...*

*Grade Level News*  
*Dr. Seuss' Birthday Celebration*  
*Community Service Projects*  
*School Spirit*  
*Professional Development*

### **Grade Level News**

#### **Third Grade**

This month third graders have been busy wrapping up their non-fiction unit in reading. This unit focused on critical thinking and research skills which helped prepare them for their AIM research unit next month. Students learned how to take notes to recount the key details of a text and how it supports the main idea. They also learned to use text features and search tools, such as hyperlinks, key words, and





sidebars, to help them locate information on a given topic efficiently. As a culminating project, students are designing Power Point presentations so they can share what they learned with their classmates and peers.

#### Fourth Grade

Research is also the focus for fourth graders this month as students begin their invention projects. Within each classroom students have chosen American inventions that interest them and have formed small groups to research their invention. They are reading articles, encyclopedias and searching internet resources to learn about their invention and how the invention impacts us today. The students will work together to create a presentation to share the information with their classmates to culminate the unit.



#### Fifth Grade

Over the last few weeks, fifth graders were involved in conducting the state-developed curriculum-embedded performance task for science. The performance task provides opportunities for students to

interact with interesting materials that provoke questions that can be investigated using a scientific approach. Each performance task includes two experiments. The first experiment provides structure and direction, and “teachable moments” during which teachers provide mini-lessons then feedback on the skills necessary for students to proceed independently. The second experiment allows students an opportunity to operate independently. Fifth graders get to investigate factors that affect human reaction time, such as



texting, chewing gum, and listening to music.

#### Dr. Seuss' Birthday Celebration



5 The WIS community celebrated Theodore Geisel’s (Dr. Seuss) birthday by participating in several fun-filled events planned by the WIS Wolfpups. A bookmark contest was held for all three grades. So many creative and unique entries were received that it was a difficult decision for the Wolfpup judges. The bookmarks will be on display in the LRC, and students will be able to use them during the month of March.

On Friday, March 7, students and staff dressed up in Seuss themed outfits or wore red and white to commemorate the day. Also on Friday, Wolfpup volunteers read their favorite Dr. Seuss stories to the third and fourth graders.



#### Community Service Projects

Once again, our students put their concern for a good cause into action as they created a community service project to help save endangered animals. Students created posters to illustrate the plight of many animals in danger of becoming extinct, and set out donation jars to raise money for the World Wildlife Fund. After two weeks, the students raised almost \$300.00 to help support WWF’s global efforts.

### **School Spirit**

We made it to 100 paws, which was definitely worth celebrating. The PBIS team decided to surprise the students with a whole school dance party! As part of the morning announcements a song was played over the intercom system and the students and staff danced throughout the school. Then to end our day, and as some parents witnessed while picking up their children, we played another song while students packed up to go home. The staff reported that the students danced a lot and thoroughly enjoyed themselves. Even though the winter has been long, WIS is finding ways to celebrate and have fun as a community.

### **Professional Development**

During a March faculty meeting teachers were introduced to the mechanics of administering the Smarter Balanced pilot test. This included the viewing of a 17 minute video for test administrators. The Smarter Balanced Assessment (SBA) is an online student assessment aligned with the Common Core State Standards, which will replace the CMTs in 2015. All teachers and students will experience a practice version of the assessment prior to their first test session. Smarter Balanced testing begins on March 18.

## **Hurlbutt Elementary School**

**Laura Kaddis, Principal**

*In this issue...*

***Hurlbutt Celebrates a Positive School Climate  
Teaching and Learning  
Celebrating Reading – Read Across America***



### **Hurlbutt Celebrates a Positive School Climate**

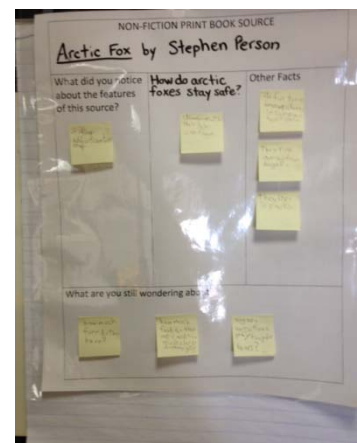
As part of our positive behavioral support program, students worked with buddy classes to create 'get well wishes' to patients at Norwalk Hospital. Using recycled water bottles and craft materials, the students created flowers, puzzles, cards, and notepads. Our students showed these items to each other at an assembly and Horace the Hurlbutt Honeybee even made his own card. Our students were excited to share kindness beyond our school walls.



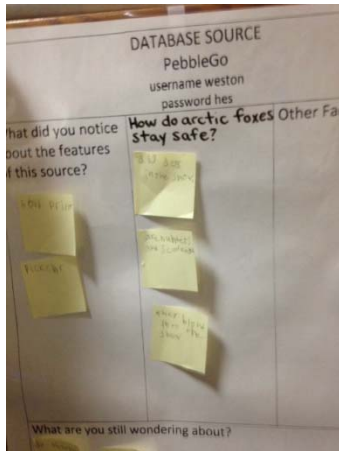
### **Teaching and Learning**

During the February visits to the LRC, many of our grade one students compared information gathered from multiple information sources including print and ebooks, magazines, and other online sources such as PebbleGo and Searchasaurus databases.

Using the high-interest topic of arctic foxes, our school librarian, Sharon Rodko, designed a collaborative activity combining information and technology literacy standards and English language arts standards.



Students worked together to read and share their thinking as well as document their findings on the following prompts:



- What do you notice about the features of the source?
- How do arctic foxes stay safe?
- Other facts
- What are you still wondering about arctic foxes?

The students then verbally reported on their group discoveries, allowing them to compare and contrast features of the sources as well as the information gathered. The activity allowed for discussions of how to find the needed information and what information answered the question (i.e., does having thick fur keep foxes safe?). The students left with more questions to answer (as readers usually do). All students were shown how to access the ebooks and Searchasaurus so they could use them at home.

### **Celebrating Reading – Read Across America**

To promote a love of reading and to foster our community of learners, Hurlbutt participated in the National Education Association's, Read Across America Day with a week of activities promoting the joy of literacy. This nationwide reading celebration takes place annually on March 2 - Dr. Seuss' birthday. Across the country, thousands of schools, libraries, and community centers participated in this event. Our students "read" their way across the country from Weston, Connecticut to Weston, Oregon by tracking our minutes read during the week. It was exciting to hear how far we had "traveled" when it was mentioned during the morning announcements. Students and staff also wore clothes with as many pockets as we could as an extension of Dr. Seuss' book, *There's a Wocket in My Pocket*. This day allowed for many curriculum connections. We finished the week by dressing in red and white in honor of Dr. Seuss. Crazy sock day brought Dr. Seuss' beloved *Fox in Socks* book to life. Can you count all of the socks we have in the picture? Hurlbutt mathematicians approached this problem efficiently by counting by twos.



All kindergarten classes used KidPix to create imaginative creatures that live in our school inspired by Dr. Seuss' *There's a Wocket in My Pocket*. Students put their rhyming skills to work by recording themselves recording their creation's name and where it lives. Their recordings were then compiled into movies. The students were so proud of their creations.



Hurlbutt students journey across the United States by reading 2,810 minutes.