

WESTON BOARD OF EDUCATION

Monday, May 18, 2015

Weston Middle School Library Resource Center

Executive Session 7:00 p.m.

Regular Session 7:30 p.m.

Agenda

I. CALL TO ORDER, VERIFICATION OF QUORUM

Philip Schaefer, Chairperson

II. EXECUTIVE SESSION

1. Matters Pertaining to Personnel

- Discussion of finalist for Director of Finance and Operations

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION

Motion

Dr. Palmer, Superintendent of Schools, and Mr. Schaefer, Board Chair, will honor the 2014-2015 Board of Education Student Representatives.

Mrs. Deorio, Weston High School Principal, will present the National Merit Scholarship recipients.

Ms. Pernice, Director of Pupil Personnel Services, will introduce Eric Benninghoff and discuss the disability awareness video he created.

V. APPROVAL OF MINUTES, *pages 1-9*

Motion

The Board will vote to approve the minutes from April 20.

The Board will vote to approve the minutes from May 12.

The Board will vote to approve the minutes from May 13.

VI. PUBLIC COMMENT

Information

VII. NEW BUSINESS

1. Gifts, *pages 10-13*

Information

2. Resignations, *page 14-16*

Motion

3. Retirement, *page 17*

Motion

4. Discussion of Mitigation Strategy to Address \$100k Reduction in the Board of Education Operating Budget for FY 2016, *page 18*

Information

Dr. Palmer will present the Administration's proposed mitigation plan to address the \$100,000 reduction by the Board of Finance to the FY 2016 Operating Budget.

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|---|-----------------------------|
| <p>5. Appointment of Director of Finance
 Dr. Palmer will recommend the candidate for appointment as the Director of Finance.</p> | <p>Motion</p> |
| <p>6. Discussion and Possible Vote on a Weston Public Schools Vision Statement, <i>page 19</i>
 Dr. Palmer, Superintendent of Schools, will present the vision statement drafted by the Master Planning Team.</p> | <p>Motion</p> |
| <p>7. Discussion of Annual Instructional Update, <i>pages 20-51</i>
 Dr. Palmer, Superintendent of Schools, and Dr. Craw, Assistant Superintendent, will review the Annual Instructional Update for 2014-2015. All Curriculum Instructional Leaders presented their subject area reports to the Board Curriculum Committee at the May 13, 2015 meeting.</p> | <p>Information</p> |
| <p>8. Discussion and Vote on 2015-2016 Board of Education Meeting Dates, <i>page 52</i>
 Dr. Palmer will review the dates for the 2015-2016 Board meetings and changes from last year's meeting schedule.</p> | <p>Motion</p> |
| <p>9. Building Project Close-Outs
 Dr. Palmer, Superintendent of Schools, will discuss the close-out of the Weston High School windows/doors/HVAC project, State project number 157-0052.</p> | <p>Motion</p> |
| <p>10. Discussion and Vote on Healthy Food Certification
 Section 10-215f of the Connecticut General Statutes requires that each local boards of education or governing authority for all Connecticut public schools districts participating in the National School Lunch Program (NSLP) must take action annually to certify whether all food items sold to students will or will not meet the Connecticut Nutrition Standards. This includes all public schools, regional educational service centers, the Connecticut Technical High School System, charter schools, inter-district magnet schools and endowed academies.</p> | <p>Motion</p> |
| <p>11. Eighth FY 2015 Financial Update and Approval of Transfers, <i>pages 53-65</i>
 Dr. Keating, Director of Finance and Operations, will provide a monthly financial report.</p> | <p>Motion</p> |
| <p>12. Weston Board of Education Policies, Regulations, and Bylaws, <i>pages 66-82</i>
 Mr. Brey, Director of Human Resources and Internal Counsel, will review the Weston Board of Education Policy 4118.25-5141.4, Reports of Suspected Abuse or Neglect of Children, and Regulation 4118.25-5141.4, Reporting of Suspected Child Abuse and Neglect.</p> | <p>First Reading</p> |
| <p>VIII. OLD BUSINESS</p> | <p>None</p> |
| <p>IX. SUPERINTENDENT'S REPORT</p> | <p>Information</p> |
| <p>1. Next Regular Board Meeting is Monday, June 15, 2015, at 7:30 p.m.
 2. District Update
 3. Principals' Reports, <i>pages 83-93</i></p> | |
| <p>X. COMMITTEE REPORTS</p> | |

- | | |
|--|-------------|
| 1. WHS Student Representatives' Report - Jackson Marvin, Jack Seigenthaler | Information |
| 2. Communications Committee - Nina Daniel | Information |
| 3. Curriculum Committee - Ellen Uzenoff | Information |
| 4. Finance Committee - Denise Harvey | Information |
| 5. Facilities Committee - Ellen Uzenoff | Information |
| 6. Policy Committee - Dana Levin | Information |
| 7. Negotiations Committee - Denise Harvey | Information |
| 8. CES - Nina Daniel | Information |
| 9. CAFE - Elise Major | Information |
| 10. Weston Education Foundation - Denise Harvey | Information |

XI. ADJOURNMENT

Motion

Weston Public Schools
Board of Education Meeting
Weston Middle School Library Resource Center
April 20, 2015

Attendance:

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

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

II. EXECUTIVE SESSION

1. Matters Pertaining to Personnel

- Non-Renewal of Long-Term Substitute Teachers
- Non-Renewal Long-Term Building Substitute Teachers
- Non-Renewal Reduction in Force – Teachers
- Non-Renewal of Teachers Hired Post-Retirement
- Other Non-Renewals

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

Mr. Schaefer, Board Chairperson, welcomed State Senators Boucher and Hwang.

IV. RECOGNITION

Ms. Watkins, Weston Middle School Principal, presented the middle school Mock Trial Connecticut State Champions and Dr. Marotto, Weston High School Assistant Principal, presented the high school Connecticut State Mock Trial champions. Faculty advisers Mr. Holderbach and Ms. Jorgensen, and middle school coaches Ms. Moore and Ms. Nordlinger were present.

Ms. Falber, Weston Intermediate School Principal, presented the intermediate school Odyssey of the Mind State champions.

Senator Boucher commended the students, teachers, and coaches for their success and read a citation from the Connecticut State Assembly honoring the Weston High School Red Team. Senator Hwang thanked the Board for all their work and commended the parents, teachers, coaches, and students for maintaining a standard of excellence, and

presented the citation for the middle school team. Dr. Palmer expressed appreciation to the senators for their attendance and keeping key education issues in the forefront.

Motion: Moved that the Board of Education recognizes the Weston Middle School and Weston High School State Mock Trial champions. Motion by Ms. Harvey, second by Ms. Spaulding, all in favor. (6-0)

Motion: Moved that the Board of Education recognizes the Weston Intermediate School State Odyssey of the Mind champions. Motion by Mrs. Levin, second by Ms. Major, all in favor. (6-0)

V. APPROVAL OF MINUTES

The Board voted to approve the minutes from March 16 and March 19.

Motion: Moved that the Weston Board of Education approves the minutes of the March 16, 2015, Regular Meeting and Executive Session and the March 19, 2015, Special Meeting and Executive Session. Motion by Ms. Major, second by Ms. Spaulding, all in favor. (6-0)

VI. PUBLIC COMMENT – No report

VII. NEW BUSINESS

1. Gifts

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

- \$473.00 for the purchase of recess equipment;
- \$620.00 for the Me Moves program;
- \$5,357.00 for the purchase of benchmark reading level books that support classroom instruction;
- \$4,500.00 for kindergarten carpets;
- \$2,000.00 for an author visit; and
- \$888.99 for the purchase of a refrigerator for the Hurlbutt Elementary School staff room.

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

- \$4,000.00 for Odyssey of the Mind
- \$3,000.00 for the WIS literary magazine;
- \$1,500.00 for the purchase of recess equipment;
- \$3,350.00 for the purchase of library books;
- \$1,000.00 for the science fair;
- \$250.00 for flag framing; and

- \$11,000.00 for courtyard renovation.

Ms. Spaulding reminded the public that the upcoming Memorial Day Fair is the biggest fundraiser for the PTOs.

2. Resignation

Motion: Moved that the Weston Board of Education notes the resignation of Amy Jonsson, .6 FTE Hurlbutt Elementary School Math Intervention Teacher, effective June 30, 2015. Motion by Ms. Daniel, second by Ms. Major, all in favor. (6-0)

3. Non-Renewal of Long-Term Substitute Teachers

Mr. Brey, Director of Human Resources, explained that in order to comply with Connecticut General Statutes, Section 10-151, the Administration is recommending that the following long-term substitute teachers not be renewed for the 2015-2016 school year: Ryann McCabe, Lisa Kilcourse, Gregg French, Caitlin Weir, Patricia Howells, Laurie Warfield, and Mary Jane Strasser. This action is necessary based on the duration of their long-term substitute employment, which approximates or exceeds ninety (90) days in the same assignment and does not reflect on their service to the Weston Public Schools.

Motion: Moved that the contract of employment of the long-term substitute teachers listed by Mr. Brey not be renewed for the 2015-2016 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action. Motion by Ms. Daniel, second by Ms. Major, all in favor. (6-0)

4. Non-Renewal Long-Term Building Substitute Teachers

Mr. Brey, Director of Human Resources, explained that in order to comply with Connecticut General Statutes, Section 10-151, the Administration is recommending that the following building substitute teachers not be renewed for the 2015-2016 school year: Christine Auber and Steven Walker. This action is necessary based on the duration of their long-term substitute employment, which approximates or exceeds ninety (90) days in the same assignment and does not reflect on their service to the Weston Public Schools.

Motion: Moved that the contract of employment of the permanent building substitute teachers, as listed by Mr. Brey, not be renewed for the 2015-2016 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action. Motion by Mrs. Levin, second by Ms. Daniel, all in favor. (6-0)

5. Non-Renewal Reduction in Force – Teachers

Mr. Brey, Director of Human Resources, explained that in order to comply with Connecticut General Statutes, Section 10-151, the Administration is recommending that the following teachers not be renewed for the 2015-2016 school year: Peter Dey, Sarah Dimock, Brie Drumm, Brittany Gilman, Elizabeth James, Kimberly Meachen,

Janet Palazini, and Lesley Baldwin. This action is attributed to the lack of an available position related to staff reduction(s) under consideration in the school district's budget and/or the return of a tenured teacher(s) from leave for the 2015-2016 school year.

Motion: Moved that the teachers listed by Mr. Brey not be renewed for the 2015-2016 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action. Motion by Ms. Harvey, second by Mrs. Levin, all in favor. (6-0)

6. Non-Renewal of Teachers Hired Post-Retirement

Mr. Brey, Director of Human Resources, explained that, while Connecticut law allows for the hiring of retired teachers for positions, teachers who are hired out of retirement could accumulate tenure rights, and thus must be notified of non-renewal. This action does not reflect on their service to the Weston Public Schools. There is one teacher that falls under this category: Mark Feeley.

Motion: Moved that the contract of employment of the retired teacher listed by Mr. Brey not be renewed for the 2015-2016 school year, and that the Superintendent of Schools is directed to advise such person in writing of this action. Motion by Ms. Spaulding, second by Ms. Major, all in favor. (6-0)

7. Other Non-Renewals – No report

8. Summary of Climate Survey

Monika Edman, Assistant Director of Pupil Services, presented a summary of the results of the school climate survey. Questions by the Board followed on safety items at the elementary level, the development of the survey by the State, frequency of survey, Board access to the raw data or summarization of data, specific comments, forthcoming steps in response to the survey results, the method of disseminating the survey, parents' access to the results, and areas for improvement for future surveys. Board members asked Mr. Seigenthaler, Student Representative, for his thoughts and any student feedback he obtained. Mr. Seigenthaler suggested that focus groups might be more effective than surveys for high school students. Dr. Palmer, Superintendent of Schools, explained the limitations of surveys and the need to dig deeper after an initial set of data is reviewed.

9. Seventh FY 2015 Financial Update and Approval of Transfers

Dr. Keating, Director of Finance and Operations, provided a monthly financial report, including transfers for special education out-of-district tuition, the Tri-State visit, overtime related to inclement weather, and the EPA's review of the Zenon plant.

Motion: Moved that the Weston Board of Education approves the transfers as presented by Dr. Keating in the seventh FY 2015 financial report. Motion by Mrs. Levin, second by Ms. Harvey, all in favor. (6-0)

VIII. OLD BUSINESS – No report

IX. SUPERINTENDENT’S REPORT

1. Next Regular Board Meeting is Monday, May 18, 2015, at 7:30 p.m.

2. District Update

Dr. Palmer, Superintendent of Schools, announced June 12 as the last school day for students and the date of graduation, and June 11 as the date of the moving-up ceremony. She emphasized the transition of students between schools as typical points of stress in any school system and applauded the work of the school administration, counselors, and teachers to communicate with parents and work collaboratively to ensure positive experiences during the transitions. Dr. Palmer also discussed the high school internship program and thanked the community members who have contributed to the success of the program, the conversion of family and consumer science instructional space to maker-spaces, the secondary school reform act and graduation requirements, and the upcoming Westport Mini-Maker Faire that Weston has teams participating in.

3. Principals’ Reports

Dr. Marotto, Weston High School Assistant Principal, discussed hosting the Special Olympics on May 9 and the Day of Awareness, the trip to China over April vacation and the upcoming Chinese student visit to Weston, Builders Beyond Borders in Guatemala, the Science Olympiad gold medal winners, the excellence of the athletic teams, and the student talent in the musical *Barnum*. Ms. Watkins, Weston Middle School Principal, discussed the Mini-Maker Faire, a video chat with Jim Cantore, and the upcoming State National History Day Competition. Ms. Falber, Weston Intermediate School Principal, commented on the Science Fair, musical events, an upcoming incoming third-grade parent night, and the Cornerstone. Mrs. Kaddis, Hurlbutt Elementary School Principal, highlighted kindergarten orientation and the civic engagement social studies unit.

X. COMMITTEE REPORTS

1. WHS Student Representatives’ Report

Mr. Seigenthaler discussed the video by Eric Benninghoff on autism awareness, a Food Pantry donation, Spirit Week, and Relay for Life.

2. Communications Committee

Per Ms. Daniel, development of the May insert was discussed at the March 23 meeting and April 10 work session. She thanked those who provided text and photos for the insert. The next meeting is scheduled for May 4.

3. Curriculum Committee

Per Dr. Craw, during the April 1 meeting, the Committee debriefed on the Tri-State visit and discussed STEM, maker-spaces, the family and consumer sciences transition

to STEM, and the writing initiative. The next Committee meeting is scheduled for May 13.

4. Finance Committee

Per Ms. Harvey, in addition to what was discussed previously in the agenda, the following items were discussed at the April 8 meeting: student activity fees, the FY 2016 budget, security discussions with the Board of Finance, results of the health insurance rebidding, awaiting a reply on the food service RFP, facility use fees, the enterprise initiative, remaining arts program funds, funding for the softball scoreboard, and methods of reducing energy costs. The next Committee meeting is scheduled for May 8.

5. Facilities Committee

Ms. Major discussed the following items from the April 7 meeting: project close-outs, lighting upgrades, a security grant update, opportunities for green energy, the new softball field scoreboard, a scoreboard for the soccer field, and fencing between the South House playground and the bus garage. The next Committee meeting is scheduled for May 6.

6. Policy Committee

Mrs. Levin announced the upcoming Tri-M Honor Society induction ceremony and discussed the following items from the April 7 meeting: graduation requirements, a policy on reports of suspected abuse and neglect of children, and Board bylaws. The next Committee meeting is scheduled for May 5.

7. Negotiations Committee

Per Ms. Harvey, the Committee is in the organizational phase of negotiations of the contract for non-certified staff.

8. CES

CES meets on the first Thursday of each month. Ms. Daniel discussed school turnaround projects in Bridgeport, STEM and STEAM institutes for teachers, and advocacy regarding the burden of proof issue.

9. CAFE

Ms. Major discussed the policy highlights newsletter that CAFE provides regularly.

10. Weston Education Foundation

Ms. Harvey highlighted a presentation by Dr. Palmer and Dr. Craw on digital learning and the kitchen tour fundraiser.

XI. ADJOURNMENT

Motion: Motion to adjourn by Ms. Daniel, second by Ms. Major, all in favor. (6-0) Meeting adjourned at 9:51 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Weston Public Schools
Board of Education Special Meeting
Central Office Conference Room
May 12, 2015

Attendance:

Philip Schaefer, Chairperson	Denise Harvey
Ellen Uzenoff, Vice Chairperson	Elise Major
Dana Levin, Secretary/Treasurer	Sara Spaulding
Nina Daniel	Dr. Colleen Palmer, Superintendent

I. CALL TO ORDER, VERIFICATION OF QUORUM

Philip Schaefer, Chairperson

II. EXECUTIVE SESSION

1. Interview of candidates for Director of Finance and Operations

III. RESUME PUBLIC SESSION

IV. ADJOURNMENT

There being no further business to discuss, meeting adjourned at 9:50 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.

Weston Public Schools
Board of Education Special Meeting
Central Office Conference Room
May 13, 2015

Attendance:

Philip Schaefer, Chairperson	Denise Harvey
Ellen Uzenoff, Vice Chairperson	Elise Major
Nina Daniel	Dr. Colleen Palmer, Superintendent

I. CALL TO ORDER, VERIFICATION OF QUORUM

Philip Schaefer, Chairperson

II. EXECUTIVE SESSION

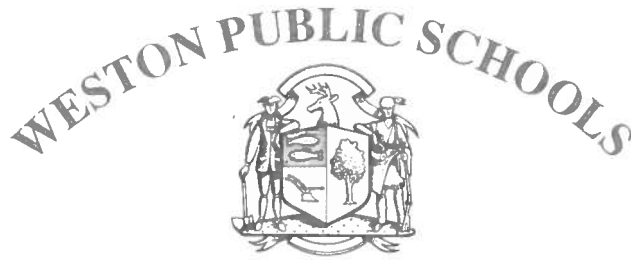
1. Interview of candidates for Director of Finance and Operations

III. RESUME PUBLIC SESSION

IV. ADJOURNMENT

There being no further business to discuss, meeting adjourned at 10:28 p.m.

Minutes prepared by Jennifer Markov, Board of Education Clerk.



COLLEEN A. PALMER, Ph.D.
Superintendent of Schools

Office of the Superintendent
24 School Road
Weston, Connecticut 06883-1699

Telephone: (203) 291-1401
FAX: (203) 291-1415
Email: colleenpalmer@westonps.org

April 30, 2015

Ms. Megan Couch
Weston High School PTO President
115 School Road
Weston, CT 06883

Dear Ms. Couch:

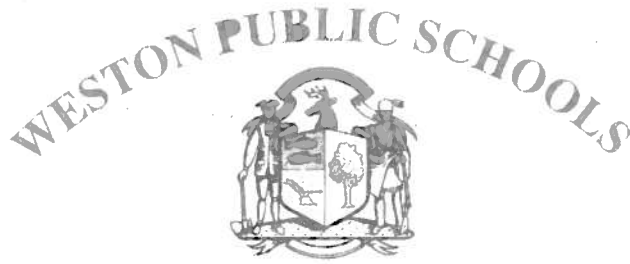
On behalf of the Weston Board of Education I extend sincere appreciation for the Weston High School PTO's donation of \$1,066.50 for the purchase of a marimba.

We appreciate the generous gift and thank you for thinking of the needs of the high school music program. Your efforts contribute to an improved educational opportunity for Weston students.

Sincerely,

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

Cc: Lisa Deorio, Weston High School Principal
Jo-Ann Keating, Ed.D., Director of Finance and Operations



COLLEEN A. PALMER, Ph.D.
Superintendent of Schools

Office of the Superintendent
24 School Road
Weston, Connecticut 06883-1699

Telephone: (203) 291-1401
FAX: (203) 291-1415
Email: colleenpalmer@westonps.org

April 23, 2015

Ms. Megan Couch
Weston High School PTO President
115 School Road
Weston, CT 06883

Dear Ms. Couch:

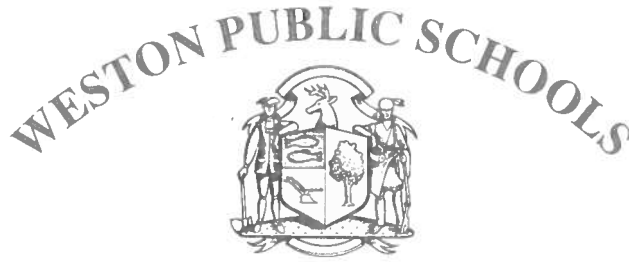
On behalf of the Weston Board of Education I extend sincere appreciation for the Weston High School PTO's donation of \$592.70 for the purchase of a display freezer for fundraising events.

We appreciate the generous gift and thank you for thinking of the needs of the school system. Your efforts contribute to an improved educational opportunity for Weston students.

Sincerely,

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

Cc: Lisa Deorio, Weston High School Principal
Jo-Ann Keating, Ed.D., Director of Finance and Operations



COLLEEN A. PALMER, Ph.D.
Superintendent of Schools

Office of the Superintendent
24 School Road
Weston, Connecticut 06883-1699

Telephone: (203) 291-1401
FAX: (203) 291-1415
Email: colleenpalmer@westonps.org

April 30, 2015

Mrs. Lisa Deorio
Weston High School Principal
115 School Road
Weston, CT 06883

Dear Mrs. Deorio:

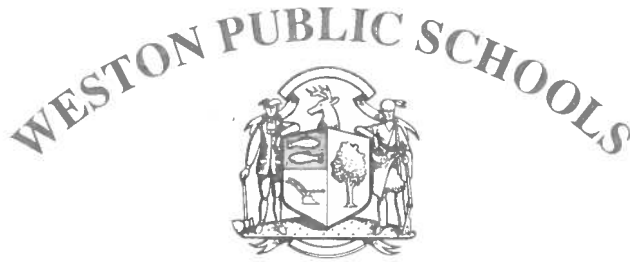
On behalf of the Weston Board of Education I extend sincere appreciation for the Weston High School softball team's fundraising efforts which raised \$4,000.00 for the purchase of a scoreboard for the softball field.

We appreciate the generous gift and thank you the donation.

Sincerely,

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

Cc: Mark Berkowitz, Weston High School Director of Athletics
Jo-Ann Keating, Ed.D., Director of Finance and Operations



COLLEEN A. PALMER, Ph.D.
Superintendent of Schools

Office of the Superintendent
24 School Road
Weston, Connecticut 06883-1699

Telephone: (203) 291-1401
FAX: (203) 291-1415
Email: colleenpalmer@westonps.org

May 7, 2015

Ms. Tammy Roberts
Weston Middle School PTO President
135 School Road
Weston, CT 06883

Dear Ms. Roberts:

On behalf of the Weston Board of Education I extend sincere appreciation for the Weston Middle School PTO's donation of:

- \$1,380.00 for Arduino and Raspberry Pi kits;
- \$11,000.00 for phase 3 development of the Library Learning Commons;
- \$600.00 for presentations by author Michaela MacColl; and
- \$1,324.50 for a presentation by author Neal Shusterman.

We appreciate the generous gift and thank you for thinking of the needs of the school system. Your efforts contribute to an improved educational opportunity for Weston students.

Sincerely,

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

Cc: Amy Watkins, Weston Middle School Principal
Jo-Ann Keating, Ed.D., Director of Finance and Operations

RECEIVED

MAY 08 2015

OFFICE OF THE
SUPERINTENDENT

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HUMAN RESOURCES

May 8, 2015

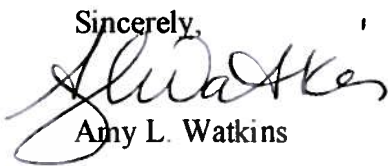
Board of Education
Weston Public Schools
24 School Road
Weston, CT 06883

Dear Weston Board of Education,

I appreciate the opportunities I have had while working in Weston. I am proud of the work that has been accomplished at the middle school as a result of the collaborative partnership I developed with my teachers. After careful consideration, I have made the decision to pursue my career as a leader of curriculum and instruction while completing my dissertation.

As a result, the purpose of this letter is to formally resign as Principal of Weston Middle School. I wanted to express my appreciation for all of the lessons I have learned during my tenure. I will reflect back on this point in my administrative career as an instructional leader with pride. My last day in the district will be June 30, 2015.

Sincerely,



Amy L. Watkins

Jennifer Markov

From: Lewis Brey
Sent: Monday, April 13, 2015 5:38 PM
To: Colleen Palmer
Subject: Fwd: Resignation

From: Melissa Millman <melissaamillman@gmail.com>
Date: April 13, 2015 at 5:12:08 PM EDT
To: <lewisbrey@westonps.org>
Subject: Resignation

Lewis D. Brey
Director of Human Resources
Internal Counsel
Weston Public Schools
24 School Road
Weston, CT 06883
(203) 291-1412
lewisbrey@westonps.org

Dear Lewis:

I am writing to let you know that I will be resigning my position as Reading Specialist at Hurlbutt Elementary School effective upon the close of the 2014-15 school year. It is my understanding that my health insurance will continue until August 31, 2015.

Working in Weston has been an incredible experience for me and I will leave here enriched and enlightened.

Please contact me at [203-520-2538](tel:203-520-2538) or melissaamillman@gmail.com if needed. Thank you for replying to this email to confirm receipt.

Sincerely,
Melissa Millman
285 Church Hill Road
Trumbull, CT 06611

4/10/2015

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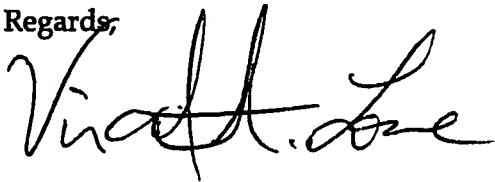
Vincent A. Lore
Weston Middle School

Lewis Brey
Director of Human Resources
Weston Public Schools

Dear Lewis,

I am writing this letter to inform you of my intent to resign from my position as Technology and Engineering Teacher at Weston Middle School, effective as of the end of the 2014-2015 school year. It has been a great pleasure and privilege to work with this amazing faculty and staff in serving the students of the Weston community.

Regards,

A handwritten signature in black ink, appearing to read "Vincent A. Lore". The signature is fluid and cursive, with the first name "Vincent" being the most prominent part.

Vincent A. Lore

RECEIVED

APR 20 2015

OFFICE OF THE
SUPERINTENDENT

Heidi Fontneau
71 Laurel Drive
Monroe, CT 06468

April 20, 2015

Dear Dr. Palmer,

I would like to inform you that I am retiring from my teaching position from Weston Public School, effective June 15, 2015.

Thank you for the opportunities for professional and personal development that you have provided me over the years. I have enjoyed working for the Weston Public Schools and appreciate the support provided me during my tenure with this school system.

While I look forward to enjoying my retirement, I will miss working with the children and my colleagues at Hurlbutt.

Sincerely,

A handwritten signature in cursive script that reads "Heidi F. Fontneau".

Heidi F. Fontneau

Weston Public Schools
FY 2016 Budget
Potential Budget Reductions
DRAFT
Updated - May 14, 2015

Weston Middle School - 8th Grade Swimming Program	5,000
Facilities - Defer Additional Ventilation In WHS Locker Rooms	6,500
Facilities - Central Office Boiler Replacement	3,000
Hurlbutt Elementary School - Non-Salary Accounts	3,250
Weston Intermediate School - Non-Salary Accounts	3,250
Weston Middle School - Non-Salary Accounts	4,250
Weston High School - Non-Salary Accounts	5,250
Curriculum & Instruction - Consultants	15,000
Curriculum & Instruction - Algebra II Books	20,000
Athletics*	16,500
Technology - Network System Backups	15,000
Marimba	<u>3,000</u>
	100,000

***Athletics:**

Gymnastics	14,293
Hockey	1,000
Reconditioning	<u>1,207</u>
	16,500

“The Weston Way”

Vision Statement

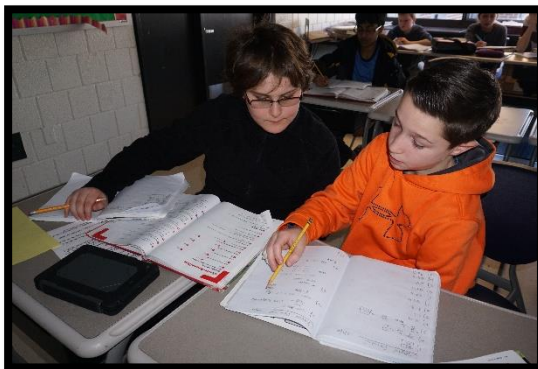
Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.



WESTON BOARD OF EDUCATION

Annual Instructional Update 2014-2015

Presented to the
Board of Education
May 18, 2015



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

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

WESTON PUBLIC SCHOOLS MISSION STATEMENT

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

WESTON BOARD OF EDUCATION MEMBERS

Philip Schaefer
Ellen Uzenoff
Dana Levin
Nina Daniel
Denise Harvey
Elise Major
Sara Spaulding

Contributors

Superintendent	Dr. Colleen Palmer
Assistant Superintendent	Dr. Kenneth Craw
Mathematics, Grades K-5	Mrs. Carolyn Vinton
Mathematics, Grades 6-12	Ms. Janine Russo
Science, Grades K-5	Mrs. Carolyn Vinton
Science, Grades 6-12	Dr. Darcy Ronan
Language Arts, Grades K-8	Mrs. Andrea Noble, Mrs. Alex Bluestein
English, Grades 9-12	Ms. Christine Cincotta
Social Studies, Grades K-5	Mrs. Andrea Noble, Mrs. Alex Bluestein
Social Studies, Grades 6-12	Mr. Brian Scott
World Language, Grades K-12	Mrs. Christina Donigian
Visual and Performing Arts, Grades K-12	Ms. Elizabeth Morris
Health and Physical Education, Grades K-12	Mrs. Kim Kus
Technology Education, Grades 6-12	Dr. Darcy Ronan
School Counseling, Grades K-12	Ms. Lois Pernice
Project Challenge, Grades 3-8	Ms. Lois Pernice

Table of Contents

Mathematics, Grades K-5	1
Mathematics, Grades 6-12.....	3
Science, Grades K-5	6
Science, Grades 6-12	7
Language Arts, Grades K-8	9
English, Grades 9-12	11
Social Studies, Grades K-5	13
Social Studies, Grades 6-12.....	14
World Language, Grades K-12.....	16
Visual and Performing Arts, Grades K-12	18
Health and Physical Education Grades K-12	23
Technology Education Grades 6-12	24
School Counseling Grades K-12	26
Project Challenge Grades 3-8.....	28

MATHEMATICS, GRADES K-5

I. 2014-2015 Goals

- Complete implementation of *Math in Focus* by transitioning grade five to the full implementation of these materials.
- Build on the first year of experience of third-and-fourth grade and second year with full K-2 implementation to further improve instruction at these levels.
- Continue instructional coaching to provide observational data to teachers in mathematics for the purpose of reflection, increasing repertoire, and improving instruction. Coaching will focus on support for teachers implementing *Math in Focus* for the first time, as well as further supporting the pedagogy of teachers in their second and third year of *Math in Focus*.
- Continue to provide opportunities for parent education at all levels.
- Continue to refine draft of K-5 progress report standards and align with rubrics and assessments for rollout in fall 2015.
- Complete curriculum revision using Atlas Rubicon electronic mapping for grades K-2 during the summer of 2014.
- Use our upcoming Tri-State Consortium math visit, March 2015, as an opportunity to gain valuable insights to inform the continuous growth of our program.

II. Accomplishments

- The *Math in Focus* program was successfully implemented with all students in grade five in order to complete our K-5 transition plan.
- Professional development was provided to assist in this implementation. Professional development was led by the CIL, with support from an international consultant.
- This year's professional development began in August with two half-day workshops led by the CIL for fifth-grade teachers. The professional development days in the fall continued to support the grade five transition through CIL-led professional development. Grades three and four also received professional development to support them in year two.
- Dr. Yeap Ban Har, one of Singapore's foremost educational leaders, visited in March to model lessons and debrief with every K-5 teacher. He spent extended time with fifth graders, teachers, CIL, and administrators, consulting on our transition thus far. Subsequent professional development time followed up on this visit with teachers.
- Specific professional development, on both curriculum and instructional practice, was provided to teachers new to the district or new to a grade.
- Grade-level meeting time was used to continue supporting the growth of elementary teachers in their instructional strategies.
- Instructional coaching provided data and questions for the purpose of reflection, leading to improvement of instruction and greater differentiation. Weston's Teacher Supervision and Evaluation Plan continued to be helpful in encouraging teachers to avail themselves of instructional coaching.
- Curriculum revision using Atlas Rubicon electronic mapping for kindergarten through grade two was completed during the summer of 2014.
- Throughout the year, preparation for our Tri-State Consortium math visit, March 11-13, 2015, involved teachers from each grade level, including special education. This was a valuable professional development experience for teachers as they collected and analyzed artifacts from their teaching, including student work.

- In the fall, seven parent workshops were offered and well attended by K-5 parents. The morning and evening sessions at HES provided an introduction to the ways our primary students learn mathematics. The WIS sessions helped parents understand the instructional methods and content in the intermediate grades. Later in the fall, there were also sessions on problem solving for parents of grades 2-5.
- Progress report work continued, allowing teachers to reflect on both assessment and parent communication.
- We had 42 students from grades four and five participate on our Mathematical Olympiad teams this year. These students met before school on Tuesday mornings. Our teams continue to excel in this international competition.

III. Challenges and Needs

- High-quality professional development, using both internal capacity and outside experts, continues to be necessary to build and maintain high-level instructional capacity of our teachers.
- We need to examine our data sources and use of data as we begin to use a new warehouse system.

IV. 2015-2016 Goals

- Continue instructional coaching to provide observational data to teachers in mathematics for the purpose of reflection, increasing repertoire, and improving instruction. Coaching next year will focus on support for further developing the instructional strategies leading to successful math learning for teachers of kindergarten through grade five, and including an emphasis on differentiation and blended learning.
- Continue to provide high-quality professional development opportunities for all teachers using both internal capacity and outside consultants.
- Continue to provide opportunities for parent education at all levels.
- Assist with implementation of new K-5 standards based progress reports and corresponding rubrics and assessments for rollout in fall 2015.
- Complete curriculum revision using Atlas Rubicon electronic mapping for grades three through five during the summer of 2015, bringing these revised documents to the Board next year.
- Reflect on findings of Tri-State Consortium math visit, March 2015, to inform the continuous growth of our program, implementing suggestions where appropriate.
- Begin exploration of the use of performance assessments at the elementary level.

MATHEMATICS, GRADES 6-12

I. 2014-2015 Goals

- Continue the revision of our placement process in each grade.
- Continue revision of curriculum and implementation of *Math in Focus* in grade seven, implement *Math in Focus* in grade eight, align CCSS with geometry in grades eight through ten using the new textbook, and align CCSS with Algebra 2 and Honors Algebra 2. We will need to examine the impact of changes made in the curriculum in the past year in terms of its impact in pre-calculus.
- Further development of performance-based assessments should continue and all teachers in 6-12 mathematics should have at least two units prepared and implemented by the end of the year.
- Modify and develop the current curriculum for the trigonometry course and develop the curriculum for the planned computer programming course.
- Continue to explore blended learning opportunities that will enhance the delivery of math instruction in meeting the needs of all learners.

II. Accomplishments

- Eighth-grade has implemented the CCSS through the utilization of the *Math in Focus* program.
- Standard and Honors Algebra 2 teachers are working with curriculum written to align with the CCSS.
- A new geometry textbook fully aligned to our curriculum and CCSS was used in eighth-grade, as well as standard and honors geometry at WHS. Identical concepts and skills are being explored at both the standard and honors levels, with the pacing and depth differing based on the needs of the class.
- New semester-long courses in trigonometry and computer coding ran for the first time this year at the high school. Curriculum for those courses was developed last summer and documented in Atlas.
- As a result of the success of the computer coding course, the need for a second semester extension of that course was identified. An advanced coding course will run during the 2015-2016 school year.
- All math courses have documented curriculum in Atlas.
- The Honors Algebra 2 placement test was reviewed and refined, using information gathered from last year's administration of the test.
- The sixth-grade placement test (administered to fifth graders at the end of April) was reviewed and edited to reflect the CCSS as well as the new fifth grade curriculum implemented using the *Math in Focus* program.
- WMS special education teachers, in conjunction with the CIL, have adopted a universal screening tool to help identify areas of mathematical deficiency for their students. This tool will be used at various times throughout the school year to measure growth, and can be used with any student.
- WMS special education teachers have worked closely with the CIL this year to open the lines of communication and help bridge the gap between direct math and mainstream classes.

- Eighth-grade algebra and geometry students participated in a 90-minute workshop through the *Engineers in Algebra* program, facilitated by Mr. Mark Love, and sponsored by the WMS PTO. The workshop aligned with the Common Core Practice Standards and allowed students to delve into problem solving in the real-life situation of analyzing and planning traffic intersections.
- All middle school and four high school math teachers, along with administrators, participated in a one-day workshop in March facilitated by Dr. Yeap Ban Har; an international authority on Singapore Math. Dr. Yeap Ban Har guest-taught one seventh -rade and one eighth-grade class and debriefed with the teachers following each lesson, focusing on the principles and methodology of the Singaporean philosophy.
- All 6-12 teachers engaged in many hours of intensive self-study as part of their preparation for the Tri-State visit.
- High school teachers continue to design instruction that targets persevering through problem solving and critical thinking.
- All 6-12 teachers participated in professional development, working on performance based assessment development and refinement with a consultant, from Learner Centered Initiatives.
- All levels of 6-12 math courses implemented at least one performance based assessment during the school year. Some courses implemented two or more.
- All 6-12 teachers participated in professional development on the importance of formative assessment, which highlighted effective formative assessment techniques.
- Many 6-12 teachers began using Google Forms to administer pre- and post-assessment of skills for particular curricular units.
- Some teachers have implemented Google Sites and/or Google Classroom as part of their daily classroom routine. The sixth-grade field trip performance-based assessment was administered and submitted entirely using Google Classroom.
- We have continued to explore the web-based program MathXL for School. This program provides interactive assistance, practice problems, homework, and testing to the students. Progress, results, and time spent is provided to the teacher. Several individual middle school students have used the program to help build their foundational skills in their current courses. One eighth-grade student used the program to fill in some gaps in order to move from 8-1 to Algebra early in the school year. Students in sixth-grade Math Advantage have used the program to supplement the grade level course content and provide additional skills practice.
- Sixteen students participated on the WMS Mathematics Team at five competitions with the Fairfield County Junior Math League this year.
- The WHS Mathematics Team entered its sixth year in the Fairfield County Mathematics League.
- Twenty-four ninth and tenth-graders and 10 upperclassmen participated in the 2015 American Mathematics Competition.

III. Challenges and Needs

- More work needs to be done in aligning the courses common to the middle and high schools. The depth at which concepts are explored in algebra and geometry should be the same at all levels, though the pacing should differ.
- We will be identifying a new textbook for Algebra 2 at all levels and we will need to continue to align the standards and prepare for transitional gaps. There continues to be a need to

develop a data team to examine progress, placement, and needs at every level in math courses grades 6-12 for intervention and acceleration. The needs must be clearly identified and aligned with current learning and curriculum objectives.

- There continues to be a need at WMS to create pathways for success for all learners. We hope to begin to explore this with our sixth-grade pilot program for the 2015-2016 school year.
- We need to continue to refine the placement process in order to ensure the retention of our students at the double accelerated level.
- Examine the impact of the changes in our middle school curriculum on our high school courses. This includes both curricular changes as well as pedagogical changes.
- Examine the impact of the changes in our early high school curriculum on our precalculus courses.
- Explore the idea of a math lab at the high school, to help meet the needs of students looking for help at all levels of math.
- Continued professional development on varying assessment (particularly at the honors level) in order to help meet the needs of all of our learners, and open more opportunities for students to access the more rigorous coursework.
- Continued professional development on the use of Google Classrooms and other blended learning tools to enhance teaching and learning.

IV. 2015-2016 Goals

- Pilot a sixth-grade program that allows all students identified for grade-level math the opportunity to take the single accelerated course over seven to eight periods a week, as opposed to the typical five periods.
- Vertically align the content and depth (not the pacing) of courses common to the middle and high schools (Algebra, Geometry).
- Continue revision of curriculum and implementation of *Math in Focus* at WMS, including the development of a sixth grade pre-algebra curriculum that utilizes the *Math in Focus* program.
- Continue revision of curriculum and alignment with the CCSS in all Geometry and Algebra 2 courses at the middle and high schools, including the adoption of a new Algebra 2 text.
- Continue the development of performance-based assessments, and all courses should aim to have one PBA implemented in each semester next year.
- Develop a curriculum for the Computer Coding 2 course.
- Continue to explore blended learning opportunities that will enhance the delivery of math instruction in meeting the needs of all learners.

SCIENCE, GRADES K-5

I. 2014-2015 Goals

- Continue the implementation and explore the development of AIM units in all grades, K-5.
- Focus instructional coaching on implementation of inquiry and clarity of instruction, utilizing the Skillful Teacher training.
- Examine the impact of Connecticut's decision on NGSS and project and plan for curriculum adjustments that might be necessary.

II. Accomplishments.

- Coaching was focused on teachers new to the district or to their grade level.
- Half-day professional development sessions were conducted for fourth-grade teachers new to teaching science.
- AIM units continued to be refined based on teacher reflection.
- Our students continued to take part in rich science experiences involving inquiry, the use of science notebooks, and thinking deeply about their science content.
- WIS held its first science fair March 2015 thanks to the support of the PTO. This was an inquiry based science fair with students selecting a question of their own interest that could be investigated through the inquiry process. We had 110 fourth-and-fifth graders take part, working either independently or in a small group. This represents approximately one third of our students.

III. Challenges and Needs

- Time and study will be needed to assess areas where we may need to adjust curriculum if and when Connecticut adopts the new national NGSS. The State Board of Education has stated it expects to consider NGSS adoption early in 2015.
- Consistent weekly time allotted for science instruction needs to be determined, articulated, and scheduled for each grade level, K-5. Teachers need several substantial blocks of time each week to implement the initiatives of inquiry, science note-booking, hands-on activities, and critical thinking. While some grades experience this consistently, scheduling makes it difficult for others to accomplish in other grades.

IV. 2015-2016 Goals

- Continue the implementation and explore the development of AIM units in all grades, K-5.
- Focus instructional coaching on implementation of inquiry and clarity of instruction, utilizing the Skillful Teacher training.
- Examine the impact of Connecticut's decision on NGSS and project and plan for curriculum adjustments that might be necessary.

SCIENCE, GRADES 6-12

I. 2014-2015 Goals

- Identify, teach, assess, and track the Science and Engineering Practices through the 6-12 Science Curriculum.
- Begin discussion on another critical thread of science education in the Next Generation Science Standards (NGSS)-instruction on the Nature of Science.
- Continue to expand efforts in performance-based assessment to ensure access to high-quality performance assessment throughout courses, levels, and sections.
- Continue to expand the WHS science department's use of Interlace as a tool for AIM and Science and Engineering Practices desired outcomes.

II. Accomplishments

- WHS and WMS teachers worked together during district-wide professional development sessions to create rubrics assessing student progress in the NGSS Science and Engineering Practices. Teachers now adapt these rubrics for use in course-specific assessments, ensuring a common language and paving the way for systematic progression in skill development. Further, as part of their department goal, science teachers at WHS are tracking student data relative to the NGSS Science and Engineering Practices.
- In addition to work on the Science and Engineering Practices, science teachers 6-12 participated in professional development in two other threads of the NGSS-explicit instruction in the Nature of Science and incorporating Engineering Design into the science classroom. Teachers will include at least one experience in these areas in the curriculum this year. For example, as part of the Food Production and Preservation unit (seventh grade), Cathy Collins and Patty Nizlek will introduce students to primary academic literature regarding modified atmosphere packaging.
- Science and social studies teachers created a cross-disciplinary performance assessment for ninth graders as part of Cohort III of Performance Assessment Design Initiative (PADI). Students will use concepts from freshman science courses and the World Studies course and create a public service announcement-style video to address the question "What infectious disease poses the greatest threat to us?" The science teachers involved are: Lauren Hauser, Stacey Greenberg, Tom Grace, Dawn Boulton, Darcy Ronan, Jamie Charles, and Anna Balouskus. Sixth-grade science teachers are part of Cohort IV, designing an inter-disciplinary performance assessment for use during the next school year.
- WHS Science teachers continue to use Interlace as a classroom tool to promote collaboration and to support teacher use of formative assessment. Teachers are also exploring how Interlace and Google Classroom can be applied together. For example, biology students participate in a "big data" genetics investigation in partnership with their peers in New Canaan, pooling data online.
- WMS science teachers have begun examining the content of the NGSS relative to current Connecticut Standards. They have identified areas of alignment, anticipated content shifts, and potential new units.
- WMS science and technology teachers have begun to discuss the concept of integrated STEM education, exploring resources and identifying other programs making strides in this area.

- The AP Physics C and AP Physics I audits were completed and accepted by the College Board.
- All freshmen in the fall of 2015 will take either Honors or Standard Biology. This change will position students for the anticipated changes related to the NGSS and also promotes access to upper division electives for all Weston students.
- Summer curriculum work supported efforts to greater align Standard and Honors Biology courses, moving the Evolution unit to the start of the year, and adding an Ecology unit at the end of the year.
- At WHS, a co-teaching model supported high-needs sections of Standard Biology and Standard Chemistry.
- Students in Honors Chemistry are the beneficiaries of a next course textbook
- The scope and sequence of all science courses has been uploaded into Atlas Rubicon.

III. Challenges and Needs

- Significant revisions of the curriculum, including potential reorganization of courses and course sequences, will be required to bring Weston's curriculum into alignment with the NGSS. For now, this work awaits adoption of the NGSS at the State level.
- The Standard Biology textbook is over 12 years old and will need to be replaced. We are awaiting the arrival of NGSS-aligned textbooks on the market.
- As we shift all freshmen to biology courses, we will have a "bubble" of students taking biology (2015-2016), then chemistry (2016-2017). We believe we are well-positioned in terms of personnel to cover the fluctuation in sections but challenges may arise. We will also need to develop and adopt new courses, especially at the standard level, when next year's freshmen are upperclassmen.
- The configuration of the laboratory stations in biology and chemistry limits the implementation of select inquiry-based experiments when class sizes exceed the number of stations.

IV. 2015-2016 Goals

- Prepare for curriculum renewal process and potential adoption of NGSS by continuing to examine and map our current curriculum relative to the NGSS.
- Participate in professional development experiences related to NGSS as they become available, pending adoption.
- Continue to expand efforts in performance-based assessment to ensure access to high-quality performance assessment throughout courses, levels, and sections. Specifically, develop the sixth grade PADI assessment and share its principles with the rest of the WMS science teachers.

LANGUAGE ARTS, GRADES K-8

I. 2014-2015 Goals

- As a natural part of the curriculum renewal process, we will work to reflect upon and refine our curriculum on an ongoing basis. This will ensure that we are current with best practices in both literacy and pedagogy.
- Next year will be the second year of the curriculum renewal process at WMS. As such it will be imperative to continue to reflect upon and refine the units and assessments we have developed over the past three years.
- Fully addressing the instructional shifts presented in the Common Core State Standards will continue to be a priority.
- Refinement of existing AIM units and assessments in alignment with the PADI model will be a priority in all grades.
- Differentiated professional development and ongoing instructional coaching will continue to be a priority.
- There is a need to further develop leadership capacity within grade level teams in order to establish shared responsibility for implementing district initiatives.

II. Accomplishments

- Teacher's College Units of Study in Opinion, Narrative, and Information Writing have been implemented in all grade levels K-5 in order to increase writing stamina, volume, depth, and rigor.
- Additional writing units have been revised in consideration of the Teacher's College units of study and the instructional model they utilize.
- Common writing assessment rubrics have been used to pre-and post-assess student writing in all grades K-8. This assessment data is used to differentiate instruction and provide targeted feedback to writers.
- Professional development has focused primarily on building volume and stamina, and on strategies for conferring with writers in the workshop classroom.
- Administrators and Curriculum Instructional Leaders have embedded themselves in classrooms as coaches and co-teachers, providing models for classroom teachers on writing mini-lessons and conferences.
- Specific AIM rubrics have continued to be modified in alignment with the PADI work that was begun last year.

III. Challenges

- Making ourselves available to teachers across buildings during districtwide professional development days has been a challenge. This is mainly the result of common districtwide initiatives that have been prioritized during these times.
- The length of WMS language arts blocks (49 minutes) remains a challenge given that language arts is truly two different curricular areas (reading, writing). In addition, seventh- and eighth-grade teachers teach these two areas in one period per day.

IV. 2015-2016 Goals

- Ongoing refinement of literacy instruction and curriculum across reading and writing will continue to be a priority in all classrooms. This work will be done in conjunction with the units of study available from Teacher's College.
- A number of staff will be participating in the district's summer institute led by members of Teacher's College Reading and Writing Project. We will need to facilitate professional development for the remaining staff members who may not be able to attend this institute.
- Integrating technology into all aspects of our literacy program, inclusive of curriculum, instruction, and ongoing assessment, will be a primary focus for both curriculum and professional development.
- A restructuring of the literacy departments at both HES and WIS will necessitate our working closely with all staff to strengthen both the intervention and instructional models.
- The use of literacy data to strengthen differentiation of instruction within the workshop model will continue to be a primary focus of both professional development and instructional coaching.

ENGLISH, GRADES 9-12

I. 2014-2015 Goals

- Review the data from the 2014 Sophomore Writing Portfolio and make revisions to the process as needed.
- Complete the rollout of the Sophomore Writing Portfolio.
- Implement specific curricular strategies for vertical alignment with eighth grade.
- Implement additional content-specific professional development opportunities.
- Continue the curriculum renewal process.

II. Accomplishments

- The entire tenth-grade class participated in the Sophomore Writing Portfolio. The portfolio team made revisions to the rubric, including the addition of a “commendable” level, after reviewing the assessor feedback from last year.
- The creation of the eighth-grade Writing Portfolio helped to align eighth-and ninth-grade writing expectations. The rubrics for both portfolios outline similar writing outcomes and hold students to similar standards.
- Teachers participated in professional development workshops on student responses to complex texts. Teachers explored instructional strategies for including revision and metacognition in their classes.
- English teachers have collaborated with the school library media specialist throughout the year to bring research methodology and skill development into their lessons and assessments.
- The English 9 team is collaborating with the school library media specialist and the Writing Center teacher to create a culminating experience, with an emphasis on project-based learning, for the freshmen.
- The Public Presentation teacher worked with the school library media specialist to encourage the use of high quality resources to improve arguments. Together, they developed a rubric and models of an annotated bibliography. They co-taught classes where students were instructed on the proper methods of searching for, evaluating, and citing sources.
- The Writing Center opened in early 2015 as a pilot. Students have been meeting one-on-one with the Writing Center teacher. Most students are working on particular course assignments, while others went to get help on particular areas of need with their writing portfolios.
- Teachers have been actively working on curriculum renewal and courses will be completed during the upcoming school year.
- Two English teachers and a social studies teacher (Christine Cincotta-CIL, Michael Mezzo-English, and Christina Conetta-social studies) presented at the New England Association of Teachers of English conference in Mansfield, MA in October. Their workshop, “From PB&J to World War II and Everything in Between: Stimulating Creativity While Building Interdisciplinary School-Wide Portfolios” presented methods and assessments, including student work samples, that have creatively tapped students’ writing potential while at the same time urging those students towards rigorous and meaningful standards.
- Michael Mezzo was selected to participate in a seminar funded by the National Endowment for the Humanities. With a select group of educators from around the country, he will study

Dante's *Divine Comedy*, which he teaches in Honors Humanities, in the place that inspired it—Siena and its neighboring areas.

- The English faculty continues to be very active in co-curricular positions, acting as advisors for the sophomore class, newspaper, and literary magazine. An English teacher also organized and chaperoned the trip to China this past April.

III. Challenges and Needs

- As teachers continue with the curriculum renewal, they see where they could work with the Writing Center teacher to incorporate additional opportunities for process writing.
- Although we have made progress in aligning eighth-and ninth-grade, we need to continue to improve student understanding of skills requirements between these grades. We need to create additional opportunities for teachers to meet to share curriculum and instructional methods.
- Teachers in other curricular areas need training and support so they could include opportunities for writing to ensure similar standards for all learners.
- Teachers need to be supported as they incorporate blended learning into their instruction.
- The portfolio team needs to explore the data from this year's Sophomore Writing Portfolio and make suggestions for revisions as we move forward.

IV. 2015-2016 Goals

- Complete curriculum renewal.
- Continue with implementation of content specific professional development with an emphasis on revision and metacognition in the English classroom.
- Implement additional specific curricular and instructional strategies for vertical alignment between grades eight and nine.
- Create and implement professional development opportunities to allow for cross-curricular connections with the Writing Portfolio.
- Explore blended learning opportunities for the English classroom that will enhance both instruction and learning.
- Review the data from the 2015 Sophomore Writing Portfolio and make revisions as needed.

SOCIAL STUDIES, GRADES K-5

I. 2014-2015 Goals

- When the State of Connecticut adopts their Social Studies Curriculum Framework, we will need to assess alignment and prioritize current units based upon the adopted standards.
- Ensure alignment of resources in light of curricular changes.
- Modify performance-based assessments, as needed.

II. Accomplishments

- The state of Connecticut finally adopted new social studies frameworks in February, 2015.
- We began to analyze the new frameworks as they are and are not aligned with our current Social Studies units.
- Plans for focused revisions to social studies curriculum, instruction, and assessment are being made to ensure alignment with the state standards.

III. Challenges and Needs

- Additional curriculum work had been tabled for most of this school year as we awaited the publication of the College, Career and Civic Life (C3) Framework.

IV. 2015-2016 Goals

- Now that the State of Connecticut has adopted their Social Studies Curriculum Framework, we can more specifically assess alignment and prioritize current units based upon the adopted standards.
- Ensure alignment of resources in light of curricular changes.
- Modify performance-based assessments, as needed.

SOCIAL STUDIES, GRADES 6-12

I. 2014-2015 Goals

- Full implementation of the tenth-grade writing portfolio.
- Implementation of two interdisciplinary performance-based assessments around the PADI model. These will include a science/social studies and an English/social studies performance-based assessment.
- All social studies courses will be brought into alignment with the new Connecticut Social Studies Framework and the National Council for Social Studies C3 framework, which aims to prepare students for the challenges of college, career, and civic life.
- Teachers at each course level will collaborate in unit planning in an effort to support collaborative work in lesson planning. In addition, a series of best practice sharing opportunities will be set up to foster collaboration among teachers who do not teach common courses.

II. Accomplishments

- Department members continued to create, revise, implement, and reflect upon common PBAs which incorporate the department-created 21st century design standards. Additionally, student rubrics were created to accompany PBAs.
 - Our seventh-grade team completed their revisions and testing for validity of the Performance Assessment Design Initiative performance-based assessment on Weston's population dilemma.
 - WHS teachers worked with their colleagues in the science department to implement an interdisciplinary assessment as part of the PADI. This assessment focused on disease and the impact of disease on society.
 - Numerous PBAs were revised and course wide rubrics were revised for many of these PBAs.
- The new sixth-and ninth-grade courses have been successfully implemented and are aligned with both national standards and the State framework. Students have been highly engaged in these new courses and viewing social studies through the lenses of geography, history, civics, and economics in different places around the world.
- Weston Middle School eighth-grade student Adam Levin won our school geography bee and went on to compete at the National Geographic Bee State Finals.
- Teachers at each course level have collaborated in unit planning. This was greatly assisted by scheduling common planning time.
- WHS Mock Trial team won the state championship on March 4 in Hartford, CT, and have advanced to the National Mock Trial competition representing Connecticut in Raleigh, North Carolina in May.
- A 6-12 analytical thinking rubric was designed and has been used to score and give feedback to students.
- Curriculum Instructional Leader Brian Scott was selected to present an EdTalk at the Kappa Delta Pi Convocation. Kappa Delta Pi is the International Honor Society in Education.
- Seventh-grade students participated in presentations on WPS enrollment trends. This was part of a performance-based assessment created by Barbara George and Andrew Marone. A

special thank you to our community leaders and school board members who gave constructive feedback to the students, pushing their thinking on this problem.

- Students in the Introduction to Economics course participated in presentations to local business owners in a restaurant project. This was a performance-based assessment that allowed students to receive feedback from real restaurant and business professionals on the development of economic models and business plans. The panel included Don Kendall of New Fork Capital, Paul Coniglio of Colony Grill, and Andre Santelli of Chartwells. The panel selected the teams of Laurence Roberts/Sam Glasberg and Owen McCarthy/Alex Fruhbeis as runners up and the team of Zach Regenstein/Matt Watt with their presentation on Jimmy John's Gourmet Sandwiches as our winners.
- Department members Dan Passarelli, Christina Conetta, Andrew Jorge, and Brian Scott collaborated with Weston Historical Society members Ken Edgar and Neil Horner this school year to develop a field trip and student attendance program for the Weston Historical Society's exhibition on World War I.
- Department member Bill Moeder was invited by The College Board to attend the Advanced Placement United States History reading in June, 2015.
- In the Fairfield Regional History Day in Connecticut, Weston students won in the Junior division in Regional competition:
 - First place group documentary-D. Bonhoeffer (eighth-grade boys);
 - Second place group documentary-Sir Nicholas Winton and the Kinder transport (seventh graders); and
 - Second place group performance-Wild Bill Donovan (sixth-grade girls).
- Department member Bill Moeder participated in the National Math and Science Initiative as an AP Consultant. In this role, Mr. Moeder works with inner city teachers and students in preparing them for AP Exam.

III. Challenges and Needs

- Continued professional development time will be needed to revise those courses that will be rewritten this year, aligning with the new Connecticut Social Studies Framework.
- Summer curriculum time is needed to create digital textbooks for revised courses. For courses in which digital textbooks are not written, textbooks will need to be purchased to keep courses in alignment with State Framework and College Board AP Course Audits.

IV. 2015-2016 Goals

- Establish vertical teaming opportunities for teachers to collaborate on writing.
- Implement Weston's writing standards, in alignment with eighth and tenth grade writing portfolios.
- Increase implementation of this year's pilot of the eighth-grade writing portfolio.
- Increase inter-departmental collaboration around the PADI Performance Based Assessments.
- Work towards greater curricular partner collaboration for all departmental common performance based assessments.
- Provide more frequent opportunities for collaborative planning to revise and update written curriculum and assessments.
- Increase peer feedback and alignment among teachers from different departments through programs such as critical friends.

WORLD LANGUAGE, GRADES K-12

I. 2014-2015 Goals

- Redesign and implement the elementary Spanish curriculum as we re-introduce Spanish in kindergarten and grade one.
- Use common planning time to continue the design of performance-based assessments and AIM units/assessments.
- Host the spring 2015 World Languages SHARE meeting in the WHS Library with colleagues from all districts in Fairfield County, collaborating with ways to embed 21st century thinking skills into the curriculum.
- Begin the formal curriculum renewal process for world language.

II. Accomplishments

- K-2 Spanish at HES completed year one of curriculum renewal and successful curriculum implementation.
- A new daily schedule was created to support an immersion model-10 minutes, four times per week.
- Monthly parent bulletins (El Boletín de Hurlbutt) sent to HES parents helped keep them informed of Spanish curriculum, highlighting units of focus and interdisciplinary connections.
- WIS Spanish courses have gradually started to look like the HES FLES (Foreign Language Elementary School) program that has been so successful.
- Hosted Spring 2015 12th Annual World Language SHARE meeting with K-12 World Language colleagues from all districts at WHS.
- WPS world language teachers presented their ideas and collaborated with colleagues from all districts at the SHARE meeting.
- Eighth grade Spanish and French students participated in the National French Contest and National Spanish Exam for the first time. More than 175 students participated in the contests. Gold, Silver and Bronze medals were awarded to WMS students as a result of outstanding performance.
- Four eighth-grade students were recognized nationally and at State level for performance on National Spanish Exam with a 99% final score.
- WHS students participated in national French, Spanish and Latin exam contests. Students received gold, silver, and bronze medals as a result of outstanding performance in the Contest.
- Latin students participated in State Latin Day in May.
- WHS inducted students into the National French, Chinese, Latin and Spanish Honor Societies.
- WHS students were recognized for outstanding academic achievements in World Language classes at the World Language Celebration/National Honor Society Induction Night.
- WMS students were recognized for outstanding academic achievements in Spanish and French classes at the World Language Celebration.

III. Challenges and Needs

- WHS French 2 enrollment for 2015-2016 is lower than previous years.
- Curricular partner time between WMS & WHS French program is essential to ensure continuum between WMS & WHS courses.

- Teachers are interested in world language specific professional development (e.g. attend conferences, workshops, etc.).
- WIS Spanish courses need updates as second graders who have participated in new FLES program move to third grade. Current third-grade Spanish program needs to be revised for incoming third graders.
- Students are interested in field trips in their world language classes at WHS & WMS. This will be looked into for more ways to expand opportunities for students in the target language.

IV. 2015-2016 Goals

- Continue formal curriculum renewal process with a focus on third grade for next year.
- Continue with improvements to K-2 FLES program and implementation of new curriculum.
- Send out monthly parent bulletins to keep parents and community informed about Spanish program at HES.
- Align textbooks to newly revised curriculum.
- Articulate alignment between WMS French program and WHS French program to ensure higher enrollment retention; continue to monitor French 2 enrollment.
- Design extracurricular opportunities for WMS French/Spanish students (Spanish club/French club, Spanish & French Junior National Honor Societies, etc.)
- Continue the development and design of performance-based assessments and the embedding of AIM units when possible at all levels.
- Ensure that students inducted into the National Chinese/French/Latin/Spanish Honor societies are promoting the study of languages and meeting the requirements of the society.
- Continue professional partnership with New Canaan Spanish colleagues.
- Attend and present at 13th annual World Language SHARE meeting held at school to be determined in Fairfield County.

VISUAL AND PERFORMING ARTS, GRADES K-12

I. 2014-2015 Goals

- Align the district arts curriculum with the new National Core Arts Standards.
- Continue the process of research and development in the curriculum renewal cycle for the K-12 art and music standards-based curricula.
- Begin to use the electronic mapping tool, *Atlas*, to map curriculum and courses.
- Successfully implement a beginning strings program in fourth grade.
- Successfully implement a new Publication Design course, an updated Advanced CMD course, and an updated Drama course at the high school.
- Continue refining common assessments and rubrics in Visual Arts and Music.
- Continue collaboration between departments on teaching 21st century thinking skills and developing effective performance assessments.
- Identify collaborative planning time for all building level departments to meet and discuss updated methodologies, review scope and sequence, and vertical alignment.
- Continue to provide professional development (from local universities, with coursework, or by bringing in clinicians) that is directly aligned with updated curriculum content and research-based instructional pedagogy in the arts.
- Continue to review K-12 scheduling and determine the most effective way to schedule classes and courses to ensure all students are able to participate in the arts programs that they desire.
- Establish a comprehensive Visual and Performing Arts department that includes support for a district Theatre Arts program.
- Organize a district-wide arts event that features the work of student artists, filmmakers, and student performances at all levels.

II. Accomplishments

Curriculum, Instruction, and Instructional Technology

- The K-12 music and visual arts teachers began the rewrite of the curricula to align with the new National Core Arts Standards and began to input units in the digital mapping tool, *Atlas*.
- The new Digital Publication Design was offered in the first semester where students created flyers, programs, and other digital publications. As a result of this additional course, Contemporary Media Design and Advanced Contemporary Media Design were updated to include new technologies and processes. Advanced CMD now includes coding and web design, previously limited to our Web Design course. In addition, CMD is now a prerequisite for Photography, which ensures that all students who are taking technical art courses begin with the same digital foundation.
- The WHS concert choir and orchestras completed a composition project this spring. Music theory and voice leading principles from the 17th century were utilized to create their compositions which consisted of rounds, folk songs and pop tunes. Students collaborated to perform for their classes.
- Instrumental lessons on band instruments at WHS have been very valuable in supporting students at all levels. This time was specifically helpful with audition preparation and providing the underclassmen individualized instruction and support. Sixty-eight percent of the band program is in ninth and tenth grade. Weston was represented with 18 band students

auditioning for regions and All-State. Six of the seven Western Regional students were in ninth-and tenth-grade and two tenth-grade students represented us at All-State.

- An overview of theatre arts elements and processes needed to support a high school level curricular and co-curricular program that includes multiple levels of acting/performance, stagecraft/technical theatre and script writing/directing was created to guide future planning and course development.
- The WHS visual arts teachers continue to gather student work in grades 9-12 to include in digital portfolios, providing a central location to organize student work, showing artistic progress and eligibility for advanced courses. This is a large undertaking and teachers have begun to take digital photos of student work, filed by graduation year and class. Some have been uploaded into a common folder. Each year, the process will continue so that students who take art at WHS will be represented.
- The WHS bands implemented a new method, “Superior Bands in Sixteen Weeks”, which focuses on developing greater skills in tone production, intonation, balance (blend), and technique. This method ensures that students are focused on how they are playing and not just what they are playing.
- Videography student Eric Benninghoff worked tirelessly last month to create an amazing documentary that highlights Autism awareness, disability awareness, and acceptance in and around the WHS community to fulfill his Independent Study in Videography. This project was extraordinary and Eric conducted countless interviews during and after school and even worked weekends at school to edit and complete the project for his April 2 deadline that coincided with *Light it Up Blue* for Autism Awareness day. The video can be seen by clicking on the following link: https://youtu.be/q_oATe0qzAI . He also produced a very impactful documentary about David Gelfand, a fellow WHS student that was born with photosynthetic photon flux density (PFFD). The video can be viewed at: <https://youtu.be/IYcWKzPNZb4> .
- A collaborative instructional approach was piloted in the AP Studio Art class where focused lessons for AP Studio and AP Photo were taught by the teacher specializing in that area. This allowed students exposure to a variety of instructional methods and depth in the content.
- An Adaptive Art class ran during the second semester and included students from our Community Class who enjoyed drawing, painting, and working with clay.
- The Television Production classes completed a new unit and produced in-studio interviews that included many members of the high school community including some of our staff members and students.
- The WMS General Music classes (Group Guitar, Piano Lab and Music Technology) are all utilizing Google Classroom. Use of this resource, allows students to share and submit work, track assignments and link to instructional videos that allow students to review material previously introduced by the teacher.
- The fourth -grade beginning strings program began this year with 70 students. This is a large number, and we will monitor enrollment over the next few years to determine retention in the program.

All State, Regional Musicians and Music and Visual Arts Honors

- ART JAM!, the first ever district-wide art show, was held on May 7. Visual Arts students displayed work, filmmakers showed film, and student musicians performed, creating a unique artistic experience across the district.
- The WPS Music Department was recognized as one of the 2015 Best Communities for Music Education by the National Association of Music Merchants (NAMM).
- The WMS Jazz Bands, WMS Chamber Orchestra, and the WMS Chamber Singers took honors at the Music in the Parks Adjudication Festival in Massachusetts. The WMS Chamber Singers took first place in their division with a Superior rating and also won the award for “Best Overall” Middle School Choir. The WMS Jazz Band, received the second place honor and a rating of Excellent and The WMS Jazz Lab Band received a third place honor and a rating of Excellent. The WMS Chamber Orchestra took first place in their division with a rating of Excellent.
- Six WHS band and three WHS choral students were selected by process of audition to participate in the Western Regional High School Festival. Two WHS band students were selected by process of audition to participate in the Connecticut All-State Festival.
- The WHS Concert Band has been selected to work with featured clinician and Grammy Foundation Teacher of the Year winner Jarred Cassidy at the 2015 Connecticut Music Educators Conference.
- The WHS Wind Ensemble has been accepted to play at Boston Symphony Hall at the 2016 US Bands Concert Band Series sponsored by Youth Education in the Arts and Yamaha.
- Eight WHS choristers performed at the American Choral Director’s Association Conference.
- Nine WMS choral students and three WMS band students were selected by process of audition to participate in the Connecticut Music Educators Association Western Regional Middle School Concert Festival. Liz Morris and Jeff Holmes served as the festival chairs.
- Four WIS students were selected to participate in the Connecticut Music Educators Association All-State Elementary Honors Chorus.
- A chapter of the National Art Honor Society was chartered this school year and will induct 16 junior and senior members. NAHS provides opportunities for serious visual arts students to complete arts related community service, apply for members only scholarships, and advocate for the arts.
- The Tri-M Music Honor Society inducted 32 junior and 32 senior members into their respective chapters in April. The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership.
- Several students were involved in select ensembles such as the Fairfield County Children’s Choir, the Norwalk Youth Symphony, the Bridgeport Youth Orchestra, the Ridgefield Youth Symphony, the Fairfield County Strings Festival, and a variety of summer arts ensembles.
- Several students in our senior class were accepted into a variety of art programs and art schools including: RISD, Parsons, Mass Art, SCAD, and programs at University of Delaware, UConn, Leslie University, Skidmore, University of Virginia Commonwealth, and University of Maryland.

Performances & Art Exhibitions

- Two successful main stage WHS productions with Company, *The Laramie Project* and *Barnum*, were performed at WHS and benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel.
- The WHS spring musical benefitted from the talents of 24 of our high school instrumental students who performed in the pit orchestra under the direction of our WHS band teacher.
- Company will present a student-run production of *Dialogue* that will feature five student written and directed one-act plays, one student directed series of scenes, and multiple musical acts.
- One successful main stage WMS production with Short Wharf, *The Music Man Jr.*, was performed at WHS and benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel.
- One successful WIS musical production with Show Stoppers, *At the Bandstand!* was performed at WIS and benefitted from the talents of students.
- The WHS Concert Choir and the WMS Chamber Singers will perform at the World Language ceremonies in May. They will sing in Estonian and Latin.
- Students from Company will perform a variety of fables and stories during a children's theatre performance at the Weston Public Library.
- The WHS String Orchestra, Wind Ensemble, and Symphonic Orchestra will join forces for OrchestraFest and perform music through the ages beginning with B Bach from the Baroque period, Beethoven from the Classical period, Tchaikovsky, and Offenbach from the Romantic period and a mildly from Les Miserables. Ninety students will combine their talents in this presentation.
- The WHS Jazz Band performed in the Darien High School Jazz Festival where they performed well and participated in a clinic with Jazz educator Joyce DiCamillo. This is the first time the WHS Jazz Band has been adjudicated and they received valuable feedback and notes for improvement.
- WHS, WMS, and WIS students performed in winter and spring choral, band, and orchestra concerts.
- Over 300 WHS and WMS students performed in the band Spectrum Concert on March 12.
- The WMS eighth-grade orchestra participated in the Music for Youth Orchestra Exchange with the Haven String Quartet and students from High Horizon's and Multi-Cultural Magnet schools in Bridgeport. A concert featuring all student musicians and the quartet was held at WHS on April 24.
- A WHS and WMS marching band was formed for students to participate in the Memorial Day Parade on May 25.
- Ten sixth-grade band students were selected to perform at the annual "Play with the Westport Community Band".
- The WMS eighth-grade band and chorus combined to perform the National Anthem at the Veteran's Day assembly.
- All WIS students performed patriotic music at a Veteran's Day assembly where they video-conferenced with the brother of our music teacher, Lisa Moretti, who is an officer stationed in Afghanistan. Students also performed multicultural holiday music at a winter sing along in December.

- WIS third graders performed the concert “Folk Songs around the World” on March 31 and April 2.
- WHS students exhibited at the Sacred Heart Regional high school art show at Sacred Heart University.

III. Challenges and Needs

- Quaver Music was piloted in K-5 music classrooms in the 2013-2014 year. This digital tool provides a comprehensive digital resource that aligns with the district elementary music curriculum. Music teachers would like to obtain this resource.
- There is a need for an AP Music Theory and/or a Music Theory course at our high school. The CIL is working to develop possible scenarios to fill this need for their classes.
- Many of the computers used in our labs at WMS are outdated and it would be beneficial that they be replaced. The existing Mac minis and older PCs will not support the new software that is needed to maintain the level of work in our courses.
- An examination of course content for courses being offered at WHS in room B9 is important in order to determine the space needs, including proper ventilation, and configuration to ensure delivery of the curriculum.
- The Spectrum concert presented a variety of challenges with space and lighting. The WMS and WHS team will review the process to determine needs moving forward.
- Art and music teachers are interested in continuing to identify high-quality professional development in their content areas to support their personal and professional growth.

IV. 2015-2016 Goals

- Continue to align the district arts curriculum with the new National Core Arts Standards, revise and refine curriculum, and input units into the Atlas Rubicon.
- Provide guidance and appropriate time for arts teachers to review and determine the best way to use digital resources like Google classroom and sites to strengthen classroom to home connections.
- Develop a plan to reintroduce AP Music Theory or music theory at WHS.
- Continue to refine and develop curricular and co-curricular programs that align with the overview of theatre arts elements and processes.
- Create a plan with the IT department to deploy the appropriate technology, both hardware and software, to support all of our arts courses.
- Continue to foster creativity and utilize digital tools in appropriate arts courses to support district initiative.
- Determine the most appropriate way to ensure a yearly auditorium review that includes safety inspections, inventory, and maintenance.
- Provide professional development (from local universities, with coursework, or by bringing in clinicians) that is directly aligned with updated curriculum content and research-based instructional pedagogy in the arts.
- Continue to review K-12 scheduling and determine the most effective way to schedule classes and courses to ensure all students are able to participate in the arts programs that they desire.

HEALTH AND PHYSICAL EDUCATION, GRADES K-12

I. 2014-2015 Goals

- Begin curriculum renewal process in health, with attention to aligning with the school counseling lessons.
- Continue focus on AIM unit development in grades K-12.
- Schedule weekly blocks of CIL coaching time for each school.
- Monitor the updated Pool Safety Plan and refine as needed.
- Develop a recording and storing system for students' physical fitness data district wide.

II. Accomplishments

- K-12 physical education teachers earned their professional CPR and First Aid certification as a result of districtwide training.
- Life guard certification for all WMS physical education staff.
- Held Project Adventure course update training.
- Began curricular renewal process for health using Atlas Rubicon.
- Reworked sixth-grade physical education to include mandated health topics as a result of eliminating the FaCS program.
- Monitored the updated Pool Safety Plan.
- Data coordinator completed a database for the storing of physical fitness scores.
- Designed letter in PowerSchool to be merged with fitness results to send home to parents with each students physical fitness results from year to year.
- Held monthly department meetings.

III. Challenges and Needs

- Adjust the seventh-and eighth-grade health curriculum to include nutrition.
- Equalize class sizes amongst periods for WHS health and physical education classes.
- Schedule external school visits for physical education teachers in preparation for curriculum development.

IV. 2015-2016 Goals

- Complete the health curriculum renewal process.
- Obtain the Pool Safety Plan approval.
- Make adjustments to WMS health curriculum to absorb health units from the Family and Consumer Science course.
- Conduct school visits for upcoming physical education curriculum renewal process.
- Explore flexible implementation of physical education curriculum.
- Continued focus on building performance-based assessments in both health and physical education.
- Schedule and attend weekly blocks of CIL time in each school.

TECHNOLOGY EDUCATION, GRADES 6-12

I. 2014-2015 Goals

- Implement a coding unit in the sixth-grade PLTW module.
- Purchase and implement VEX kits to replace the Fischertechnics kits at WHS.
- Continue to monitor the eighth/ninth-grade transition in technology, particularly for female students.
- Ensure that aerosol spraying booth is moved from WMS to WHS prior to next school year in order for curricular experiences to be implemented without the need for modification.
- Explore possibility of creating Robotics clubs at WMS and WHS.

II. Accomplishments

- With funding from the Weston Education Foundation, the WMS Robotics Club began in November 2014. Over 70 students participate in this highly popular club, led by Vincent Lore (technology), George Hayes (science), and Greg Ferro (math). Two teams (twelve students) competed in a MS/HS Vex competition in Danbury, passed inspection and placed 24th and 37th in their very first competition. All robotics students will have the opportunity to participate in an internal competition and showcase at WMS later this year.
- During summer curriculum work, the sixth-grade PLTW module was revised. As this module is short (approximately 30 sessions), it was determined that coding instruction would not advance the primary goal of introducing students to the engineering design process. Instead, the unit was revised to include an experience with bridge-building, addressing an area of the CT Science Standards that was not otherwise covered in the 6-8 science or technology curricula.
- The eighth-grade module Automation and Robotics was revised to provide students with greater scaffolding in learning mechanisms and coding basics, while providing more time for students to explore and create.
- New VEX kits were purchased and implemented for the WHS PLTW program.
- In an effort to boost ninth-grade enrollment in PLTW courses, WHS PLTW teacher Mackenzie Moosbrugger and her students visited eighth-grade PLTW courses to speak about offerings at the high school level.
- The paint spray booth was moved to WHS and installed with proper ventilation. This infrastructure upgrade allows aerosol spraying indoors.
- The rapid prototyping machines (3D printers) at WMS receive regular use and have been incorporated into the curriculum, allowing students to print the designs they have created through modeling software.
- Mackenzie Moosbrugger successfully solicited funding for a laser engraver, a device which would allow students to design and manufacture many high-quality custom-designed products.

III. Challenges and Needs

- The hardware and software demands of the PLTW program are greater than other curriculum areas. There have been difficulties in maintaining high levels of functionality at the student/classroom level. A close working relationship between Technology Education and Instructional Technology will benefit students and teachers in PLTW.

- One of the PLTW classrooms at the WMS is a general purpose classroom. While awaiting more dramatic renovations as part of a building project, current furniture, infrastructure, and storage provisions should be reviewed and addressed in the interim. A plan for repurposing existing computer desks from within WMS will address the most pressing issue- computer work stations.

IV. 2015-2016 Goals

- Plan for the growth of co-curricular Robotics offerings at WHS.
- Continue the WMS Robotics Club, with the goal that all students will be prepared for the 2016 competition season.
- Continue to monitor the eighth/ninth-grade transition in technology, particularly for female students.
- With NGSS adoption pending, explore opportunities for collaborations between science and technology, particularly in the seventh-and eighth-grades. These grades are a particularly suitable arena to explore the possibilities of STEM education, with all students enrolled in the same science and technology courses.

SCHOOL COUNSELING, GRADES K-12

I. 2014-2015 Goals

- Continue to maintain the creativity and enthusiasm in the PBIS program so that it remains a part of the culture at each school and assists in decreasing bullying behavior.
- Work with area districts to develop high school level alternative programming for student with emotional and/or truancy concerns.
- Communicate with staff and parents direct information about the Student Success Plans.
- Continue professional development and student education programs on drug and alcohol usage. Provide consultation for families in need of assistance with this issue.
- Begin the renewal process for the school counseling curriculum.

II. Accomplishments

- PBIS programs are clearly embedded at each school and staff continue to expand the programs in creative ways to ensure the engagement of the students and staff. A School Climate survey was completed with students and parents. The results of the survey showed both students and parents expressing that they felt the schools were safe and students felt comfortable. There were minimal individual expressions of concern regarding bullying behavior at each of the levels, both face-to-face and through social media. One area at the elementary level that was more concerning was the bus rides, which we will review more closely. The results of the survey were presented at a BOE meeting and are available online. The Family University program will be held this year in the fall and we will utilize information from the survey for topics in this area.
- In reviewing programs for WMS and WHS for students with emotional concerns, we looked at a program called Effective School Solutions (ESS). This program provides clinical services in district to students and their families allowing student to stay in Weston where they can continue to benefit from a strong education while getting the assistance needed. We continue to review the funding for this program and hope to have it in place for the 2015-2016 school year.
- The Student Success Plans at both WMS and WHS were shared with the BOE curriculum committee, the BOE, and parents. Each student in grades 6-12 meets with their counselor each year to review and update their plan.
- The school counseling staff work individually with students and their families regarding drug and alcohol concerns. Professional development was provided for staff on topics related to these issues, particularly in the area of group counseling. We have also worked closely with Weston's Youth Commission to provide speakers for parents and students on this topic, as well as referrals for additional assistance outside of school.
- The school counseling staff have begun the curriculum renewal process of self-reflection this year, looking at the strengths and weaknesses of the current curriculum. One of the challenges is to intersect all of the PBIS and Student Success Plan information with the previous curriculum as both of these initiatives had not begun at the last renewal cycle.

III. Challenges and Needs

- Address increased concern for students with emotional difficulties at WMS and WHS, particularly students with anxiety and/or depressive symptoms and/or truancy issues.

- Present a clear implementation plan for the Effective School Solutions program at WHS which meets the needs of the students and provides for sound financial planning, with the goal of moving the program to WMS as well.
- Decrease of one school counselor at the elementary level next year will require restructuring of the counseling staff and supports.
- Continue work on the school counseling curriculum document in order to integrate the current new programs.
- Increase focus for students at WHS and WMS through the Student Success Plans on both career and college planning to ensure more variety of pathways to success are considered. Additional focus in this area through the College and Career Center at WHS will be implemented as well.

IV. 2015-2016 Goals

- Complete the School Counseling curriculum review and integrate the new programs into the document.
- Monitor HES counseling needs due to the reduction of one counselor. Monitor the transition of the newly hired WHS school counselor.
- Provide additional training to the staff at the elementary level regarding students with behavioral/emotional concerns. Training to include strategies for assisting students with these concerns.
- Continue to explore the proposal to bring in the Effective School Solutions program into the district to address WMS/WHs student concerns.
- Increased focus on possible career opportunities post high school for students who may not be pursuing a 4-year college degree.

PROJECT CHALLENGE, GRADES 3-8

grade	# of new students reviewed based screening process	# of parent referrals	Total students reviewed 2014-2015	Newly Identified	Total identified	% of grade level
3	18	4	22	16	16	9%
4	15	0	15	4	16	9%
5	10	1	11	3	10	5%
6	19	2	21	3	20	9.5%
7	5	0	5	0	20	10.5%
8	4	0	4	0	21	9.5%

I. 2014-2015 Goals

- Begin planning for the curriculum renewal cycle. Teachers and building committees to complete self-evaluation of strengths and weaknesses of the identification process and program.
- Work with Connecticut Association of the Gifted for assistance with the curriculum review process.
- Review all current enrichment opportunities for students.
- Continued review of curriculum compacting and cluster grouping strategies.

II. Accomplishments

- The self-evaluation will be completed by July 2015.
- Review all current enrichment opportunities to be completed by July 2015.
- Highly successful enrichment opportunities are available at WMS and WIS (e.g. Mock Trial, Odyssey of the Mind, and Robotics).

III. Concerns/Needs

- Assist parents in the understanding of the Project Challenge program versus enrichment opportunities.

IV. Goals for 2015-2016

- Review the previous Project Challenge guide and gain feedback from current school committees.
- Work with curriculum consultant and utilize Atlas Rubicon for curriculum development.
- Examine student placement data for the last four years to review trends in Project Challenge enrollments. DO WHAT
- Determine a plan for next steps as part of the curriculum renewal cycle.

2015-2016 BOARD MEETING SCHEDULE - DRAFT

<u>DAY</u>	<u>MONTH</u>	<u>DATE</u>
Monday	July	20
Monday	August	17
Monday	September	21
Monday	October	19
Monday	November	16
Monday	December	21
Monday	January	25
Tuesday	February	23
Monday	March	21
Monday	April	18
Monday	May	16
Monday	June	20

NOTE: All meetings are held at 7:30 p.m. in the Weston Middle School Library Resource Center, unless otherwise noted and announced. Dates are subject to change. Most evenings there is an Executive Session held at 6:30 p.m. prior to the public meeting. Final meeting dates will be posted at Town Hall at least 24 hours in advance of the meeting. Meeting dates and agendas are also posted at the Weston Board of Education building and on the district website: www.westonps.org.

**Weston Public Schools
Weston, CT
8th Financial Report for FY 2015**

The eighth financial report for the FY 2015 General Fund Operating Budget can be found on pages 4 through 11 of this document. The financial information presented in this section of the report includes the adopted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget 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. The Internal Services Report for Health Insurance can be found pages 12 and 13.

The following transfers are reflected in the operating budget:

- | | | |
|---|---|-------|
| 1 | To: Hurlbutt Elementary School - Non-Certified Salaries | 700 |
| | From: Hurlbutt Elementary School - Certified Salaries | 700 |
| | Additional funds required for substitute para-professionals. | |
| 2 | To: Weston Middle School - Non-Certified Salaries | 500 |
| | From: Weston Middle School - Certified Salaries | 500 |
| | Additional funds required for substitute para-professionals. | |
| 3 | To: Weston High School - Books | 1,798 |
| | From: Weston High School - Materials | 1,798 |
| | Purchase replacement books for Social Studies. | |
| 4 | To: Weston High School - Reimbursable Expenses | 1,800 |
| | From: Curriculum & Instruction - Training & Reimbursable Expenses | 1,800 |
| | Reimburse staff for mileage. | |
| 5 | To: Weston High School - Parking Fees | 1,600 |
| | From: Weston High School - Equipment Repairs/Rental | 1,600 |
| | Fund shortfall in parking fees. | |
| 6 | To: Weston High School - Professional Technical Services | 1,286 |
| | From: Weston High School - Certified Salaries | 1,286 |
| | An outside contractor provided the audio support services for Barnum. | |
| 7 | To: Weston High School - Non-Certified Salaries | 353 |
| | From: Weston High School - Certified Salaries | 353 |
| | Additional funds required for substitute para-professionals. | |

8	To: Weston High School - Regular Education Out-of-District Tuition	6,822
	From: Copy Center - Postage	4,400
	From: District Administration - Non-Certified Salaries	1,600
	From: District Administration - Postage/Advertising/Printing	823
	The district is required to pay tuition fees to the Stamford Public Schools for a Weston resident to attend the agriscience program at West Hill High School.	
9	To: Athletics - Materials	5,000
	From: Athletics - Professional Technical Services	5,000
	Additional materials needed to operate athletic programs.	
10	To: Athletics - Dues & Fees	2,200
	From: Athletics - Professional Technical Services	2,200
	Fund increased cost and additional competition fees.	
11	To: Technology - Materials	225
	From: Athletics - Materials	225
	Replace printer in athletic office.	
12	To: Special Education - Non-Certified Salaries	10,000
	From: Special Education - Certified Salaries (Tutors)	10,000
	Increased need for substitute para-professionals and bus aides.	
13	To: Special Education - Excess Cost Grant (decrease in projected grant)	44,955
	From: Special Education - Certified Salaries (Tutors)	40,655
	From: Special Education - Pre-School Fees (additional revenue receipts)	4,300
	This transfer reflects the most recent grant calculation from the State of Connecticut, Department of Education. It is based on all districts' most recent submission for high cost students. This is a decrease from last month's projections provided by the State of Connecticut.	
14	To: Pupil Personnel Services - Certified Salaries	1,550
	From: Pupil Personnel Services - Professional Technical Services	1,550
	Reclassify the budget for SAT proctors to the salary account.	
15	To: Curriculum & Instruction - Certified Salaries (Substitute Teachers)	5,000
	From: Curriculum & Instruction - Professional Technical Services	5,000
	Additional funds needed to pay for substitutes when teachers attend professional meetings.	
16	To: Curriculum & Instruction - Dues & Fees	2,365
	From: Curriculum & Instruction - Professional Technical Services	2,365
	Additional expenses related to the Tri-State visit.	

17	To: Curriculum & Instruction - Training & Reimbursable Expenses	2,050
	From: Curriculum & Instruction - Professional Technical Services	2,050
	Funds will pay for two staff members to attend the regional conference of the International Society of Technology in Education (ISTE) in June.	
18	To: Technology - Professional Technical Services	817
	From: Technology - Non-Certified Salaries	817
	Additional funds needed to pay for contracted technician.	
19	To: Technology - Communications	3,820
	From: Technology - Professional Technical Services	3,820
	Additional funds needed for support services.	
20	To: Technology - Equipment	775
	From: Technology - Materials	775
	Funds needed to upgrade a computer for the security staff.	
21	To: District Administration - Dues & Fees	1,275
	From: District Administration - Materials	1,225
	From: District Administration - Professional Technical Services	50
	Funds needed to pay for the increased cost of existing memberships	
22	To: Facilities - Utilities (Zenon Plant)	1,400
	From: Facilities - Contracted Services	1,400
	Additional funds needed for waste removal.	
23	To: Facilities - Equipment Repairs	7,955
	From: Facilities - Contracted Services	7,955
	Funds needed to pay for repairs to grounds equipment.	
24	To: Facilities - Miscellaneous	50
	From: Facilities - Contracted Services	50
	Funds needed to reimburse AFSCME staff for uniforms	
25	To: Transportation - Equipment Repairs	4,100
	From: Transportation - Materials	4,100
	Additional funds needed to pay for repairs on the SUVs	
26	To: Transportation - Contracted Services	90
	From: Transportation - Materials	90
	Slight increase in contract to transport a student out-of-district.	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated	Balance
			Month Budget Adjustments							
Certified Salaries	23,053,111	-150,283	-46,944	22,902,828	17,624,255	4,929,404	349,169	22,902,828	0	
Non-Certified Salaries	6,060,278	156,897	9,136	6,217,175	5,278,592	806,973	131,610	6,217,175	0	
Employee Benefits	9,329,354	16,305	0	9,345,659	7,703,954	0	1,641,705	9,345,659	0	
Total Employee Cost	38,442,743	22,919	-37,808	38,465,662	30,606,801	5,736,377	2,122,484	38,465,662	0	
Professional Educational Services	832,000	-33,569	0	798,431	645,895	134,857	17,679	798,431	0	
Professional Technical Services	721,405	3,745	-5,910	725,150	509,961	111,890	103,299	725,150	0	
Utilities	119,078	8,072	1,400	127,150	114,845	12,305	0	127,150	0	
Contracted Services/Maint. Projects	2,526,480	-53,755	-16,525	2,472,725	2,216,791	164,026	91,908	2,472,725	0	
Equipment Repair/Rental	700,774	1,053	10,455	701,827	625,771	38,578	37,478	701,827	0	
Communications	117,837	8,206	3,820	126,043	132,824	4,120	-10,901	126,043	0	
Other Insurance	204,558	9,643	0	214,201	214,201	0	0	214,201	0	
Postage/Advertising/Printing	59,003	-11,653	-5,223	47,350	24,659	7,353	15,338	47,350	0	
Out-of-District Tuition	1,767,043	318,456	0	2,085,499	1,714,724	330,009	40,766	2,085,499	0	
Training & Reimbursable Expenses	83,310	1,198	2,050	84,508	56,920	5,442	22,146	84,508	0	
Energy	1,109,253	-1,645	0	1,107,608	1,047,878	64	59,666	1,107,608	0	
Materials	1,231,219	-12,502	-2,988	1,218,717	986,989	71,050	160,678	1,218,717	0	
Books	190,011	-1,377	1,798	188,634	162,282	11,466	14,886	188,634	0	
Equipment	53,874	8,398	775	62,272	40,767	1,869	19,636	62,272	0	
Dues & Fees	94,490	6,475	5,840	100,965	82,667	7,795	10,503	100,965	0	
Miscellaneous	20,500	9,310	60	29,810	27,968	1,200	642	29,810	0	
Total Non-Salary Accounts	9,830,835	260,055	-4,448	10,090,890	8,605,142	902,024	583,724	10,090,890	0	
General Fund Budget	48,273,578	282,974	-42,256	48,556,552	39,211,943	6,638,401	2,706,208	48,556,552	0	
Fees/Gate Receipts/P&R	-161,927	-5,173	1,600	-167,100	-132,321	0	-34,779	-167,100	0	
Excess Cost Grant/Tuitions Rev.	-746,795	-277,802	40,655	-1,024,597	-858,310	0	-166,287	-1,024,597	0	
Total General Fund & Grants	47,364,856	-1	-1	47,364,855	38,221,312	6,638,401	2,505,142	47,364,855	0	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cummulative Budget Adjustments	Current Month Budget Adjustments	FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated	Balance
Hurlbutt Elementary School									
Certified Salaries	2,679,700	53,789	-700	2,733,489	2,074,429	654,700	4,360	2,733,489	0
Non-Certified Salaries	319,000	-915	700	318,085	271,998	45,392	695	318,085	0
Professional Technical Services	850	250	0	1,100	500	0	600	1,100	0
Equipment Repair/Rental	3,740	-350	0	3,390	699	0	2,691	3,390	0
Postage/Advertising/Printing	1,000	0	0	1,000	0	0	1,000	1,000	0
Reimbursable Expenses	250	0	0	250	0	0	250	250	0
Materials	65,604	-750	0	64,854	55,570	2,469	6,815	64,854	0
Books	17,350	0	0	17,350	14,603	1,649	1,098	17,350	0
Equipment	909	2,000	0	2,909	1,326	583	1,000	2,909	0
Dues & Fees	1,817	-82	0	1,735	441	0	1,294	1,735	0
	3,090,220	53,942	0	3,144,162	2,419,566	704,793	19,803	3,144,162	0
Weston Intermediate School									
Certified Salaries	3,554,330	-47,949	0	3,506,381	2,676,168	789,462	40,751	3,506,381	0
Non-Certified Salaries	250,406	3,014	0	253,420	214,351	36,548	2,521	253,420	0
Professional Technical Services	900	-660	0	240	240	0	0	240	0
Equipment Repair/Rental	3,220	-800	0	2,420	512	240	1,668	2,420	0
Postage/Advertising/Printing	1,220	-220	0	1,000	176	100	724	1,000	0
Reimbursable Expenses	250	0	0	250	0	0	250	250	0
Materials	42,058	0	0	42,058	29,489	4,107	8,462	42,058	0
Books	41,185	0	0	41,185	31,424	7,906	1,855	41,185	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	1,239	-50	0	1,189	672	0	517	1,189	0
	3,894,808	-46,665	0	3,848,143	2,953,032	838,363	56,748	3,848,143	0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015		FY 2015		FY 2015 Expended, Encumbered & Anticipated	Balance
			Month Budget	Adjustments		Expended	Encumbered	Anticipated			
Weston Middle School											
Certified Salaries	4,345,812	-79,618	-500		4,266,194	3,286,542	904,187	75,465	4,266,194	0	
Non-Certified Salaries	193,337	-12,777	500		180,560	151,907	28,100	553	180,560	0	
Professional Technical Services	19,160	0	0		19,160	2,012	5,890	11,258	19,160	0	
Equipment Repair/Rental	7,655	-1,784	0		5,871	2,314	550	3,007	5,871	0	
Postage/Advertising/Printing	3,452	0	0		3,452	953	1,322	1,177	3,452	0	
Reimbursable Expenses	550	0	0		550	0	150	400	550	0	
Materials	88,551	75	0		88,626	60,929	8,079	19,618	88,626	0	
Books	21,858	-6,100	0		15,758	13,536	457	1,765	15,758	0	
Equipment	13,200	0	0		13,200	187	0	13,013	13,200	0	
Dues & Fees	5,064	-125	0		4,939	2,223	0	2,716	4,939	0	
	4,698,639	-100,329	0		4,598,310	3,520,603	948,735	128,972	4,598,310	0	
Weston High School											
Certified Salaries	5,408,346	-16,547	-1,639		5,391,799	4,120,265	1,236,239	35,295	5,391,799	0	
Non-Certified Salaries	188,227	908	353		189,135	158,578	29,968	589	189,135	0	
Professional Technical Services	15,495	6,818	8,108		22,313	5,136	2,703	14,474	22,313	0	
Equipment Repair/Rental	13,829	-1,100	-1,600		12,729	5,744	3,586	3,399	12,729	0	
Postage/Advertising/Printing	13,976	-275	0		13,701	8,721	2,000	2,980	13,701	0	
Reimbursable Expenses	3,090	460	1,800		3,550	226	1,800	1,524	3,550	0	
Materials	163,116	-6,298	-1,798		156,818	137,592	8,646	10,580	156,818	0	
Books	29,973	1,798	1,798		31,771	24,734	1,454	5,583	31,771	0	
Equipment	10,445	-5,000	0		5,445	3,038	1,067	1,340	5,445	0	
Dues & Fees	13,191	0	0		13,191	11,366	120	1,705	13,191	0	
Miscellaneous	0	6,000	0		6,000	6,000	0	0	6,000	0	
Parking Fees	-30,000	1,600	1,600		-28,400	-28,400	0	0	-28,400	0	
	5,829,688	-11,636	8,622		5,818,052	4,453,000	1,287,583	77,469	5,818,052	0	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated	Balance
			Month Budget Adjustments							
Athletics										
Certified Salaries/Coaches Stipends	480,615	0	0	0	480,615	397,401	16,689	66,525	480,615	0
Non-Certified Salaries	116,251	-2,743	0	0	113,508	82,444	6,820	24,244	113,508	0
Professional Technical Services	77,696	-7,200	-7,200		70,496	61,681	5,989	2,826	70,496	0
Police/Fire Services	4,300	0	0	0	4,300	1,881	506	1,913	4,300	0
Insurance	10,400	9,516	0	0	19,916	19,916	0	0	19,916	0
Transportation - Extra Curricular	79,534	0	0	0	79,534	68,720	6,588	4,226	79,534	0
Materials	57,750	4,775	4,775		62,525	42,027	11,247	9,251	62,525	0
Equipment	2,000	-150	0	0	1,850	1,850	0	0	1,850	0
Dues & Fees	15,455	2,200	2,200		17,655	17,655	0	0	17,655	0
Participation Fees/Gate Receipts	-91,904	-6,773	0	0	-98,677	-84,984	0	-13,693	-98,677	0
	752,097	-375	-225		751,722	608,591	47,839	95,292	751,722	0
Special Education										
Certified Salaries	3,412,614	-97,662	-50,655		3,314,952	2,512,987	696,419	105,546	3,314,952	0
Non-Certified Salaries	1,407,109	69,297	10,000		1,476,406	1,272,412	182,673	21,321	1,476,406	0
Professional Educational Services	780,000	-8,164	0	0	771,836	619,300	134,857	17,679	771,836	0
Professional Technical Services	170,800	0	0	0	170,800	89,945	23,352	57,503	170,800	0
Equipment Repair/Rental	5,000	-2,500	0	0	2,500	359	0	2,141	2,500	0
Out-of-District Tuition	1,767,043	318,456	0	0	2,085,499	1,714,724	330,009	40,766	2,085,499	0
Reimbursable Expenses	3,000	0	0	0	3,000	66	0	2,934	3,000	0
Materials	39,350	0	0	0	39,350	18,842	2,711	17,797	39,350	0
Books	5,900	0	0	0	5,900	1,315	0	4,585	5,900	0
Equipment	15,000	0	0	0	15,000	10,498	219	4,283	15,000	0
Dues & Fees	2,000	0	0	0	2,000	835	0	1,165	2,000	0
Excess Cost Grant/Pre-School	-746,795	-277,802	40,655		-1,024,597	-823,864	0	-200,733	-1,024,597	0
	6,861,021	1,625	0		6,862,646	5,417,419	1,370,240	74,987	6,862,646	0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated	Balance
			Month Budget Adjustments							
Pupil Personnel Services										
Certified Salaries	1,654,592	-7,149	1,550	1,647,443	1,248,830	378,425	20,188	1,647,443	0	
Non-Certified Salaries	699,065	14,116	0	713,181	598,288	102,078	12,815	713,181	0	
Professional Technical Services	206,000	-13,219	-1,550	192,781	138,299	48,549	5,933	192,781	0	
Equipment Repair/Rental	1,603	-528	0	1,075	833	0	242	1,075	0	
Postage/Advertising/Printing	7,535	-935	0	6,600	1,803	2,830	1,967	6,600	0	
Reimbursable Expenses	1,500	-1,400	0	100	0	0	100	100	0	
Materials	16,543	-168	0	16,375	12,480	26	3,869	16,375	0	
Equipment	0	0	0	0	0	0	0	0	0	
Dues & Fees	575	0	0	575	0	0	575	575	0	
	2,587,413	-9,283	0	2,578,130	2,000,533	531,908	45,689	2,578,130	0	
Curriculum & Instructional Improvement										
Certified Salaries	833,718	826	5,000	834,544	682,541	150,964	1,039	834,544	0	
Non-Certified Salaries	58,282	1,312	0	59,594	52,718	6,876	0	59,594	0	
Professional Educational Services	52,000	-25,405	0	26,595	26,595	0	0	26,595	0	
Professional Technical Services	131,100	-14,370	-9,415	116,730	96,562	12,162	8,006	116,730	0	
Training & Reimbursable Expenses	58,170	2,138	250	60,308	43,040	3,492	13,776	60,308	0	
Materials	8,725	-3,119	0	5,606	3,801	597	1,208	5,606	0	
Books	73,745	2,925	0	76,670	76,670	0	0	76,670	0	
Equipment	12,320	5,742	0	18,062	18,062	0	0	18,062	0	
Dues & Fees	25,349	2,060	2,365	27,409	17,805	7,239	2,365	27,409	0	
	1,253,409	-27,891	-1,800	1,225,518	1,017,794	181,330	26,394	1,225,518	0	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated		Balance
			Month Budget	Adjustments							
Technology											
Certified Salaries	124,304	-943	0	0	123,361	90,740	32,621	0	123,361	0	0
Non-Certified Salaries	485,236	25,638	-817		510,874	424,695	57,352	28,827	510,874	0	0
Professional Technical Services	66,820	18,523	-3,003		85,343	80,765	4,578	0	85,343	0	0
Equipment Repair/Rental	423,864	-15,396	0		408,468	404,113	465	3,890	408,468	0	0
Communications	23,400	-180	3,820		23,220	19,118	4,102	0	23,220	0	0
Reimbursable Expenses	3,000	0	0		3,000	2,000	0	1,000	3,000	0	0
Materials	27,025	4,225	-550		31,250	27,109	438	3,703	31,250	0	0
Software	271,593	3,500	0		275,093	234,752	15,133	25,208	275,093	0	0
Equipment	0	5,806	775		5,806	5,806	0	0	5,806	0	0
Dues & Fees	0	0	0		0	0	0	0	0	0	0
	1,425,242	41,173	225		1,466,415	1,289,098	114,689	62,628	1,466,415		0
District Administration											
Certified Salaries	579,968	24,082	0		604,050	534,352	69,698	0	604,050	0	0
Non-Certified Salaries	357,399	1,489	-1,600		358,888	316,043	40,898	1,947	358,888	0	0
Professional Technical Services	97,500	3,450	-50		100,950	83,188	14,150	3,612	100,950	0	0
Equipment Repair/Rental	1,000	-250	0		750	60	0	690	750	0	0
Postage/Advertising/Printing	13,750	-5,823	-823		7,927	4,593	701	2,633	7,927	0	0
Reimbursable Expenses	10,500	0	0		10,500	8,943	0	1,557	10,500	0	0
Materials	20,385	-5,110	-1,225		15,275	14,698	504	73	15,275	0	0
Equipment	0	0	0		0	0	0	0	0	0	0
Dues & Fees	29,320	1,975	1,275		31,295	30,693	436	166	31,295	0	0
Miscellaneous	6,500	2,250	0		8,750	6,908	1,200	642	8,750	0	0
	1,116,322	22,063	-2,423		1,138,385	999,478	127,587	11,320	1,138,385		0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated	Balance
			Month Budget Adjustments							
Facilities										
Non-Certified Salaries	1,689,562	34,315	0	1,723,877	1,455,852	249,127	18,898	1,723,877	0	
Professional Technical Services	8,480	2,953	0	11,433	11,433	0	0	11,433	0	
Utilities	119,078	8,072	1,400	127,150	114,845	12,305	0	127,150	0	
Contracted Services	1,138,700	-34,579	-9,415	1,104,121	884,847	141,684	77,590	1,104,121	0	
Maintenance Projects	0	0	0	0	0	0	0	0	0	
Equipment Repair/Rental	93,096	16,661	7,955	109,757	80,855	20,185	8,717	109,757	0	
Communications	94,437	8,386	0	102,823	113,706	18	-10,901	102,823	0	
Property Insurance	98,231	0	0	98,231	98,231	0	0	98,231	0	
Reimbursable Expenses	3,000	0	0	3,000	2,645	0	355	3,000	0	
Materials	264,668	-5,442	0	259,226	227,201	17,031	14,994	259,226	0	
Equipment	0	0	0	0	0	0	0	0	0	
Dues & Fees	480	497	0	977	977	0	0	977	0	
Miscellaneous	14,000	1,060	60	15,060	15,060	0	0	15,060	0	
In-Kind Revenue from Parks & Rec.	-40,023	0	0	-40,023	-18,937	0	-21,086	-40,023	0	
	3,483,709	31,923	0	3,515,632	2,986,715	440,350	88,567	3,515,632	0	
Energy Management										
Non-Certified Salaries	42,241	950	0	43,191	38,208	4,983	0	43,191	0	
Energy	1,109,253	-1,645	0	1,107,608	1,047,878	64	59,666	1,107,608	0	
	1,151,494	-695	0	1,150,799	1,086,086	5,047	59,666	1,150,799	0	
Transportation										
Non-Certified Salaries	193,863	22,624	0	216,487	189,014	8,382	19,091	216,487	0	
Contracted Services	1,230,550	-11,976	90	1,218,574	1,201,543	9,765	7,266	1,218,574	0	
Equipment Repair	20,000	7,100	4,100	27,100	25,842	791	467	27,100	0	
Auto Insurance	8,410	0	0	8,410	8,410	0	0	8,410	0	
Materials (fuel & Misc. Mat.)	151,980	-4,190	-4,190	147,790	109,955	0	37,835	147,790	0	
Equipment	0	0	0	0	0	0	0	0	0	
Revenue	0	0	0	0	0	0	0	0	0	
	1,604,803	13,558	0	1,618,361	1,534,764	18,938	64,659	1,618,361	0	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT #8**

July 2014 - April 2015

Descriptions	FY 2015 Adopted Budget	Cumulative Budget Adjustments	Current		FY 2015 Revised Budget	FY 2015 Expended	FY 2015 Encumbered	FY 2015 Anticipated	FY 2015 Expended, Encumbered & Anticipated	Balance
			Month Budget Adjustments							
District Wide										
Liability Insurance	87,517	127	0	0	87,644	87,644	0	0	87,644	0
Regular Education - Tuition	0	0	0	0	0	-34,446	0	34,446	0	0
Staffing Allowance	61,824	-61,824	0	0	0	0	0	0	0	0
Degree Changes	41,140	-41,140	0	0	0	0	0	0	0	0
Salary Allowance	49,500	-49,500	0	0	0	0	0	0	0	0
Turnover Savings	-173,352	173,352	0	0	0	0	0	0	0	0
	66,629	21,015	0	0	87,644	53,198	0	34,446	87,644	0
Employee Benefits										
Health Benefits	6,837,247	0	0	0	6,837,247	5,697,706	0	1,139,541	6,837,247	0
Social Security	490,505	12,606	0	0	503,111	412,589	0	90,522	503,111	0
Medicare	423,060	2,055	0	0	425,115	317,661	0	107,454	425,115	0
Workers Compensation	167,021	56,762	0	0	223,783	223,783	0	0	223,783	0
Unemployment Compensation	70,000	-14,000	0	0	56,000	31,874	0	24,126	56,000	0
Early Retirement	4,759	0	0	0	4,759	4,759	0	0	4,759	0
Pension Program	843,835	11,845	0	0	855,680	676,426	0	179,254	855,680	0
GASB 43/45	250,000	0	0	0	250,000	250,000	0	0	250,000	0
Tuition Reimbursement	70,000	0	0	0	70,000	0	0	70,000	70,000	0
Life Insurance	84,790	710	0	0	85,500	81,178	0	4,322	85,500	0
Disability Insurance	16,313	1,162	0	0	17,475	13,077	0	4,398	17,475	0
Sick Bank	61,824	-47,235	0	0	14,589	9,114	0	5,475	14,589	0
Management Services	10,000	-7,600	0	0	2,400	-14,213	0	16,613	2,400	0
	9,329,354	16,305	0	0	9,345,659	7,703,954	0	1,641,705	9,345,659	0
Copy Center										
Non-Certified Salaries	60,300	-331	0	0	59,969	52,084	7,776	109	59,969	0
Equipment Rental	127,767	0	0	0	127,767	104,440	12,761	10,566	127,767	0
Postage	18,070	-4,400	-4,400	0	13,670	8,413	400	4,857	13,670	0
Materials	13,871	0	0	0	13,871	12,544	62	1,265	13,871	0
	220,008	-4,731	-4,400	0	215,277	177,481	20,999	16,797	215,277	0

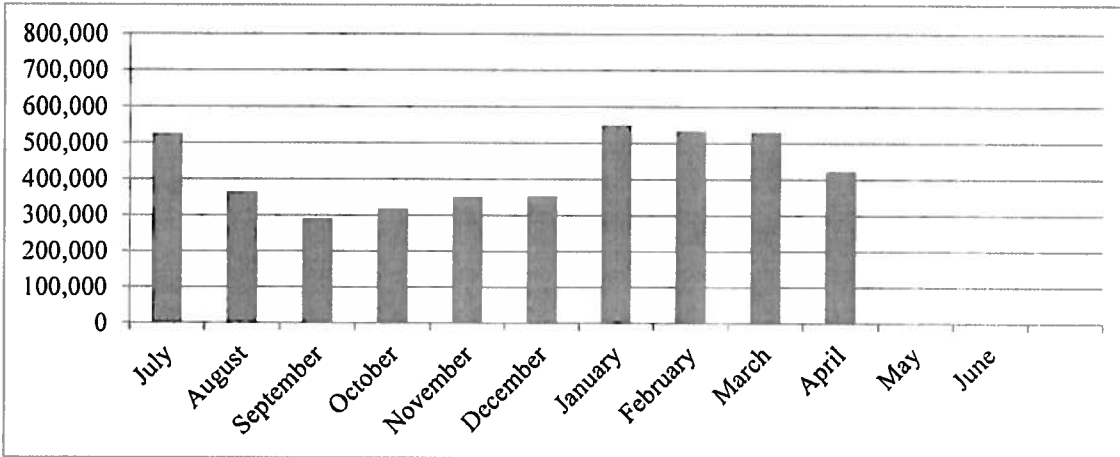
**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM
Expected 2015 Includes Actual Claims Experience Through April 30, 2015**

Fiscal Year Ended	Actual 2015
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance - July 1, 2014	1,693,288
Revenues:	
General Fund Appropriation (July - April)	5,697,706
Contributions:	
Employee Cost Sharing	667,767
Retiree/COBRA Contributions	233,158
State Teachers Retirement Reimbursement (TRB)	65,348
Stop Loss Settlement	130,700
Total Contributions	<u>1,096,973</u>
Total Revenue {A}	<u><u>6,794,679</u></u>
Expenditures	
Aetna Medical & RX:	
Claims	4,240,548
Administrative Fees	97,686
Stop Loss	307,210
District Portion of H.S.A. Deductible	588,593
Delta Dental:	
Claims	289,723
Administrative Fees	17,887
Affordable Care Act Taxes	56,803
Medical Supplement/Other Costs	58,281
Total Health Plan Costs {B}	<u>5,656,731</u>
Net Change {A-F}	<u><u>1,137,948</u></u>
Fund Balance - April 30, 2015	2,831,236

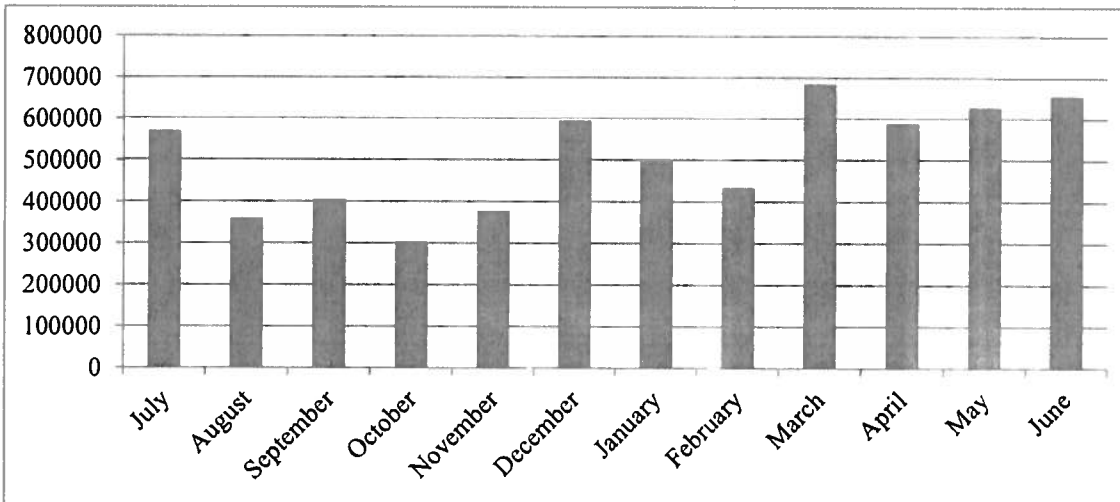
WESTON PUBLIC SCHOOLS
Monthly Claims for Medical & RX
FOR HEALTH BENEFITS PROGRAM

Actual Claims Experience for July - April for FY 2015

	Budget*	Actual	Difference	Cumulative % of Budget
July	533,010	525,829	-7,181	8.22%
August	533,010	364,712	-168,298	13.92%
September	533,010	290,820	-242,190	18.47%
October	533,010	317,974	-215,036	23.44%
November	533,010	351,502	-181,508	28.94%
December	533,010	353,523	-179,487	34.46%
January	533,010	549,538	16,528	43.06%
February	533,010	533,541	531	51.40%
March	533,010	530,427	-2,583	59.69%
April	533,010	422,682	-110,328	66.30%
	5,330,100	4,240,548	-1,089,552	



Actual Claims for FY 2014



Personnel

Reports of Suspected Abuse or Neglect of Children

Connecticut General Statute Section 17a-101 et seq. requires ~~certain educational personnel (school teachers, school administrators, school superintendents, school guidance counselors, school coaches and paraprofessionals) as well as registered and licensed practical nurses, physical therapists, psychologists, social workers, mental health professionals, and certain professional counselors~~ school employees who have reasonable cause to suspect or believe that a child has been abused or neglected, or placed at imminent risk of serious harm to report such ~~abuse and/or neglect. suspicions to the appropriate authority.~~ In furtherance of this statute and its purpose, it is the policy of the Board of Education (“the Board”) to require ALL EMPLOYEES of the Board ~~of Education~~ to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth below. ~~For purposes of this policy, school employees also include any person who, under a contract with the Board, and in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, intermediate, middle or high school.~~

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board ~~of Education~~.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his wellbeing, or (d) has been abused.

“School employee” (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person, who, in the performance of his

or her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. ~~In the public school context, the~~ term "statutory mandated reporter" includes all school employees, as defined above, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletic and is eighteen years of age or older. ~~teachers, school administrators, school superintendents, school guidance counselors, school coaches, paraprofessionals, registered and licensed practical nurses, physical therapists, psychologists, social workers, mental health professionals, certified alcohol and drug counselors and any other licensed professional counselor.~~

"Employees other than statutory mandated reporters" means an employee or independent contractor of the Board not included as a "school employee" as defined above. However, all Board employees are cautioned that they are likely a statutory mandated reporter under the provisions of (B) of "School Employee" above even if they are not listed under (A) of that definition.

3. What Must Be Reported

A report must be made when any employee of the Board ~~of Education~~ in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- a) has been abused or neglected;
- b) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board ~~of Education~~ who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner

of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.

- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or the Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect then the employee shall notify the Superintendent or the Superintendent's designee directly.
- (3) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) ~~Within 48~~ Not later than forty-eight hours of making an oral report the employee shall submit a written report to the Commissioner of Children and Families or ~~his/her~~ the Commissioners designee representative containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.
- (5) The employee shall immediately submit a copy of the written report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, ~~the Superintendent shall submit a copy of the written report to the Commissioner of Education or his/her representative.~~ the Commissioner of Children and Families, (or his/her designee), shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees and Independent Contractors Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee or independent contractor who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:
 - (1) The employee or independent contractor shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at

imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

- (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, ~~he/she~~ the Superintendent, in coordination with the reporting employee or independent contractor, shall cause reports to be made in accordance with the procedures set forth above for statutory mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee or independent contractor reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.
6. Contents of Reports
- Any oral or written report made pursuant to this policy shall contain the following information, if known:
- a) The names and addresses of the child and his/her parents ~~or guardians~~ or other persons responsible for his/her care;
 - b) the age of the child;
 - c) the gender of the child;
 - d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
 - e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
 - f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
 - g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
 - h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; ~~and~~
 - i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and

k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

~~If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report.~~

(a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board or other individual under control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families ("DCF"). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

(b) Recognizing the fact that the Department of Children and Families ("DCF") is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district's investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency. ~~be coordinated with DCF and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its~~

4118.25(e)
5141.4

~~investigation.~~

~~The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.~~

- (c) The Superintendent, or his/her designee, shall coordinate investigatory activities in or to minimize the number of interviews of any child and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
- (d) Any person reporting child abuse or neglect, or having any information relevant to alleged abuse or neglect, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
- (e) When the school district is conducting an investigation involving suspected abuse or neglect by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse or neglect to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Weston Public Schools, pending the outcome of the investigation.

a)

8. Evidence of Abuse by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

- (a) If, upon completion of the investigation by the Commissioner of Children and Families ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused or neglected by a school employee as defined above, ~~who holds a certificate, permit, or authorization issued by the State Department of Education~~, and has recommended ~~that the Commissioner has~~ that such employee be placed on the child abuse and neglect registry, the Superintendent shall ~~make a written~~ request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, to the Commissioner that he or she and provide the Superintendent with all records, whether or not created by DCF, concerning such investigation. ~~to the Superintendent. In addition, t~~The Superintendent shall suspend ~~the~~ such school employee, ~~if not previously suspended~~, Such suspension shall be with pay and ~~without shall not result in the~~ diminution or termination of benefits to such employee.
- (b) ~~Within~~ Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board ~~of Education~~ and the Commissioner of Education, or the Commissioner of Education's ~~his or her~~ representative, of the reasons for and the

conditions of the suspension. The Superintendent shall disclose such records ~~received from DCF~~ to the Commissioner of Education and the Board ~~of Education~~ or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any. ~~For certified personnel, such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Conn. Gen. Stat. Section 10-151.~~

~~Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Department of Education.~~

4118.25(f)
5141.4

~~If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.~~

- (c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
- (d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.
- (e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the

Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee.

(9) Evidence of Abuse or Neglect by an Independent Contractor of the Board ~~Other School Staff~~

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected by ~~a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.~~ any individual who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from contact with students enrolled in Weston Public Schools.

(10) Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

(11) Disciplinary Action for Failure to Follow Policy

Except as provided in Section ~~10~~ 12 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

(12) Non-discrimination Policy/Prohibition Against Retaliation

~~The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.~~

The Board expressly prohibits retaliation against individuals reporting child abuse or neglect and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect. The Board also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or testifying in any proceeding involving child abuse or neglect.

(13) This policy shall be distributed annually to all school employees employed by the Board. The Superintendent or his/her designee shall document that all such school

employees have received this written policy and completed the training and refresher training programs required by in Section 14, below.

14. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.
- b) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

15. Records

- a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined above, employed by the Board, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Section 53a-65

~~Public Act 09-242, "An Act Concerning Sexual Activity between School Workers and Students and Including School Superintendents as Mandated Reporters of Child Abuse or Neglect"~~

Public Act 14-186 "An Act Concerning The Department Of Children And Families And The Protection Of Children"

Policy Adopted: July 16, 1990

Policy Revised: January 21, 1997

Policy Revised: March 15, 2010

Policy Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Reporting of Suspected Child Abuse and Neglect

The Board of Education (“the Board”) recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board ~~of Education~~ realizes the importance of identifying students who may be suffering from abuse, neglect, or placed in imminent danger of serious harm.

~~Pursuant to state law, w~~When any (A) teacher, substitute teacher, school based administrator, district administrator, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; (B) any other person, who, in the performance of his or her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board; or (C) any employee or independent contractor of the Board not listed in (A) or (B) above
~~certified personnel, paraprofessional, social worker, coach of intramural or interscholastic athletics, psychologist, medical examiner and/or school nurse in the school system~~
has reasonable cause to suspect or believe a child under the age of eighteen (18) has been abused or neglected or has been placed in imminent risk of serious harm, he/she shall report such abuse, neglect, or risk of imminent risk of serious harm as required by Board Policy 4118.25/5141.4. ~~within twelve~~
~~(12) hours make an oral report by telephone or in person to the Department of Children and Families (DCF) or a law enforcement agency, followed within 48 hours with a written report. The building Principal, shall be notified immediately after the oral report has been made or if the reporter chooses to seek consultation from the principal prior to reporting, the reporter is reminded that the 12 hours must be met and it is the responsibility of the reporter, not the administration to file the report within twelve (12) hours. The Principal in turn will notify the Director of Pupil Personnel Services and the child's parents, except when the parent is the alleged abuser. The written report prepared and submitted by the mandated reporter shall also be submitted to the Principal, who in turn will submit it to the Director of Pupil Personnel Services. The Principal and/or the Director of Pupil Personnel Services shall not be notified or given a copy of the written report if he/she is the alleged perpetrator of abuse and neglect. In this instance, copies are given to the Superintendent of Schools.~~
~~Reports of suspected abuse and neglect by the above mentioned personnel ("mandatory reporters") shall include the following information, if known:~~

- ~~1. the names and addresses of the child and his/her parents or other person~~

- ~~—responsible for the child's care;~~
- ~~2. the age of the child;~~
- ~~3. the gender of the child~~
- ~~4. the nature and extent of the child's injury or injuries, maltreatment or neglect;~~
- ~~5. the approximate date and time the injury or injuries, maltreatment or neglect occurred;~~
- ~~6. information concerning any previous injuries to maltreatment of or neglect to the child~~
~~—or his/her siblings;~~
- ~~7. the circumstances in which the injuries, maltreatment or neglect came to be known to~~
~~—the mandatory reporter;~~
- ~~8. the name of the person or persons suspected to be responsible for causing such injury~~

5141.4(b)

4118.25(b)

Students

Reporting of Suspected Child Abuse/ Neglect (continued)

- ~~—or injuries, maltreatment or neglect; and~~
- ~~9. whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.~~

The mandated reporter shall submit a written report to DCF containing the abovementioned information within 48 hours of making the oral report. The reporter shall also submit a copy of the written report to the Director of Pupil Personnel Services, except when the Director of Pupil Personnel Services is the alleged perpetrator of abuse. In this instance, the written report is given to the Superintendent of Schools. In making all written reports required under this policy, the reporter must use the DCF 136 form. Reports under this policy should be made where a mandated reporter in his/her professional capacity has reasonable cause to suspect or believe that any child under the age of eighteen:

- ~~1. —has been abused or has been placed in imminent danger of serious harm in one or more of the following ways:~~
 - ~~a. has had physical injury or injuries inflicted upon him/her other than by accidental means, or~~
 - ~~b. has injuries which are at variance with history given of them, or~~
 - ~~c. is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.~~
- ~~2. —has had non-accidental physical injury, or injury or has been placed in imminent danger of such harm which is at variance with the history given of such injury inflicted upon his/her person by a person responsible for such child's health, welfare or care or by a person given access to such child by said responsible person; or~~
- ~~3. —has been neglected or placed in imminent danger of said harm in one or~~

~~more of the following ways:~~

~~a. has been abandoned~~

~~b. is being denied proper care and attention, physically, educationally, emotionally or morally;~~

~~c. is being permitted to live under conditions, circumstances or associations injurious to the child's well being.~~

~~Any school personnel who has reasonable cause to suspect that a child has been abused, neglected or placed in imminent risk of serious harm by a district employee shall orally report that suspicion within twelve (12) hours by telephone or in person to the~~

5141.4(c)

4118.25(c)

Students

Reporting of Suspected Child Abuse and Neglect (continued)

~~Commissioner of Children and Families followed within 48 hours with a written report. The Director of Pupil Personnel Services shall be notified immediately after the oral report has been made. The Director of Pupil Personnel Services will immediately notify the Superintendent of Schools of Schools. The Director of Pupil Personnel Services and/or the Superintendent of Schools shall not be notified or given a copy of the written report if he/she is the alleged perpetrator of abuse and neglect. The Commissioner of Children and Families or his/her designee is required to notify the head of a school, except when that person is the alleged perpetrator. The Superintendent of Schools or Director of Pupil Personnel Services must: 1) immediately notify the parent(s) of the allegedly abused student that a report has been made; and 2) immediately notify the police department of the alleged abuse.~~

~~In addition, the Superintendent of Schools or Director of Pupil Personnel Services must submit a written report of suspected child abuse by a school employee who holds a certificate, permit or authorization issued by the State Board of Education, to the Commissioner of Education or his/her representative. The Superintendent of Schools shall suspend a certified staff employee when the investigation produces evidence that the employee abused a child. When an investigation by DCF has determined that there is reasonable cause to believe that a child has been abused by a school employee who holds a certificate, permit or authorization issued by the State board of Education, the Superintendent shall suspend such employee with pay and without termination of benefits. Within seventy-two (72) hours after such suspension the Superintendent of Schools shall notify the Board of Education and the Commissioner of Education or his/her representative of the reasons for and conditions of the suspension. If the contract of employment of a school employee who possesses a certificate, permit or authorization issued by the State Board of Education is termination as a result of an investigation which reveals that child abuse has occurred, the Superintendent of Schools shall notify the~~

~~Commissioner of Education within seventy-two (72) hours of such termination.~~

~~The Superintendent of Schools is authorized to delegate his or her responsibilities for receiving and making reports, notifying and receiving notification, and conducting investigations to a designee acting in his or her behalf. Under state law, the Superintendent of Schools is authorized to receive notice from the State's Attorney or Assistant Attorney of convictions of certified school employees for crimes involving an act of child abuse or neglect or sexual assault.~~

Penalty

Under state law, any person who is: (A) a teacher, substitute teacher, school based administrator, district administrator, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board or who is working in a Board elementary, middle or high school; (B) any other person, who, in the performance of his or her duties has regular contact with students and who provides services to or on behalf of students enrolled in the Weston Public Schools, pursuant to a contract with the Board ~~required to report suspected child abuse/neglect and~~ and who fails to make such a report shall be subject to criminal penalties ~~finned between \$500.00 and \$2,500.00~~ and disciplinary action by the District. Likewise, uUnder state

5141.4(d)

4118.25(d)

Students

Reporting of Child Abuse and Neglect (continued)

law, any person who knowingly makes a false report of child abuse or neglect shall be subject to criminal penalties and disciplinary action by the District. ~~finned no more than \$2,000.00 nor imprisoned not more than one year or both.~~

Legal Risk Protection for Good Faith Reporting

Under state law, any person who in good faith makes a report of suspected child abuse/neglect is immune from any civil or criminal liability.

Emergency Health Care and Reasonable Inquiry

When reasonable cause to suspect or believe that a child has been abused, neglected or is placed in serious risk of imminent harm or when a child has a visible injury, public school personnel may make reasonable inquiry of the child regarding such suspicion or visible injury.

If a school nurse ~~or School Medical Adviser~~ is not readily available and the rendering of emergency first aid is necessary, ~~Building Administration will call~~ 911 must be called immediately. If the administration did not initiate the 911 call, an administrator must be notified of the 911 call as soon as possible after the 911 call is made.

~~Other public school personnel who have completed a course in first aid offered by the American Red Cross, the American Heart Association, or the Connecticut Department of Health Services, may render such emergency first aid to a child in the interim. In accordance with state law, any person providing such aid is not liable for civil damages for any personal injuries which result from acts or omissions by such person rendering the emergency first aid, which constitute ordinary negligence. The immunity does not apply to acts or omissions constituting gross, willful or wanton negligence.~~

Removal of Clothing

In the event that visual confirmation of injury or neglect is necessary, only ~~the a~~ school nurse ~~or school doctor~~ may request or remove the child's clothing. ~~Neither school nurse or a school doctor may remove or insist that a child remove clothing to confirm suspected abuse or neglect, except in those circumstances where there is a need of emergency medical treatment. The A~~ school nurse ~~or school doctor~~ may request that a child remove clothing when the following three (3) conditions exist:

1. A child, by word or action, has identified a particular injury, the extent of which can only be determined by removing the child's clothing.
2. The examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse.

5141.4(e)
4118.25(e)

Students

Reporting of Child Abuse and Neglect (continued)

3. The request is made in such a manner that the child clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.

In addition to ~~the a~~ school nurse ~~or school doctor~~, a staff member of the same sex as the child, who, if possible, is known to the child, will be present during such an examination.

~~Neither A~~ school nurse ~~or a school doctor~~ may not remove or insist that a child remove clothing to confirm suspected abuse or neglect, except in those circumstances where there is a need of emergency medical treatment.

Interviewing the Child

Public school personnel who believe that an interview in the school setting may be

necessary in order to protect the child must notify DCF as early in the day as possible to provide both DCF and the school administration ample time to coordinate appropriate activities and actions. Upon receipt of such notice, DCF will advise school personnel whether the child must be interviewed in the school. If school personnel decide to retain the child after the scheduled school day in order to ensure an interview by DCF or local or state police, school personnel must attempt to notify the parents or guardians of the child, except where the alleged abuse involves the parents or guardians.

Preparation for the Interview

If DCF determines that a school interview is appropriate, the DCF social worker shall be required to notify the Director of Pupil Personnel Services prior to the school visit with as much advance notice as possible. The DCF social worker shall provide the Director of Pupil Personnel Services or Building Administration with DCF identification and the administration shall retain a copy of such identification. If the DCF social worker is not known to school personnel, a verifying call to the local DCF office shall be made. If deemed appropriate by DCF or the administration, the parent or guardian of the child will be notified prior to the interview. DCF personnel are solely responsible for scheduling such interviews. If the DCF social worker does not arrive as scheduled and school personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, school personnel must attempt to notify the parents or guardians of the child that the child will be late, except where the alleged abuse involves the parents or guardians.

The Interview

To ensure confidential communication, the school administration shall provide a private place to interview the child. As part of the investigative process, the DCF social worker ~~or the school administration~~ may request that school personnel be present during the interview. In all cases, the school administration shall request that school personnel an appropriate staff member (as assigned by the school principal or his/her designee) be present during the interview. The investigation is to be conducted solely by the DCF social worker.

Legal Reference:

Connecticut General Statutes

10-151 Teacher Tenure Act.

Public Act 14-186 “An Act Concerning the Department of Children and Families and the Protection of Children

~~17a-101 et seq. Protection of children from abuse. Reports required of certain persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220 and PA 02-106)~~

53a-65

~~17a-101b. Oral report by mandated reporter (as amended by PA 02-138~~

~~17 a-102 Report of danger of abuse (as amended by P A 02-106 and PA 02-138)~~

~~17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.~~

~~PA 96-246 An act concerning the reporting, investigation and prosecution of child abuse and the termination of parental rights~~

Policy References:

Policy 4118.25/5141.4

Regulations revised: 12/16/02

Weston Public Schools
Weston, Connecticut

WESTON PUBLIC SCHOOLS REPORT

May 18, 2015



Weston High School

Lisa Deorio, Principal

In this issue...

Principal's Update

Academic Program

Co-Curricular Program

Alumni News

Principal's Update

Congratulations to art teacher Gina Arena for receiving the David Trigaux Innovation Award by the Weston Education Foundation. This annual award is given to a teacher who has demonstrated an unusual level of originality and dedication toward creative teaching. The Award is a monetary gift which may be used in any way that fosters innovation in the classroom, including travel, studies, or work outside the classroom.



I am also proud to announce that seniors Micah Zirn and Jack Seigenthaler have won scholarships in the National Merit Scholarship Competition, which is a tremendous achievement given the thousands of participants in this program.

May is one of the busiest months of the year with seniors leaving on internship, advanced placement testing, Special Olympics, Relay for Life, the Memorial Day Road Race, Smarter Balanced testing, and our junior-senior prom. Graduation will take place on Friday, June 12 at 6:00 p.m. under the tent. Please join us in honoring the Class of 2015. I encourage families to check our school website and look for upcoming email blasts that will have important reminders and schedules.

Academic Program



Two of our seniors were honored at the Connecticut Association of Schools arts banquet this spring-Adele Kaczmarek, a talented artist, and Julia Weisman, a gifted violinist, were both recognized. Seniors Ryan Garvey and Oliva Watson received leadership awards at the Southwest Conference Annual Dinner this month

as well.



WHS students participated in ART JAM 15, the all-district visual arts open house on May 7. Art work from all high school classes was showcased at the event. National Art Honor Society students were inducted in a small ceremony before the show.

Science/Technology

Students in the Project Lead the Way course Civil Engineering and Architecture have their work displayed at the Weston Historical Society now through July 16 as part of the "Landmark Homes of Weston" exhibition. Accompanied by their teacher, some students toured historical houses throughout Weston on Sunday, May 3. The picture shown is in the Weston Woods house where the famous book *Where the Wild Things Are* was written and filmed.



Students in AP Biology started their bioethics research after their exam. They selected biological topics with social, economic, medical, or other implications that impact society and investigated them from multiple perspectives. The project culminates with a paper and a seminar-style roundtable discussion during exam week.

An aviculturist from the Livingston Ripley Waterfowl Conservancy visited biology classes this month as part of an evolution and ecology unit. She brought ducks representing diverse species from around the world, exposing the students to adaptations that are tied to specific habitats.

Animal Behavior students went to the Bronx Zoo this month. They took part in a program highlighting animal diversity and conservation, which are two central themes of this course.

School Counseling

The College and Career Center will be hosting a career program for sophomores on Thursday, May 28, from 12:00-2:30 p.m. The speakers invited represent a variety of careers. The students will have an opportunity to attend two different sessions and hear from a total of six speakers. There are many summer jobs and community service opportunities posted on the job board in the CCC. Students and parents who have questions or need any help can call or email the Director at 203 291-1668 or marilynmoks@westonps.org.

Social Studies

All ninth-grade students are currently participating in the Performance Assessment Design Initiative performance-based assessment. In this performance task, students will be using information from both their social studies and science classes to determine which disease is the greatest threat. After the students have conducted their inquiry project and reached their final decision, they will create a public service announcement (PSA) to warn of the dangers of the disease they have selected. These videos will be viewed by staff members from grades K-12 and 10 finalists will be selected. The 10 finalists' videos will be viewed by an expert panel, determining which PSA was the most informative and emotionally impactful.

World Language

The world language department will induct students into the National Chinese, French, Latin, and Spanish Honor Societies during the World Language Induction Ceremony on May 20. Students who received gold, silver, bronze, and honorable mention on the national French, Latin, and Spanish exams will also be recognized during the ceremony.

Forty Latin students participated in the 34th Annual Connecticut State Latin Day at Holiday Hill in Prospect, CT. Our students participated with 54 different schools in a variety of ancient culture and athletic-based activities and competitions. Workshops ranging from military drills to legal Latin allowed everyone to participate in something they enjoyed from the classical world.

Spanish 4 classes were inspired after finishing a project where they had to present a newscast about a natural disaster. Students played the role of journalists, victims, firefighters, and policemen. That weekend, Nepal had a terrible earthquake, and they organized a fundraiser for the Red Cross to help with relief efforts. The bake sale held on “5 de Mayo” generated a net profit of \$308.



The Mandarin IV honors class is in the process of creating a music video starring the class members singing and dancing “Little Apple,” currently a popular folk song nationwide in China. Prior to the project's creation, the students have been spending time studying and translating the song. The project is a demonstration of the students’ proficiency in Mandarin, the culmination of nearly four years of studying the Mandarin language and Chinese culture and of their ability to communicate both inside and outside the classroom.

Co-Curricular Program

The Class of 2016 is hosting a technology workshop on May 13 for Weston senior citizens. Students will provide one-on-one instruction and help participants use their high-tech devices.



The freshman class volunteered on May 3 for the Rock, Roll, and Stroll event for the STAR Foundation at Sherwood Island in Westport, where the students assisted with the setup and selling of raffle tickets for this program.

Teen Peace Works and Student Government received an official recognition from Governor Dannel Malloy for their work in raising awareness and money for domestic violence victims and their families. Co-presidents Austin Wysota (2015) and Michael Riley (2015) attended the Domestic Violence Crisis Center’s annual spring conference in Stamford. Speakers included writer and businesswoman Leslie Morgan Steiner, who survived an abusive relationship, as well as legal expert and best-selling crime novelist, Linda Fairstein.

Athletics

Spring sports got off to a great start once the weather cooperated, and we are now past the mid-point of the season. From our girls lacrosse team’s first victory over Newtown in the history of the program, to our undefeated boys and girls track and field, the spring teams are carrying on our tradition of excellence. Many of our athletes are volunteering their free time to help out at Special Olympics, form teams and participate in Relay for Life, and assist during the upcoming Memorial Day Weekend Road Race. We wish all of our teams luck as they prepare for the South West Conference and CIAC State Tournaments.

A special congratulations to seniors Caroline Maretz and Micah Zirn for earning the Connecticut Interscholastic Athletic Conference Scholar Athlete Award.



Alumni News

Britny (Alvarado) Jones, Class of 2008, who graduated from UVM in 2012 with a degree in nutritional sciences, is using her knowledge to run the family business, The Village Roost in Wilmington, Vermont, a non-GMO, organic café, and marketplace. She and her husband had lived in New Zealand for a year and now make Vermont their home.

Rachel Eddy, Class of 2012, appeared this year in the University of Miami productions of the *Twenty-Fifth Annual Putnam County Spelling Bee* and *The Women*.

Brandon Abrams, Class of 2013, is a sophomore in the architecture scholars program at the Ohio State University. His final project was selected from 35 projects and will be built and featured at the Ohio State Fair this summer. Brandon will be participating in a summer internship at Mojo Stumer, a large commercial firm on Long Island.

Bailey Kleban (class of 2008) graduated from NYU and is planning to attend Columbia University in the fall to pursue a master's degree in social work. Evan Kleban (class of 2010) graduated from the College of William and Mary where he also studied in South Africa and Argentina. He is working in real estate development. Jillian Kleban (class of 2013) completed her freshman year at Fairfield University and is currently on a volunteer trip to Fiji and Australia.

Kaidy Wollman, Class of 2012, will be studying architecture in Rome this summer as part of her integrated bachelors/master's program in architectural engineering at Penn State University. Kaidy was a graduate of our Project Lead the Way pre-engineering program and credits Ms. Moosbrugger for inspiring her in this field.

Weston Middle School

Amy Watkins, Principal

In this issue...

Nutmeg Voting Winners Announced

Sixth-Grade Wellness Integration

WMS Robotics at the Westport Mini Maker Faire

Earth Day: April 22

Author Michaela MacColl Visits Eighth Grade Students

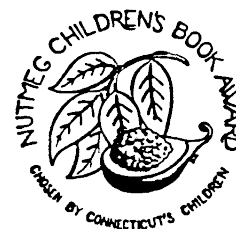
Author Neal Shusterman Visits the Seventh & Eighth Grade Students

Seventh Grade Travels to the United Nations

Eighth-Grade Students Showcase Mentorship Projects

Nutmeg Voting Winners Announced

Nutmeg Book Award voting results are in. We had a total of 93 students vote: The seventh-and-eighth grade first place winner was: *The False Prince* by Jennifer Neilsen. The sixth-grade first place winner was *Shadow* by Michael Morpurgo.



Sixth-Grade Wellness Integration

For the three weeks following April break, we integrated important issues from the grade six wellness curriculum into our physical education lessons. Students were engaged in Project Adventure discussions and activities involving the topics of stress reduction and puberty. There are approximately seven lessons that have been organized carefully to maintain the integrity of both health and physical education curriculums. Please feel free to contact your child's physical education teacher with any questions or concerns you may have.



Congratulations to our sixth-grade students for successfully completing our yoga performance-based assessment. All students learned about yoga and applied their skills while creating an authentic yoga workout for our WMS teachers. Seven lucky students actually held two official classes for our teachers which helped make everyone's day more calm, peaceful, and productive.

WMS Robotics at the Westport Mini Maker Faire



On Saturday, April 25, the WMS Robotics Club was at The Westport Mini Maker Faire demonstrating student work. This Faire had almost 6,500 visitors. The Westport Mini Maker Faire is an annual event at The Westport Public Library where builders, inventors, and designers from across the local area display their creations. The theme of this year's Faire was "things that roll," which was a perfect fit for the club. We are all really proud of our students. Thank you to Mrs. Shuhart, Mr. Ferro, Mr. Lore, and Dr. Hayes for helping prepare the students for this event.

Earth Day: April 22

April 22 was Earth Day in the United States and an excellent day to make a difference. Each of our students took a walk around our school and picked up one piece of trash. They felt proud they had done something for our planet. Imagine if every person on earth picked up one piece of trash a day what a difference it would make. It may become contagious and it may deter the "tossers." Mrs.

Kovac encourages everyone to pick up a piece of trash the next time they are walking through a neighborhood, or on the beach, or anywhere for that matter and make a small difference that could have an immense overall impact. It's a simple concept, a simple step that will help make our home here on Earth a better and healthier place. Every day is Earth day.



Author Michaela MacColl Visits Eighth-Grade Students

Students in eighth grade started their historical fiction reading last week. This unit is followed by historical fiction writing. We were fortunate, through the generous support of the WMS PTO, to welcome author Michaela MacColl to WMS to share what inspires her to write historical fiction and to provide a real-world connection for our students. Michaela MacColl attended Vassar College and

Yale University earning degrees in multi-disciplinary history. Unfortunately, it took

her 20 years before she realized she was learning how to write historical fiction. Her favorite stories are the ones about the childhood experiences of famous people. She has written about a teenaged Queen Victoria (*Prisoners in the Palace*, Chronicle 2010) and Beryl Markham's childhood (*Promise the*

Night, Chronicle 2011). She is writing a literary mystery series for teens featuring a young Emily Dickinson in *Nobody's Secret* (2013) and the Bronte sisters in *Always Emily* (2014). She has also recently begun a new series with Boyd's Mill/Highlights called *Hidden Histories* about odd events in America's past. The first entry in the series is "Rory's Promise" and was published in September 2014. She frequently visits high schools and has taught at the Graduate Institute in Bethel, CT. She lives in Westport, CT, with her husband, two teenaged daughters, and three extremely large cats. Students enjoyed listening to her experiences.



Author Neal Shusterman Visits the Seventh and Eighth Grade Students

Author Neal Shusterman spoke to our students to share about his experience as a writer, what motivates him, and how an idea becomes a book. Different from most author presentations, Mr. Shusterman had our students guide their time together by answering their thoughtful questions.

Students were engaged and in awe to hear about his journey as a writer and were inspired to continue developing their writing habit.



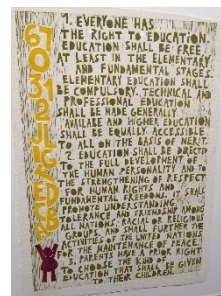
Neal's passion is to inspire and excite young students to read. Neal Shusterman is known for igniting many non-readers to read their very first book from cover to cover and has opened up the world of books to those reluctant readers. We appreciate the generous support of the WMS PTO to fund the visit from Neal Shusterman.

Seventh-Grade Travels to the United Nations

Recently, the seventh-grade Team Adventurers and Team Explorers traveled to New York City for a tour of the United Nations, a perfect complement to our Global Connections social studies course. The guided tour of the United Nations included



visits to the newly renovated conference rooms of the Security Council, Economic and Social Council, Trusteeship Council and the General Assembly. Students were also able to view several donated pieces of art from member nations. A truly international and enriching experience was had by students and chaperones alike. Encourage your child to share their memories of the trip with you.



Eighth-Grade Students Showcase Mentorship Projects

Nearly 100 eighth-grade students shared their mentorship experience with other students and families at the recent Mentorship Celebration. Students worked with a variety of professionals from chefs, to



musicians and artists, to computer engineers. To help depict their journey, students developed visual displays and spent time highlighting the most meaningful and memorable components of this opportunity.



Thank you to all of our parent volunteers who helped organize mentors. Thank you also to Lauren Davi, Jen Doyle and Ande Ogden for their help advising this experience for the students.

Weston Intermediate School

Pattie Falber, Principal

In this issue...

Third-Grade AIM Unit

Fourth-Grade Electricity Unit

Fifth-Grade Historical Fiction

Eli Whitney Museum

Willy Wonka and the Downtown Cabaret

Earth Day and "Going Green" Initiative

Connecticut Honors Choir

Art Jam

Third-Grade AIM Unit

This month the third grade students began an Academic Innovation and Measurement unit on endangered animals. This is a multi-disciplinary unit which encompasses reading, writing, science, and technology. The



students have learned that endangerment occurs as a result of animals' inability to adapt in a timely enough fashion to changes in environment, food supply or predators, and they were very surprised and saddened to see so many animals on the endangered species list. Each child has selected an animal to study and they are immersed in researching all they can about their animal and why it is facing endangerment. In science, they are exploring the physical structures and behaviors that allow many different kinds of animals to survive and reproduce in environments that meet their basic needs.

Fourth-Grade Electricity Unit

The fourth-grade students have just wrapped up an engaging multi-disciplinary unit on researching electrical inventions. Students used their learning of electricity from science to write two different pieces, the first an "all-about" piece of writing, and the second a more focused research paper on an important electrical invention. Students researched the importance of the invention and how it has continued to help improve our lives today. The unit culminated with students working collaboratively to create a multi-media presentation designed to showcase their research.



Fifth-Grade Historical Fiction

Fifth-graders complemented their study of the American Revolution with a look at historical fiction texts during reading and language arts. All classes read *The Forgotten Flag*, a historical fiction set during the Revolution in Fairfield, CT. Students used the contextual information in the story to expand their knowledge of the Revolution and gained understanding that there is a lot to be learned when reading such stories. Authors of historical fiction spend a great deal of time researching geographical places, societal traditions, habits and lifestyles, as well as the key people and events that shaped the culture of the time of their story, and weave in that information, giving the reader a glimpse into a bygone era. Students were then invited to read a historical fiction set in a time period that interested them. Many students report that historical fiction is now a favorite genre.



Eli Whitney Museum

To culminate their unit on electricity and to kick-off a new science unit on forces and motion, the fourth graders spent the day at the Eli Whitney Museum applying their knowledge to two fun projects. They explored the



challenging mechanics of catapults using rubber bands to power a ping pong ball through the air. They also built a model of a house with a circuit that included a switch, incandescent lightbulb, and LED bulb. As they built their model, they discussed open and closed circuits and applied their understanding as they made the necessary connections to light their house.



Wily Wonka at the Downtown Cabaret

Last month, our third graders completed a unit on fractured fairytales where they wrote their own very imaginative, highly creative story using what they learned about the magic



of fairy tales. So to culminate this unit, the third graders traveled to the Downtown Cabaret to enjoy a one of a kind stage adaptation of *Charlie and the Chocolate Factory*. The show featured Roald Dahl's timeless story of the world-famous candy man and his quest to find an heir but with all the fun and mayhem we've come to expect from the Cabaret Children's Company.

Earth Day and "Going Green" Initiative

Author Christine Pakkala visited our school to help kick off a "Going Green" initiative for Earth Day. Inspired by Ms. Pakkala's book, *Last-But-Not-Least Lola Going Green*, the third-and-fourth grades classes are developing eco-friendly projects that will beautify the school and help us be more environmentally friendly. The fifth-grade students will leave their legacy by planting flowers and hanging bird houses in the courtyard. The PTO has been working to update and beautify our courtyard in order to make it an outdoor learning space to be used for academic purposes as well as other events in our school.

Connecticut Honors Choir



Four of our fifth-grade students participated in the 2015 Connecticut Elementary Honors Choir on May 1 at the Connecticut Convention Center in Hartford. These students performed choral repertoire with over 200 students from the state of Connecticut under the direction of Dr. Sandra Doneski, who is a distinguished choral conductor, college professor, and author.

Art Jam



On Thursday evening, May 7, our school was abuzz as students and families enjoyed walking through the art-filled halls, and listening to the many talented student musicians and singers. This was the first year we participated in an all-district art open house, and I am sure it is on its way to becoming a yearly event.

To add to the enjoyment of the evening, the wonderfully warm weather was perfect to allow our musical groups to perform outside. The string ensemble performed in the front of the school, while the choral and band soloists used our beautiful newly refurbished courtyard which is beautiful and helped make the evening even more special.



Hurlbutt Elementary School

Laura Kaddis , Principal

In this issue...

***Hurlbutt Reads Together
Teaching and Learning
End-of-Year Concerts
Parent Support***

Hurlbutt Reads Together

Our third annual One School One Book program this year featured *Mercy Watson to the Rescue* by award-winning author, Kate DiCamillo.



One School One Book is a program designed by Read to Them, a non-profit organization that promotes family literacy. The program encourages reading together at home by providing every student and family with a shared reading experience. At Hurlbutt, we keep the title a secret from the entire school until our kick-off assembly. Throughout the week leading up to the event, we share clues with our students about the book. They love trying to figure out which book we will all read.



Our all-school assembly kick-off to reveal the title of our book was full of surprises. The entire school community was involved in the fun, and Chef



Luis stopped by with the final clue by delivering a giant bread loaf and butter. Students familiar with the series know that Mercy Watson loves toast with butter. Volunteers from the Weston Fire Department were on hand to help deliver the books to each class. Mercy joined us for the assembly and presented



each class with their very own Mercy mascot. Each night the students were eager to read the next chapter of Mercy. Throughout the week,

students were involved in all-school activities that helped bring the story to life for them. One of the favorite activities was creating and wearing their own pig noses. To wrap up this all-school activity, we gathered again as a school community. Mercy joined us and led our pig parade. Since Mercy's favorite food in the book is toast with butter, we collected breakfast items throughout the week to donate to the Weston Food Pantry. We are so proud that we collected more than 425 items.



Teaching and Learning

As part of our science unit on living things, each first-grade class received Painted Lady butterfly eggs. Students learned about the eggs of the Painted Lady Butterfly and how to care for them so that they would continue to grow and develop. Students are recording their observations in their science notebooks, including sketches and labels of the eggs, their food, and habitat. There will be great excitement when the caterpillars form their chrysalises to begin metamorphosis, and even more when the beautiful butterflies emerge about two weeks later. The classes will then release their Painted Ladies to complete their life cycle in freedom.

Our Hurlbutt scientists are learning about living and non-living things in their current unit of study. There has been much excitement in the kindergarten since the arrival of another group of eggs. Our young scientists have been observing and describing eggs that will soon bring us baby chicks. We have a live stream of the eggs set up so that our students can follow their development 24/7. The baby chicks join the ant farms and pet rocks in our collection of things for this exciting unit.

Through the continued generous support of our PTO, our second graders were able to put their knowledge to work in the Hurlbutt garden. Our second-grade scientists have been studying soil and in



the classroom recently planted brassica seeds to see how they grow. They also experimented with lima beans to see if they germinate without soil. Students brought in soil samples to compare and analyze. All second graders had an opportunity to visit the Hurlbutt garden, help turn the soil, and then make observations and notes in their science journals. We are looking forward to our newest PTO sponsored garden at Hurlbutt.....a butterfly garden.



End-of-Year Concerts

Our first-grade students performed their Mother's Day concert this month. The audience was moved by the energy, enthusiasm, and musical skill of our young singers. The songs were designed with input from the students. Each class worked with Mr. Henderson to pick their favorite things about their moms. Lyrics they created include, "Nobody can bake exactly like mom." This verse repeated with various activities including, run, snuggle, and party exactly like mom. They loved adding movements to the song. In keeping with Hurlbutt tradition, the students always have a song for dad. The highlight this year was the verse, "nobody can fix the toilet like dad!" while they acted out plunging the toilet. All of our students were eager to show off their music skills by performing a rhythm that they had never seen before. Throughout the year, the students have learned to read simple rhythms and have learned about quarter notes and eighth notes and how to perform them with a steady beat. The concert concluded with the song, "Just Imagine." This song was a wonderful culminating song for the year as the students sang, "Just imagine, just imagine. Just imagine all the things that we could be."



Parent Support

On a recent trip to the historic estate of Mount Vernon in Virginia, a Hurlbutt family brought home a representation of American history for our school. Marlo Villepigue, along with first grader, Gavin signed up for a copy of Rembrandt Peale's Porthole Portrait of George Washington through the Mount Vernon Ladies' Association of the Union. This association is a private, non-profit organization founded in 1853 by Ann Pamela Cunningham and is the oldest national historic preservation organization in the country. Mount Vernon is owned and maintained in trust for the people of the United States by the Ladies Association. In an effort to celebrate Washington's character, leadership, and accomplishments, the association is distributing replicas of his portrait to schools, libraries, or government offices. We are grateful to the Villepigue family for bringing this educational piece of artwork to Hurlbutt. George Washington's portrait will proudly hang in the Learning Resource Center.

