

WESTON BOARD OF EDUCATION

Monday, May 19, 2014

Weston Middle School Library Resource Center

Executive Session 7:00 p.m.

Regular Session 7:30 p.m.

I. CALL TO ORDER, VERIFICATION OF QUORUM

Philip Schaefer, Chairperson

II. EXECUTIVE SESSION

1. Matters Pertaining to Personnel

- A. Discussion of salary increases for Transportation/Energy Information Coordinator; Nursing Supervisor; Confidential Administrative Assistant for the Assistant Superintendent of Schools; Confidential Administrative Assistant for the Director of Human Resources; Confidential Administrative Assistant for the Directors of Finance and Operations, Facilities, and Technology; Purchasing Coordinator; Payroll Coordinator; Accounts Payable/Grants Coordinator; Student Activities Bookkeeper; Athletic Trainer; Medical Advisor; and Network Administrator.

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION

1. CABA Student Leadership Award

Motion

Ms. Watkins will introduce Weston Middle School students Dustin Duffy and Elissa Teles and Mrs. Deorio will introduce Weston High School students Ilana Berger and David Silverman who have been awarded Student Leadership Awards by the Connecticut Association of Boards of Education.

V. APPROVAL OF MINUTES, *pages 1-7*

Motion

The Board will vote to approve the minutes from April 21.

VI. PUBLIC COMMENT

Information

VII. NEW BUSINESS

1. Resignation, *page 8*

Motion

2. Discussion of Ducibella Venter & Santore's Review of Security for the Senior Center at Hurlbutt Elementary School

Information

Dr. Keating, Director of Finance and Operations, will discuss the findings from DVS' review of security for the senior center at HES.

3. Approval of Amended Sound System Guidelines for Football Stadium, *page 9*

Motion

Dr. Keating, Director of Finance and Operations, will present the amended sound system guidelines for Board approval.

4. Discussion of Annual Instructional Update, *pages 10-47*

Information

Dr. Palmer, Superintendent of Schools, and Dr. Craw, Assistant Superintendent, will review the Annual Instructional Update for 2013-2014. All Curriculum Instructional Leaders presented their subject area reports to the Board Curriculum Committee at the May 14, 2013 meeting.

5. **Sixth FY 2014 Financial Update and Approval of Transfers, pages 48-62** **Motion**
Dr. Keating, Director of Finance and Operations, will provide a monthly financial update.
6. **Discussion and Vote on 2014-2015 Board of Education Meeting Dates, page 63** **Motion**
Dr. Palmer will review the dates for the 2014-15 Board meetings and changes from last year's meeting schedule.
7. **Discussion and approval of salary increases for Transportation/ Energy Coordinator; Nursing Supervisor; Confidential Administrative Assistant for the Assistant Superintendent of Schools; Confidential Administrative Assistant for the Director of Human Resources; Confidential Administrative Assistant for the Directors of Finance and Operations, Facilities, and Technology; Purchasing Coordinator; Payroll Coordinator; Accounts Payable/Grants Coordinator; Student Activities Bookkeeper; Athletic Trainer; Medical Advisor; and Network Administrator.** **Motion**
8. **Discussion and Vote on Food Service Renewal** **Motion**
Dr. Keating will review the proposed contract with Chartwells for the 2014-2015 fiscal year.
9. **Discussion and Vote on Request for Two Supplemental Appropriations** **Motion**
Dr. Palmer will discuss the need for supplemental appropriations regarding special education costs and the unanticipated hiring of an additional kindergarten teacher due to enrollment increases.
10. **Weston Board of Education Policies, Regulations, and Bylaws, pages 64-84** **First Reading**
Mr. Brey, Director of Human Resources and Internal Counsel, will review the following Weston Board of Education policies, regulations, and bylaws:
A. Policy 5113.2, Attendance and Truancy;
B. Regulation 5113.2, Attendance and Truancy;
C. Regulation 5113, Attendance and Excuses;
D. Policy 5113, Attendance and Excuses; and
E. Policy 1252, Possession of Deadly Weapons.

VIII. OLD BUSINESS

1. **Weston Board of Education Policies, Regulations, and Bylaws, pages 85-100** **Motion**
Mr. Brey will review the following Weston Board of Education policies, regulations, and bylaws:
A. Policy 5114.6, Sex Discrimination and Sexual Harassment (Students);
B. Administrative Regulation 5114.6, Sex Discrimination and Sexual Harassment (Students); and
C. Policy 4118.12/4218.12, Sexual Harassment (Personnel).

IX. SUPERINTENDENT'S REPORT

1. **Next Regular Board Meeting Monday, June 16, 2014 at 7:30 p.m.** **Information**
2. **District Update** **Information**
3. **Principals' Reports, pages 101-112** **Information**

X. COMMITTEE REPORTS

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

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XI. ADJOURNMENT

Motion

Weston Public Schools
Board of Education Meeting
Weston Middle School Library Resource Center
April 21, 2014

Attendance:

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

* Mrs. Levin left meeting at 9:12 p.m.

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
- Other Non-Renewals

III. RESUME PUBLIC SESSION, PLEDGE OF ALLEGIANCE

IV. RECOGNITION

1. President's Volunteer Service Award

Ms. Watkins, Principal of Weston Middle School, presented sixth-grade student Noelle Mendelson with the President's Volunteer Service Award.

Motion: Moved that the Weston Board of Education recognizes Noelle Mendelson for her outstanding volunteer service and receipt of the President's Volunteer Service Award. Motion by Ms. Daniel, second by Ms. Major, all in favor. (7-0)

V. APPROVAL OF MINUTES

The Board will vote to approve the minutes from March 17.

Motion: Moved that the Weston Board of Education approves the minutes of the March 17, 2014 Regular Session. Motion by Ms. Major, second by Ms. Spaulding, all in favor. (7-0)

VI. PUBLIC COMMENT

Katie Gregory, Farrell Road

Ms. Gregory disagreed that the Superintendent has the authority to transfer school parking spaces to Town use for the Senior Center. She spoke against co-mingled space at Hurlbutt Elementary School.

Kimberly Brown, Old Weston Road

Ms. Brown recommended using underutilized space at Hurlbutt Elementary School for expanding the preschool program.

Michele Tivey, Godfrey Road West

Ms. Tivey spoke about communication between parents, the BOE, and administration, and how it can be improved.

Tim Lawler, Hidden Meadow Road

Mr. Lawler questioned the validity of statements that no decisions have been made on the potential changes to Hurlbutt facilities for seniors. He also suggested that the extra space in the school be used for educational purposes and spoke against shared space.

Jordanna Ardizzone, Old Orchard Drive

Ms. Ardizzone spoke against the Senior Center remaining at Hurlbutt Elementary School due to security risks and suggested the existing space be used for educational purposes or before- and after-school programs for working parents.

Juad Masters, Tiffany Lane

Ms. Masters would like school space to be used for school purposes, and the Senior Center to be relocated.

VII. NEW BUSINESS

1. Security Standards Presentation

Mr. Jeff Venter, DVS Security Senior Principal, explained School Safety Infrastructure Council (SSIC) security standards development and reviewed the standards that applied specifically to shared space. He said that while these standards go into effect on July 1, they are best practices and are not mandated. Discussion by the Board followed.

2. Update on Hurlbutt Elementary School

Dr. Palmer, Superintendent of Schools, provided an update on Hurlbutt Elementary School and the use of space for the Senior Center. She discussed new security measures that have been implemented to date, including a state-of-the art communication system, police patrol of the Mile of Safety, an increase in the number of security personnel, active shooter training, and camera surveillance. Dr. Palmer discussed the shared space review process and subsequent rejection by the Facilities Committee to house Town offices at Hurlbutt and publicly stated consideration of two remaining scenarios to continue to house the Senior Center or expand it into

underutilized space. She discussed the reasons why the Multi-Purpose Room or classroom spaces are not ideal for indoor recess activities, and that the money saved by taking any rooms off-line would decrease heating and electric costs which could then be put back into educational expenses. She addressed parent questions from public comment about meals for seniors, expanded preschool, and the doors locked between Hurlbutt and the senior center, and said that an evening question-and-answer session is forthcoming. Discussion by the Board followed.

3. Non-Renewal of Long-Term Substitute Teachers

In order to comply with Connecticut General Statutes, Section 10-151, it was recommended that the following long-term substitute teachers not be renewed for the 2014-2015 school year. This action is necessary based on the duration of their long-term substitute employment, which approximates or exceeds ninety (90) consecutive 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 following long-term substitute teachers not be renewed for the 2014-2015 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action: Martha Glynn, English, Weston High School; Stacie Reisner, Physical Education and Health, Weston Intermediate School; and Matthew Imbrogno, English, Weston High School. Motion by Mrs. Levin, second by Ms. Harvey, all in favor. (7-0)

4. Non-Renewal Long-Term Building Substitute Teachers

In order to comply with Connecticut General Statutes, Section 10-151, it was recommended that the following building substitute teachers not be renewed for the 2014-2015 school year. This action is necessary based on the duration of their long-term substitute employment, which approximates or exceeds ninety (90) consecutive 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 following permanent building substitute teachers not be renewed for the 2014-2015 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action: Steven Walker, Weston Middle School; Jillian Churchill, Weston Intermediate School; and Sarah Heist, Hurlbutt Elementary School. Motion by Ms. Harvey, second by Mrs. Levin, all in favor. (7-0)

5. Non-Renewal Reduction in Force – Teachers

In order to comply with Connecticut General Statutes, Section 10-151, it was recommended that the following teachers not be renewed for the 2014-2015 school year. This action is attributed to the lack of an available position related to a staff reduction under consideration in the school district's budget for the 2014-2015 school year. This action does not does not reflect on their service to the Weston Public Schools.

Motion: Moved that the following teachers not be renewed for the 2014-2015 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action: Tricia Simon, Hurlbutt Elementary School, Grade 2; Kimberly Meachen, Weston Intermediate School, Grade 5; and Courtney Morrall, Weston Intermediate School, Grade 4. Motion by Ms. Harvey, second by Mrs. Levin, all in favor. (7-0)

6. Other Non-Renewals

While Connecticut law allows for the hiring of retired teachers for part-time 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.

Motion: Moved that the contract of employment of the following retired teacher not be renewed for the 2014-2015 school year, and that the Superintendent of Schools is directed to advise such person in writing of this action: Marc Feeley, History, Weston High School. Motion by Ms. Harvey, second by Ms. Major, all in favor. (7-0)

7. Approval of Summer Technology Academy and Institute

Mr. Haakonsen, Director of Technology, discussed the proposal for the Summer Technology Academy, which will be two one-week sessions for students, and Summer Technology Institute (which will be three one-week graduate courses for teachers). This was discussed previously at both the Curriculum and Finance Committee meetings.

Motion: Moved that the Weston Board of Education approves the Summer Technology Academy and Institute for the 2014-2015 school year, as presented by Erik Haakonsen. Motion by Ms. Daniel, second by Ms. Spaulding, all in favor (6-0)

8. Presentation on Writing Programs at Hurlbutt Elementary School and Weston Intermediate School

Dr. Craw discussed the multi-year initiative to improve writing throughout the district. Mrs. Kaddis, Principal of Hurlbutt Elementary School, and Ms. Falber, Principal of Weston Intermediate School, presented highlights of the continuum of instruction to support students in writing in grades prek-5. Areas of focus are building volume and stamina for students, and explicit teaching of skills/strategies.

9. Fifth FY 2014 Financial Update and Approval of Transfers

Dr. Keating, Director of Finance and Operations, provided a monthly financial update, including accounts that are being monitored closely for the remainder of the year, transfers, special education, and the internal services fund. Transfers discussed at previous meetings that were not voted on were included.

Motion: Moved that the Weston Board of Education approves the transfers set forth in the first and second quarterly reports for FY 2014 and the third and fifth financial reports for FY 2014. Motion by Ms. Harvey, second by Mrs. Uzenoff, all in favor. (6-0)

10. Technology Lease Signatory

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

Motion: Moved that the Weston Board of Education authorizes the Superintendent or designee to execute and deliver the lease purchase agreement with TD Equipment Finance in the amount of \$402,200, and any related documents on behalf of the Weston Board of Education as the co-lessee with the Town of Weston, and take all actions necessary and proper to complete the transaction. Motion by Mrs. Uzenoff, second by Ms. Major, all in favor. (6-0)

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

Mr. Brey, Director of Human Resources and Internal Counsel, reviewed the following Weston Board of Education policies, regulations, and bylaws:

- A. Policy 5114.6, Sex Discrimination and Sexual Harassment (Students);
- B. Administrative Regulation 5114.6, Sex Discrimination and Sexual Harassment (Students); and
- C. Policy 4118.12/4218.12, Sexual Harassment (Personnel).

VIII. OLD BUSINESS

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

Mr. Brey reviewed the following Weston Board of Education policies, regulations, and bylaws:

- A. Policy 5145, Non-Discrimination (Students);
- B. Regulation 5145, Administrative Regulation Regarding Discrimination Complaints (Students);
- C. Bylaw 9120, Officers; and
- D. Bylaw 9121, Chairperson.

Motion: Moved that the Weston Board of Education approves Policy 5145, Non-Discrimination (Students); Regulation 5145, Administrative Regulation Regarding Discrimination Complaints (Students); Bylaw 9120, Officers; and Bylaw 9121, Chairperson. Motion by Ms. Major, second by Ms. Daniel, all in favor. (6-0)

IX. SUPERINTENDENT'S REPORT

1. Next Regular Board Meeting Monday, May 19, 2014 at 7:30 p.m.

2. District Update

Dr. Palmer announced that Commencement will be held on June 17 and that there are 40 days of school remaining. She also stated that pending legislation may defer the regional calendar for one year (2015-16 school year).

3. Principals' Reports

Mrs. Kaddis, Hurlbutt Elementary School Principal, highlighted the PTO-sponsored science enrichment program High-Touch High-Tech. Ms. Falber, Weston Intermediate School Principal, discussed Odyssey of the Mind and student opportunities to be collaborative and creative, including concerts and the school theatre production. Ms. Watkins, Weston Middle School Principal, showcased the One School One Book extension events, eighth-grade persuasive writing, and TEDx talks.

IX. COMMITTEE REPORTS

1. Communications Committee

The Committee has held a number of work sessions to create the recent *Weston Forum* insert and to plan the Realtors' Open House that will be hosted at Weston High School on May 21.

2. Curriculum Committee

The following items from the April 9 meeting were discussed by Mrs. Uzenoff: increasing the fine arts CIL position by .2 FTE, making it a .6 FTE position; ongoing approach to arts staffing, curriculum, and facilities requirements; grade 6 curriculum renewal for social studies; technology summer camp and teachers' institute; and surveys for educator evaluation. The next Committee meeting, anticipated to be the Annual Instructional Update, is scheduled for May 14 at 8:00 a.m.

3. Finance Committee

The following items from the April 10 meeting were discussed by Ms. Harvey: theatre arts program funding; Weston High School windows and doors progress report; tuition rate calculation; a regional planning Farm to School grant; and new USDA school lunch program regulations as of July 1, 2014 and their impacts. Other items discussed at the meeting were discussed previously in tonight's agenda. The next Committee meeting is scheduled for May 9 at 8:00 a.m.

4. Facilities Committee

The following items from the April 9 meeting were discussed by Mrs. Uzenoff: Zenon plant maintenance; SSIC guidelines with guest Jeff Venter; security systems/apps/design and how they would look at school; Tools for Schools; turf replacement; STEEP grant application; bid base for WHS windows and doors; CL&P energy study; Hurlbutt Elementary School play spaces, fencing, and bollards. The Committee adjourned to executive session for a discussion of security issues. The next Committee meeting is scheduled for May 6 at 4:00 p.m.

5. Policy Committee

There is nothing to report beyond what was discussed previously on the agenda. The next Committee meeting is scheduled for May 6 at 8:15 a.m.

6. Negotiations Committee

Per Ms. Harvey, a notice dated April 4 was received from the CT State Department of Education with the statutorily mandated schedule for upcoming Weston Teachers' Association (WTA) negotiations.

7. CES

Per Ms. Daniel, at the April 3 meeting, CES finances and the unified calendar were discussed. Ms. Daniel also discussed the annual Family University Night, which she attended as a member of the Wellness Committee.

8. CABB

Nothing to report.

9. Weston Education Foundation

Per Ms. Harvey, an update will be provided at the May 19 Board of Education Meeting.

X. ADJOURNMENT

*Motion: Motion to adjourn by Mrs. Uzenoff, second by Ms. Harvey, all in favor.
(6-0) Meeting adjourned at 10:43 p.m.*

Minutes prepared by Jennifer Markov, Board of Education Clerk.

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

From: Lewis Brey
Sent: Tuesday, May 6, 2014 2:48 PM
To: Colleen Palmer
Subject: Fwd:

Sent from my iPhone

Begin forwarded message:

From: Joseph Lato <JosephLato@westonps.org>
Date: May 6, 2014 at 2:47:34 PM EDT
To: Lewis Brey <LewisBrey@westonps.org>
Mr. Brey

I am writing to inform you that I have accepted a teaching position with the Monroe School District. I have spoken with Marisa Forchione and will keep my Health and Dental insurance until August 31, 2014. Teaching in Weston was an amazing experience to which I will truly miss. Please accept this letter as my official resignation for when the school year ends on June 17, 2014.

Regards

Joe Lato

Weston Public Schools Sound System Use Guidelines

Purpose: To establish operating guidelines for the use of sound equipment during approved events on the athletic fields and tennis courts on Weston Public Schools' campus.

Guidelines:

- Only users authorized by the High School Athletic Director or Director of Parks and Recreation will be allowed access to the public address (PA) systems for the turf fields.
- There will be no PA use after 9:30 p.m. except for special events, (Relay for Life is currently the only such event), or due to extenuating circumstances such as a game being extended due to weather or overtime.
- There will be no PA use during school or youth practices.
- Pre-game music may start no more than 45 minutes prior to a game.
- There will be Play-by-Play at night events only for high school football games, youth football games, and special events such as SWC/CIAC tournament games, SWC/CIAC neutral site tournament events, and Relay for Life.
- These guidelines allow for pre-game music, player introduction, infrequent announcements, and the playing of the National Anthem for Weston High School varsity lacrosse, soccer night games, and track and field meets.
- The same procedures will be in place for day events. Play-by-Play will only occur during youth football games and varsity high school football games.
- The district will maintain signage in strategic locations to encourage the appropriate use and sound level of portable sound devices by users.
- Specific language will be added to Weston Public Schools' building use form for users to acknowledge these guidelines.

Communication: These guidelines shall be communicated and overseen by the High School Athletic Director to high school coaches and staff. Additionally, these guidelines shall be communicated and overseen by the Director of Parks and Recreation to all community use groups.



WESTON BOARD OF EDUCATION

Annual Instructional Update 2013-2014

Draft Presented to the
Board of Education
Curriculum Committee
May 14, 2014



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

UPDATE ON CONTINUOUS INSTRUCTIONAL IMPROVEMENT IN WESTON PUBLIC SCHOOLS

This is an unprecedented time in education with school districts dealing with a series of federal and state mandates, including requirements for teacher evaluation, the implementation of the Common Core State Standards, and a new system of standardized testing anticipated for the spring 2015. The district advocated for flexibility in addressing State mandates and was successful in obtaining a one-year waiver to implement our pre-existing and highly effective teacher evaluation plan during the 2013-14 school year. The positive impact of obtaining the waiver cannot be understated. It has allowed our teachers the ability to focus on the needs of our students, district goals, and their own professional growth. Our administrators employed the State of Connecticut's System for Educator Evaluation and Development (SEED) model, which is not aligned with our teacher evaluation plan. The district plans to request a waiver for both teacher and administrator evaluation for the 2014-15 school year as it is in the best interest of our system.

Weston Public Schools has remained steadfast in its mission to inspire students to accept the challenges of a global society. Having a rich set of curricular experiences already in place, this year the district improved its programs and services by maintaining an environment that supports teacher creativity and innovation, resulting in high levels of student engagement in the classroom. The Academic Innovation and Measurement (AIM) initiative, nearing the completion of the fourth year of implementation, continued to provide the framework for Weston to achieve this mission. All students in grades K-12 experience AIM in their classrooms through units and assessments that place greater emphasis on deep understanding and application of learning.

As part of the AIM initiative, our teacher teams have developed and implemented a Cornerstone assessment, in grades 2, 5, 8, and 11. A Cornerstone is a highly engaging, cross-disciplinary, end-of-year assessment used to gauge student mastery of high priority skills, such as critical thinking and creative thinking. This year, our design teams have refined the Cornerstone tasks in grades 2, 5, and 8 shifting them from an *Assessments of Learning* to *Assessments for and of Learning*. The distinction is that these Cornerstones now serve as both a learning experience for students as well as a measurement of 21st century skills that our teachers use to inform instruction. The district also recognized the need to close the feedback loop so students and parents would receive timely information on how their child performed on the Cornerstone in relation to the AIM learning outcomes. This has been a challenge in previous years, which our design teams have addressed by establishing a thoughtful process by which the results of student learning will be shared with parents in the spring.

Looking back on this year, the district successfully initiated a systemic approach to improving K-12 writing instruction. Our administrators developed and implemented action plans to improve writing instruction, including providing teachers with high-quality professional development opportunities. At the K-5 level, there has been a goal to increase the quality of writing produced by students and to increase writing stamina. Sample student work illustrating improvement in these areas was shared at a

recent Board of Education meeting. At the secondary level, there has been professional development focusing on providing students with high-quality feedback on their writing through effective conferencing strategies, as well as building in increased opportunities for students to reflect on their writing. The pilot writing portfolio process in the tenth grade has supported these efforts and will be expanded to the full grade next year, as well as piloted in the eighth grade.

The areas of focus for next year for sustaining an exemplary instructional program consist of continued teacher training on AIM, effective teaching of writing, Common Core State Standards, and the integration of technology. The district will continue to offer Teaching and Learning Institutes during the upcoming summer months to support these needs. This summer's sessions will include institutes on the Common Core State Standards for interested K-5 teachers, implementing electronic writing portfolios at the eighth grade level, and the technology integration in grades 6-12.

Contributors

Superintendent	Dr. Colleen Palmer
Assistant Superintendent	Dr. Kenneth Craw
Mathematics, Grades K-5	Mrs. Carolyn Vinton
Mathematics, Grades 6-12	Mr. Kevin Joyce
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	Mrs. 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	Mr. Dan Doak, Dr. Kenneth Craw
Music and Arts, Grades K-12	Mrs. Elizabeth Morris
Health/Physical Education, Grades K-12/Family and Consumer Science, Grades 6-8	Mrs. Kim Kus
Technology Education, Grades 6-12	Dr. Darcy Ronan
Business Education, 9-12	Dr. Kenneth Craw
School Counseling, Grades K-12	Mrs. Lois Pernice
Project Challenge, Grades 3-8	Mrs. Lois Pernice

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MATHEMATICS, GRADES K-5

I. 2013-2014 Goals

- Implement the CCSS for mathematics in grades three and four using *Math in Focus* materials.
- Continue progressive adjustments towards the CCSS in grade five in preparation for full implementation in 2014-2015.
- Build on the first year of experience with full K-2 implementation to further improve instruction at these levels in year two.
- 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 the new CCSS based program materials for the first time, as well as emphasis on the mathematical practice standards for teachers in their second year of implementing *Math in Focus*.
- Continue to provide opportunities for parent education at all levels.
- Begin the implementation of *DreamBox Learning* as a blended learning tool in all grade levels by employing a stations model within the classroom for the periodic use of this resource.

II. Accomplishments

- The *Math in Focus* program was successfully implemented with all students in grades three and four.
- Professional development was provided to assist in this implementation by both outside consultants and CIL.
- This year's professional development began in August with workshops presented by Dr. Yeap Ban Har, one of Singapore's foremost educational leaders. Grades three and four attended several introductory workshops. Teachers of grades kindergarten, one, two, and five attended sessions to continue their growth.
- The professional development days in the fall continued to support the grade three and four transition through CIL led professional development.
- Patti Chesney, a Math in Focus trainer, visited in March to model lessons and consulted with our teachers, CIL, and administrators on our transition thus far.
- Specific professional development was provided to teachers new to the district or new to a grade on both curriculum and instructional practice.
- Grade-level meeting time was used to continue to support the growth of elementary teachers in their instructional strategies.
- The CIL provided professional development to the WIS faculty on the new computer-based Smarter Balanced Assessments. Teachers took the sample online tests and reflected on their implications.
- Instructional coaching provided data and questions for the purpose of reflection, leading to improvement of instruction and greater differentiation. The Teacher Supervision and Evaluation Plan continued to be helpful in encouraging teachers to avail themselves of instructional coaching.
- Coaching was provided to assist teachers in interpreting Northwest Evaluation Association (NWEA) data and to use it for greater differentiation in their classroom.
- The *DreamBox Learning* online program was successfully implemented in grades K-5. This allowed for more specific differentiation for students both at school and at home. Since beginning this fall, our elementary and intermediate students have collectively logged a total

of over 10,000 hours of supplementary instruction specifically adapted to their individual needs.

- Six 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 transition as well as methods used in the classroom. Later in the fall, there were also sessions on problem solving for parents of grades 2-5.
- In addition to the above, many parents attended the K-5 math sessions of the Common Core Parent Night and saw examples of the mathematical practices in action from our K-5 students.
- We had 51 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 for this implementation as we bring on grade five and continue to support other grades.
- Given the needs of the grades in the first year rollout of Math in Focus, the CIL has strategically allocated a significant portion of her time to support these teachers.
- As we continue to integrate a blended learning approach into math instruction at the K-5 level, the WIS will benefit from the addition of 75 laptops that are being allocated to the building for 2014-15 as a result of the budget process. This will provide teachers with the flexibility of having some computers located in their classrooms to use in a station rotation model.

IV. 2014-2015 Goals

- Complete our 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 next year 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 progress report standards K-5 and align with rubrics and assessments for rollout in fall 2014.
- Complete curriculum revision using Atlas Rubicon electronic mapping for grades K-2 during the summer of 2014, bringing these revised documents to the Board next year.
- 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.

MATHEMATICS, GRADES 6-12

I. 2013- 2014 Goals

- Implement seventh grade and Algebra 2 curricula aligned to CCSS for mathematics.
- Begin renewal of eighth grade curriculum using previous year's documents as templates for construction.
- Implement department wide use of Common Core practice standards for mathematics.
- Begin work on 8-1 course for transition into *Math in Focus Course 3* and alignment with CCSS for 2014-15.
- Begin examination and revision of placement process for Honors Algebra 2 utilizing Algebra 1 objectives, as well as its use in informing instruction and addressing individual student needs.
- Continued focus on the development and use of performance-based assessments, associated rubrics, and the use of student-centered approaches to instruction, where applicable.
- Begin to enter electronic copies of the curriculum's scope and sequence into the web-based application Atlas Rubicon.

II. Accomplishments

- Seventh grade has implemented the CCSS through the utilization of the *Math in Focus* program. Algebra I in grades seven through nine and geometry in grades eight through ten are currently working with curricula written to align with the CCSS. A new algebra textbook fully aligned to our curriculum and CCSS was used in seventh, eighth, and ninth grades. The identical concepts and skills are being explored at all levels (e.g. standard & honors) with only the pacing and depth differing based on the needs of the class. Scope and sequence of the math curriculum continues to be documented in Atlas.
- Seventh and eighth grade teachers, along with K-5 teachers, administrators, and special education staff attended a two-day workshop in August facilitated by Dr. Yeap Ban Har; international authority on Singapore Math. (Singapore Math heavily influenced the development of the CCSS and *Math in Focus*). This was in addition to last workshop in August 2012.
- Eighth grade teachers have started the process of reviewing the seventh grade curriculum documents as well as the *Math in Focus Course 3* objectives in preparing for this summer's work. By the end of the summer, the eighth grade will have the curriculum completed and ready for implementation.
- The high school math department adopted departmental goals utilizing Common Core Practice Standards number one and number three, which emphasizes problem solving and reasoning. This is aligned with earlier professional development work with John Antonetti on cognitive engagement and level of rigor.
- Professional development work included work with John Keogh, the CES facilitator for the Cooperative Educational Services High School Math Council, in an effort to further develop understanding and connections of the CCSS for K-12. Department meetings and professional development included the use of Dan Meyer's Three Act Math as a method of engagement, as well as developmental understanding in reasoning and problem solving.
- The high school math department began the development of AIM units in each course. The sixth grade incorporated a new AIM unit that incorporates research and Google tools in making the choice for a school field trip.

- The geometry transition to CCSS included a unit on constructions that was shared in honors, standard, and eighth grade; bridging the gap among what has been three differing courses.
- Seventh and eighth grade teachers, as well a high school algebra teacher, were part of a *Math in Focus* professional development with Patti Chesney, *Math in Focus* trainer. She completed model lessons in seventh and eighth grade classes with debriefing on methods, transitioning, and learning expectations.
- Two teachers from both the high school and middle school received Tri-State Consortium training in preparation for the upcoming mathematics Tri-State visit.
- Using professional development and department meeting time, the math department developed a common definition of a performance assessment (distinguishable difference from performance task) and continues to create new and refine prior performance assessments.
- A follow up to the placement test given in the fifth grade was created and used in verifying placement and informing teachers. Both tests had results broken into strands to better inform students and teachers.
- A new placement test for Honors Algebra 2 was developed and used this year. The test broke objectives into strands to better inform students and teachers, allowing for adjustments to be made for the upcoming year. This also afforded students the opportunity to revisit areas of concern and be re-evaluated for placement. In addition, results of all ninth grade placement tests were better communicated to inform students and teachers.
- The Probability & Statistics course implemented changes to better align content with AP Statistics course; offering students greater depth of understanding of statistics and probability.
- The Discrete Mathematics course continued its development of depth in real-world applications. A unit was developed that centered on buying a car and home, as well the connections to the math on future and present values.
- The need for a transitional course to prepare students for pre-calculus was identified. As a result, the one semester trigonometry course was brought back as an option for the upcoming school year. Curriculum work will be needed to further align the transition made to the CCSS.
- The high school math department began using the website from The University of Texas at Austin for online homework and assessments. Assignments can be designed using a variety of resources and is delivered through the Quest Learning and Assessment content delivery tool.
- A web-based program that provides instruction and assessment for students in need of intervention or acceleration is being explored as a pilot. The web-based program MathXL for School provides interactive assistance, practice problems, homework, and testing where progress, results, and time spent is provided to the teacher. One student used this as a way to successfully accelerate into the AP Calculus AB course in December.
- A fifth to sixth grade math transition night was introduced in April allowing the opportunity for parents to obtain a better understanding of the placement process, the transition into the new *Math in Focus* curriculum, and the pathways of math through high school.
- Teachers explored and incorporated test content and question techniques from SBAC into their curriculum. Students were guided through practice tests and samples in the computer lab.
- Two teams of students from the high school entered Moody's Mega Math Challenge; an annual internet-based applied math contest organized by the Society for Industrial and Applied Mathematics. Students in teams of five are given a real-world issue on a weekend morning and have fourteen hours to submit their solution.

- The WHS Mathematics Team entered its fifth year in the Fairfield County Mathematics League this year and participated in the Mathematics Olympiad to engage students in performance-based problem-solving scenarios.

III. Challenges and Needs

- As we continue to transition to the CCSS and implement the *Math in Focus* series, we will continue to develop activities and assessments to support instruction. In particular, the eighth grade implementation of *Math in Focus* and further implementation of CCSS in geometry and Algebra 2 will require more professional development opportunities.
- With the renewal process in progress and transition to the CCSS, we will need to anticipate budgeting for textbooks in Algebra 2 and continued professional development for *Math in Focus* in the seventh and eighth grade levels. AP Statistics books will also need to be replaced and updated as they are 13 years old.
- We will be using a new textbook for geometry at all levels and will need to continue to align the standards and prepare for transitional gaps.
- There is 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.
- In addition to a data team, the current model of providing academic assistance at WMS needs to be reviewed in order to better provide remediation and intervention. In addition, appropriate entry and exit processes should be established.
- As the Smarter Balanced testing is instituted, we will need to look at alignment of content and types of questions as they align to our curriculum and assessments. We will also need to explore how this new data can be utilized to inform teaching and learning.

IV. 2014-2015 Goals

- We need to continue the revision of our placement process in each grade and develop testing aligned with CCSS to inform instruction for all classes, not just honors placement.
- We need to 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 AIM units should continue and all teachers in 6-12 mathematics should have at least two units prepared and implemented by the end of the year.
- We need to continue Smarter Balanced alignment and begin to use pretests to inform instruction.
- We need to 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.

SCIENCE, GRADES K-5

I. 2013-2014 Goals

- Continue the implementation of AIM units in grades one, two, and five and examine possibilities for the development phase of units in grades kindergarten, three, and four.
- Focus instructional coaching on implementation of inquiry and clarity of instruction, utilizing the Skillful Teacher training.
- Examine the Next Generation Science Standards (NGSS), to project their impact on our curriculum and practice.

II. Accomplishments

- A new AIM unit was developed in kindergarten. All kindergarten classes took part in this effective modification of their Properties unit. It was structured with the AIM capacity of creative thinking, focused on design and research and involved the science and engineering practices from NGSS.
- Work with teachers in coaching, modeling, planning, and professional development was focused on teachers new to grade levels as well as extensive work with the AIM units.
- Our students continued to take part in rich science experiences involving inquiry, the use of science notebooks, and thinking deeply about their science content.

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. A decision on this was slated for early 2014, but we are still waiting for approval.
- 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.

IV. 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.

SCIENCE, GRADES 6-12

I. 2013-2014 Goals

- In anticipation of the Connecticut State Department of Education (CSDE) adopting the NGSS, familiarize the science faculty with the features and shifts of the NGSS.
- Develop shared understandings and expectations of the NGSS Dimension: Science & Engineering Practices.
- Further development of AIM units such that all science courses contain an AIM-aligned experience.

II. Accomplishments

- Monthly department meetings at both WMS and WHS focused on Dimension 1 of the NGSS: the Science and Engineering Practices. Each month we have focused on one skill such as Argue from Evidence, Using Models, and Designing and Conducting Investigations. Teachers have read and discussed corresponding selections from “A Framework for K-12 Science Education”, as well as relevant pieces from the scholarly and popular literature in science education.
- Disciplinary teams at WHS have met monthly to review the content descriptions of the NGSS in relevant areas.
- Joint department meetings were held with the Science & Technology departments at each school, in part to strengthen science teachers’ understandings of engineering practices, as will support the infused-technology paradigm of science instruction in the NGSS.
- WHS and WMS teachers have worked together for three district-wide professional development sessions. These sessions included initial training in the NGSS, AIM training and unit development, and creation of shared rubric resources. In addition to efficiency, these joint meetings foster 6-12 alignment, shared curricular ownership, and shared community.
- All teachers have continued work with AIM in their science courses. The alignment of AIM with the Science and Engineering Practices was discussed and opportunities for overlap identified and exploited.
- At WMS, the majority of units now explicitly include AIM outcomes. New AIM units this year include two sixth grade units, two seventh grade units, and one eighth grade unit, in addition to revisions to one existing sixth grade AIM unit, two existing seventh grade AIM units, and one existing eighth grade AIM unit.
- At WHS, Honors Biology, Standard Biology, Honors Physics, Standard Physics, and AP Biology all contain new AIM-aligned units, in addition to many already AIM-enriched units and assignments.
- Physics teachers Jack Kingston and Anna Balouskus participated in a summer professional development from Tufts University on the web-based course tool, Interlace. Standard Physics classes are part of an ongoing research study. The entire science department has received professional development from Tufts researchers on the Interlace tool.
- Science and social studies teachers are part of Cohort III of Performance Assessment Design Initiative (PADI), tasked to create one or more interdisciplinary units. Science representatives are: Darcy Ronan, Jamie Charles, Anna Balouskus, and Lauren Hauser.
- The AP Chemistry audit was completed and accepted by the College Board.
- Prompted by a shift in College Board offerings, the Honors Physics course has been renamed

AP Physics I. Dr. Jack Kingston will prepare a course audit for approval during Summer 2014, Weston students will take the AP Physics I exam the first time it is offered in May 2015.

- Darcy Ronan (CIL) and Melanie Welsh (sixth grade teacher) attended the National Science Teachers Association conference in Boston, MA this April, collecting resources for further implementation of the NGSS in Weston.
- Chemistry teachers reviewed and selected a new text for Honors Chemistry, pending the adoption process.

III. Challenges and Needs

- Now that teachers have developed shared understanding of the Science and Engineering Practices, these skills need to be mapped against curriculum to identify opportunities for instruction and ensure coverage across grade bands.
- Significant revision 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 state-level development of NGSS-aligned, CT-specific frameworks.
- 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.
- 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. While not a safety issue, the arrangement of lab stations is a consideration when planning laboratory investigations.

IV. 2014-2015 Goals

- Explicitly 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 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.

LANGUAGE ARTS, GRADES K-8

I. 2013-2014 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 first 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 two years.
- Fully addressing the instructional shifts presented in the CCSS will be a priority. These include writing expectations that expand the quality and volume of writing students produce as well as more in-depth application of comprehension strategies to complex texts.
- Further development of additional AIM units will be a priority in all grades as we seek to build upon the momentum we have gained this year. In addition, we will work to build more cross-disciplinary units that allow students to integrate these 21st Century skills across subject areas.
- Implementation of an AIM unit of study in kindergarten will be a priority.
- With curriculum completion at WMS, we will be afforded additional time within all classrooms K-8 to focus on embedded professional development and ongoing instructional coaching.
- There is a need to further develop leadership capacity within grade level teams in order to establish shared responsibility for implementing district initiatives.
- As our district initiatives move forward and develop, we look forward to continuing our work as members of the AIM Leadership Team by collaboratively bringing new insights and vision to the work of the district.

II. Accomplishments

- The curricular refinements that have been made this year reflect current research in best practices and have been driven by a deeper understanding of the CCSS. These revisions have occurred in grades K-8.
- As we refined our WMS units of study, curricular documents, assessments, and common teacher resources, these improvements have been uploaded to the Rubicon Atlas electronic mapping software. This provides teachers with a central access point for accessing pertinent curricular documents.
- In correlation with the district-wide initiative on strengthening student writing, professional development has focused on establishing common writing expectations that expand the quality and volume of writing students produce.
- AIM implementation across all classrooms has continued to grow and develop. This year, the creation of an AIM science unit in kindergarten broadens our implementation to K-8. Current units and assessments have been refined in the presence of student work. Teachers have engaged in a highly reflective, collaborative revision process.
- Two grade four teachers were trained in Cohort 2 of the Performance Assessment Design Initiative (PADI) through Tri-State. This initiative seeks to develop learning experiences and assessments that are highly authentic and engaging. As a result, the fourth grade team refined two units of study within the PADI model that also allowed them to expand upon their AIM work through the course of the year.

- The PADI model guided our next level of work in revising our current performance-based assessments to include greater authenticity and real-world problem solving.
- The second and fifth grade teams had the opportunity to work with a PADI consultant, who served as a critical friend in our ongoing Cornerstone development. This allowed us to ensure that our Cornerstone tasks are truly interdisciplinary and meet the criteria for being an assessment *for and of* learning.
- Ongoing reflective practices in Reader's and Writer's Workshop continued to be a focus in grades K-8. This professional development has occurred through a differentiated approach that enabled us to tailor support to individual and team needs.
- Addressing how the major instructional shifts that determine how the CCSS are taught in classrooms has and will continue to be a priority.

III. Challenges

- Making ourselves available to teachers across buildings during district-wide professional development days has been a challenge. This is mainly the result of common district-wide initiatives that have been prioritized during these times.
- The length of the 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 grades teach these two areas in one period per day.

IV. 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 CCSS 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.

ENGLISH, GRADES 9-12

I. 2013-2014 Goals

- Begin review of curriculum and core texts in preparation for our curriculum renewal.
- Complete Understanding by Design (UbDs) for all courses, assuring compliance with Common Core expectations.
- Implement content-specific professional development opportunities.
- Continue to create and update authentic assessments and performance-based assessments.
- Re-invigorate the use of higher order questioning in instructional strategies.
- Implement increased vertical alignment with the middle school.

II. Accomplishments

- The English department is in the process of reviewing curriculum and core texts in preparation for the curriculum renewal process.
- All English teachers have been introduced to Atlas Rubicon electronic curriculum mapping tool. The curriculum has been mapped for core courses and teachers will create and revise their units in Atlas, assuring alignment with Common Core expectations, as they renew their curriculum over the next year.
- English department staff members participated in three professional development sessions regarding four major instructional shifts promoted by the Common Core. Teachers explored text complexity, close reading, argumentative writing, and oral discourse in the secondary English classroom.
- English staff members continue to collaborate on developing curriculum and evaluation, as well as visiting each other's classes to share effective instructional strategies.
- One department member will attend a week-long AP English Language and Composition Workshop at the Taft Educational this summer.
- In an effort to support the transition of the eighth grade to the high school, three high school English teachers visited the middle school to teach for the day. They reviewed an analytical writing prompt that the students completed to help give students a better idea of the expectations in ninth grade English.
- Three English teachers were involved in the creation of the Sophomore Writing Portfolio pilot.
- Three English teachers visited Joel Barlow High School in Redding, CT and participated in the scoring of their Junior Writing Portfolio. This scoring session informed our work on our Sophomore Writing Portfolio.
- Two department members participated in a research study on how tenth-grade students come to read complex texts in their English classes conducted by a Ph.D. candidate from Teachers College, Columbia University. Six of our students were chosen to participate in this research.
- The English staff continues to be very active in co-curricular positions, acting as advisors for the freshman class, newspaper, literary magazine, and COMPANY.
- The role of the Curriculum Instructional Leader continues to support all of these efforts, as well as individual staff needs.

III. Challenges and Needs

- We need to improve the understanding of skill requirements for students moving from grade eight to grade nine. Every effort needs to be made to give teachers the opportunity to share

curriculum, instructional strategies, and student evaluation with the middle school English staff.

- There is an especially urgent need to provide more support and feedback for our student writers as the Common Core emphasizes cross-curricular writing and reading.
- Teachers involved with the Sophomore Writing Portfolio will require additional training and support to meet the needs of all learners.
- There continues to be an escalation in demands on English teachers' time for personal writing support.
- Since the Sophomore Writing Portfolio is a cross-curricular endeavor, the work associated with this project should be shared among departments. Additional resources will be needed to organize and coordinate this process, as we expect the entire sophomore class to submit portfolios in 2014-2015.

IV. 2014-2015 Goals

- Continue the curriculum renewal process.
- 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 additional content-specific professional development opportunities.
- Implement specific curricular strategies for vertical alignment with grade eight.

SOCIAL STUDIES, GRADES K-5

I. 2013-2014 Goals

- The fifth grade social studies units will be rewritten this upcoming summer.
- Modifications to current units will continue.
- Digital resources will be expanded upon.
- Performance-based assessments will be designed for each of the social studies units, integrating with other disciplines where appropriate.

II. Accomplishments

- Last summer, K-2 grade level teachers worked to refine the social studies units of study in alignment with the draft social studies standards. Performance-based assessments were designed for these units of study.
- Teachers continue to reflect and refine their social studies curricular units.
- Additional digital and print resources, inclusive of primary source documents have been added to units of study.
- Teachers continue to collaborate with LRC and media center staff to integrate digital and research components where appropriate. The research components meet both social studies and CCSS.

III. Challenges and Needs

- Additional curriculum work has been tabled this school year as we awaited the publication of the College, Career and Civic Life (C3) Framework.
- It is anticipated that the Connecticut State Department of Education will adopt a social studies curriculum framework this summer.

IV. 2014-2015 Goals

- When the State 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.

SOCIAL STUDIES, GRADES 6-12

I. 2013-2014 Goals

- 100% of the district's social studies teachers will enter into the AIM initiative.
- Department members will begin creating performance-based assessments around the PADI model for which four department members have already been trained.
- All social studies courses will be brought into alignment with the CCSS. Courses will be revised and rewritten as necessary to meet this goal.
- Grades 6-12 social studies teachers will continue the practice of observing colleagues a minimum of two times throughout the school year.
- 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.
- Research will be conducted on the interest and need for additional elective courses.
- Curriculum renewal will be initiated in 2014.

II. Accomplishments

- The social studies department hired three new department members.
- At this time 100% of the district's social studies teachers have received professional development in the AIM initiative.
- A 6-12 reading for information/document-based question rubric was designed. This rubric has been used to score and give feedback to students.
- Professional Development to create this document as well as the scaffolding and training on skills students need was conducted by department members Jeanie Bennett and Dan Passarelli.
- All members of the department participated in a three-day institute conducted by John Antonetti on implementing the Common Core.
- Curriculum Instructional Leader Brian Scott was invited to participate in the creation of a proposal to the National Science Foundation to develop a Global STEM Entrepreneurship Academy. This proposal is being developed by Dr. Yong Zhao, who is an internationally known scholar, author, and speaker.
- Three members of the department participated in the training and pilot of the tenth grade writing portfolio. This training and pilot work was conducted with the English Department.
- Members of our local government participated in two panel discussions with students in the American Government program. Topics for the panel included the role of local government and civic responsibility.
- Seventh grade students participated in presentations on Weston Public Schools 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.
- Erin LeBris collaborated with Weston Historical Society members Sharon Gilbert, Karen Giannitti, and Neil Horner this school year to integrate local history into the social studies curriculum. In January, Sharon Gilbert and Karen Giannitti met with students in the American Studies classes to share a "traveling exhibit" of artifacts and items pertaining to Weston's history during the late 19th century-early 20th century time period. Students listened to a brief overview of the history of Weston and were able to pose questions to the

local historians. Students viewed the artifacts and photographs while discussing the insights that these selected items gave them about the town of Weston during the historical time period from the 1860s-early 1900s. This lesson was designed by Erin LeBris and Sharon Gilbert and focused on the historical changes taking place in Weston during this time period and how our town's history compared to the changes occurring in the United States. Mrs. LeBris is also working with the Historical Society to establish a permanent student volunteer docent position(s) for the upcoming school year.

- Department members continued to create, revise, implement, and reflect upon common performance-based assessments that 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 PADI performance-based assessment on Weston's population dilemma.
- WHS teachers worked with their colleagues in the science department to begin designing interdisciplinary assessments on a variety of topics.
- Numerous performance-based assessments and course wide rubrics were revised.
- The process of entering the scope and sequence for alignment in the electronic curriculum mapping software, Atlas Rubicon, was begun and nearly completed.
- Grades 6-12 social studies teachers continue to observe colleagues throughout the school year.
- Teachers at each course level have collaborated in unit planning. This was greatly assisted by scheduling consideration from the WHS administration.
- As a result of research conducted through guidance on student interest we re-introduced AP Microeconomics.
- The department delivered two new courses and each ran successfully.
- Both Personal Finance and Business Concepts were taught by Brad Holderbach, a new Social Studies Department member.
- A member of our sixth grade team successfully transitioned to teaching our eighth grade.
- The American Studies teachers maximized the use of their common planning to align their major assessments with the corresponding English course.
- Three department members will be attending AP College Board training this summer at Taft.
- Also notable are the efforts of our teachers in differentiating instruction to meet the needs of all students. Honors level courses are offered only in grades 10-12 and basic level courses are not offered in any grade level. Basic level students have been successfully included in all standard level courses.
- Two department members were invited by The College Board to attend the Advanced Placement United States History reading in June, 2014.
- A member of our eighth grade class competed at the state Geography Bee held at Central Connecticut State University and advanced to the semi-final round.
- WHS Model United Nations will be going to its first conference this May at Trumbull High School. The students in the Model UN are excited and have begun research on their topics of child soldiers, North Korea, and the conflicts between Sudan and South Sudan. Model UN club members will be devoting themselves to creating position papers, learning all aspects of the topic, investigating the views of the nations they represent at the conference, and writing draft resolutions to be introduced to their specific committees. It will be a busy six weeks of preparation, but the students are ready and know the work will be worth it when they can confidently speak as delegates in May.
- World Studies students hosted an Enlightenment School Fair in their classrooms. Students had to research one of the Age of Enlightenment's great thinkers, scientists, philosophers, or

inventors, and learn about that person's discoveries and contributions to modern thought/science. Based on that research, the World Studies students then had to design a school based upon their thinker's ideas and work. Students had to be creative and made many connections applying the principles of the Enlightenment to their newly created schools. To see how their school would be received, the students had to create a brochure and try to attract potential students to enroll at their Enlightenment educational institution. Many thanks to our Library staff, Mrs. Snaith and Mrs. Garone, for collaborating with the World Studies teachers to ensure this was a meaningful learning experience for our students.

- Tenth grade Modern World Studies students in Mr. Jorge's classes heard about life in modern day China from Michael Crutchfield. Mr. Crutchfield spent a year in China teaching English to Chinese college students. His presentation focused on the Chinese concept of "Face", how Chinese education compares to American schools, and challenges the Chinese leadership and people are wrestling with today. The students asked Mr. Crutchfield many questions about his time living and working overseas.
- Bill Moeder participated as an AP consultant for a Harris Interactive analysis of the APGOV redesign, which is scheduled to rollout during 2015-2016 school year. This involved an online discussion with thirty other AP instructors across the country on the new redesign and our thoughts and input on it. Additionally, Mr. Moeder served as an AP consultant for the National Math & Science Initiative that involved instructing inner city students.
- Department members have orchestrated field trips designed to create unique experiences for students including: Fairfield Historical Society (American Studies), FDR Presidential Library (APUSH), and Weston Center and University of Connecticut (Sociology).
- The Mock Trial Teams from Weston High School, consisting of 36 students and led by Mr. Brad Holderbach had a very successful year. The Weston teams diligently prepared for the regional event in Stamford, in which all of the teams won at least one round. The Weston Red team was able to win all of its trials throughout regionals, quarterfinals and semifinals to advance to the state finals at the Supreme Court in Hartford, CT on February 26th, 2014.

III. Challenges and Needs

- Additional training opportunities in inquiry-based teaching and problem-based learning will be needed to support teachers as they implement the new social studies state framework.
- Professional development time will continue to be needed to revise those courses that will be rewritten this year to align with the new Connecticut Social Studies Framework.
- There is a need for additional support of special education students in the American Government course.

IV. 2014-2015 Goals

- 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.
- Full implementation of the tenth grade writing portfolio.
- 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.
- 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.

WORLD LANGUAGE, GRADES K-12

I. 2013-2014 Goals

- Research and make recommendations to the Board of Education for the re-introduction of the Spanish program in grades kindergarten and one.
- Adjust WIS curriculum to account for decrease in instructional minutes.
- Use built-in common planning time at WHS to continue the development of AIM units, performance-based assessments and common assessments.
- Bring all world language teachers on board with AIM units in curriculum.
- Update grades 5-8 Spanish curriculum to avoid repetition.
- Update AP French curriculum to bring up-to-date with revised AP Exam.
- Ensure that department understands the importance of mastery objectives and how to write them to help confirm smooth transition to AIM units.
- Implement new textbook in sixth grade French course.

II. Accomplishments

- Information on elementary Spanish programs was collected from area school districts and presented to the Board of Education Curriculum Committee. A site visit to the New Canaan Public Schools further informed our review. With the recent approval of Weston's budget, we are planning for the reintroduction of the program in the primary grades with a new delivery model that consists of more frequent, shorter class meetings, which is anticipated to meet the developmental needs of our youngest learners as they learn Spanish.
- AIM units were implemented in all schools in many levels of Spanish and French at WMS and WHS.
- Performance-based assessments continue to be implemented and revised in all world language classes, grades K-12.
- World language students at WMS and WHS were celebrated during the sixth annual world language celebration ceremonies held at both schools. Students were honored for excellence in second language studies, effort, potential, participation, and dedication to languages for those students enrolled in more than one language course at WHS.
- Approximately 70 WHS Spanish 4 and 5 Honors, and Spanish 1 students participated in the National Spanish Exam. Students earned gold, silver, bronze medals, and honorable mentions based on their high scores.
- Spanish 6 and Spanish 6 AP students participated in a field trip to The Ridgefield Playhouse to see the Hispanic Ballet featuring Latin American music and dance, and Spanish flamenco and folklore.
- Students from Spanish 5 Honors Skyped with a group of students from Nicaragua to talk about a variety of topics.
- New Descubre 1 textbooks were purchased and implemented into the Spanish 1 and 2 curricula.
- New AP Spanish curriculum was piloted to reflect revised AP Spanish Language and Culture exam.

III. Challenges and Needs

- As a result of the recent budget process, the 30 student computers in the WHS Language Lab will be replaced with new thin clients to address a need to upgrade its computers.

- All world language teachers are in need of content specific professional development. There is teacher interest/desire to attend workshops, conferences, and SHARE meetings with colleagues.
- There is a need to revise curriculum at all levels as part of the curriculum renewal process.
- Collaboration time for teachers K-12 will greatly facilitate this curriculum work, especially for WMS and WHS teachers.

IV. 2014-2015 Goals

- Redesign and implement the elementary Spanish curriculum for the re-introduction of Spanish in Kindergarten and grade one.
- Use Spanish student survey results to create an action plan to increase upperclassmen student interest and enrollment in higher level Spanish courses.
- 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.
- Begin the formal curriculum renewal process for world language.
- Explore trips abroad based on student interest to Spain and France.

MUSIC AND ART, GRADES K-12

I. 2013-2014 Goals

- Enhance the use of collaborative planning time for building-level departments to meet and discuss updated methodologies, review scope and sequence, and plan for instruction.
- Use professional development time to refine rubrics and refine essential questions to complement our work with infusing 21st century skills.
- Continue collaboration between departments on teaching 21st century thinking skills.
- Continue work on implementing common assessments in art and music and integrating 21st century skills in all performance-based assessments.
- Continue to review student work with teachers in the same content area and review data to guide planning for instruction.
- Continue to provide time and guidance in creating units that support the AIM initiative in both content areas.
- Provide professional development and common time for teachers to work together and integrate new technology in their classrooms.
- Provide professional development (from local universities or by bringing in clinicians) that is directly aligned with updated curriculum content and research-based instructional pedagogy in the arts.
- Complete planned changes and enhancements to the music and art curriculum documents that reflect the changes made over the past few years, including a reduction in instructional time at the lower levels and the inclusion of AIM assessments.

II. Accomplishments

Curriculum, Technology, and Instruction

- The K-12 music and visual arts teachers participated in professional development that examined the new draft National Core Arts Standards and added comments to the standards via the Wiki page.
- The K-12 music and visual arts teachers reviewed “response” as one of the artistic processes and determined general traits, process, and planning components for effective instruction in this core artistic process.
- A review of the current K-12 Music and Art AIM units showed well developed lessons with sequential materials, progress in the infusion of 21st century skills, and the refinement of rubrics and measurement tools used in these units.
- All fifth grade and eighth grade students were assessed on general knowledge and skills in music by taking a formal Music Knowledge and Skills assessment. The results will be reviewed by the K-12 department and teachers will look for trends in the data.
- The eighth grade band and chorus worked with a professional composer and lyricist to compose an original piece for band and chorus that was performed at the WMS Band concert in May.
- Two new High School Visual Arts curricula were outlined for next year: A new Digital Publications course was designed that will incorporate elements of media design and digital publication including WHS yearbook and the Advanced Contemporary Media Design was updated to include new technology and processes.
- WIS music teachers collaborated on a beginning improvisation unit that was implemented in fifth grade Band and fifth grade General Music. Liz Morris and Koryn Soboleski presented a

workshop on beginning improvisation at the Connecticut Music Educators Conference in Cromwell that highlighted this work.

- Erik Paul and Social Studies teacher Erin LeBris combined efforts to bring members of the American Studies course a lecture entitled “Slave Songs to Spirituals.” Students participated in the singing on work songs, viewed videos, and listened to recordings of work and recreational songs sung on plantations. In addition, students explored the influence of this music on Spirituals and modern day blues, jazz, and rock and roll genres.
- The WHS Visual Arts teachers have collaborated in creating student portfolios for students’ art work in grades 9-12. Next year, the process will be expanded so that within 2-3 years, all students who take art at WHS will be represented. These portfolios will help students and teachers analyze progress throughout their high school art classes.
- A new online resource, Quaver Music, was piloted in the K-5 music classrooms. This digital tool provides a comprehensive digital resource that aligns with the district elementary music curriculum. The plan is to purchase Quaver music for next year.
- Four WHS art teachers have now completed the AP Studio Art Summer Workshop. This allows any art teacher at WHS to teach AP Studio Art, but also supports student learning by improving the extra help all teachers can provide for our advanced art students.
- The eighth grade Music Technology course utilized a new online resource, Inside Music with Noteflight, which provides students with the ability to review lessons and complete work at home in a flipped classroom setting.
- A fourth grade Beginning Strings Enrichment program was successful at WIS.
- K-12 music and art teachers took part in a variety of professional development activities that aligns with the curriculum. Teachers participated in a museum visit to The Metropolitan Museum of Art, the Connecticut Music Educators’ Association conference, and AIM planning workshops. They reviewed the new National Core Arts Standards and developed a better understanding of the new arts framework.
- A need for an advanced chamber music opportunity for Symphonic Orchestra students at WHS was recognized and “The Low End String Experience” was formed. Bass and Cello students meet weekly to play music from Baroque to Ragtime.
- The installation of higher lumens projectors in four of the high school art rooms was completed. Teachers and students are now able to use the projectors for presentations and displays, with and without the iPad mini remotes. Special thanks to the Weston Education Foundation and the Weston Gun Club for funding.

All State/Regional Musicians/Honors

- Weston Public Schools’ Music Department was recognized as one of the 2014 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 top honors at the Music in the Parks Adjudication Festival in Massachusetts. All groups received a first place honor in their division with a superior or excellent rating. The beginning jazz band and WMS jazz lab band received a second place honor and a rating of excellent. The WMS chamber singers won the award for “Best Overall” Middle School Choir.
- One WHS band student (Ross Cohen) was selected by process of audition to participate in the Connecticut All-State Festival.
- Eight WMS choral students (Nathan Strauss, Matthew Figliola, Robert Constantine, Emma Rogers, Jane Burdett, Sophie Lang, Caiti Levin, Chloe Shrader) and five WMS band students (Dan Curtis, Ethan Klotz, Oliver Zych, Jane Paknia and Arianna Imperiali) were selected by

process of audition to participate in the Western Regional Middle School Concert Festival. Liz Morris and Jeff Holmes served as the festival chairs.

- Four WIS and four WMS students were selected to participate in the Connecticut All-State Elementary Honors Chorus.
- Several students were involved in area 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.

Performances & Art Exhibitions

- Two successful main stage high school productions with Company, *Twelfth Night* and *Carousel*, were performed at WHS and benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel.
- One successful main stage middle school production with Short Wharf, *Seussical Jr.*, was performed at WHS and benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel.
- One successful musical production with Show Stoppers, *The Best Little Theater in Town*, was performed at WIS and benefitted from the talents of students.
- The WHS Symphonic Band, Wind Ensemble, and the Westport Community Band combined in concert to present a "Salute to America's Veterans" on November 16. Three thousand dollars was raised and donated to Purple Heart Homes, a national organization dedicated to providing personalized housing solutions for service-connected disabled veterans and their families.
- Over 300 Chorus students in grades 4-12 performed at the all-district choir festival *ChoirFest* on April 30.
- The WHS chamber chorus performed at the world language ceremony. This year's selections were performed in Latin and French.
- 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 13.
- 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 9.
- A WMS and WHS marching band was formed for students to participate in the Memorial Day Parade on May 26.
- All WIS students performed patriotic music at a Veteran's Day assembly and multicultural holiday music at a winter sing along in December.
- WIS grade three music and art festival was held on April 8 and 9. All third grade students performed songs and displayed artwork.
- WIS "Festival Singers" and student band and orchestra musicians performed at the art and music night on May 7. All fourth and fifth grade students displayed artwork.
- A class of HES second grade students sang for Weston seniors at the Senior Center in December and all HES students performed various concerts and were involved in grade level art and music shows.
- Meaghan Wylie, senior, received an Honorable Mention Award at the CT Scholastic Art Awards. Halie Saferstein, Elena Valteris, and Adele Kaczmarek also had work accepted into this juried exhibition.

- Thirty-eight WHS art students exhibited work in the joint Weston High School – Staples High School art show at Silvermine Art Center in the fall of 2013. Dacia Gross was awarded an Honorable Mention for her watercolor painting.
- Hunter Young was the recipient of the CAS Visual Arts Award this year for WHS.
- Daniel Bogaev and James Willis received an honorable mention in the CSPAN StudentCam Documentary competition this year and will be honored on May 6.
- Juliette Sandak, Mary Katherine Connors, Luca Kupper, Dacia Gross, and Ryan Trepp showed art work at the NCC Art Gallery Regional High School Art Invitational in March, 2014.
- Helena Low was selected to provide a framed drawing for the WHS permanent art collection through the generosity of the WHS PTO.
- The WHS Art with a Heart club adopted an elephant in Kenya and raised over \$250 in fundraising this year.
- Weston High School art teacher Kate O’Keefe’s painting “Craving” was accepted into the art show, *Poetry and the art of Eating*, at gallery north in Long Island, NY.

III. Challenges and Needs

- Additional common planning would enhance collaboration at all K-12 levels in both of the content areas when planning, creating assessments, working on AIM units and scoring student work. Teachers of common courses and grades struggle to find time to meet to align instruction.
- Student computers in all K-5 music and art classrooms would support the implementation of the curriculum.
- Art and music teachers are interested in continuing to identify high-quality professional development in their content areas to support their professional growth.
- There are a variety of courses being offered in B9 at the high school that require very different materials and storage needs. It would be beneficial to review the space to make appropriate changes that would deliver a more effective use of the space.
- Trojan TV was a challenge to continue after losing a very productive group of students.
- The WHS B6 computer lab has been rewired to improve the reliability of these machines for classroom instruction. The efficiency of the computers in the B-6 lab will be reviewed during the 2014-2015 school year to determine if any hardware upgrades are needed to support curricular needs.
- At WMS, the Music Technology class will need to run new software, so the amount of memory in these computers will be increased. The computers in this lab are scheduled to be replaced the following year.

IV. 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 Rubicon, to map curriculum and courses.
- Continue refining common assessments and rubrics in art & music.
- Continue collaboration between departments on teaching 21st century thinking skills and developing effective performance assessments.
- Find collaborative planning time for all building level departments to meet and discuss updated methodologies, review scope and sequence, and vertical alignment.

- 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 scheduling K-12 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.
- Create a plan with the IT department to secure the appropriate technology, both hardware and software, to support the arts courses that we offer.
- Establish a comprehensive Visual and Performing Arts department that includes the theatre arts.
- Update the curriculum for the Introduction to Drama course at WHS and identify a qualify instructor.

HEALTH/PHYSICAL EDUCATION, GRADES K-12 FAMILY AND CONSUMER SCIENCE, GRADES 6-8

I. 2013-2014 Goals

- Establish consistent department meeting times.
- Implement the integrated Family and Consumer Science (FaCS) and Health curriculum for sixth grade.
- Study the reconfiguration of FaCS facilities to better meet curricular needs of students.
- Connect K-12 curriculum with AIM initiative in all disciplines.
- Monitor implementation of new assessments in physical education.
- Provide professional development for health teachers in sexual education and nutrition.
- Conduct formal documentation of Adaptive Health Program.
- Develop local operating procedures for Project Adventure courses.
- To install shed for Project Adventure course storage.

II. Accomplishments

- Returned to holding monthly department meetings focusing on curriculum.
- Successfully implemented and documented sixth grade FaCS and Health curricula.
- Planned and implemented adjustment to Health and FaCS seventh and eighth grade curricula.
- Successfully implemented curricular adjustments to fifth grade health curriculum.
- Documented Adaptive Health program WIS and WHS.
- Developed a Pool Safety Plan aligned with new State laws.
- Completed training for coaching certification in swimming for all WMS physical education teachers.
- Developed operating procedures for Project Adventure courses.
- The Project Adventure shed was delivered and installed.
- Completed the startup of Unified Sports Team.

III. Challenges and Needs

- Block out time to implement instructional coaching with fidelity.
- The design process to update and reconfigure the FaCS facilities has begun.
- There is a goal to better balance the class size levels throughout the sections of Health and Physical Education courses at the WMS and WHS.

IV. 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.

TECHNOLOGY EDUCATION, GRADES 6-12

I. 2013-2014 Goals

- Build enrollment in technology courses at WHS, particularly addressing female enrollment.
- Carefully monitor the physical set-up of WMS classrooms with the development of the Project Lead the Way (PLTW) curriculum.
- Add an additional module, *Energy and the Environment*, to the WMS PLTW program.

II. Accomplishments

- PLTW has been implemented at WMS, with some legacy projects enriching the suggested PLTW curriculum. The sixth grade curriculum includes portions of the *Design and Modeling* module. The seventh grade completes *Design and Modeling*, and includes *Green Architecture*. The eighth grade curriculum includes *Automation and Robotics* and *Energy and the Environment*.
- Enrollments in Technology courses at WHS continues to grow. All four courses are projected to run during the 2014-2015 school year (*Introduction to Engineering Design*, *Computer Integrating Manufacturing*, *Principles of Engineering*, and *Civil Engineering & Architecture*).
- As part of a promotion by the manufacturer, we acquired three MakerBot 3D rapid prototyping machines, two at WMS and one at WHS with minimal expenditure of Weston funds.
- Courses at WHS continue to integrate the rapid-prototyping machines and router.
- Ms. Moosbrugger has been soliciting funding for a laser engraver, a device which would allow students to design and manufacture many high-quality custom-designed products.
- Enrollment in the PLTW courses increased from 51 in the 2011-2012 school year to 75 in the 2012-2013 school year and held steady at 73 for the 2013-2014 school year.
- A plan has been designed and agreed upon to address ventilation issues associated with aerosol spraying, involving moving equipment from the middle school to the high school.
- A plan to further address coding within the PLTW WMS sequence has been developed, which will be implemented in the 2014-2015 school year, so that all students will have exposure to programming.

III. Challenges and Needs

- As students progress through the PLTW courses and cohort size continues its upward trajectory, staffing in the PLTW courses at WHS will need to be examined. Our 1.0 FTE can only accommodate five sections, which does not allow all courses to be offered each year with appropriate section sizes.
- 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 meeting with an architect is scheduled to review the facilities needs of the WMS PLTW program.

IV. Goals 2014-2015

- 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 8/9 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 the middle and high school levels.

BUSINESS EDUCATION, GRADES 9-12

I. 2013-2014 Goals

- Explore ways to link business courses to entrepreneurial and economics courses in social studies to foster the development of cross-curricular experiences.

II. Accomplishments

- WHS business courses were updated to foster greater connections between our business programs and economics courses in social studies, which has fostered the development of cross-curricular experiences.
- Requests for entrance to business courses has grown this year.
- Performance-based assessments have been developed to add greater variety to the experience of students enrolled in the course.
- The WMS FaCS curriculum was updated to include lessons in personal finance to assure that students have a common experience.

III. Challenges and Needs

- Efforts to increase enrollment in the Business Education have yielded positive results, but continued work is required to generate interest in the program.

IV. Goals 2014-2015

- To continue to explore ways to link business courses to entrepreneurial and economic courses in social studies to foster the development of cross-curricular experiences.

SCHOOL COUNSELING, GRADES K-12

I. 2013-2014 Goals

- Complete year three of SRBI training which addresses Tier 3 interventions for students with more difficult issues.
- Visit area school districts to find out information regarding the type of programming they provide for students with emotional issues and/or truancy issues. Reviewing the possibility of tapping in to those resources.
- Finalize and implement as well as collect data on the Student Success Plans.
- Utilize budget resources for drug and alcohol services and professional development training for staff.
- Revitalize the Career Counseling Center at the WHS.
- Monitor Student Success Plan implementation.

II. Accomplishments

- Year three training in Positive Behavior Interventions and Supports (PBIS) with a team from each school was completed. This is the final year of training and the focus was mostly on Tier 3 interventions, with emphasis on Functional Behavioral Assessments (FBA's) and Behavior Intervention plans. All of the schools in the district have embraced the PBIS program and we have seen a successful implementation across the district. The goal will be to continue the momentum of the program now that the training phase has been completed.
- We have begun reviewing area districts to look at the programming they provide for students with emotional and truancy issues and there has been encouragement from area districts in looking at possibly sharing services or developing a regional program.
- Significant progress has been made at both WMS and WHS with the Student Success Plans and direct implementation with students.
- Budget resources for drug and alcohol services were utilized for professional development and student and parent presentations. The staff had a presentation from the Governor's Coalition on what current drugs students are using, in what formats, as well as discussion on trends. Assemblies were held this spring for students on brain development and drug use. Weston's Family University program this year offered parents and students panels on risky behaviors. There were also several presentations on the results of the drug and alcohol surveys offered. Some of this budget was also utilized for individual student needs as planned.
- The College and Career Center was revitalized to provide a more accessible and professional appearance where students and parents can receive assistance and information regarding the college process.

III. Challenges and Needs

- We are seeing an increase in the prevalence of students with emotional difficulties at the middle and high schools, particularly students with anxiety and/or depressive symptoms and/or truancy issues.
- We are experiencing difficulty in providing tutorial support for students with attendance issues.
- Continued support for students with drug or alcohol concerns at WHS remains a focus area.
- We are seeing an increased number of students at the elementary level with mental health concerns.

IV. 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 alternative programming at the high school level for students with emotional and/or truancy concerns.
- Communicate with staff and parents 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.

PROJECT CHALLENGE, GRADES 3-8

Data for the Project Challenge
Screening Process for 2013-2014

Grade	# of new students reviewed based screening process	# of parent referrals	Total students reviewed 2013-2014	Total identified	% of grade level
3	17	2	19	12	4%
4	12	3	15	7	7%
5	11	2	13	17	8%
6	15	2	17	22	12%
7	6	3	9	23	11%
8	8	0	8	15	7%

Service Options

Weston Intermediate School

- In grades 3-5, a self-contained class taught by the Project Challenge teacher is provided for identified, gifted students. All students in the self-contained class have a Personalized Education Plan (PEP).
- A math enrichment offering consisting of hands on equations, problem solving skills, and an individual project is taught by the Project Challenge teacher.
- There is also a writing enrichment offering aligned with the Workshop model that includes mini-lessons and conferencing with students, delivered by the Project Challenge teacher. Instruction is tailored to meet student needs and interests.
- Odyssey of the Mind returned to the district after years of absence. It was open to the entire student body and 89 students participated across grades 3-5.

Weston Middle School

- In grades 6-8, a self-contained class taught by the Project Challenge teacher is provided for identified, gifted students. All students in the self-contained class have a PEP.
- A variety of science, technology, engineering, and math offerings are available to students, including but not limited to: Math League, Math Counts, Robotics, and Science Olympiad.
- There are several humanities enrichment offerings available to students, such as Mock Trial, Literary Magazine, School Newspaper, Debate, Mandarin Chinese, and the National Geographic Geography Bee.

Curricular Units

Weston Intermediate School

- *Board Game Design:* Students explore the relationships between rules and order and fairness by exploring the rules of a variety of games and designing their own boards.
- *Design: Bridge Building:* Students explore the elements of form and function in design in many different areas of our life and world.
- *Photography:* Students explore the principals of photography, apply those principals to their own photographs, and create a theme around which to build a portfolio.

- *Videography*: Students explore the use of silent, moving visual images to tell a story while learning how to create scripts and story boards, as well as how to use editing software to create their own video project.

Weston Middle School

- *National History Day: Rights and Responsibilities-Student exploration of theme (grades 6-8)*: Students compare the relationship of a historical time to their own lives, helping them better understand the world.
- *Public Policy-(grades 6-8)*: Students explore how to become involved in their community in order to solve local problems, gain an understanding of how public policy is developed, and learn how to participate effectively to bring about change.
- *Civil Rights Movement-(grades 6-7)*: Students explore how American citizens, through specific events and tactics, fought for the ideals of justice and equality.
- *News Documentaries: Environmental and Health Problems (grade 8)*: Students participate in a project-based learning experience by identifying a problem worthy of investigation related to health and/or the environment, conducting research on the issue to evaluate solutions to the problem, which then culminates in a short documentary highlighting the important findings and implications for action .

Affective Curriculum

- The affective curriculum model that has been employed is grounded in the Responsive Classroom approach. Both Project Challenge teachers have been certified through training offered by the district to implement this model in the self-contained Project Challenge classroom. Defining characteristics of this practice include the use of morning meetings; sharing time, reflection time, community builders, and the development of classroom rules and procedures (e.g. “Take a Break, Loss of Privilege, and You Broke You Fix It).
- The affective curriculum continues to empower students to help them feel that they have a say in how their classroom functions. Developing a sense of belonging for gifted students is critical to their success. This approach has been integral in building both a sense of community and a safe environment in which to take academic risks. School counselors continue to be a part of the affective curriculum. Topics that were addressed were in the areas of life skills on social interaction, listening skills, conflict management strategies, collaborative problem solving skills, Socratic seminar, and self-advocacy skills. In addition, group work and collaboration was emphasized to further develop the social skills necessary in the 21st Century. Intrapersonal skills, such as, learning to be cognizant of your gifts, how to use them effectively, managing your gifts from the inside and outside, managing boundaries, and developing habits for reflection and quiet time were also emphasized. At WMS the affective curriculum also included case studies of eminent people and how they viewed themselves and how they were viewed by others.

Evidence of Effective Partnerships with Parents and the General Education Staff

- Opportunities to collaborate with the general education staff continued to be increased this year. Experts in a variety of fields were brought in to the classrooms to accentuate the curriculum. In addition, parents were very involved in supporting and assisting in the competition-based enrichment, in particular the Mock Trial program and the National History Day research unit.
- Student progress with parents was shared at parent conferences, “mini-fairs”, author’s teas, research project exhibitions, in addition to the sharing of completed student projects such as videos. Classes at WMS were invited to view Mock Trial scrimmages.

WESTON PUBLIC SCHOOLS Curriculum Renewal Cycle

Year 1 and 2 **Research and Development**

- *Align curriculum with frameworks and standards*
- *Review literature, research, best practices*
- *Develop units*
- *Identify materials and resources*
- *Determine PD needs*
- *Year 2 PD preparation*
 - *Data driven*
 - *Research proven practices*
 - *New technology*
 - *Student needs*

Year 3 **Implementation**

Put curriculum into practice

Ongoing Professional Development

Year 4 **Monitoring**

How are we doing?

Is it in place?

Year 5 **Evaluation**

Assess success +/-

WESTON PUBLIC SCHOOLS

Curriculum Revision Plan

Revision Year 2012	Revision Year 2013	Revision Year 2014	Revision Year 2015
K-12 Math & Business			
	K-5 Social Studies		
		6-12 Social Studies 6-12 English K-12 Visual Arts/Music	
			K-5 Language Arts K-12 Physical Ed. & Health K-12 Guidance K-12 World Language

Revision Year 2016	Revision Year 2017	Revision Year 2018	Revision Year 2019
K-12 Math & Business			
K-5 Social Studies			
6-12 Social Studies 6-12 English K-12 Visual Arts/Music			
K-5 Language Arts 6-12 Physical Ed. & Health K-12 Guidance K-12 World Language			
K-12 Science & PLTW 3-8 Project Challenge			

Weston Public Schools

6th Financial Report for FY 2014

Attached please find the sixth Financial Report for the FY 2014 General Fund Operating Budget on pages 2 through 9. The information reflects actual transactions through April 30, 2014. The financial information presented in this report includes the adopted budget, current and year-to-date budget transfers, the revised budget (original budget plus or minus transfers), actual year-to-date expenditures, encumbrances, anticipated expenditures that have not been encumbered and the total projected expenditures by object, which is the sum of the previous three columns.

This report includes one transfer that exceeds 5,000:

The Director of Finance and Operations requests a transfer of 6,000 to the Drivers Account in the Pupil Transportation budget; 3,000 from the Contracted Services Account in the Pupil Transportation budget and 3,000 from the Certified Salaries Account in the Hurlbutt Elementary School budget. Funds are needed to pay for substitute drivers covering for a driver on a long-term leave of absence.

As mentioned in the last two reports, the district has incurred a significant amount of overtime, additional costs for salt and sand, and repairs to equipment because of the inclement weather. In addition, we expect the energy accounts to be over spent because of the colder than normal temperatures. The financial report includes the estimated additional funding requirements of 17,500 for overtime and 43,974 for energy. It is too early to determine if there will be residual funds remaining in variable accounts, such as repair allowances, to cover these expenses. There is a need at this time to request a supplemental appropriation from the Town for the additional kindergarten teacher the district hired at the beginning of the school year because of increased enrollment. The cost for salary and benefits is 84,205.

Included in this report on pages 10 through 13 is a detailed report of expenditures for students with special needs as of April 30, 2014. Detailed notes follow the financial information, which provide an explanation of the estimated expenditures for the line items that may vary during the remainder of the fiscal year. As previously mentioned, the budget for TAG (Project Challenge) salaries has been reduced for the reclassification of .20 FTE to academic assistance in the middle school budget. This change has no budgetary to actual financial impact. There have been a few minor modifications to the expected forecast when compared to the March report. As a result, the anticipated supplemental appropriation reflected in this report is consistent with the projection provided at the end of March. Consequently, it is appropriate for the District to seek a supplemental appropriation at this time for the funding gap related to services for students with special needs in the amount of 351,900.

This document ends with the Internal Services Fund report on page 14 and 15, which reflects claims as of April 30, 2014. Unlike the previous few months in which claims were below forecast, April's claims exceeded forecast. Historically, the district's claims have been volatile month over month. It is important to note that while this report has a projected fund balance at year-end of 1,732,514; it is subject to change based on actual incurred claims. Therefore, we will continue to closely monitor claims and report any concerns to the Board.

**WESTON PUBLIC SCHOOLS
FY 2014 FINANCIAL REPORT**

July 1, 2013 - April 30, 2014

Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Certified Salaries	22,276,813	-151,793	-5,000	22,125,020	16,978,045	4,804,373	341,268	22,123,686	1,334
Non-Certified Salaries	5,921,606	90,779	7,858	6,012,385	5,127,513	774,757	127,615	6,029,885	-17,500
Employee Benefits	8,727,730	-5,267	0	8,722,463	7,718,254	390	1,003,819	8,722,463	0
Total Employee Cost	36,926,149	-66,281	2,858	36,859,868	29,823,812	5,579,520	1,472,702	36,876,034	-16,166
Professional Educational Services	763,000	110,134	0	873,134	568,783	289,763	9,851	868,397	4,737
Professional Technical Services	660,585	192,608	1,305	853,193	622,892	133,149	97,152	853,193	0
Utilities	119,078	195	195	119,273	99,636	19,635	2	119,273	0
Contracted Services/Maint. Projects	2,539,560	-3,531	-1,020	2,536,029	2,185,479	205,892	144,658	2,536,029	0
Equipment Repair/Rental	635,116	16,659	-1,200	651,775	568,187	35,422	48,166	651,775	0
Communications	113,037	4,400	0	117,437	72,017	8,936	24,484	105,437	12,000
Other Insurance	188,086	39,040	0	227,126	227,120	0	6	227,126	0
Postage/Advertising/Printing	62,999	-3,746	0	59,253	36,946	3,719	18,588	59,253	0
Out-of-District Tuition	1,422,389	426,497	0	1,848,886	1,423,394	390,492	35,000	1,848,886	0
Training & Reimbursable Expenses	87,610	-1,900	0	85,710	42,713	7,017	35,980	85,710	0
Energy	1,094,052	16,151	950	1,110,203	991,772	0	162,405	1,154,177	-43,974
Materials	1,265,298	-60,442	-5,627	1,204,856	959,069	81,116	164,671	1,204,856	0
Books	200,525	-4,872	540	195,653	157,342	11,720	26,591	195,653	0
Equipment	67,443	-26,186	0	41,257	5,769	2,612	32,876	41,257	0
Dues & Fees	85,293	7,898	1,857	93,191	80,645	2,331	10,215	93,191	0
Miscellaneous	18,500	5,950	0	24,450	21,617	695	2,138	24,450	0
Total Non-Salary Accounts	9,322,571	718,855	-3,000	10,041,426	8,063,381	1,192,499	812,783	10,068,663	-27,237
General Fund Budget	46,248,720	652,574	-142	46,901,294	37,887,193	6,772,019	2,285,485	46,944,697	-43,403
Fees/Gate Receipts/P&R	-154,054	3,088	0	-150,966	-105,949	0	-45,017	-150,966	0
Excess Cost Grant/Tuitions/Rev.	-519,248	-241,938	-535	-761,186	-612,289	0	-148,897	-761,186	0
Total General Fund & Revenues	45,575,418	413,724	-677	45,989,142	37,168,955	6,772,019	2,091,571	46,032,545	-43,403

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Descriptions	FY 2014	Year-to-Date	Current	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 2014	FY 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Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Weston Middle School									
Certified Salaries	4,404,889	-214,054	0	4,190,835	3,182,301	902,207	106,327	4,190,835	0
Non-Certified Salaries	230,064	5,720	-142	235,784	198,478	34,030	3,276	235,784	0
Professional Technical Services	19,541	0	0	19,541	8,924	3,695	6,922	19,541	0
Equipment Repair/Rental	8,915	-2,220	0	6,695	2,730	80	3,885	6,695	0
Postage/Advertising/Printing	3,452	0	0	3,452	2,505	778	169	3,452	0
Reimbursable Expenses	700	-150	0	550	0	0	550	550	0
Materials	89,050	-1,527	0	87,523	65,842	11,997	9,684	87,523	0
Books	19,906	1,000	0	20,906	12,271	3,602	5,033	20,906	0
Equipment	34,775	-19,681	0	15,094	836	70	14,188	15,094	0
Dues & Fees	4,235	710	0	4,945	2,866	132	1,947	4,945	0
	4,815,527	-230,202	-142	4,585,325	3,476,753	956,591	151,981	4,585,325	0
Weston High School									
Certified Salaries	5,228,695	-39,626	0	5,189,069	3,978,785	1,184,363	25,921	5,189,069	0
Non-Certified Salaries	202,178	-11,494	142	190,684	161,924	27,811	949	190,684	0
Professional Technical Services	15,790	-1,245	0	14,545	6,429	425	7,691	14,545	0
Equipment Repair/Rental	11,654	0	0	11,654	5,480	1,114	5,060	11,654	0
Postage/Advertising/Printing	14,693	-717	0	13,976	8,332	770	4,874	13,976	0
Reimbursable Expenses	3,090	0	0	3,090	563	0	2,527	3,090	0
Materials	152,296	-6,420	0	145,876	121,170	7,662	17,044	145,876	0
Books	25,673	6,500	0	32,173	24,056	1,698	6,419	32,173	0
Equipment	7,960	-405	0	7,555	299	2,542	4,714	7,555	0
Dues & Fees	12,502	1,095	0	13,597	11,388	75	2,134	13,597	0
Parking Fees	-30,000	4,000	0	-26,000	-30,000	0	4,000	-26,000	0
	5,644,531	-48,312	142	5,596,219	4,288,426	1,226,460	81,333	5,596,219	0

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Athletics									
Certified Salaries/Coaches Stipends	473,406	-6,383	0	467,023	397,619	16,322	53,082	467,023	0
Non-Certified Salaries	119,943	0	0	119,943	87,116	8,744	24,083	119,943	0
Professional Technical Services	76,890	0	0	76,890	60,984	8,453	7,453	76,890	0
Police/Fire Services	4,000	0	0	4,000	3,401	599	0	4,000	0
Insurance	10,000	0	0	10,000	10,000	0	0	10,000	0
Transportation - Extra Curricular	79,534	0	0	79,534	54,125	18,675	6,734	79,534	0
Materials	55,000	0	0	55,000	37,122	10,542	7,336	55,000	0
Equipment	0	0	0	0				0	0
Dues & Fees	14,923	0	0	14,923	14,923	0	0	14,923	0
Participation Fees/Gate Receipts	-93,604	-912	0	-94,516	-54,887	0	-39,629	-94,516	0
	740,092	-7,295	0	732,797	610,403	63,335	59,059	732,797	0
Special Education									
Certified Salaries	3,138,689	-35,526	0	3,103,163	2,395,455	690,282	17,426	3,103,163	0
Non-Certified Salaries	1,362,257	32,884	-142	1,395,141	1,191,425	170,826	32,890	1,395,141	0
Professional Educational Services	730,500	86,110	0	816,610	516,996	289,763	9,851	816,610	0
Professional Technical Services	170,800	-1,040	0	169,760	98,742	41,484	29,534	169,760	0
Equipment Repair/Rental	5,000	0	0	5,000	0	0	5,000	5,000	0
Tuition Out-of-District	1,422,389	426,497	0	1,848,886	1,423,394	390,492	35,000	1,848,886	0
Reimbursable Expenses	3,000	0	0	3,000	199	0	2,801	3,000	0
Materials	38,425	-128	0	38,297	25,529	1,259	11,509	38,297	0
Books	5,900	0	0	5,900	2,011	401	3,488	5,900	0
Equipment	15,000	0	0	15,000	4,634	0	10,366	15,000	0
Dues & Fees	2,000	0	0	2,000	1,177	0	823	2,000	0
Excess Cost Grant/Pre-School	-519,248	-241,938	-535	-761,186	-557,706	0	-203,480	-761,186	0
	6,374,712	266,859	-677	6,641,571	5,101,856	1,584,507	-44,792	6,641,571	0

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Pupil Personnel Services									
Certified Salaries	1,605,867	15,199	0	1,621,066	1,213,399	383,148	24,519	1,621,066	0
Non-Certified Salaries	734,893	-15,112	0	719,781	617,661	97,762	4,358	719,781	0
Professional Technical Services	147,835	68,205	0	216,040	131,851	69,548	14,641	216,040	0
Equipment Repair/Rental	1,475	128	0	1,603	943	110	550	1,603	0
Postage/Advertising/Printing	10,460	-2,925	0	7,535	3,634	2,000	1,901	7,535	0
Reimbursable Expenses	1,500	0	0	1,500	65	0	1,435	1,500	0
Materials	16,100	0	0	16,100	12,510	47	3,543	16,100	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	575	0	0	575	554	0	21	575	0
	<u>2,518,705</u>	<u>65,495</u>	<u>0</u>	<u>2,584,200</u>	<u>1,980,617</u>	<u>552,615</u>	<u>50,968</u>	<u>2,584,200</u>	<u>0</u>
Curriculum & Instructional Improvement									
Certified Salaries	820,332	-54,201	0	766,131	603,002	140,595	22,534	766,131	0
Non-Certified Salaries	59,032	-750	0	58,282	51,557	6,725	0	58,282	0
Professional Educational Services	32,500	24,024	0	56,524	51,787	0	0	51,787	4,737
Professional Technical Services	104,100	37,056	1,305	141,156	129,455	8,926	2,775	141,156	0
Training & Reimbursable Expenses	61,570	-1,000	0	60,570	28,061	7,017	25,492	60,570	0
Materials	51,290	-9,893	-1,305	41,397	34,169	91	7,137	41,397	0
Books	91,500	-12,912	0	78,588	71,718	0	6,870	78,588	0
Equipment	9,708	-6,100	0	3,608	0	0	3,608	3,608	0
Dues & Fees	19,569	2,550	0	22,119	18,758	0	3,361	22,119	0
	<u>1,249,601</u>	<u>-21,226</u>	<u>0</u>	<u>1,228,375</u>	<u>988,507</u>	<u>163,354</u>	<u>71,777</u>	<u>1,223,638</u>	<u>4,737</u>

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July 1, 2013 - April 30, 2014

Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Technology									
Certified Salaries	121,551	-3,543	0	118,008	85,905	30,769	0	116,674	1,334
Non-Certified Salaries	441,593	-7,666	0	433,927	361,719	57,590	14,618	433,927	0
Professional Technical Services	67,550	-5,150	0	62,400	49,109	7,357	5,934	62,400	0
Equipment Repair/Rental	387,780	-1,650	0	386,130	383,992	1,814	324	386,130	0
Communications	19,000	4,400	0	23,400	17,550	5,850	0	23,400	0
Reimbursable Expenses	3,000	0	0	3,000	2,500	0	500	3,000	0
Materials	31,750	50	0	31,800	28,567	796	2,437	31,800	0
Software	269,498	-3,471	0	266,027	223,678	17,143	25,206	266,027	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	0	0	0	0	0	0	0	0	0
	<u>1,341,722</u>	<u>-17,030</u>	<u>0</u>	<u>1,324,692</u>	<u>1,153,020</u>	<u>121,319</u>	<u>49,019</u>	<u>1,323,358</u>	<u>1,334</u>
District Administration									
Certified Salaries	565,164	14,804	0	579,968	513,048	66,920	0	579,968	0
Non-Certified Salaries	346,985	10,414	0	357,399	310,374	40,033	6,992	357,399	0
Professional Technical Services	51,500	98,132	0	149,632	127,678	1,115	20,839	149,632	0
Equipment Repair/Rental	4,900	-3,900	0	1,000	644	0	356	1,000	0
Postage/Advertising/Printing	13,824	176	0	14,000	8,427	171	5,402	14,000	0
Reimbursable Expenses	14,000	-3,500	0	10,500	8,325	0	2,175	10,500	0
Materials	21,089	-6,080	-2,930	15,009	9,939	466	4,604	15,009	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	27,975	3,830	1,930	31,805	29,678	2,029	98	31,805	0
Miscellaneous	<u>6,500</u>	<u>0</u>	<u>0</u>	<u>6,500</u>	<u>3,977</u>	<u>695</u>	<u>1,828</u>	<u>6,500</u>	<u>0</u>
	<u>1,051,937</u>	<u>113,876</u>	<u>-1,000</u>	<u>1,165,813</u>	<u>1,012,090</u>	<u>111,429</u>	<u>42,294</u>	<u>1,165,813</u>	<u>0</u>

WESTON PUBLIC SCHOOLS
FY 2014 FINANCIAL REPORT

July 1, 2013 - April 30, 2014

Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Expended, Encumbered & Anticipated	Balance
Facilities									
Non-Certified Salaries	1,590,512	50,695	0	1,641,207	1,403,917	220,075	34,715	1,658,707	-17,500
Professional Technical Services	11,480	-3,000	0	8,480	1,360	0	7,120	8,480	0
Utilities	119,078	195	195	119,273	99,636	19,635	2	119,273	0
Contracted Services	1,148,401	-13,734	1,980	1,134,667	855,097	156,476	123,094	1,134,667	0
Maintenance Projects	57,329	-52	0	57,277	41,213	12,976	3,088	57,277	0
Equipment Repair/Rental	82,604	4,192	0	86,796	52,206	17,993	16,597	86,796	0
Communications	94,037	0	0	94,037	54,467	3,086	24,484	82,037	12,000
Property Insurance	98,231	25,763	0	123,994	123,990	0	4	123,994	0
Reimbursable Expenses	0	3,000	0	3,000	3,000	0	0	3,000	0
Materials	262,696	-16,571	-3,125	246,125	190,824	25,343	29,958	246,125	0
Equipment	0	0	0	0	0	0	0	0	0
Dues & Fees	420	60	0	480	0	0	480	480	0
Miscellaneous	12,000	5,950	0	17,950	17,640	0	310	17,950	0
In-Kind Revenue from Parks & Rec.	-30,450	0	0	-30,450	-21,062	0	-9,388	-30,450	0
	3,446,338	56,498	-950	3,502,836	2,822,288	455,584	230,464	3,508,336	-5,500
Energy Management									
Non-Certified Salaries	41,413	828	0	42,241	37,367	4,874	0	42,241	0
Professional Technical Services	63,600	0	0	63,600	63,600	0	0	63,600	0
Energy	1,094,052	16,151	950	1,110,203	991,772	0	162,405	1,154,177	-43,974
	1,199,065	16,979	950	1,216,044	1,092,739	4,874	162,405	1,260,018	-43,974
Transportation									
Non-Certified Salaries	180,326	16,463	6,000	196,789	180,181	17,030	-422	196,789	0
Contracted Services	1,177,406	10,255	-3,000	1,187,661	1,174,060	9,312	4,289	1,187,661	0
Equipment Repair	8,000	11,370	0	19,370	18,150	894	326	19,370	0
Auto Insurance	7,955	209	0	8,164	8,164	0	0	8,164	0
Materials (fuel)	168,135	-19,135	0	149,000	115,546	0	33,454	149,000	0
Equipment	0	0	0	0	0	0	0	0	0
Revenue	0	0	0	0	0	0	0	0	0
	1,541,822	19,162	3,000	1,560,984	1,496,101	27,236	37,647	1,560,984	0

**WESTON PUBLIC SCHOOLS
FY 2014 FINANCIAL REPORT**

July 1, 2013 - April 30, 2014

Descriptions	FY 2014 Adopted Budget	Year-to-Date Budget Adjustments	Current Budget Transfers	FY 2014 Revised Budget	FY 2014 Expended	FY 2014 Encumbered	FY 2014 Anticipated	FY 2014 Encumbered & Anticipated	Balance
District-Wide									
Liability Insurance	71,900	13,068	0	84,968	84,966	0	2	84,968	0
Regular Education Tuition*	0	0	0	0	-54,583	0	54,583	0	0
Staffing Allowance	61,824	-61,824	0	0	0	0	0	0	0
Degree Changes	64,917	-64,917	0	0	0	0	0	0	0
Salary Allowance	42,500	-42,500	0	0	0	0	0	0	0
Turnover Savings	-247,146	247,146	0	0	0	0	0	0	0
	-6,005	90,973	0	84,968	30,383	0	54,585	84,968	0
*Note: Regular Education Tuition has not been designate for other purposes in the school district's operating budget.									
Employee Benefits									
Health Benefits	6,314,029	0	0	6,314,029	5,787,860	0	526,169	6,314,029	0
Social Security	471,602	18,081	0	489,683	396,040	0	93,643	489,683	0
Medicare	407,413	1,461	0	408,874	308,729	0	100,145	408,874	0
Workers Compensation	162,156	5,042	0	167,198	167,192	0	6	167,198	0
Unemployment Compensation	70,000	-31,925	0	38,075	27,385	0	10,690	38,075	0
Early Retirement	4,759	0	0	4,759	4,758	0	1	4,759	0
Pension Program	791,720	45,417	0	837,137	649,707	390	187,040	837,137	0
GASB 43/45	250,000	0	0	250,000	250,000	0	0	250,000	0
Tuition Reimbursement	70,000	-27,232	0	42,768	0	0	42,768	42,768	0
Life Insurance	98,329	-14,586	0	83,743	73,116	0	10,627	83,743	0
Disability Insurance	15,898	17	0	15,915	14,566	0	1,349	15,915	0
Sick Bank	61,824	0	0	61,824	36,721	0	25,103	61,824	0
Management Services	10,000	-1,542	0	8,458	2,180	0	6,278	8,458	0
	8,727,730	-5,267	0	8,722,463	7,718,254	390	1,003,819	8,722,463	0
Copy Center									
Non-Certified Salaries	58,137	2,500	2,000	60,637	51,405	9,069	163	60,637	0
Equipment Rental	117,828	9,939	0	127,767	102,570	13,197	12,000	127,767	0
Postage	18,570	-500	0	18,070	12,710	0	5,360	18,070	0
Materials	13,500	2,500	1,000	16,000	15,330	49	621	16,000	0
	208,035	14,439	3,000	222,474	182,015	22,315	18,144	222,474	0

WESTON PUBLIC SCHOOLS
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL
SPECIAL EDUCATION - April 30, 2014 REPORT

ORG	OBJ	DESCRIPTION	Budget	Expended April 30	Encumb.	Anticipated	Total	Change Over Budget
12630	1110	Sal., Administrators	263,543	237,481	32,813	0	270,294	6,751
11631	1112	Sal., Teachers, HES	560,272	454,055	118,743	0	572,798	12,526
11632	1112	Sal., Teachers, WIS	454,788	336,347	123,962	0	460,309	5,521
11633	1112	Sal., Teachers, WMS	436,422	276,418	86,103	0	362,521	-73,901
11634	1112	Sal., Teachers, WHS	441,331	344,920	127,076	0	471,996	30,665
12330	1118	Sal., Teachers, PC	151,199	110,492	40,707	0	151,199	0
11630	1134	Sal., Teachers, SRBI	29,549	0	0	0	0	-29,549
11630	1135	Sal., Transition Coordinator	111,460	81,451	30,009	0	111,460	0
			2,185,021	1,603,683	526,600	0	2,130,283	-54,738
11630	1116	Sal., Speech & Hearing	427,684	386,297	113,097	0	499,394	71,710
11630	1137	Sal., Substitute Teacher (1)	33,560	28,340	0	5,220	33,560	0
11630	1131	Sal., Homebound Tutors (2)	150,000	65,888	17,772	12,206	95,866	-54,134
11630	1138	Sal., Summer, Certified	78,880	73,766	0	0	73,766	-5,114
TOTAL CERTIFIED SALARIES			3,138,688	2,395,455	690,282	17,426	3,103,163	-35,525
11631	1231	Wages, Paras, HES	373,355	361,485	60,181	0	421,666	48,311
11632	1231	Wages, Paras, WIS	159,867	149,471	23,002	0	172,473	12,606
11633	1231	Wages, Paras, WMS	157,661	131,155	18,591	0	149,746	-7,915
11634	1231	Wages, Paras, WHS	299,336	260,511	41,082	0	301,593	2,257
11630	1234	Wages, Bus Aides (3)	127,860	83,951	0	23,895	107,846	-20,014
11630	1233	Subs, Para Professionals (4)	20,000	24,006	0	8,995	33,001	13,001
			1,138,079	1,010,579	142,856	32,890	1,186,325	48,246
12630	1221	Wages, Secretarial	130,732	101,562	14,970	0	116,532	-14,200
12630	1222	Overtime, Secretarial	0	65	0	0	65	65
			130,732	101,627	14,970	0	116,597	-14,135
11630	1268	Summer Work, NC	70,861	66,179	0	0	66,179	-4,682
11630	1280	Salaries, Non-Cert. Stipends	22,585	13,040	13,000	0	26,040	3,455
			93,446	79,219	13,000	0	92,219	-1,227
TOTAL NON-CERTIFIED SALARIES			1,362,257	1,191,425	170,826	32,890	1,395,141	32,884
TOTAL SALARIES			4,500,945	3,586,880	861,108	50,316	4,498,304	-2,641
11630	3210	Professional Ed. Services (5)	730,500	516,996	289,763	9,851	816,610	86,110
12140	3239	Professional Services - PT (6)	110,000	114,161	65,879	0	180,040	70,040

WESTON PUBLIC SCHOOLS
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL
SPECIAL EDUCATION - April 30, 2014 REPORT

ORG	OBJ	DESCRIPTION		Budget	Expended		Anticipated	Total	Change Over Budget
					April 30	Encumb.			
11630	3220	Consulting In-Service	(7)	82,800	47,456	11,529	22,775	81,760	-1,040
11630	3235	Testing & Eval. Services	(8)	40,000	37,162	0	2,838	40,000	0
12330	3235	Testing & Eval. Ser., PC	(9)	8,000	3,930	149	3,921	8,000	0
11630	3306	Legal Fees	(10)	40,000	10,194	29,806	0	40,000	0
				170,800	98,742	41,484	29,534	169,760	-1,040
11630	4302	Equipment Repairs		2,500	0	0	2,500	2,500	0
11630	4400	Equipment Rental		2,500	0	0	2,500	2,500	0
			(11)	5,000	0	0	5,000	5,000	0
11630	5600	Out Placements	(12)	1,422,389	1,423,394	390,492	35,000	1,848,886	426,497
11630	5801	Reimbursable Expenses	(13)	3,000	199	0	2,801	3,000	0
11630	6110	Materials		37,025	25,439	1,259	10,199	36,897	-128
12330	6110	Materials, PC		700	90	0	610	700	0
11630	6120	Office Materials		700	0	0	700	700	0
			(14)	38,425	25,529	1,259	11,509	38,297	-128
11630	6410	Books		5,300	2,011	401	2,888	5,300	0
12330	6410	Books, PC		600	0	0	600	600	0
			(15)	5,900	2,011	401	3,488	5,900	0
11630	7300	Equipment, Instruction	(16)	15,000	4,634	0	10,366	15,000	0
11630	8100	Dues & Fees	(17)	2,000	1,177	0	823	2,000	0
TOTAL NON-SALARIES				2,503,014	2,186,843	789,278	108,372	3,084,493	581,479
TOTAL SPED BUDGET BY OBJECT				7,003,959	5,773,723	1,650,386	158,688	7,582,797	578,838
11630	9205	Excess Cost Grant	(18)	435,648	505,276	0	203,480	708,756	273,108
11631	9206	Pre-School Tuition Fees		83,600	52,430	0	0	52,430	-31,170
TOTAL REVENUES				519,248	557,706	0	203,480	761,186	241,938
TOTAL NET SPED BUDGET				6,484,711	5,216,017	1,650,386	-44,792	6,821,611	336,900
Special Education Transportation				36,474	41,334	6,372	3,768	51,474	15,000
Estimated Supplemental Appropriation									351,900

**WESTON PUBLIC SCHOOLS
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL
SPECIAL EDUCATION - April 30, 2014 REPORT**

ORG	OBJ	DESCRIPTION	Budget	Expended		Encumb.	Anticipated	Total	Change Over Budget
				April 30					

Footnotes for Anticipated Expenditures:

Anticipated \$ - Acct. Descript.		Notes
1	5,220 - Substitute Teachers	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be substantially expended.
2	12,206 - Homebound Tutoring	The year-to date expended column includes 2,794 for services that emerged in the month of April. There is 12,206 remaining in the anticipated column for needs that may emerge through the end of the school year.
3	23,895 - Bus Aides	Based on currently scheduled hours for bus aides, the anticipated amount will be expended. The reason why the funds are not encumbered is because employees are paid on an hourly basis from timesheets rather than from an encumbered salary. This is necessary because the specific assignment for individual employees varies depending on their schedule and the bus runs.
4	8,995 - Substitute Paras	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be substantially expended.
5	9,851 - Professional Educational Services	Historically, services reflected in this account have emerged throughout the year. Therefore, this account may require additional funding beyond the amount that has been identified to date as anticipated.
6	0 - Professional Services for Occupational & Physical Therapy	This account has been fully expended and encumbered for the fiscal year. If new needs emerge during the remainder of the 2013-2014 school year, an additional appropriation will be necessary.
7	22,775 - Consulting In-Service	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be expended.
8	2,838 - Testing & Evaluation Services	Based on current year activity and historical trends, it is reasonable to expect that the anticipated amount will be expended. Historically these funds are expended later in the school year when the Planning and Placement Team meetings take place and therefor, this account may require additional funding beyond the amount that has been identified to date as anticipated.
9	3,921 - Testing & Evaluation Services, Project Challenge	This amount will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.

WESTON PUBLIC SCHOOLS
FY 2014 BUDGET COMPARED TO ESTIMATED ACTUAL
SPECIAL EDUCATION - April 30, 2014 REPORT

ORG	OBJ	DESCRIPTION	Budget	Expended		Encumb.	Anticipated	Total	Change Over Budget
				April 30					

Footnotes for Anticipated Expenditures (continued):

	Anticipated \$ - Acct. Descript.	Notes
10	0 - Legal Fees	This account has been fully expended or encumbered for the fiscal year based on anticipated services related to pending mediations. These services vary depending on the nature of the mediation. Therefore, this account could be over or under the encumbered amount.
11	5,000 - Equipment Repairs & Rental	These amounts will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.
12	35,000 - Out Placements	The anticipated amount is based on the estimated cost of settlements for students that have been unilaterally placed by their families. It does not include newly identified needs that may emerge during the remainder of the 2013-2014 school year.
13	2,801 - Reimbursable Expenses	Historically, funds are expended later in the fiscal year when Planning and Placement Team Meetings take place for students in out placements.
14	11,509 - Materials	Based on current year activity, it is reasonable to expect that the anticipated amount will be substantially expended.
15	3,488 - Books	This amount will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.
16	10,366 - Equipment	This amount will be expended if a need emerges during the remainder of the 2013-2014 school year. Otherwise, there will be a balance at year-end.
17	823 - Dues & Fees	Based on year-end activities, this account will be expended.
18	(203,480) - Excess Cost Grant	The State of Connecticut provides a grant for the cost of services for students with special needs that exceed 4.5 times the per pupil cost for students classified as regular education. Typically, the State does not fund this grant at 100%. The State establishes an appropriation prior to the start of the fiscal year. School districts typically submit cost information in the Fall for students that exceed the 4.5 times the cost of regular education. Based on these submissions, the State calculates the reimbursement rate in February. Last month the State reimbursement rate was at 81.99%. This percent reimbursement was decreased to 79.50% because some districts, such as Weston, added new students after the February reporting. As a result, the revised Excess Cost Grant is calculated to be 708,756. The district received the first installment of 505,276 on February 24, 2014. The remaining balance of \$203,480 should be received in May.

**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM
Expected 2014 Includes Actual Claims Experience Through April 30, 2014**

Fiscal Year Ended	Audited		Unaudited			
	Actual 2012	Actual 2013	Budget 2014	Jul-Apr 2014	May-June 2014	Projected 2014
STATEMENT OF REVENUES AND EXPENDITURES						
Revenues:						
General Fund Appropriation	6,124,504	6,466,224	6,314,029	5,261,691	1,072,088	6,333,779
Contributions:						
Employee Cost Sharing	853,343	677,496	753,258	561,258	140,315	701,573
Retiree/COBRA Contributions	283,156	292,395	310,000	296,855	10,160	307,015
State Teachers Retirement Reimbursement (TRB)	106,863	94,647	145,000	83,435	0	83,435
Affordable Insurance Act Refund	0	59,397	0	0	0	0
Total Contributions	1,243,362	1,123,935	1,208,258	941,548	150,475	1,092,023
Total Revenue {A}	7,367,866	7,590,159	7,522,287	6,203,239	1,222,563	7,425,802
Expenditures						
Medical & RX Costs	6,120,445	6,396,273	6,161,987	5,277,351	1,274,520	6,551,871
District Portion of H.S.A. Deductible	378,549	735,017	659,950	680,047	0	680,047
Delta Dental	407,791	379,383	377,055	302,524	60,505	363,029
Medical Supplement/Other Costs	104,894	109,527	108,455	53,316	14,630	67,946
Total Health Plan Costs {B}	7,011,679	7,620,200	7,307,447	6,313,238	1,349,655	7,662,893
Accrued Costs Per GASB 43/45 {C}	173,300	214,800	214,840	214,800	0	214,800
Accounts Payables and Other:						
Incurred But Not Reported (IBNR)						
Fiscal Year End Accrual	625,021	750,000	750,000	0	750,000	750,000
Prior Year End Accrual	0	625,021	750,000	0	750,000	750,000
Increase (Decrease) {D}	625,021	124,979	0	0	0	0
Total Expenditure {F=B+C+D}	7,810,000	7,959,979	7,522,287	6,528,038	1,349,655	7,877,693
Net Change {A-F}	(442,134)	(369,820)	0	(324,799)	(127,092)	(451,891)

**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM
Expected 2014 Includes Actual Claims Experience Through April 30, 2014**

Fiscal Year Ended	Audited		Unaudited			
	Actual 2012	Actual 2013	Budget 2014	Jul-Apr 2014	May-June 2014	Projected 2014
BALANCE SHEET						
Assets:						
Interfund Balance July 1st	3,162,827	3,179,246	3,432,630	2,934,405		2,934,405
Net Changes Transfers In	16,419	(244,841)	0	(324,799)		(451,891)
Interfund Balance	3,179,246	2,934,405	3,432,630	2,609,606		2,482,514
Liabilities:						
Accrue IBNR - June 30th	625,021	750,000	625,021	0		750,000
Total Liabilities	625,021	750,000	625,021	0		750,000
Fund Balance:						
Fund Balance July 1	2,996,359	2,554,225	2,807,609	2,184,405		2,184,405
Current Year Change in Fund Equity	(442,134)	(369,820)	0	(324,799)		(451,891)
Total Fund Balance	2,554,225	2,184,405	2,807,609	1,859,606		1,732,514
Total Liabilities & Fund Balance	3,179,246	2,934,405	3,432,630	1,859,606		2,482,514



**WESTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT**

2014-2015 BOARD MEETING SCHEDULE

<u>DAY</u>	<u>MONTH</u>	<u>DATE</u>
Monday	July	21 2014
Monday	August	18
Monday	September	15
Monday	October	20
Monday	November	17
Monday	December	15
Monday	January	26 2015
Monday	February	23
Monday	March	16
Monday	April	20
Monday	May	18
Monday	June	15

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.

Students

Student Attendance and Truancy

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal References:

Connecticut General Statutes §10-220, [Duties of boards of education](#)

[Conn. Gen. Stat. §10-221, Boards of education to prescribe rules](#)

Connecticut General Statutes §10-184, [Duties of parents](#)

Connecticut General Statutes §10-186 ~~(as amended by Public Act 09-6)~~, [Duties of boards of education re attendance](#)

Connecticut General Statutes §10-198a, [Policies and procedures concerning truants](#)

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

~~Public Act 09-143, An Act Concerning the Reporting of Truancy Data and the Reduction of Duplicative Reports by the Department of Information Technology~~

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* [\(August 4, 2009\)](#)

[Connecticut State Board of Education Memorandum, Definitions of Excused and Unexcused Absences \(June 27, 2012\)](#)

[Connecticut State Department of Education, Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention \(April 2013\)](#)

Policy References:

[Board of Education Policy 5113, Attendance and Excuses](#)

Policy Adopted: September 3, 1991

Policy Revised:
~~Policy Revised:~~

July 16, 2007
March 15, 2010

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Administrative Regulations regarding Attendance and Truancy

A. Definitions

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. **"Disciplinary absence" – any absence as a result of school or district disciplinary action. Any student serving and out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused.**

3. "Educational evaluation" - for purposes of this policy, an educational Evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

3. "Excused absence" – **a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:**~~an absence from a regularly scheduled school day for at least one half of the school day; which absence, as determined by the building principal or his/her designee, is for:~~

- A. **Any absence before the student's 10th absence is considered excused when the student's parent/guardian approves such absence and submits appropriate documentation in accordance with this regulation.**
- B. **For the student's 10th absence and all absences thereafter, a student's absences from school are considered excused, with appropriate documentation in accordance with this regulation, for the following reasons:**

- a. ~~reasons of health, including illness, incapacity, or doctor's visits. The administration reserves the right to require physician or other appropriate certification for health-related absences.~~ student illness (verified by an appropriately licensed medical professional);
- b. religious holidays.
- c. mandated court appearances (documentation required);
- d. funeral or death in the family, or other emergency beyond control of the student's family;
- e. ~~approved school activities, including field trips.~~ Extraordinary educational opportunities pre-approved by the district administration and in accordance with Connecticut State Department guidance and this regulation
- f. lack of transportation that is normally provided by a district other than the one the student attends.
- ~~f. suspension or expulsion.~~
- ~~g. in limited circumstances, special activities or emergencies with the consent of the parent or other person having control of the child.~~

R5113.2(b)

~~Parents or guardians or other persons having control of the child may appeal such decision to the Superintendent or his/her designee, whose decision shall be final.~~

- 4. **"School Day" – the regular school day for all students.**
- 5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.
- 6. "Student" - a student enrolled in the Weston Public Schools.
- 7. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in anyone month or **ten (10)** unexcused absences from school in any school year.
- 8. "Unexcused absence" - any absence from a regularly scheduled school day for at

least one half of the school day, which absence is not ~~an~~ excused or considered a disciplinary absence ~~as defined above~~.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents, ~~or~~ guardians, or other persons having control of the child may appeal such decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - (1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - (2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays: none.
 - c. mandated court appearances:
 - (1) a police summons;
 - (2) a subpoena;
 - (3) a notice to appear;
 - (4) a signed note from a court official; or

- (5) other official, written documentation of the legal requirement to appear in court.
 - d. funeral or death in the family, or other emergency beyond the control of the student's family: written document must explain the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
- 4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.
 - 5. Weston Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
 - 6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Extraordinary Educational Opportunities

- 1. To qualify as an extraordinary educational opportunity, the opportunity must:
 - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available for this exemption;
 - c. be grade and developmentally appropriate; and
 - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very

specific content that would limit their relevance to a smaller group of students.

2. Family vacations do not qualify as extraordinary educational opportunities.

3. All requests for approval of extraordinary educational opportunities must:

a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;

b. contain the signatures of both the parent/guardian and the student;

c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and

d. include additional documentation, where available, about the opportunity.

4. The building principal shall provide a response in writing and include the following:

a. either approval or denial of the request;

b. brief reason for any denial;

c. any requirements placed upon the student as a condition of approval;

d. the specific days approved as excused absences for the opportunity;

e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.

6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.

7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

B D. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parents or guardians or other persons having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student ~~sixteen (16) or~~ **seventeen (17) years of age*** shall not be considered truant if the parents ~~or~~ guardians or other persons having control over such student consents to such student's withdrawal from school. Such parents or guardians or other persons having control over such student shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. If a parent~~(s)~~, ~~or~~ guardian~~(s)~~, or other persons having control of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

~~[*NOTE: Effective July, 2011, a parent(s)/guardian(s) or other persons of a sixteen year old student may no longer consent to have his/her child withdraw from school, as the age at which such withdrawal is permitted will be seventeen.]~~

R5113.2(e)

C. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section B.2, above) and subsequently seeks readmission, subject to Section C.2. below, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. ~~Starting July 1, 2010,~~ If a student who has voluntarily withdrawn from school (in accordance with Section B.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

D. Determinations of Whether a Student is "In Attendance"

1. A student serving an out-of-school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

E. Procedures for students in grades K-8*

1. Notification

- a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parents, ~~or~~ guardians, or other persons having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Weston Public Schools.

R5113.2(d)

- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parents, ~~or~~ guardians, or other persons having control of the student in grades K-8 a telephone number or other means of contacting such parents or guardians or other persons having control of the student during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal [or his/her designee] shall make a reasonable effort to notify the parents, ~~or~~ guardians, or other persons having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parents, ~~or~~ guardians, or other persons having control of such student is aware of the student's absence. [Reasonable efforts shall include two (2) attempts to reach the parents, ~~or~~ guardians, or other persons at the

telephone number provided by the parents~~s~~, ~~or~~ guardians~~s~~, or other persons~~s~~. Such attempts shall be recorded on a form provided by the Superintendent.] **Mailed notice of the student's absence shall include a warning that two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to Conn. Gen. Stat. section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.** Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

[*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]

F. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parents~~s~~, ~~or~~ guardians~~s~~, or other persons~~s~~ having control of such student and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if the parents~~s~~, ~~or~~ guardians~~s~~, or other persons~~s~~ having control of the student declines~~s~~ to attend the meeting, or ~~are~~is otherwise nonresponsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

R5113.2(e)

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. If the parents~~s~~, ~~or~~ guardians~~s~~, or other persons~~s~~ having control of the student who is truant fails to attend the meeting held pursuant to subsection a.~~;~~ above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, **within fifteen (15) calendar days of such failure to attend the meeting or failure to cooperate with the school in attempting to solve the truancy problem,** for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are

such that his/her family is a family with service needs.

- d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team [or other appropriate school based team] to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- e. If a FWSN (Family with Service Needs) petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.
 - i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team [or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

RS113.2(t)

- ii) In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write or revise the student's individualized education program ("IEP").

I. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding truancy in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be

collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Legal References:

Conn. Gen. Stat. §10-220, Duties of boards of education

Conn. Gen. Stat. §10-221, Boards of education to prescribe rules

Conn. Gen. Stat. §10-184, Duties of parents

Conn. Gen. Stat. §10-186, Duties of boards of education re attendance

Conn. Gen. Stat. §10-198a, Policies and procedures concerning truants

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs (August 4, 2009)

Connecticut State Board of Education Memorandum, Definitions of Excused and Unexcused Absences (June 27, 2012)

Connecticut State Department of Education, Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention (April 2013)

Policy References:

Board of Education Policy 5113, Attendance and Excuses

Regulation Adopted: September 3, 1991

Regulation Revised: July 16, 2007

~~Regulation Revised:~~ March 1, 2010

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

Attendance and Excuses

This policy, and the accompanying administrative regulation, set forth Weston Public Schools' expectations and requirements with regard to absences and tardiness of students. The provisions of Board of Education Policy and Administrative Regulation 5113.2, Student Attendance and Truancy, govern the Board of Education's compliance with the provisions of state law concerning truancy.

Connecticut State Law requires parent to cause their children to attend school regularly during the hours and terms the public school is in session. The Board of Education recognizes that learning in the classroom is an integral and essential part of a student's total learning process. Learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction, such as:

1. The teacher explains, interprets and adds to the information given in textbooks and other sources.
2. Certain classroom activities such as discussions, media presentations, and speakers, can never be made up.
3. The student has a responsibility to participate in the class learning process and to contribute on the basis of his/her questions and comments.
4. Learning to function and interact as a responsible member in a group situation is a vital part of the student's educational experience.

Therefore, a student's enrollment in a course is his/her commitment to attend all class periods. No student shall be absent from or tardy to class without an acceptable reason. The Board of Education requires that accurate records be kept of the attendance of each child. A student should not be absent from school without the parent's knowledge and consent. Verification of absences should be made by the parent or guardian.

Board policy with respect to unexcused absences stresses prevention and inquiry leading to remediation of absences rather than imposition of punitive measures. Only when all local resources are exhausted is referral to legal authorities recommended. Excessive and unauthorized absences and tardiness shall incur appropriate administrative action including but not limited to loss of credit. Notwithstanding the foregoing, the Board will comply with the

requirements of state law concerning the reporting of truancy (See Board of Education Policy and Administrative Regulations 5113.2).

An absence shall be considered “excused” when a child does not attend school due to illness or injury, death in the ~~immediate~~ family, religious ~~obligation~~ holiday, an emergency beyond the control of the student’s family, or other circumstances described in the Administrative Regulations. ~~Verification for such absences should be made to school officials by the child’s parent or guardian.~~ School officials may request parents to verify health-related absences via an an physician appropriately licensed medical professional’s note when the duration or frequency of absence, or the severity of the illness, has education or safety implications for the school community. School officials may also request verification of a claimed health-related absence via an an physician appropriately licensed medical professional’s note when the school officials have reason to believe that the student’s absence is due to reasons other than as stated in this paragraph. An an physician appropriately licensed medical professional’s note provided pursuant to this paragraph must state that the student is required to be absent from school for either the entire day or for a portion of the day. All other absences shall be considered unexcused.

Request for Release of Student During ~~the~~ School Day

Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Early dismissal should be requested only in emergency or unusual situations.

Legal References: ~~Connecticut General Statutes~~

Conn. Gen. Stat. 10-220, Duties of boards of education

Conn. Gen. Stat. 10-221(b), Boards ~~s~~ of ~~e~~Education to prescribe rules

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Connecticut State Department of Education, Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention (April 2013)

Policy References:

Board of Education Policy 5131.2, Attendance and truancy

Policy adopted:	October 1, 1990
Policy revised:	March 21, 1995
Policy revised:	November 21, 2011

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

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1. The teacher explains, interprets and adds to the information given in textbooks and other sources.
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Therefore, a student's enrollment in a course is his/her commitment to attend all class periods. No student shall be absent from or tardy to class without an acceptable reason. The Board of Education requires that accurate records be kept of the attendance of each child. A student should not be absent from school without the parent's knowledge and consent. Verification of absences should be made by the parent or guardian.

Board policy with respect to unexcused absences stresses prevention and inquiry leading to remediation of absences rather than imposition of punitive measures. Only when all local resources are exhausted is referral to legal authorities recommended. Excessive and unauthorized absences and tardiness shall incur appropriate administrative action including but not limited to loss of credit. **Notwithstanding the foregoing, the Board will comply with the requirements of state law concerning the reporting of truancy (See Board of Education Policy and Administrative Regulations 5113.2).**

An absence shall be considered “excused” when a child does not attend school due to illness or injury, death in the ~~immediate~~ family, religious ~~obligation~~ holiday, an emergency beyond the control of the student’s family, or other circumstances described in the Administrative Regulations. ~~Verification for such absences should be made to school officials by the child’s parent or guardian.~~ School officials may request parents to verify health-related absences via an ~~physician~~ appropriately licensed medical professional’s note when the duration or frequency of absence, or the severity of the illness, has education or safety implications for the school community. School officials may also request verification of a claimed health-related absence via an ~~physician~~ appropriately licensed medical professional’s note when the school officials have reason to believe that the student’s absence is due to reasons other than as stated in this paragraph. An ~~physician~~ appropriately licensed medical professional’s note provided pursuant to this paragraph must state that the student is required to be absent from school for either the entire day or for a portion of the day. All other absences shall be considered unexcused.

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Policy adopted: October 1, 1990
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WESTON PUBLIC SCHOOLS
Weston, Connecticut

Community/Board Operation

Possession of Deadly Weapons or Firearms

I. Definitions:

- A. **Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6). Pellet guns, BB guns, and airsoft guns are considered "firearms" for the purposes of this policy.
- B. **Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19). Pellet guns, BB guns, and airsoft guns are considered "firearms" for the purposes of this policy.
- C. **Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 2 of public act 13-170 who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).
- D. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, administrative office buildings, maintenance buildings, and other buildings. Real ~~p~~Property includes, but is not limited to, the following: classrooms, offices, hallways, storage facilities, theaters, gymnasiums, other athletic facilities, cafeterias, common areas, fields, parking lots, access roads under control of the district, and wooded areas.

First Reading – May 19, 2014

- E. **School-Sponsored Activity** "means any activity sponsored, recognized or authorized by a Board of Education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the Real Property of the district or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item onto the ~~R~~real ~~P~~roperty of the district, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the ~~R~~real ~~P~~roperty of the district, or to a school-sponsored activity if:

- A. The person brings the deadly weapon or firearm on the Real Property of the district, or to a school-sponsored activity, for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- B. The person possesses the deadly weapon or firearm on the Real Property of the district, or at a school-sponsored activity, pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
- C. An armed security officer employed by the Board of Education to provide security services pursuant to Public Act 13-188 engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring and possess such item on the Real Property of the District and to a school-sponsored activity. No person providing security services may be armed without the approval of the Board of Education.

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the Real Property of the district and/or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such

First Reading – May 19, 2014

deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.

- B. A student who possesses and/or uses any deadly weapon or firearm on the Real Property of the District or to a school sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the Real Property of the district, or at a school-sponsored activity, from entering district property, using any and all school facilities, and/or attending school sponsored events.

Legal References:

Conn. Gen. Stat. §10-233a, et. seq., Suspension and Expulsion of Pupils
Conn. Gen. Stat. §29-28(e), Permit to Carry Pistol or Revolver
Conn. Gen. Stat. §53a-3, Penal Code, Definitions
Conn. Gen. Stat. §53a-217b, Possession of a Weapon on School Grounds
Public Act 13-188.

Policy References:

Policy 5114, Student Discipline

ADOPTED _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

STUDENTS

~~POLICY REGARDING~~ SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

~~The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.~~

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any educational^{al} program ~~receiving federal financial assistance.~~

~~**Sexual harassment:** While it is difficult to define sexual harassment precisely, it includes any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:~~

- ~~1. submission to or rejection of such conduct by an individual is used and/or threatened to be used as a basis for making any educational decision affecting a student; or~~
- ~~2. such conduct is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment. Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:~~

~~Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:~~

- ~~1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.~~
- ~~2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.~~
- ~~3. Display of sexually suggestive objects, or use of sexually suggestive or obscene comments, invitations, letters, notes, slurs, jokes, pictures, cartoons, epithets or gestures.~~

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly, take interim measures, and ~~will~~ take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will ~~annually~~ periodically provide staff development for district administrators and ~~annually~~ periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board of Education's Bullying Prevention and Intervention Policy.

Legal References: United States Constitution, Article XIV
 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
 Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, *et seq.*
 Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
 Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
 Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).
 Constitution of the State of Connecticut, Article I, Section 20.

Policy Adopted: April 15, 2002
Policy Revised: September 17, 2007

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the [Board](#). Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any educational program ~~receiving federal financial assistance~~.

~~**Sexual harassment:** While it is difficult to define sexual harassment precisely, it includes any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:~~

- ~~1. submission to or rejection of such conduct by an individual is used and/or threatened to be used as a basis for making any educational decision affecting a student; or~~
- ~~2. such conduct is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment.~~

~~Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:~~

- ~~1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.~~
- ~~2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.~~
- ~~3. Display of sexually suggestive objects, or use of sexually suggestive or obscene comments, invitations, letters, notes, slurs, jokes, pictures, cartoons, epithets or gestures.~~

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she should make a written complaint to the principal, or

his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the alleged harasser(s) or discriminator(s),
 - E. Location where such alleged harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination, ~~and~~
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - H. Remedy Requested
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy regarding Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. ~~Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. The investigation shall~~

~~be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.~~ The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a) offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b) provide the complainant with a copy of the Board's sex discrimination and sexual harassment policy and accompanying regulations;
 - c) consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
 - d) investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e) consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - f) communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The

written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

- g) ~~The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.~~ when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;

8.—

10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he/ ~~or~~ she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator. ~~or, if he or she~~ If the Title IX Coordinator or his/her designee conducted the investigation, ~~to~~ the Superintendent of Schools, ~~who~~ shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may ~~also investigate the complaint further~~ determine whether further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, ~~as soon as possible~~ within fifteen (15) school days following receipt of the written request for review.

R-5114.6

~~If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur.~~ a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

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

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (Telephone Number: (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Weston Board of Education is: Director of Human Resources~~Finance & Operations~~, whose office is located at 24 School Road, Weston, Connecticut 06883, and whose telephone number is (203) 291-1412~~07~~.

Regulation Adopted: May 4, 1992

Regulation Revised: September 17, 2007

WESTON PUBLIC SCHOOLS
Weston, Connecticut

**COMPLAINT FORM REGARDING SEX DISCRIMINATION
AND SEXUAL HARASSMENT (STUDENTS)**

Name of the complainant: _____

Date of the complaint: _____

Date of the alleged discrimination/harassment: _____

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

Location where such alleged discrimination/harassment occurred:

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

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Remedy requested _____

PERSONNEL

SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Weston Board of Education to maintain a work environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire or promote, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program. (See also Board of Education Policy and Administrative Regulation 4118.11/4218.11).

Harassment

Sexual harassment is a form of discrimination. While it is difficult to define sexual harassment precisely, it does include any uUnwelcome sexual advances, requests for sexual favors and other ~~inappropriate~~ verbal, non-verbal, written or physical conduct of a sexual nature ~~constitute sexual harassment~~ when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis of employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. ~~The conduct has the purpose or effect of having a negative impact upon the individual;~~
- ~~Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding job benefits~~

~~and/or working conditions.~~

Such conduct constitutes unlawful sexual harassment and a violation of Board Policy whether or not a threat of adverse job consequences is carried out and whether or not the employee actually suffers any tangible adverse job consequences.

Examples of Sexual Harassment

~~While an exhaustive list is not possible, the following are examples of specific behaviors that, if unwelcome and of a sexual nature, could constitute sexual harassment:~~ **Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:**

- ~~Suggestive or obscene letters, notes, e-mail messages, voice mail messages, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display of sexually suggestive objects, pictures or cartoons, sexual assault, attempted sexual assault;~~
- ~~Continuing to express sexual interest after learning of or being informed that the interest is unwelcome;~~
- ~~Coercive sexual behavior used to control, influence, or affect the career, salary and/or work environment of another employee, such as threats of reprisal, implying or withholding support for an appointment, promotion, transfer, or change of assignment;~~
- ~~Suggesting a poor performance evaluation will be prepared or that a probationary period of employment will not be completed successfully;~~
- ~~The creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive working environment;~~
 - ~~Inappropriate attention of a sexual nature.~~

1. **Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;**
2. **Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;**
3. **Sexually suggestive or obscene jokes, derogatory or pornographic posters, cartoons, pictures, or drawings;**

4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Such conduct constitutes sexual harassment regardless of the sex of the victim or the harasser.

Sexual or romantic relationships between board employees (or third parties subject to control of the Board) and students will not be tolerated ~~are unacceptable~~, whether or not they constitute sexual harassment as defined in this regulation. Such conduct may also constitute a criminal offense. Further, any conduct of an employee (or third party subject to control of the Board) toward a student which could constitute sexual harassment of the student by the employee will constitute a violation of Board policy and administrative regulations. ~~and this regulation.~~

A copy of the ~~is sexual harassment policy, administrative regulation and the~~ complaint ~~procedure form~~ will be distributed to all new employees at the start of their employment, and will be made available on the Board's website, and will be posted in each of the schools and school facilities. ~~to Existing employees will be provided with all revisions to this policy and complaint form. all employees on an annual basis.~~ New and existing employees shall acknowledge in writing, on a form developed by the administration (which may be electronic), the receipt of the policy, the complaint form, regulation, and complaint procedure and any revisions thereto. Each employee will ~~participates~~ in annual training regarding sexual harassment. ~~In addition, a copy of the policy, regulation and complaint procedure will be posted in each building.~~ A copy of the signed form acknowledging receipt of the policy, ~~regulation, and complaint procedure,~~ complaint form, and any revisions thereto, shall be maintained as part of each employee's personnel file.

Complaint Procedure

~~An employee who feels he or she has been the victim of sexual harassment may process a complaint in accordance with the following complaint procedure:~~

Any violation of this policy by supervisors or co-workers should be reported immediately to the district or building Title IX Coordinator, the Superintendent, the Director of Human Resources, or the Superintendent's designee. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law.

STEP I - INFORMAL LEVEL

~~The complainant may request a meeting to discuss the complaint with the building principal of his or her school in an effort to resolve the matter informally. In the event the employee is uncomfortable, for any reason, with discussing the matter with the building principal, he/she may discuss the complaint with the Title IX Coordinator. The principal or Title IX Coordinator, as the case may be, shall meet with the complainant to discuss the complaint, but in no event shall the meeting be held later than fourteen (14) days from the date the request for the meeting is received.~~

STEP II - FORMAL LEVEL

~~If the complainant is not satisfied with the disposition of his or her complaint at the informal level, he or she may file a formal complaint with the Title IX Coordinator/compliance officer. An employee need not have brought an informal complaint before filing a formal written complaint. Complaint forms may be obtained from the Office of the Director of Pupil Personnel Services, and from the office of the building principal. The written complaint shall state the name of the complainant and the date of the complaint, the date(s) of the alleged harassment, the name or names of the alleged harasser or harassers, the name or names of any witnesses, and a statement of the circumstances in which the alleged harassment occurred. All formal complaints must be filed within sixty (60) days from the alleged violation. Upon the filing of a written complaint, the complainant shall be provided with a copy of this regulation.~~

The ~~compliance officer~~ district or building Title IX Coordinator, the Superintendent, the Director of Human Resources, or the Superintendent's designee ("the Investigator") shall schedule a meeting promptly with the complainant to discuss the complaint but in no event shall the meeting be held later than fourteen (14) days from receipt of the formal complaint. Upon completion of an investigation but in no event later than fourteen (14) days after meeting with the complainant, the ~~i~~Investigator shall render a written decision to the complainant as to the disposition of the complaint. The time for rendering a written decision may be extended if the ~~official investigating the complaint~~ Investigator determines that such extension is necessary for a thorough investigation and fair resolution of the complaint.

If the report results in a determination that sexual harassment has occurred, appropriate action shall be taken to ensure that the harassment ceases and will not reoccur. Appropriate action may include re-assignment, transfer, and/or disciplinary action up to and including termination of the employment of the harasser. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. In addition, temporary steps may be taken to prevent harassment and/or retaliation against the complainant or others pending the outcome of the investigation.

~~No adverse action will be taken against an employee for filing a complaint of sexual harassment or who cooperates in investigating allegations of sexual harassment.~~

Policy Adopted: April 15, 2002

Policy Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Legal References: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-
915.035) on Current Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, et
seq.
Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Connecticut General Statutes § 46a-60 Discriminatory employment
practices prohibited.
Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.

Policy References: Non-Discrimination, 4118.11-4218.11

Date Received in Central Office: _____

WESTON SCHOOL DISTRICT
SEXUAL HARASSMENT COMPLAINT FORM

Please complete:

Complainant's Name: _____ **Date:** _____

Name(s) of Alleged Harasser(s): _____

Date(s) of Alleged Harassment: _____

Witnesses: _____

Statement of the circumstances on which the alleged harassment occurred:

Complainant's Signature: _____

Complainant's Home Phone Number: _____

Complainant's Home Address: _____

Date Signed: _____

WESTON PUBLIC SCHOOLS REPORT

May 19, 2014



Weston High School

Lisa Deorio, Principal

*In this issue... Principal's Update
Academic Programs
School Counseling
Co-Curricular Program*

Principal's Update

Our district is extremely proud of the *US News and World Report* ranking of Weston High School as number one in Fairfield County, number three in Connecticut, and 182 nationally. Most notably, Weston is the top-ranking comprehensive high school in Connecticut, as the first two top-ranking schools are both magnet schools with selection processes, while Weston's data reflect the accomplishments of our high school which serves our entire community.

May and June are two of the busiest months at Weston High School. This month the school was the site of both Special Olympics and Relay for Life. The junior-senior prom will take place on Friday, May 23 at the Stamford Hilton. Saturday, May 24 is the annual PTO road race. All juniors will participate in the SBAC testing May 27-29 and June 2. You may recall, this testing was postponed from March. This special schedule is posted on our school webpage. Freshmen and sophomores will have early dismissal on testing days. Finally, final exams begin on June 11 and that schedule may also be found on our webpage. Graduation will be on June 17, beginning promptly at 6:00 p.m.

Academic Programs

Art

Art teacher Ms. Kate O'Keefe has recently completed an incredible series of paintings, several of which are displayed in two different galleries. "Cravings" is part of an exhibition *Poetry and the Art of Eating* at Gallery North in Setauket, New York. At the opening reception, Ms. O'Keefe also participated in an artist talk. The exhibition ran through May 16. "Cravings" is part of her current series of work, *Musing of a Mother*. We are showcasing Ms. O'Keefe's work in our main lobby this spring. If you would like more information on the show and her artwork, you may explore the following links: <http://gallerynorth.org/event/poetry-the-art-of-eating/> and <http://kerinnelson.wix.com/musingsofamother>.

English

Strengthening our students' ability to write continues to be a central focus at our school. During the first semester, a team of teachers collaborated over the development of a student writing portfolio that was piloted this spring. Six classes of sophomore English and social studies were selected as a representative sample of underclassmen to participate in this initiative. Through the creation of their writing portfolios, students had the opportunity to review their writing pieces, revise and edit chosen pieces that represent their best work, and reflect on their growth. A team of assessors gathered on May 19 and 20 to read and respond to portfolios based on calibrated standards. The assessors provided

students with specific feedback about their individual strengths and goal areas in writing. The purpose of this pilot was not to be an assessment, but rather to develop an effective instructional tool that will serve our students as they strive to improve their craft as writers. Our goal is for all sophomores to participate in this writing portfolio next year.

Music

There was standing room only at our annual ChoirFest concert this spring. The program included presentations by every choir from WIS, WMS, and WHS. The closing number featured 300 students singing "The Nicest Kids in Town" from *Hairspray*.

Science

The Honors Biology classes are currently working on a collaborative lab with Honors Biology classes at New Canaan High School. Both schools are planting and observing the effects of radiation on different seed species. The data will be pooled so that the students may draw conclusions from a larger sample size and collaborate with a scientific community beyond their own classroom.

School Counseling

Starting the week of May 19, all juniors will meet with school counselors in their English classes to review expectations for the rest of the school year as well as the summer. We will cover all of the college application procedures here at WHS including requesting letters of recommendation, completing necessary processing forms, and introducing The Common Application. The timeline below will be distributed to students during these sessions:

Timeline:

- Schedule individual junior post-secondary planning meetings with your counselor.
- Take advantage of the College and Career Center. You and your parents may also schedule an appointment with Director Ms. Moks.
- Build a prospective college list in Naviance.
- Personally approach two teachers to request a letter of recommendation.
- Fill out all processing forms by June 6.

The Common Application will be available for the Class of 2015 starting August 1.

Social Studies

Students in Miss Conetta's Honors Modern World Studies classes took part in a Cold War United Nations emergency meeting to discuss revisions to the UN Charter 40 years after its creation. Students paired up and represented countries from each region of the world. They provided arguments pertaining to important Cold War themes including nuclear warfare, containment policies, and genocide. The simulation took place over three-and-a-half school days and students could be seen walking through the halls in formal attire to keep in character for the simulated experience.

Co-Curricular Program

Athletics

Our spring sports season has passed the halfway point and our teams are all doing exceptionally well. Our softball team has already won more games this year than they did all of last year and Shelby Merberg was just featured as a scholar athlete on Channel 12. The rest of our spring teams have a combined 60 wins, with only 15 losses and one tie. Boys' track and field, girls track and field, and

girls golf are all still undefeated for the spring while girls tennis, boys tennis, girls lacrosse, boys lacrosse, and baseball are all primed to host an SWC post-season event as the higher seed, due to their records. The spring is shaping up to be a fantastic season for the Weston Trojans.

Student Government

The Classes of 2016 and 2017 are hosting our annual Senior Citizen Prom on May 21. Senior citizens, high school students, and faculty will be dancing the afternoon away to big band music of the 40s, 50s, and 60s while enjoying an early dinner and wonderful conversation. All senior citizens are invited to join us at 3:00 p.m. in the cafeteria.

The Class of 2015 sponsored a school supply drive for the preschool classes at the Ben Franklin School in Norwalk during the month of April as part of their community service project. Students collected everything from colored pencils and paint brushes to gently used music CDs and puzzles from Weston High School students and teachers. Members of the class of 2015 personally delivered the collected supplies to the Ben Franklin School and spent an hour visiting with and reading to the preschoolers in their classrooms. The Class of 2015 hopes to establish a “big brother/big sister” volunteer program next year.

Student Government is also holding elections for the 2014-2015 school year. Candidates are encouraged to apply for leadership positions including executive and grade presidents, senators, secretaries, and treasurers. All candidates are given the opportunity to speak to their respective grades on what they would provide for the school if elected. Voting will be held in early June.

Model United Nations

The Weston High School Model United Nations club participated in the Trumbull High School MUN conference on Saturday, May 17. Our students successfully represented Saudi Arabia, Russia, Cameroon, and Australia on three different committees. The students had to research extensive information on their country, learn about a specific international issue, and then prepare a speech, all before even arriving at the conference. Thank you to our host Trumbull High School. The students are already discussing the possibility of attending a different, larger conference next school year.

Teen PeaceWorks

Student leaders attended the Domestic Violence Crisis Center’s annual Voices of Courage event in Stamford this month. They were able to meet the keynote speaker, NBC’s Tamron Hall, who recently joined the *Today* show. At the event, Ms. Hall shared a personal tragedy about her sister who was involved in an abusive relationship.

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As you know, our school has been participating in a One School, One Book initiative this year using the book *A Long Walk to Water* by Linda Sue Park. Part of our experience has been working toward raising enough money to sponsor a new well in a village in Africa that desperately needs access to clean water. We have good news: we have almost achieved our goal. At this point, we've collectively raised \$7,500 and have extended the pledge deadline until May 16 in the hopes that with more time, we can reach our \$10,000 goal. Please use the following link if you are interested in making a donation: <https://thewaterproject.org/community/profile/aimee-shuhart>. This effort has truly been a celebration of the concept that together, we CAN make a difference.

PKs 4 AJ

On April 26, Weston Middle School students and Weston Soccer teammates of AJ Cina convened at Morehouse Farm Park for PKs (Penalty Kicks) 4 AJ, an event designed to raise money for the charity created in AJ's honor, The AJ Cina Memorial Fund, which helps promote youth sports in less privileged areas. The event was a big success and raised thousands of dollars for the fund. Thank you to the staff of Weston Middle School, Weston Soccer, and the many students who made this event happen.

**Music in the Parks Festival a Huge Success**

On Friday, May 2 Weston Middle School jazz ensembles, chamber orchestra, and chamber singers performed at the Music in the Parks Festival in Westfield, MA. Music in the Parks is a national adjudication festival where school bands, orchestras, and choirs from across the region perform for a rating and can also choose to compete for the top spots in their division. Each of Weston's ensembles performed three selections for a panel of judges and received both a written evaluation and audiotape of the judges' remarks.

The WMS jazz lab band, under the direction of Ms. Koryn Soboleski, received a rating of "Excellent" and the award for second place in their division. The WMS jazz ensemble, directed by Mr. Jeff Holmes, and the WMS chamber orchestra, directed by Ms. Meghan Smart, competed and received the award for first place in their divisions and each received a rating of "Excellent." The WMS chamber singers, directed by Mrs. Liz Morris, also competed and received the first place award in their division.

with a rating of “Superior.” They also received the award for Best Overall Junior High/Middle School Choir.

Members of these performing ensembles are in sixth, seventh, or eighth grade and successfully completed an audition for admittance into the select groups. They have committed their time and talents to weekly rehearsals after school and weekly sectional rehearsals before and after school. Their hard work and long hours of practice were rewarded on May 2 with trophies and an enjoyable evening at Six Flags New England Amusement Park.

Weston Warrior Day Returns

Weston Warrior Day is scheduled for May 30. We are adding a new event this year. Here is the link to the announcement video for the Warrior Day Student Showcase – a talent show where students will have up to 60 seconds on stage to perform their unique talent(s) in front of the school community: <http://devos.westonps.org/show/watch?id=f7f87bc6&t=1>. Students can pick up permission slips for this event in the Main Office. Please share this with your first period classes tomorrow.

WMS Students Featured at Weston Historical Society

The Weston Historical Society, along with the Weston Middle School Project Challenge classes, took great pleasure in hosting a special celebration of National History Day on Sunday, May 4 at the Coley Homestead, showcasing the work of several WMS students.

The event featured six award-winning presentations by WMS students that were prepared for the regional National History Day competition at Fairfield University on the theme of “Rights and Responsibilities.” The program encourages students throughout the state to explore local, state, national, and world history through extensive research. Students then analyze and interpret their findings, draw conclusions about their topics’ significance in history, and create final projects that represent their work. The Historical Society supported students and their teacher with finding primary resources for their research.



Regional winners were:

Noelle Mendelson, *Elephant Rights*: The documentary explores the work of those involved in saving and protecting rapidly diminishing elephant herds and includes the perspective of the poachers. (Documentary. Awarded 1st place)

Owen Tanzer, *Faith Healing*: Some Pentacostalists have rejected medical care in favor of prayers, oils, and sometimes exorcisms. Might they be considered guilty of negligence and homicide? This performance explores the rights and responsibilities of those involved. (Performance. Awarded 1st place.)

Alex Nordlinger and Roman Scavone, *Gun Rights**: A documentary about the right to bear arms and how it has been contested over the years. Both sides of the argument are explored. (Documentary.



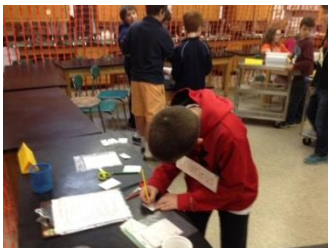
Awarded 3rd place.)

Doran Sekaran, *Homestead Steel Strike*: The impact of an American industrial lockout and strike in 1892 that culminated in a battle between strikers and private security agents. (Paper. Awarded 3rd place.)

Brenda Moore, Beck Reiferson, and Tobey Hill, *Pentagon Papers**: During the Vietnam War, Daniel Ellsberg, a Pentagon employee, leaked secret documents to the press, resulting in a major test of the freedom of the press. (Documentary. Awarded 1st place.)



Mason Hastings, Andrew Brozek, Evan Mariyappa, and Natalie Schreder, *Underground Railroad*: This documentary describes the system of safe havens that arose to help runaway slaves in the 1860s. One of the stations was in Weston. (Documentary. Awarded 2nd place.)



*Weston Middle School seventh grade swept the State competition. Alex Nordlinger and Roman Scavone took first place with their film *Gun Rights*, and Brendan Moore, Tobey Bill and Beck Reiferson took second place with their film, *The Pentagon Papers*. Both teams will now represent the State of Connecticut at the national finals in Washington D.C. on June 16-17. What a thrill for these students and WMS.

Seventh Grade Travels into the Cell

Learning about the structures of a cell can be a difficult task to grasp, unless of course you are a seventh-grade student at WMS. Last week, students had the opportunity to “travel” inside a cell to better understand the job of each part of the cell and how it functions. It was very busy inside the cell, but students enjoyed the simulation.

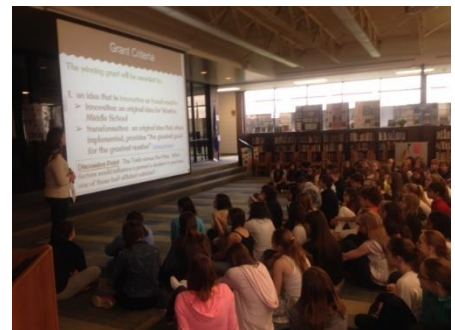


Sixth-Grade Math Students Learn What it Takes to Plan a Field Trip

The sixth-grade math students spent time researching potential locations to visit. They developed a budget, supported the curriculum connections, and attempted to persuade their peers and teachers to select their field trip idea to present to Mrs. Watkins and Mr. Walters for final approval. Students learned there are many steps involved in planning a trip and ensuring students have a good time while learning.

Eighth-Grade Students Embark on the Cornerstone Legacy Project

As part of the AIM initiative, our eighth-grade students participated in a cornerstone task the last week in April. A cornerstone is a highly engaging, cross-disciplinary, end-of-year assessment used to gauge student mastery of high-priority 21st century skills, such as critical and creative thinking. This year the cornerstone task was titled: *The Legacy Project*. Students were asked to develop a grant proposal that could bring about positive change or improve Weston Middle School.



Students attended a grade-level launch in which they learned about the task. Students were guided by their teachers through mini-lessons and the development of their proposal. They received targeted instruction on how to analyze qualitative and quantitative data, how to use the grant criteria and rubric, how to prepare a project budget, and how to prepare a grant proposal. Students



worked closely with teacher “coaches” throughout the process and engaged in a peer review process. Student proposals were then evaluated on their ability to create the greatest amount of positive change or impact on the greatest number of individuals, as well as other key criteria outlined in the rubric. All students will receive individual feedback based on the rubric criteria and this feedback will be made available to parents as well.



A grant selection committee consisting of a group of teachers read the proposals and identified six finalists who may ultimately have their grant proposal implemented at Weston Middle School. Finalists are in the process of preparing a presentation which will be delivered to the student body. The final selection of the winning proposal will be made by the middle school administration based on the grant criteria. The winning proposal may be supported for implementation with funds received from the PTO.

Eighth-Grade Mentorship Showcases Community Talents

The Mentorship Program provides eighth-grade students the opportunity to work with a mentor in a profession they would like to explore and learn



more about. Over 72 volunteer mentors sponsored our students through this process and over 170 eighth-grade students participated. As part of the culminating celebration, students were asked to prepare a display that would help others learn more about their experience and how it helped shape their ideas for the future. Students were energetic, enthusiastic, and eager to share the skills they had learned from their mentors. Many students shared they have plans to continue spending time with their mentor. Thank you again to our mentors and to Mrs. Peterson and Mrs. Hare, in addition to our parent volunteers, who helped



organize volunteer mentors. It was a memorable experience for everyone.

Weston's Got Talent is an Understatement

Over 26 WMS students, from all grades, participated in Weston's Got Talent. With the guidance and support of PTO President Leigh Meccay, students participated in after-school rehearsals to prepare for the show. Brian Reddington was happy to once again work as the sound coordinator/DJ for the event and Thomas Valenti was the emcee. Thank you to all of the parents, students and staff who supported this event.



WMS Students Enjoy Project Adventure

The mission statement for Project Adventure is “to provide leadership in the expansion of adventure-based programming. Project Adventure seeks to develop responsible individuals, productive organizations, and sustainable



communities.” Our students recently had the opportunity to engage in the ropes course. It is not just about taking risks and challenging yourself to try something you have never done before. Project Adventure challenges encourage team building and trust among peers. While students attempt the challenges, safely secured in proper harnesses, their peers are on the ground supporting their ropes through a belay system.



Weston Intermediate School

Pattie Falber, Principal

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Third Grade

Our third graders were treated to a visit from Animal Embassy, a division of the Stamford Museum and Nature Center. The focus of the workshops was for the

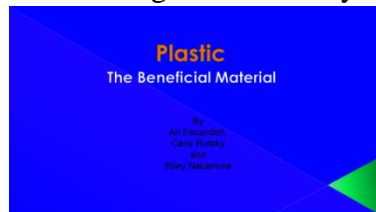


students to learn more about the physical and behavioral adaptations of various animals, which directly ties to their current unit of study in science. The presenters discussed the significance of an animal’s ability to adapt and ultimately survive in the wild. Some of the animals the students were able to observe were a chinchilla, an alligator snapping turtle, a hedgehog, tree frogs, and a Solomon Island skink. The students were able to experience firsthand some of the unique strategies these animals developed to help them survive in their particular environments.



Fourth Grade

The fourth graders recently completed their research unit highlighting



American inventions. By researching independently and then in groups, the students investigated how their invention affected the lives of people at that time, how it works, what need(s) it met, changes it has undergone over time, and the future of their invention. Students used digital resources



(online subscription databases to websites), Web 2.0 research tools such as Noodletools (for note cards

and works cited), presentation tools (Google Presentation and Microsoft PowerPoint), and Google Docs/Drive for writing their scripts and collaborating with each other throughout the project. Lastly, in addition to assessing the final product and the information problem solving process, students were assessed on their ability to collaborate with their classmates as part of their invention group. Three final projects were selected as winners and these projects are featured at the Weston Library.

Fifth Grade

This last month, the fifth graders completed their AIM cornerstone project. To complete this project, students were asked to think about their time at WIS, identify an area for improvement, conduct research, and make a recommendation to the WIS PRIDE Team on how WIS could improve. Areas of improvement were focused on lunch and recess, the bus ride, promoting positive behavior, and scheduling. Students were very engaged in the project and particularly eager to give us their advice.

Transitions

On Friday, May 9 our fifth-grade students started their transition to sixth grade with a visit to Weston Middle School. As they walked into the building, the middle school's jazz band was playing for them in the foyer. The students gathered in the Library Media Center where they were treated to a performance by the middle school chamber singers. Ms. Watkins and Mr. Walters welcomed the students, and then a variety of teachers and counselors introduced students to the middle school curriculum and activities. Students received an information packet, were given a tour of the building by sixth graders, ate lunch in the middle school cafeteria, and left very enthused about attending the middle school in the fall.



PRIDE School Assembly

This month our assembly focus was again on kindness. Ms. Carta, our school psychologist, read the story *Ordinary Mary's Extraordinary Deed* by Emily Pearson. The story tells how one good deed can make a difference, and we don't have to do something big, but it is often the small things that make a big difference. During the assembly, the classes were invited to notice kind deeds in school and record those on a strip of paper. The strips are being linked into a "kindness chain" and hung throughout the school. We have focused our efforts this year to notice our students being kind and to discuss kindness in a variety of settings. We are proud of our staff and students for their participation in all of our kindness activities this year.



Music and Art Festival

The hallways and art room were covered with art and sculptures as music filled the air for our annual Art and Music Festival on Wednesday, May 7. Fourth- and fifth-grade students proudly showed off their artistic talents and musical skills in a night filled with beautiful sounds and colors. Especially memorable was the debut of the fourth-grade string ensemble, the first performance for the new string program that was piloted this year.



Born to Explore Assembly

Richard Wiese, host of the Saturday morning television show *Born to Explore* visited our school to share his latest experience of climbing Mt. Kilimanjaro in Tanzania. Having reached the peak 17 times over the last 43 years, this trip was especially important. This time, he and his team made the climb to help raise funds to purchase a herd of dairy cows to provide milk and meat for the children at the STEMM Orphanage outside Arusha, Tanzania. For every \$500.00 raised, the team can buy one Sahiwal dairy cow, a hardy breed, which does well in the dry climates of Africa. WIS collected \$500.00 to purchase a cow, and is proud to have been able to support this very important fundraiser.



Hurlbutt Elementary School

Laura Kaddis, Principal

In this issue...

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Hurlbutt Celebrates a Positive School Climate

Hurlbutt students learned about being safe, kind, and responsible beyond their classrooms. In conjunction with Earth Day, all students traced their hands on blue or green construction paper. First grade teacher Kelly Coleman arranged all of the hands into a mural of the earth. At our PBIS assembly, our students took the following pledge. “I pledge to be safe with the earth. I pledge to be kind to the earth, and I pledge to be responsible with the earth.” Our students continue to talk about how they can be a friend to our earth by keeping it clean, recycling, and saving energy. At the same time, our kindergaren students are immersed in a persuasive writing unit of study that allows them to use their writing to make the world a better place by solving problems that they identify.



workout clothes like Mr. Hallgren, and many boys dressed in ties to emulate Mr. Henderson and Mr. Guertin. The creativity of the students amazed us.

Hurlbutt students have again filled Horace’s honeyhive with honeycombs earned by being safe, kind, and responsible. In celebration our April spirit day, we had our first ever “Students Dress Like Teachers and Teachers Dress Like Students” theme. It was one of the most exciting days of the year for our students. We had many students dressed up in



The students have already requested this day be considered for future celebrations.

Teaching and Learning

Kindergarten students are studying and researching living and non-living things. Conversations have focused on the criteria of what makes something living. They have used the Pebble Go database on laptops in the LRC to find evidence to prove their thinking. For example, instead of simply stating that living things eat, they are finding evidence of what it eats and how it eats. Using an online resource that the students can navigate independently has created much excitement in the kindergarten. Pebble Go offers opportunities to differentiate instruction as the program will read to the students if the text is beyond their reading level. As researchers, students identified key words to locate sections that have evidence to support their claims. This was a great opportunity for students to apply what they learned earlier in the year during their non-fiction reading and writing units of study. The students drew on their knowledge of the text features in a real life application.



Several first-grade classes piloted the use of Voicethread, a Web 2.0 tool, to document their interpretation of tales they read in the tales unit of study. Students used interpretation skills to determine the message of the story. In addition to articulating the message, they had to cite evidence from the tale. Students practiced this skill with print books and Tumble Books online program. Tumble Books will read to the students, which provided greater access to higher-level reading beyond the students own decoding ability. Students then recorded their interpretation in Voicethread. This program enables the students to share ideas and to collaborate class to class. Students were able to type, speak, or draw their interpretation.



As part of their social studies unit of study, the first graders have been researching their country of heritage. The World and I subscription database has given students online access to interesting facts and history about their country and cultural heritage.

Grade 2 students used technology throughout their biography unit of study. Many students used Voicethread as a presentation tool. Instead of making a poster, some students preferred to use Voicethread to communicate why the person they researched was important. This allowed students to use their oral communication skills to tie into this nonfiction unit of study through a real world application. Even at young age, students are beginning to develop presentation skills.

School Wide Celebrations



All students in kindergarten, first grade, and second grade participated in a poetry celebration. Our poetry units of study coincided perfectly with April, which is national poetry month. Each class memorized a poem of their choice and performed it during a grade level assembly. Many classes created props and hand movements to act out the poem. Each grade level team of teachers also presented a poem. Our students enjoyed seeing their teachers act out poetry for them.

Music

Our first graders performed their Mother's Day Concert for families at the beginning of May. This annual event featured multi cultural songs under the direction of Mr. Luke Henderson. Song selections included "Nampaya Oname," a traditional South African song and "El Dia de Mamita," a Venezuelan folk song. The students also demonstrated their sight reading skills by performing a rhythm they had never seen before. It was a proud moment for all. The students had a surprise near the end of the concert. After performing "No One Can Be Exactly Like Mom," the families in the audience were treated to a version of the song titled, "No One Can Be Exactly Like Dad." The students participated in the lyrics by voting during music class on their favorite qualities of their moms and dads. Many giggles erupted when students sang that no one can tickle or wrestle exactly like dad.



Planning for 2014-2015

We had over 80 parents at the kindergarten orientation, where administration, counselors, teachers, and the nurse shared information about a typical kindergarten day. This event was one of many opportunities for families to become familiar with Hurlbutt and for students to feel comfortable and prepared to enter the Weston Public Schools. This event concluded with PTO-led tours of the building.

In addition to the group events, each entering kindergarten family is provided the opportunity to meet with the guidance counselor and nurse for individual meetings. Families are able to share information about their child and we have been able to answer many questions in a private and personalized manner. This process has been very well received by incoming families.

PTO

Through the generosity of our families, the PTO organized an outstanding staff appreciation day. Every staff member in our building received a vase filled with flowers brought into school by our children. We also enjoyed a catered lunch. Our heartfelt thanks go out to all the families who parents who made this possible.

