

# Board of Education Regular Meeting

Monday, August 27, 2018 7:30 PM

Weston Middle School Library, 24 School Road, Weston, CT 06883-1623

## I. CALL TO ORDER, VERIFICATION OF QUORUM

## II. PLEDGE OF ALLEGIANCE

## III. REQUEST TO ADJUST ORDER OF AGENDA ITEMS

## IV. APPROVAL OF MINUTES

## V. PUBLIC COMMENT

## VI. NEW BUSINESS

A. Retirements

B. Resignations

C. Security Update by Weston Public Schools and  
Weston Police Department

D. Effective School Solutions (ESS) Presentation

E. Update on NEASC 5-Year Progress Report for WHS

F. Update on Graduation Tent Accountability

G. Summer Facilities Update

H. Staffing Update

I. Update on Pupil Personnel Services

## VII. SUPERINTENDENT'S REPORT

A. District Update

## VIII. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CABE

I. Weston Education Foundation

**IX. WRITTEN REPORTS**

A. Principals' Reports

**X. NEXT SCHEDULED MEETINGS OF THE BOARD OF  
EDUCATION**

A. Regular Session on September 17, 2018 at 7:30  
p.m. (Executive Session at 6:00 p.m.)

B. Review of Pending Agenda Items for Next Meeting

**XI. ADJOURNMENT**

**Board of Education Regular Meeting**

June 18, 2018 7:30 PM

Weston Middle School Library

**Attendance Taken at 7:30 PM:**

Present Board Members:

Gina Albert

Jacqueline Blechinger

Daniel McNeill

Samantha Nestor

Anthony Pesco

Ellen Uzenoff

Absent Board Members:

Sara Spaulding

**I. CALL TO ORDER, VERIFICATION OF QUORUM**

**II. EXECUTIVE SESSION**

**II.A. Discussion of Salary and Contract Term for 2018-2019 Unaffiliated Central Office Administrators:**

Assistant Superintendent of Curriculum and Instruction,

Director of Human Resources and Internal Counsel,

Director of Finance and Operations,

Director of Digital Learning and Technology, and

Director of Facilities and Security

**III. RESUME PUBLIC SESSION**

**IV. PLEDGE OF ALLEGIANCE**

**V. RECOGNITION**

**V.A. Recognition and Presentation of Weston High School 2018 Girls Tennis Team, Class S State Champions and Coaching Staff and Weston High School 2018 Boys Tennis Team, Class M State Champions and Coaching Staff**

**V.B. Recognition of Mr. Matthew Medve, Indoor Track Coach of the Year by the Connecticut High School Coaches Association**

**V.C. Recognition of Mr. Mark Berkowitz, National Interscholastic Athletic Administrators Association State Award of Merit**

**V.D. Recognition of Weston Intermediate School 2017-2018 National Math Olympiad Participants**

**V.E. Recognition of Weston Intermediate School 2017-2018 Odyssey of the Mind Participants**

**V.F. Recognition of Weston Middle School 2018 Connecticut Association of Schools Scholar Leaders**

**V.G. Recognition of the Weston Middle School 2018 Robotics Teams**

**V.H. Recognition of Weston High School's 2017-2018 Mock Trial Team in receiving State Awards**

**V.I. Recognition of the Winners of the Connecticut Department of Motor Vehicles-Travelers Teen Save Driving Video Conference**

**V.J. Recognition of the 2018 Civic Life Youth Film Challenge**

**V.K. Recognition of the 2018 High School HALO Award Winners**

**V.L. Recognition of the 2017-2018 Connecticut Music Educators Association All-State Festival Participants**

**V.M. Recognition of National Association for Music Education 2017-2018 All-National Honors Jazz Ensemble Participant, Jane Paknia**

**V.N. Recognition of the Presidents of 2017-2018 Weston High School, Weston Middle School, Weston Intermediate School and Hurlbutt Elementary School Parent Teacher Organizations**

**Motion Passed:** Move that the Weston Board of Education recognize the outstanding academic, artistic, athletic and philanthropic accomplishments of our students, staff and parents during the 2017-2018 school year, as specifically recognized tonight at the June 18, 2018 meeting of the Weston Board of Education; passed with a motion by Ellen Uzenoff and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

**V.O. Recognition of Weston Public Schools 2017-2018 Parent Teacher Organization's Funded Initiatives**

**Motion Passed:** Move that the Weston Board of Education recognize the Weston Public Schools 2017-2018 Parent Teacher Organization's Funded Initiatives; passed with a motion by Anthony Pesco and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

## **VI. APPROVAL OF MINUTES**

**Motion Passed:** Move that the Weston Board of Education approve the minutes from May 21 Executive and Regular Sessions, and June 12 Executive Session; passed with a motion by Ellen Uzenoff and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

## **VII. PUBLIC COMMENT**

Discussion:  
No public comment.

## **VIII. NEW BUSINESS**

### **VIII.A. Retirements**

#### **VIII.A.1. Recognition of Retirement:**

**Anne Graham, Jean Weisheit, Linda Feldstein, Linda Hicks and Marilyn Moks**



**Motion Passed:** Move that the Weston Board of Education recognizes the retirement of Anne Graham, Jean Weisheit, Linda Feldstein, Linda Hicks and Marilyn Moks; passed with a motion by Samantha Nestor and a second by Daniel McNeill.

**6 Yeas - 0 Nays.**

#### **VIII.B. Resignations**

##### **VIII.B.1. Recognition of Resignation of Nicole Pierce**

**Motion Passed:** Move that the Weston Board of Education acknowledge the resignation of Nicole Pierce; passed with a motion by Daniel McNeill and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

#### **VIII.C. Discussion and Vote on Salary and Contract Term for 2018-2019 Unaffiliated Central Office Administrators**

##### **VIII.C.1. Assistant Superintendent of Curriculum and Instruction Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Dr. Kenneth Craw (the Assistant Superintendent of Curriculum and Instruction) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$197,880, representing a 2.25% to Dr. Craw's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Assistant Superintendent of Curriculum and Instruction incorporating these changes; passed with a motion by Ellen Uzenoff and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

##### **VIII.C.2. Director of Human Resources and Internal Counsel Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Mr. Lewis Brey (the Director of Human Resources and Internal Counsel) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$174,155, representing a 2.25% to Mr. Brey's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Human Resources and Internal Counsel; passed with a motion by Samantha Nestor and a second by Anthony Pesco.

**6 Yeas - 0 Nays.**

##### **VIII.C.3. Director of Finance and Operations Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Mr. Richard Rudl (the Director of Finance and Operations) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$181,291, representing a 2.25% to Mr. Rudl's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Finance and Operations; passed with a motion by Anthony Pesco and a second by Ellen Uzenoff.

**6 Yeas - 0 Nays.**

#### **VIII.C.4. Director of Digital Learning and Technology Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Dr. Craig Tunks (the Director of Digital Learning and Technology) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$175,425, representing a 2.25% to Dr. Tunks' current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Digital Learning and Technology; passed with a motion by Jacqueline Blechinger and a second by Daniel McNeill.

**6 Yeas - 0 Nays.**

#### **VIII.C.5. Director of Facilities and Security Contract**

**Motion Passed:** Move that that Weston Board of Education: (1) approve the contract term of Mr. Joseph Olenik (the Director of Facilities and Security) for a new period of three years, July 1, 2018 through June 30, 2021; (2) establish base salary of \$144,179, representing a 2.25% to Mr. Olenik's current base salary; and (3) authorize the Chairperson to negotiate and execute a revised contract with the Director of Facilities and Security; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

**6 Yeas - 0 Nays.**

#### **VIII.D. Discussion and Approval of New Textbook Adoption for Weston High School: AP Environmental Science**

**Motion Passed:** Move that the Weston Board of Education approve the new textbook adoption for Weston High School: AP Environmental Science; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco.

**6 Yeas - 0 Nays.**

#### **VIII.E. Discussion and Approval of New Textbook Adoption for Weston Middle School: French, Grades 6, 7, and 8**

**Motion Passed:** Move that the Weston Board of Education approve the new textbook adoption for Weston Middle School: French, Grades 6, 7, and 8; passed with a motion by Anthony Pesco and a second by Daniel McNeill.

**6 Yeas - 0 Nays.**

#### **VIII.F. Discussion and Approval of New Textbook Adoption for Weston Middle School: Grades 6, 7, and 8 Science e-Textbooks**

**Motion Passed:** Move that the Weston Board of Education approve the new textbook adoption for Weston High School: Grades 6, 7, and 8 Science e-Textbooks; passed with a motion by Ellen Uzenoff and a second by Samantha Nestor.

**6 Yeas - 0 Nays.**

#### **VIII.G. Update on Field Trip Request**

Dr. Craw updated the Board regarding the Performing Arts Department's field trip to Festival Disney which provides our high school students an authentic audience to perform as well as participate in a recording while there. The trip is scheduled for February 28-March 4, 2019.

## **VIII.H. Eleventh FY 2018 Financial Update and Approval of Transfers**

**Motion Passed:** Move that the Weston Board of Education approve the Eleventh FY 2018 Financial Update and Approval of Transfers as presented by Mr. Rudl; passed with a motion by Anthony Pesco and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

## **IX. OLD BUSINESS**

### **IX.A. Weston Board of Education Policies, Regulations, and Bylaws**

#### **IX.A.1. Second Reading of Policy 5141.21 Administration of Student Medications in the Schools**

**Motion Passed:** Move that the Weston Board of Education approve Policy 5141.21 Administration of Student Medications in the Schools; passed with a motion by Jacqueline Blechinger and a second by Ellen Uzenoff.

**6 Yeas - 0 Nays.**

#### **IX.A.2. Second Reading of Policy and Administration Regulation 3516.4 Bloodborne Pathogens Exposure Control**

**Motion Passed:** Move that the Weston Board of Education approve Policy and Administration Regulation 3516.4 Bloodborne Pathogens Exposure Control; passed with a motion by Daniel McNeill and a second by Jacqueline Blechinger.

**6 Yeas - 0 Nays.**

## **X. SUPERINTENDENT'S REPORT**

### **X.A. District Update**

Discussion:

Prior to Dr. McKersie updating the Board on District items, Ms. Albert, Chairperson of the Board recognized the retirement of Lois Pernice, Director of Pupil Personnel Services and thanked her for her years of service to the students, parents and staff of Weston Public Schools.

Dr. McKersie updated the Board on the following items: Last week we had five area districts working together on Emotional Intelligence and will be working to schedule a meeting with Vipin Thekk to hear how Changemakers may be able to assist the area districts. Dr. McKersie sent the Board an outline on Emotional Intelligence that was created by our internal EI team in Weston.

All schools will have their guided reading and math packages for the summer posted on their websites. The last PPS parent roundtable meeting will occur this week. The Board received the full set of meeting notes from each of the meetings. There will be no Principal's Report for the month of June. All moving up ceremonies are scheduled this week. The summer months will be busy with a workshop scheduled that will focus on capacity-building of our administrative team and the leadership team's 3-day institute, focusing on leading in a digital environment and goal setting.

The Extended School Year (ESY) will be held at Hurlbutt Elementary this summer. Beginning in July, the Board will be moving to an electronic means of communication for its agendas and attachments.

**XI. COMMITTEE REPORTS**

**XI.A. Communications Committee**

Discussion:

Ms. Nestor mentioned that the Communications Committee Meeting for June will be postponed until July, 2018.

**XI.B. Curriculum Committee**

**XI.C. Facilities Committee**

Discussion:

Mrs. Uzenoff reminded the Board that a facilities walk-through of Weston Middle School will take place on Monday, June 25 at 7:00 p.m.

**XI.D. Finance Committee**

**XI.E. Policy Committee**

**XI.F. Negotiations Committee**

**XI.G. CES**

**XI.H. CABB**

**XI.I. Weston Education Foundation**

**XII. WRITTEN REPORTS**

**XII.A. Principals' Reports - No Report**

**XIII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION**

**XIII.A. Regular Session on July 30, 2018 at 7:30 p.m., with an Executive Session at 6:30 p.m.**

**XIII.B. Review of Pending Agenda Items for Next Meeting**

**XIV. ADJOURNMENT**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Superintendent

July 16, 2018

246 Powderhorn Drive  
PO Box 102  
Lackawaxen, PA 18435

*W. Miller*  
*7/20/18*

Dear Weston Board of Education,

This letter is written to inform you that I will not be returning to my Weston Middle School position for the upcoming 2018-2019 school year. I will be relocating to Pennsylvania and can be reached at the above PA mailing address. As a result of moving to another state, I will be applying for early CT retirement benefits.

I want to take this opportunity to express my sincere gratitude to this district for allowing me to passionately serve our dyslexic population as a special education reading teacher, reading specialist, and consultant for the past 16.5 years.

With current research consistently maintaining one in five students have some degree of dyslexia, districts across the country are faced with the challenge of remediating this population. I hope Weston will seek ways to allocate future funds to comprehensively train staff to assess, diagnose, and deliver explicit systematic targeted instruction using Orton-Gillingham based materials that are effective with dyslexics in all four buildings.

Sincerely,

*Catherine Melinda Desposito*

Catherine Melinda Desposito  
A/AOGPE-Associate Level Academy Orton-Gillingham Practitioner & Educator  
Reading Specialist/Consultant & Special Educator



Jen Ryan &lt;jenryan@westonps.org&gt;

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**Fwd: Thank you**

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**Lewis Brey** <lewisbrey@westonps.org>  
To: Jen Ryan <jenryan@westonps.org>

Mon, Jun 18, 2018 at 10:45 PM

----- Forwarded message -----

From: Samantha Slater <SamanthaSlater@westonps.org>  
Date: Mon, Jun 18, 2018 at 10:42 PM  
Subject: Thank you  
To: Lewis Brey <LewisBrey@westonps.org>, Lois Pernice <LoisPernice@westonps.org>

Dear Lois and Lewis,

I regret to inform you that I am resigning from my position as a speech language pathologist at Weston Public School District. I will not be returning after my maternity leave, in order to stay at home with my son.

Thank you for the support and amazing opportunity that you have provided me with over the past two years. While at Weston I learned so much working with the children and my colleagues. I have decided to stay home with my son during this precious time. I truly appreciate and have enjoyed the experiences I have had at Weston, as well as all the amazing professionals I have met along the way!

Please let me know if there is anything I can do to help during this transition!

Thank you again for the amazing opportunity to work with you!

Sincerely,  
Samantha Slater M.S., CCC-SLP

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



Jen Ryan <jenryan@westonps.org>

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## Job Opportunity

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David Dudics <DavidDudics@westonps.org>

Thu, Jul 19, 2018 at 10:41 PM

To: "lewisbray@westonps.org" <lewisbray@westonps.org>, Jen Ryan <JenRyan@westonps.org>

Hello,

I just wanted to let you know that a job opportunity for me in Stamford opened up and I accepted it. It is for the IEP compliance support teacher. I am sad to say this, but I will have to resign from Weston Public Schools and wanted to let you know. Let me know if there is anything else you need from me.

Dave

Keara O'Leary  
169 Sweetfield Circle  
Yonkers, NY 10704  
(860) 324-4354

Dr. William McKersie  
Superintendent  
Weston Public Schools  
24 School Road  
Weston, CT 06883

July 20, 2018

Dear Dr. McKersie,

Please accept my resignation from my position at Weston High School. I will not be returning for the 2018-2019 school year.

Early last week, my husband was offered a job opportunity in Ireland. We have agonized for the last ten days over what to do, but have ultimately decided to take this opportunity, as it will allow us time with his family. We have always planned to live in Ireland at some point – this just moves our timeline up unexpectedly.

Although this opportunity will not begin until around the holidays, possibly in the new year, I cannot in good conscience begin a school year that I would have to leave part way through. I feel that would be unfairly disruptive to both students and colleagues. Therefore, I have decided to resign my position at Weston High School.

I have learned so much in my two years at Weston High School, and have truly enjoyed the opportunity to teach curious students and work with educators of such a high caliber. While I am saddened to leave Weston, and I am sorry to be leaving at the midway point in the summer, I value the two years I have spent in the Weston Public Schools because people in this district are so passionate about education and truly committed to the learning and growth of all students.

My husband and I are heading to Ireland this evening (a trip that was planned before this opportunity arose), but if you would like me to call to discuss I can do so, and I will also be available via email. I will be back in the United States on August 7<sup>th</sup>.

Thank you for a wonderful experience in Weston.

Sincerely,

Keara O'Leary



# Weston Public Schools



**Security Presentation  
All Staff  
August 24, 2018  
&  
Board of Education  
August 27, 2018**

# Multipronged Approach

Our partnership with the WPD is a critical part of a multipronged approach—***providing high quality security personnel, structures and technology*** and ***developing connections to assist students and families in crisis***—to effectively identify and prevent security threats.

The safety and well-being of Weston students and staff is the highest priority of the Board of Education and Administration. We are joined in that commitment by the Weston Police Department and all Town of Weston leaders.

# Weston's Comprehensive Approach

Two SRO's on Campus

Campus Police Officer-Roaming

Security Staff

Technology (Cameras, Doors, Alertus, Raptor)

Intervene with Students and Families in Crisis

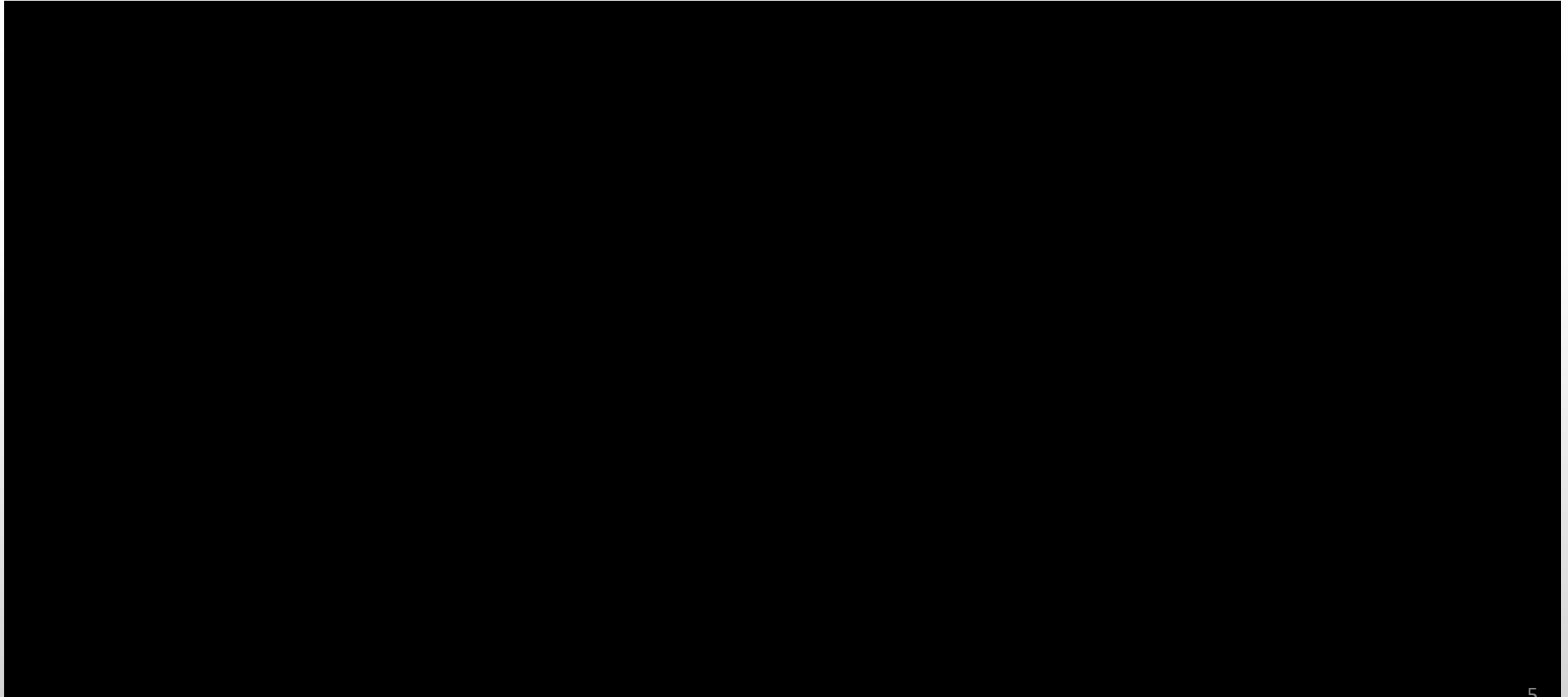
# Facility Structure Improvements

Raptor Visitor  
Management

Alertus

Access Control  
System

# RAPTOR VISITOR MANAGEMENT HOW IT WORKS



# Raptor Visitor Management

- Why Use Raptor:

1. The Raptor System helps schools screen out registered sex offenders, manage custody issues, coordinate volunteers, contractors, and respond to emergencies.
2. Over 20,000 schools across the U.S. use Raptor to keep their students safe. (Districts in CT include, Newtown, Norwalk, New Fairfield, Brookfield, New Britain, New Milford and Stonington.)
3. Raptor allows a roster of those in the building in case of an emergency.

# What to Expect When Entering a School with Raptor

1) In all schools, signs will be placed at doors and potential entry points directing visitors to the security desk.

2) Upon arrival of a visitor

- The security guard will scan the ID.
- If no alert is indicated the security guard will issue a self expiring visitor badge
- Raptor **does not** scan a copy of the ID.

3) Upon Departure of a visitor

- The visitor will return to the security desk to check out when they are leaving the campus.
- The visitor will be instructed to give the badge back to the security guard to check them out of the system.
- Once the visitor has been signed out of the system, the badge should be creased to avoid the sticky side being exposed and then placed through a shredder.

# Visitors

## 1. Weston Employees

- Weston employees who have a badge visible will be able to tell their name to the security guard. The security guard will search by the employees last name and check them in to the school.
- Weston employees who do not have a badge visible will be required to stop at the security desk and provide their name. The security guard will look them up and verify their identity via their picture in the Raptor system.

## 2. Weston Substitutes

- All Weston substitute teachers will sign into the system each day using their driver's license. Long term substitutes will sign in daily as well, unless issued a district ID badge.

## 3. Parents/Guardians

- All parents/guardians visiting the school for the first time will present a valid driver's license or any state issued ID for scanning. Repeat visitors can be looked up by the Security Specialist and entered into Raptor, which will still run a background check and if cleared will provide a visitor badge.

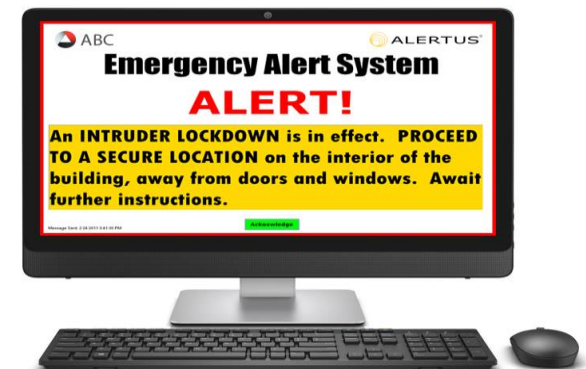
## 4. Vendors/Contractors

- Contractors, subcontractors, and vendors must be scanned the same as any other visitor. All vendors and contractors will be scanned into the system each day they want access to the school. If identity cannot be verified through an acceptable form of identification, they are not allowed on campus.



# ALERTUS

- Alertus is a multi layered unified mass notification system designed to alert all or select individuals by leveraging infrastructure and technology to send alerts quickly in the event of an emergency.
- Alert Beacons are stationed in the Weston Police Department as well as all schools.
- Upon triggering of the Alertus System, overhead announcements are played, beacons are activated, and emergency alert notifications are displayed on all district owned computers (as seen to the right), and police are immediately notified. This is **NOT** a substitute for calling 9-1-1 in a case of an emergency.



# ALERTUS

## What You Will See

Panic Buttons stationed throughout the School:

- Main Office
- Security Desk
- Cafeteria
- Library

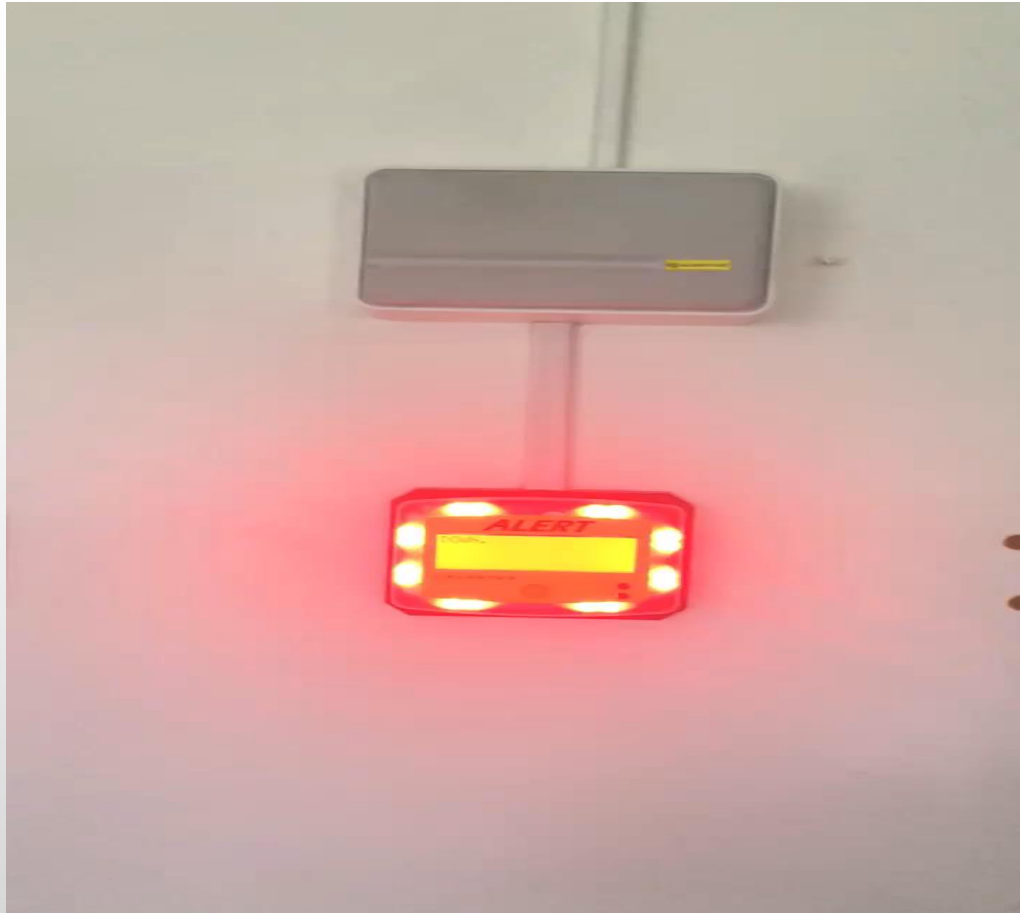
Users can quickly launch an alert for a lockdown emergency.

Pressing the panic button will then activate notification alerts through other, integrated products—including the Alert Beacon.



# Alertus

## What You Will Hear

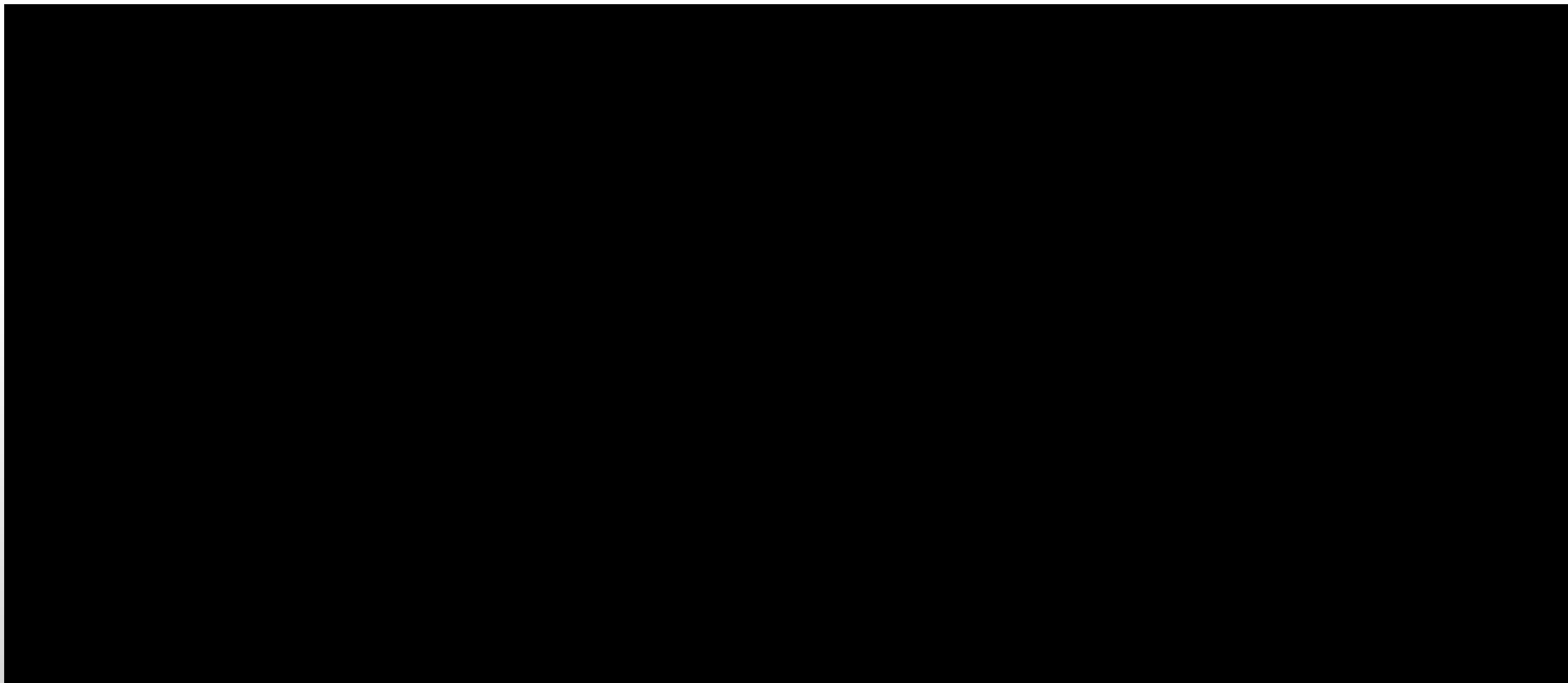


Once a lockdown is initiated, a secure school alert will be launched at the other schools.

For Example: If a lockdown is launched at Hurlbutt, a secure school notice will be launched at WMS, WIS and WHS (under actual scenarios).

Under drill scenarios, alerts will occur only at the school conducting the drill.

# Alertus



# ACCESS CONTROL SYSTEM

1. All exterior doors in all schools will have an electronic contact which will alert security if any door is propped open for any reason or entry into the building is accessed for any reason.
2. Cameras in the area of the door that is open or propped will record the location automatically, which will then be displayed on the security monitor.
3. The burglar alarm system in all schools will be connected to all exterior door contacts and will alert a central station as well as the Weston Police Department for immediate response

# Propping Doors Open



1. Leaving Doors Propped Open allows entry to buildings without verification.
2. Entry and Exit of the building should occur at the main entrance at all times.



**Actual Weston Photo's**



# Systematizing School Safety Drills

- School Safety Drills:
  - Drills will be centrally coordinated by the Director of Facilities and Security
  - Each school will conduct more than the required school safety drills, ranging from Fire Drills, Evacuation Drills, Lockdown Drills and Shelter in Place Drills.
  - Upon completion of each drill, parents will be notified of the drill conducted and its success via Swift Reach, Swift Alerts.
  - *Navigate Prepared* will be used to store, schedule and report out on each drill
  - All drill logs are to be submitted to the State of Connecticut's DESPP (Department of Emergency Services and Public Protection) by July 1<sup>st</sup> per CGS 10-222m.
    - <sup>FY</sup> 2018 Drills submitted June 25, 2018

# SCHOOL SAFETY PLANS

- CGS 10-222m requires each local and regional board of education to annually submit the school security and safety plan for each school under the jurisdiction of such board to the Department of Emergency Services and Public Protection by November 1<sup>st</sup>.
  - Weston School Safety Plan is currently being updated for the districts new phone numbers from the Telephone Project.
  - Once complete it will be sent to the Emergency Preparedness Coordinator for Weston, to be distributed for review and signatures from:
    1. Superintendent
    2. Board of Education Chair
    3. First Selectman
    4. Police Chief
    5. Fire Marshall
    6. Public Health Director
    7. Emergency Management Director
    8. Principal



# SCHOOL & DISTRICT SAFETY COMMITTEE

**CGS 10-222m requires each local and regional board of education to establish a school security and safety committee at each school.**

Who should be on a School Safety Committee:

- Police officer
- Teacher
- Administrator employed at the school
- A mental health professional as defined in section 10-76t (Guidance Counselor, Social Worker, Psychologist, School Nurse)
- Parent or guardian of a student enrolled in the school
- Any other person the board of education deems necessary.

What does the School Safety Committee Do:

- The school safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and administering such plan.

Frequency of Meetings:

- Each School should hold 4 School Safety Committee Meetings (inclusive of the district meeting).
- One District Wide Safety Meeting, which brings together all four schools

# LAW ENFORCEMENT INITIATIVES

School Resource Officers

Campus Police Officer/Mile of Safety

Joint Emergency Services Training

Blue Plan

# Officer Joe Mogollon

- Member of the Weston Police Department since 2005
- Weston School Resource Officer since 2016



## Police Officer

**Promotes safety** in or around the school by addressing crime and fear of crime

**Serves as a liaison** between the school and outside agencies

## Informal Counselor

**Builds Relationships**

**Reinforces positive behaviors**

**Connects youth** with needed services

**SRO**

## Educator

**Teaches** topics related to law enforcement geared towards positive student behavior

**Collaborates** with stakeholder groups

## Emergency Manager

**Develops and implements comprehensive safety plans or strategies, in coordination with school administrators and local first responders**

# Officer Jason Kim



- Weston Middle School Resource Officer (appointed August 22, 2018)
- 12 Year Police Veteran (One Year with Weston PD)
- Formerly SRO at New Canaan High School (2012-2016)
- SRO Supervisor as Sergeant while with New Canaan PD
- NASRO Trained and Certified-Basic and Advanced Levels
- Bachelor's of Science from Sienna College
- Masters Level Coursework in Cybersecurity at DePaul University and Norwich University

# Campus Police Officer/Mile of Safety



- Elementary and Intermediate School Police Coverage
- Rotates daily by design for officer exposure to floor plans, staff and students
- Specialized Vehicle with breaching tools and external threats to any school.

# Joint Emergency Services Training

Active Threat/Mass Casualty Training

Comprehensive Threat Assessment

NASRO (National Association of School Resource Officers) Training

National Incident Management System (NIMS) Training

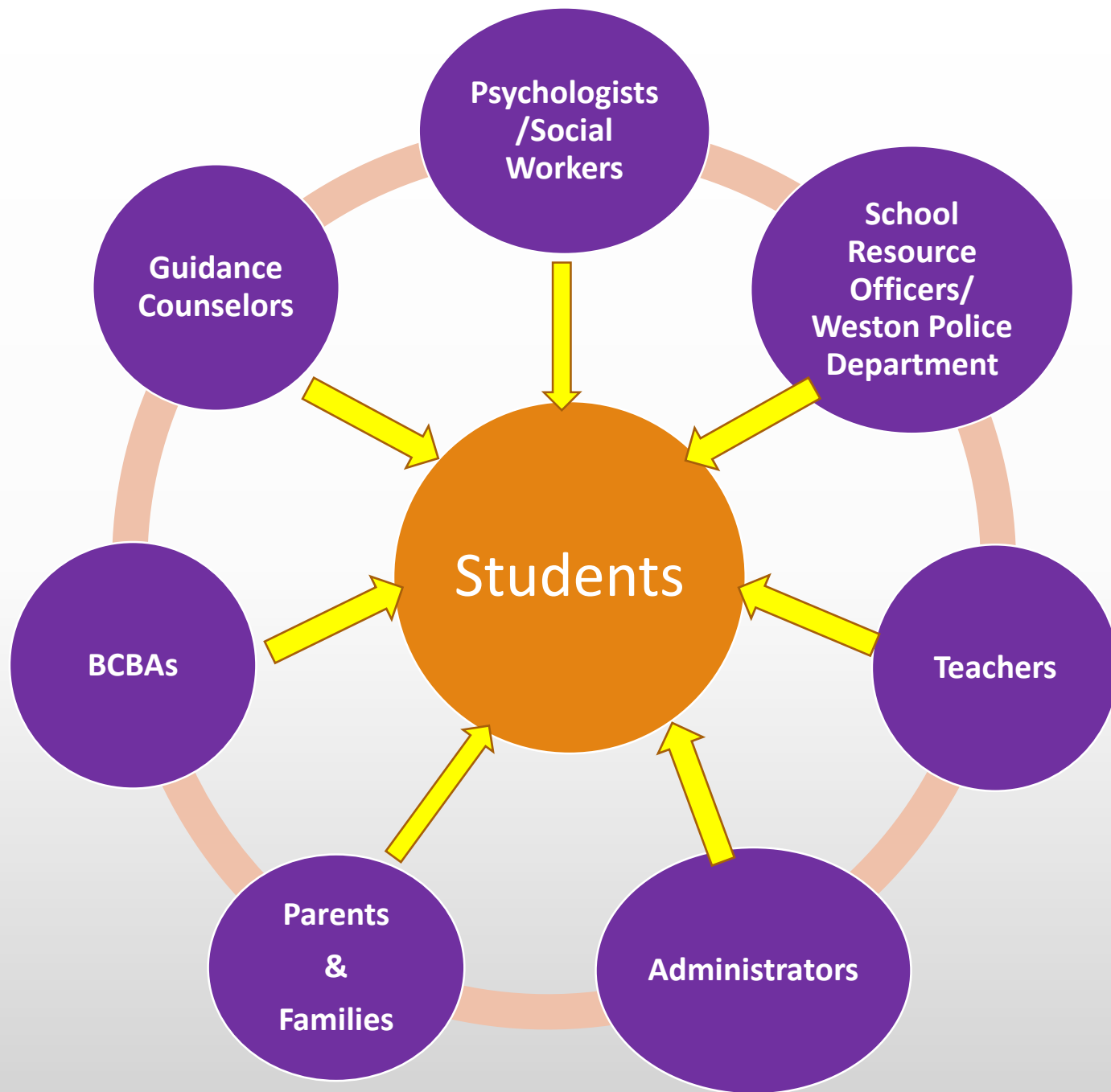
# Blue Plan

- The Blue Plan Provides Mutual Aid Assistance to Communities when a response is needed for a critical incident:
- Level 1: 10 Officers
  - Easton, Fairfield, Norwalk, Redding, Westport, Wilton
- Level 2: 20 Officers
  - Monroe, New Canaan, Ridgefield, Trumbull, CSP Troop 6 plus Level 1
- Level 3: 30 Officers
  - Bridgeport, Danbury, Darien, Stamford, plus Level 1 and Level 2

# Developing Connections to Assist Students

- Curriculum
- Parent Outreach and Partnerships
- Social/Emotional Learning
- Individualized and small group programming
- Staffing





Developing connections to assist students and families in crisis requires the support of everyone

# Weston's Comprehensive Approach

Two SRO's on Campus

Campus Police Officer-Roaming

Security Staff

Technology (Camera's, Doors, Alertus, Raptor)

Intervene with Students and Families in Crisis

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** August 27, 2018

**Information Only**

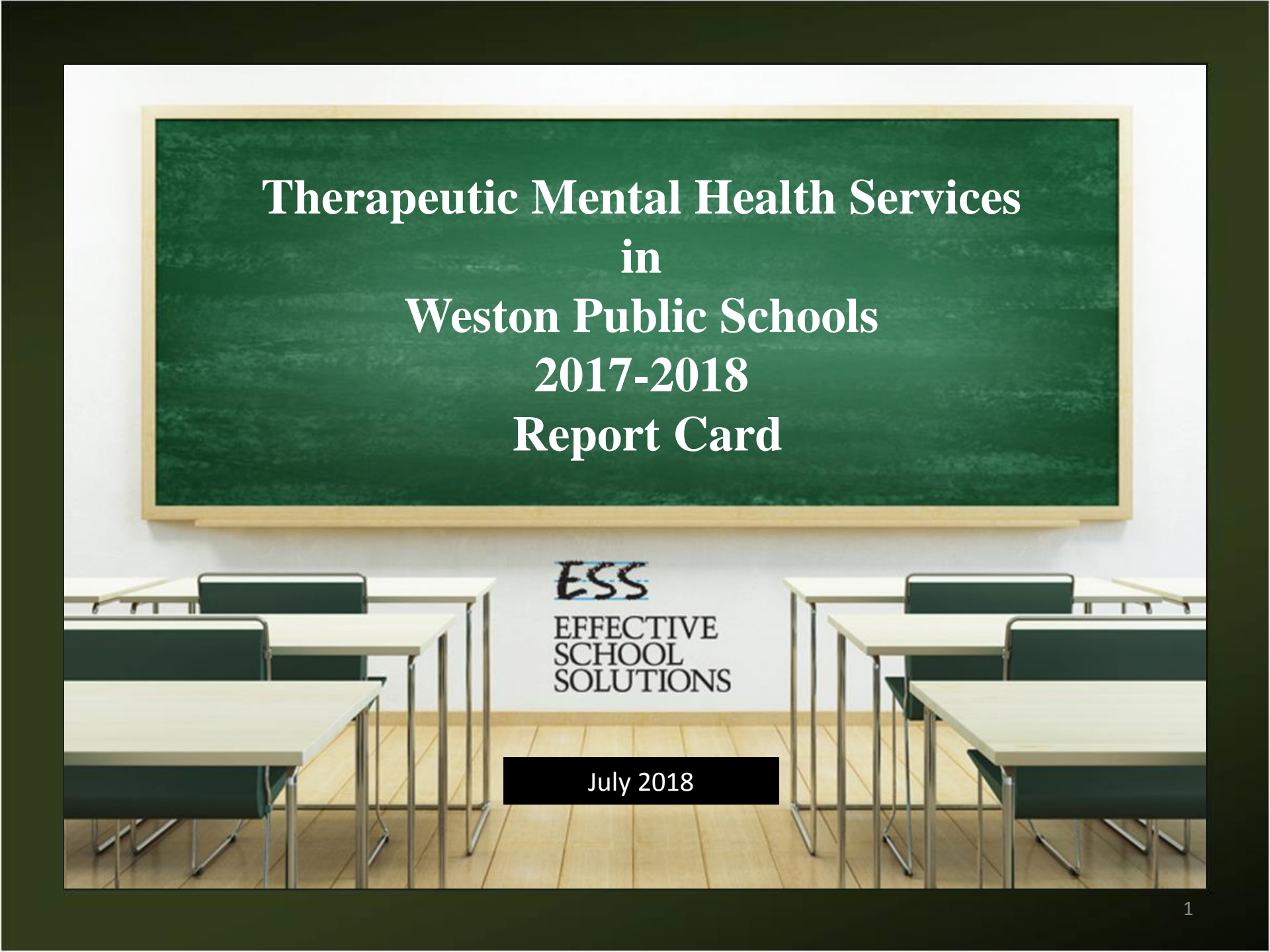
**Action Requested**

**Agenda Item Subject:** Effective School Solutions (ESS) Presentation

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**Paul Cancro and Gerald Barone from Effective School Solutions to update the Board of Education on the program within Weston Public Schools for 2017-2018.**

The background of the slide is a photograph of a classroom. In the foreground, there are several rows of light-colored wooden desks with green chairs. In the background, a large green chalkboard is mounted on a white wall. The text of the report card is written on the chalkboard in white. The text is centered and reads: "Therapeutic Mental Health Services in Weston Public Schools 2017-2018 Report Card".

**Therapeutic Mental Health Services  
in  
Weston Public Schools  
2017-2018  
Report Card**

**ESS**  
EFFECTIVE  
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SOLUTIONS

July 2018

# Mission

- The mission of ESS is to provide intensive clinical programming for students with significant emotional and behavioral problems so they can be maintained within the public school system and benefit from the wide range of educational, social and extra-curricular opportunities that are only available in public schools
- The mission is accomplished by bringing psychiatric expertise, proven treatment protocols, experienced mental health professionals, clinical supervision and quality management activities into the educational environment so that struggling students can stay and thrive in the public school setting

A stack of several books with various colored spines (blue, purple, green, yellow, light blue, pink, orange, yellow) is positioned on the right side of the slide, partially overlapping the text.

**ESS**  
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# ESS History

- ESS began as an outgrowth of a private therapeutic school in New Jersey called Cornerstone Day School for students with significant psychiatric challenges.
- ESS started providing services in September 2009 in New Jersey and has since expanded to Connecticut and Pennsylvania.
- Overall, ESS is providing services in 82 schools within 45 school districts.

# ESS Presence



## New Jersey

Bernards  
Boonton  
Carteret  
Cherry Hill  
Cranford  
Deptford  
Fair Lawn

Florence  
Franklin  
Freehold  
Glen Ridge  
Greater Egg Harbor  
Hamilton  
Hillsborough  
Robbinsville  
Livingston

Mahwah  
Matawan-Aberdeen  
Middletown  
Montgomery  
Montclair  
Morris Hills  
Morristown  
Neptune  
Newark

Old Bridge  
Parsippany-Troy Hills  
Sayreville  
Scotch Plains-Fanwood  
South Orange-Maplewood  
Sparta  
Union  
Vernon  
Westfield

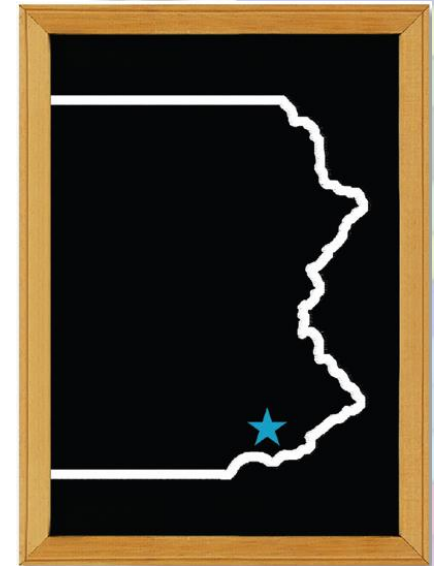


## Connecticut

Berlin  
Greenwich  
Ledyard

Madison  
Middletown  
New Milford  
Newington

Norwich  
Thomaston  
Weston



## Pennsylvania

Wallingford-Swarthmore

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# High Risk Student Issues

Students who receive services from ESS typically experience a number of challenges that place them at risk for any number of consequences, including out-of-district placement, extended home instruction, exhausting the resources of the district and, of course, a poor educational record. Here is a partial list of these challenges...

- Suicidal ideation
- School avoidance
- Aggressive behaviors at school and/or at home
- Depression
- Substance abuse
- Severe anxiety
- Misc. symptoms leading to psychiatric hospitalization



# What Makes ESS So Effective?

- The ESS program offers an alternative for the student who has failed with traditional school counseling; or the interventions offered by a BCBA. ESS is not an individual counselor, or a “rent a therapist” ...it is program with an array of state of the art clinical interventions delivered by experienced staff... occurring together to impact the most at risk students.
- ESS has been referred to as an in-house Tier 3 diagnostic placement for students who are at-risk of going to an Out Of District placement (OOD) or returning from one. ESS’s focus is to work with highly at-risk students who have failed at a pervious Tier 2 intervention level.

A stack of several books with colorful spines (blue, purple, green, yellow, pink, orange) is visible in the background on the right side of the slide.

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# Clinical Programming Structure

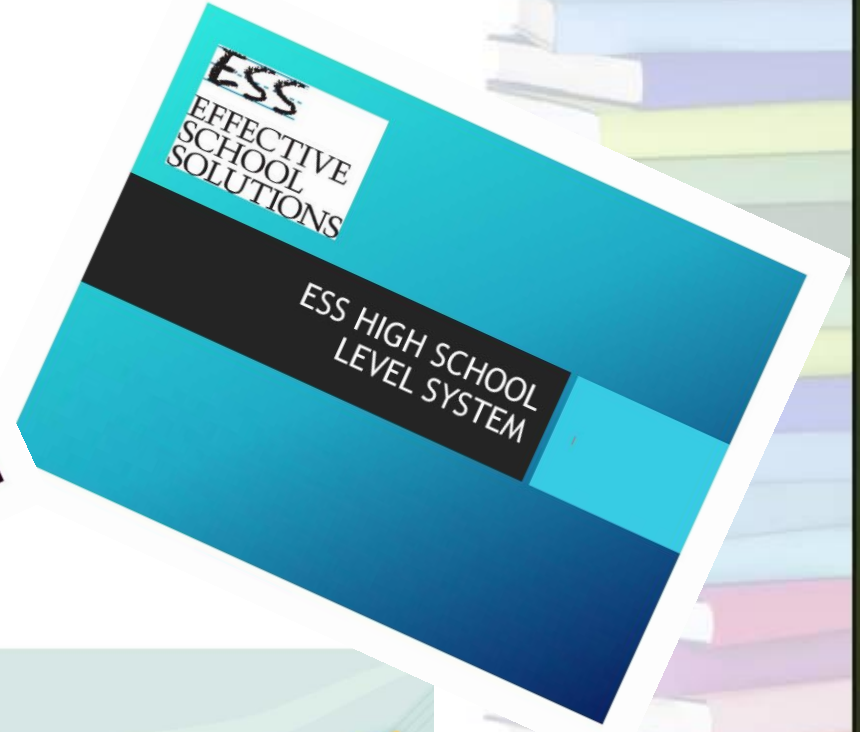
## A. Student Focused

1. 3 Daily Structured Contacts
  - a. Group Therapy
  - b. Independent Lunch Period
  - c. Study Skills
2. Individual Therapy\*
3. Specialized Protocols\*(e.g. School Avoidance/Home Visits, Behavioral Skills Training, Reward Systems)
4. Crisis/Classroom Intervention\*
5. ESY Summer Programming\*

## B. Parent Focused

1. Family Therapy
2. **Family Psycho-Education and Support Program**
3. Phone Coaching
4. *Solutions*, the ESS parent newsletter





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A stack of colorful books is visible in the background on the right side of the page.

# Comprehensive Program Protocols

- ESS provides a proven, structured treatment program that is grounded in research and many years of clinical experience and has been codified in detailed proprietary protocols.
- ESS does not simply hire staff and place them within the district, leaving them to figure out how to work with the students based upon their own idiosyncratic experiences. The ESS protocols, constantly updated as a function of experience, data and new research, make ESS so unique and successful.



# School Avoidance Interventions

- School avoidance is a frequent problem in many school districts
- **ESS has written a unique protocol that has been used with great success.** The ESS protocol includes a specialized assessment for students and their parents, intensive and frequent home visits by ESS staff and, when needed, a supportive re-entry to school procedure.

# Education and Training of Teaching Staff

- An important goal of ESS is to assist districts in providing teaching staff with the skills needed to work with students with emotional and behavioral problems.
- At no additional cost, ESS regularly conducts on-site in-service training for district teachers and provides all-day off-site conferences for selected teaching staff.
- ESS also distributes *Insights* in ESS districts, a monthly newsletter for educational professionals that includes practical tips on how to work with students who have emotional and behavioral problems in the classroom.

**Note: ESS provides observation and collaboration for teaching staff**





## THE SUCCESS OF ESS WITH SCHOOL AVOIDANT STUDENTS

**SCHOOL AVOIDANCE** is a significant problem in many school districts; one that has a major negative impact on the students' education and frequently leads to a number of academic, behavioral, and social problems. School avoidance may be stimulated by a number of factors, including the psychological aspects of school, self-perceived academic deficiencies and fears of separation from parents, especially in the early grades.

School avoidance is a significant problem in many school districts; one that has a major negative impact on the students' education and frequently leads to a number of academic, behavioral, and social problems. School avoidance may be stimulated by a number of factors, including the psychological aspects of school, self-perceived academic deficiencies and fears of separation from parents, especially in the early grades.

ESS has great expertise and a strong track record of success in the management of these students, especially in supporting the return of these students to the school setting.

ESS has developed highly specific treatment protocols for school avoidance. Services begin with a specialized assessment and case management of these students, especially in supporting the return of these students to the school setting.



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Phone (973) 298-9854

## ESS PRESENTATION LIBRARY

An important goal of ESS is to assist districts in providing teaching staff with the knowledge and skills needed to work effectively with students with emotional and behavioral problems. To this end, ESS provides on-site professional development for district teachers. Listed are trainings available, each of which can be completed in sixty to ninety minutes.

### Providing Positive Behavioral Supports in the Classroom: A Teacher's Playbook

This presentation is designed to identify and address the various behavioral needs of students in the classroom. Teachers will be provided with evidence-based supportive strategies that will help maximize learning for all students. The information presented is practical and applicable.

### Identifying and Remediating Executive Function Deficits in Students with Emotional Problems

Participants will learn how significant emotional problems can impair executive function. Assessment and surveys will be introduced along with practical strategies that teachers can use in developing executive function skills in students with emotional problems in the classroom setting.

### The Emotionally Fragile Student in the Public School Classroom: "Who are they and what do I do?"

This presentation will help teachers have a better understanding of the "emotionally fragile child." It will also discuss some specific techniques to perform better in the public school classroom.

### Nurtured Heart: Catch a Child Being Good

An introduction to Howard Glasser's "Nurtured Heart Approach" is a technique that "focuses on energizing success and developing classroom techniques to help shape and support positive behaviors among students struggling with emotional and behavioral challenges."

### The Top 10 Ways to De-Escalate and Manage Stressful Situations

This training will offer 10 approaches that teachers can use to get involved in power struggles with students, manage behaviors, and instead promote cooperation and positive outcomes.

### Helping Teachers Understand and Manage Stress in the Classroom

We all experience stress. When stress becomes chronic, it can be particularly when it stems from the challenges of working with students and/or behavioral problems, it takes a toll on our well-being, and our ability to teach and manage the classroom. Understanding and overcoming this stress is more successfully with difficult situations.

### Maintaining a Safe and Supportive Classroom

According to the work of pioneers in the field of school avoidance, when students and teachers are not working in a safe and supportive classroom, it is difficult for students to be in one of three states: engaged, motivated, and successful.

### Depression: Myths and Realities

Participants will receive information on the signs and symptoms of depression as well as how to support and refer students who are struggling with depression to appropriate services.

### School Avoidance

Participants will receive information on the signs and symptoms of school avoidance, the impact of school avoidance on the student and the classroom, and strategies to support and refer students who are struggling with school avoidance to appropriate services.

## THE CHALLENGE OF BEHAVIORAL STUDENTS: THE ESS SOLUTION

Students with significant behavioral problems can create major challenges for school districts. Safety, drop-out rates, and frequent out-of-district placements are just some of the challenges that districts must manage.

ESS has developed programming that allows these students to be successfully educated within the public school district in a wide range of environments, including self-contained classrooms, twilight programs, separate therapeutic schools and mainstream settings.

The programming is focused on providing direct clinical services to the students and their families and training and consultation for the educational professionals working with these students.

The clinical programming addresses the emotional problems and behavioral students typically experience, especially the stress and problematic responses stemming from traumatic events, such as verbal abuse, intimidation, property destruction and the rules and structure of the school.

ESS has developed a "Trauma-Attuned Model" (TAM), a program that integrates a number of therapies helping students manage their reactions and problematic behaviors in and out of the classroom.

Strategies to be used throughout the day, particularly with an interaction in the school inadvertently stimulates

Daily skills groups and weekly psychotherapy are provided to help students develop alternatives to previous problematic behaviors. Family sessions, a monthly parent psycho-education group and frequent parent phone coaching help parents better manage their child and support positive behaviors at home.

ESS success with these students is also tied to a unique training and consultation program for the educational staff. Prior to the onset of each school year, ESS provides an intensive training program that emphasizes creating optimum classroom environments that are trauma-attuned while helping teachers better understand the struggles that their students bring to the school setting. In addition, ESS provides teachers with daily processing of classroom interactions to ensure that the classroom remains a non-triggering environment and also provides on-going consultation with school leadership and also to best support an overall school culture that promotes positive student behavior.

Taken together, the unique ESS clinical services for behavioral students and the intensive training and consultation for teaching staff and school leadership significantly improve the behavior of these students and allow many to have a successful educational experience for the first time in their lives.

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# insights

January  
2014

## The Nurtured Heart Approach

Originally, *The Nurtured Heart Approach* (NHA) was created by Howard Glasser, MA as a social-emotional strategy to transform "the difficult child." Since then, the approach has been extended across a variety of disciplines and settings, including schools and workplaces.

NHA combines aspects of a variety of evidence-based psychological practices, including cognitive-behavioral therapy and positive psychology. Until recently, only a handful of educational studies had demonstrated positive effects on behavior and educational achievement following the implementation of some type of social-emotional learning program. The authors of a 2013 study, however, demonstrate that a positive school climate significantly contributes to both academic success and healthy behavioral outcomes, and argue that "school climate is a malleable factor" that districts can manipulate using social-emotional programs such as NHA.

NHA emphasizes the support and nurturance of relationships, while maximizing the powerful reinforcement value of interpersonal connectedness. It teaches adults to use a distinctly different relational energy when interacting with students who are displaying desired behaviors, as compared with when they are not. The approach offers three "stands" that school staff can adopt to create a *Nurtured Heart* culture within a school:

- Refuse to energize negativity; avoid getting drawn in when a student misbehaves.
- Relentlessly energize the positive, recognizing each student's successes, both large and small.
- Clearly, and matter-of-factly, enforce the school's rules and limits.

In adopting these "stands," adults show their hearts to students, that is, become fully engaged with them, only when students display even the smallest approximation of behaviors that ultimately will reveal their greatness. "Greatness" includes qualities such as

Insights is published by ESS as a service for educational professionals. Each issue highlights an important research article and provides practical applications of the findings for the classroom and the school environment.

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# insights

November  
2017

## Creating Trauma-Attuned School Environments

The National Child Traumatic Stress Network estimates that between 25 and 40% of students have been exposed to traumatic stressors. These stressors can be one-time events such as accidents or natural disasters, or can extend over long periods of time, including serious illness, abuse or neglect, and exposure to racism, poverty or violence.

While not all individuals impacted by trauma develop Post-Traumatic Stress Disorder, trauma exposure can cause cognitive, biological, behavioral, and emotional symptoms such as poor concentration and intrusive thoughts, poor sleep and digestive symptoms, school avoidance and aggressive or defiant behaviors, fearfulness, anxiety, and anger. Chronic stress places a child in perpetual "fight or flight" mode, and neurological studies have shown that this affects brain functioning and thus the child's ability to learn and develop normally.

Motivated by the high percentage of students who have been exposed to trauma, and the potentially devastating effects on growth and development, numerous researchers have contributed to the creation of school-based healing models. "Trauma-attuned" approaches are not new and have been implemented in many settings, including medical/psychiatric practices and within the judicial system. These approaches are grounded in the belief that problematic behaviors and emotional reactions are a direct result of one's experiences, and are developed to survive trauma, and to create a sense of safety. These "Survival Skills," while self-defeating in many ways (e.g. aggression, poor hygiene, "not caring" about school work), were developed to address both real and perceived threats. When students act out or disengage, therefore, the question we should ask is not "what's wrong with you?" but rather "what happened to you?"

The goal of trauma-attuned programs is to help students modify their survival skills to be more successful in school and in life. Educators can help break the cycle of trauma and more readily engage a child in learning by adopting a strength-based stance, while enhancing students' emotional regulation and attachment capacity.

1. Help students understand that their current Survival Skills reflect strength and resilience even though self-defeating

kindness, compassion, wisdom, cooperativeness, and all the aspects of character that contribute to success and emotional resilience.

One critical aspect of NHA is the ability to teach adults to recognize what is "rich" in the youngster in front of you, and to choose "nutritious" words to describe what about the student's behavior. For example:

- Instead of saying "Great work on your report," say "Your report on the project was organized, and on time, and I'm proud of you for showing by keeping the rules, and helping others find their way."
- Instead of saying "I see that you're not motivated," say "You are sitting at your desk and your notebook is open. How motivated are you?"

By practicing this type of feedback, teachers can create a positive classroom climate. ■

Reference:  
Voight, A., Austin, G., and Herlihy, J. (2013). How school climate distinguishes high-achieving from low-achieving students. *Journal of Educational Psychology*, 105(1), 1-10.

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The mission of Effective School Solutions is to provide high quality and cost-effective in-district clinical services for students with emotional and behavioral problems.

Insights is published by ESS as a service for educational professionals. Each issue highlights an important research article and provides practical applications of the findings for the classroom and the school environment.

### Resources:

McInerney, M. & McKindon, A. *Unlocking The Door To Learning*. <http://www.eliopa.org/resources/unlocking-the-door-to-learning-trauma-informed-classrooms-and-transformational-schools/>

Bruscia, T., Waters, L., & Stokas, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, Vol. 85, No. 1, 3-9.

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[www.effective-schoolsolutions.com](http://www.effective-schoolsolutions.com)

The mission of Effective School Solutions is to provide high quality and cost-effective in-district clinical services for students with emotional and behavioral problems.

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# ESS Supervision and Quality Management

Key to ESS success is a system of clinical supervision that brings another level of expertise and program monitoring, which includes:

- Executive Regional Director and Regional Clinical Director are on site 1 day per week as well as on call 24/7.
- Quality Management (QM)- The QM team monitors each program's documentation, and high risk issues – up to 10 hours per week.

# Highly Experienced Staff

- ESS staff are all highly accomplished mental health professionals who have extensive experience treating adolescents with significant emotional and behavioral problems. A first job upon graduation is never available at ESS!
- ESS guarantees the quality and responsiveness of its staff.
- Each full-time staff member is available one evening each week for family sessions
- ESS staff assist in facilitation of Learning Strategies.
- The overall success of ESS is tied to how our therapists operate our protocols under the supervision of the regional clinical director and under the scrutiny of our quality management staff.



# Working with School Leadership

**Weekly administrative meetings** are focused on summarizing progress of students with the ESS cohort with key members of leadership, guidance and the CST.

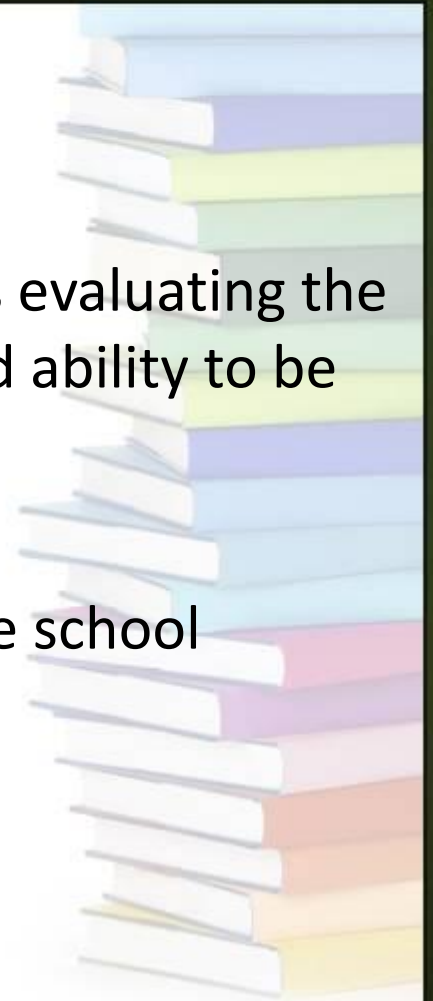
**Monthly Principal/ DSS meetings** are smaller intimate meetings that provide an environment to share evolution of the program and discuss particularly at risk students.

**Open House and CST lunches** are a means to further integrate ESS into the schools we are working in.



# Objective Measurement

- ESS collects and reports on objective measures evaluating the impact of services on student performance and ability to be maintained within the district.
- Student performance data is collected from the school database.
- ESS also collects parent satisfaction data.

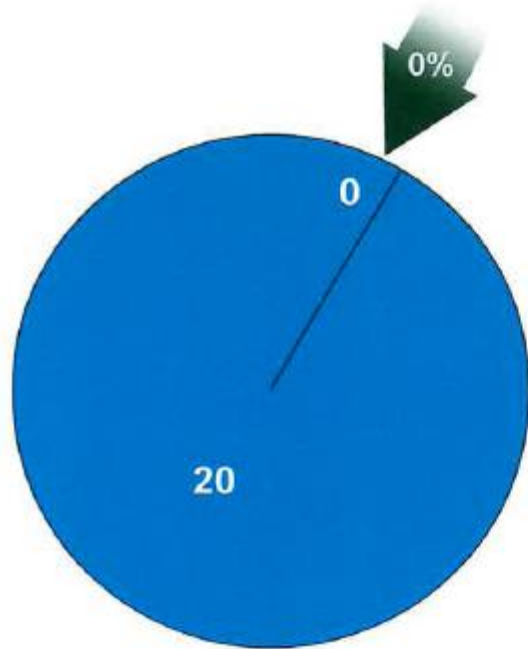


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# ESS RESULTS

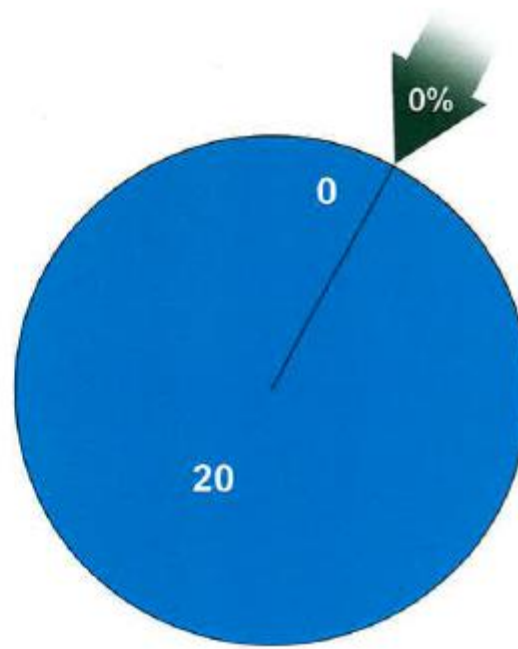
Weston High School

2016 -2018





## Out-of-District Placements

-  Total ESS Students Enrolled
-  Total ESS Students Sent Out-of-District



## Home Instruction Placement (HI)

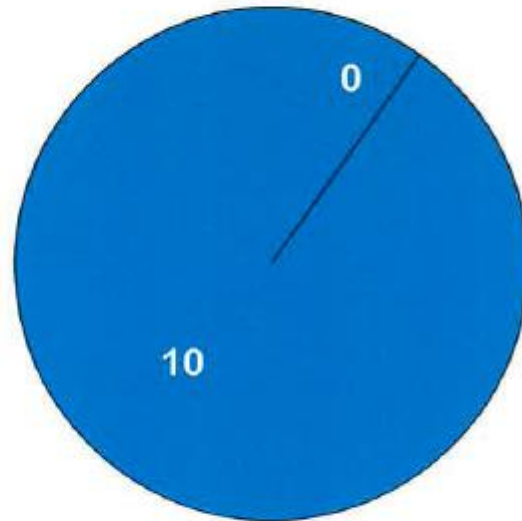
-  Total ESS Students Enrolled
-  Total ESS Students Referred HI





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# ESS RESULTS

Weston High School  
2017 -2018



## Assessment Conversion

-  *Students Assessed and Enrolled in ESS*
-  *Students Assessed and Not Enrolled in ESS*



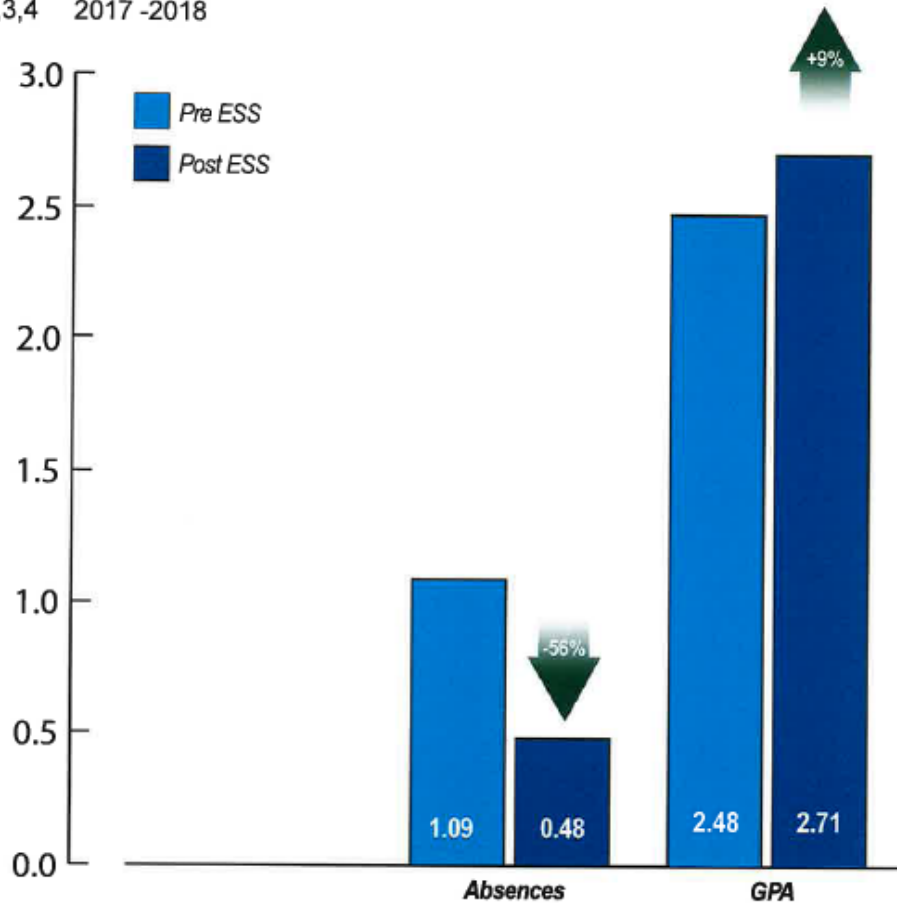
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# ESS RESULTS

## Weston High School

MP 1,2,3,4 2017 -2018



Above data represents the average of ESS high school student performance over the designated marking periods of the school year.



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# PARENT SATISFACTION SURVEY

## Weston High School 2017-2018

Question	% Strongly Agree/Agree	% Strongly Disagree/Disagree
1. I have been treated with respect.	100%	0%
2. My family's right to privacy & confidentiality has been respected.	100%	0%
3. This program is helping my child.	100%	0%
4. I have sufficient opportunities to speak with staff.	100%	0%
5. I understand that my participation in the ESS program can help my child's behavior improve at school and home.	100%	0%
6. The counseling staff understands my family's situation.	100%	0%
7. This program is helping me cope with my child.	100%	0%



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# Parent Comments

- “Program was very helpful for my child. The therapist was a wonderful help. She helped me and my child cope with his behavior and he improved during this time. She understands my child and his problems and was always there for him.”
- “My kids are just that... kids! There is so much the therapists can do for them... Eventually it’s up to them.”
- “ESS has been a crucial support to us as parents when we are confronted with situations that we have difficulty responding to and ESS has given us some new tools and option ideas. We feel sincerely understood and can see that our child is cared for. The staff has been enthusiastically available when we need them. We are very grateful.”
- “This is a GREAT program!”
- “The therapists are concerned, involved, and helpful. I cant say enough how valuable it has been working with the therapist. She has helped make a tough year more manageable and we are grateful for the program.”
- “Counselors are always available to talk and are very supportive.”

# Weston Middle School 2018-2019 School Year

- In addition to the clinical services ESS is already providing to Weston High School, ESS is providing at no additional cost the following clinical and supportive services at the Middle School:
  - Assessment and referral for middle school students
  - Clinical consultation and review with middle school staff
  - Individual Therapy
  - Family Therapy and Consultation



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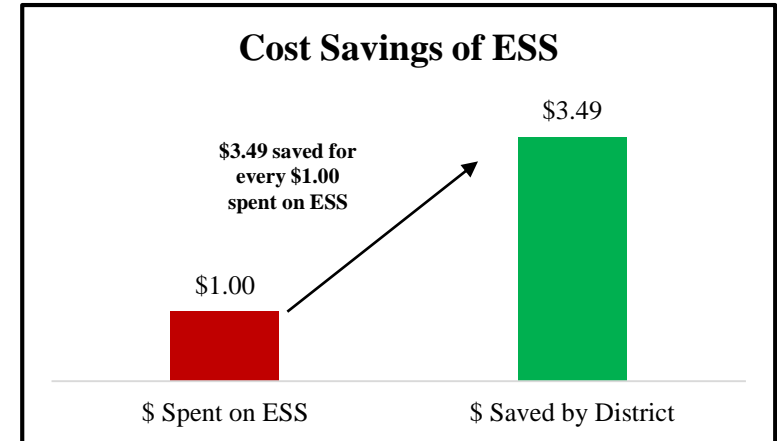
# EFFECTIVE SCHOOL SOLUTIONS

## Saving Weston Money & Improving Students' Lives

ESS is proud of our program in the Weston Public School District ("Weston"). Below shares some of the results from this program.

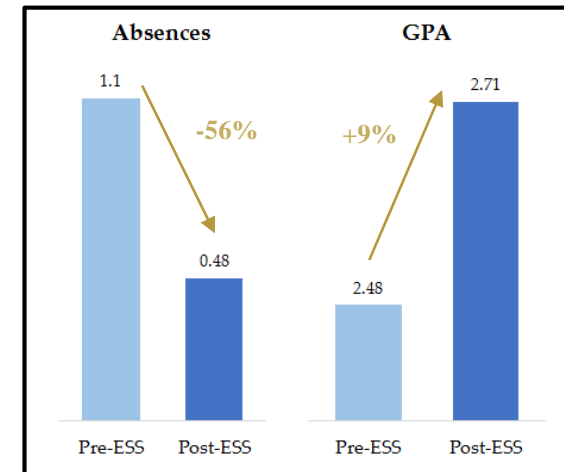
### Saves the District Money:

- ESS saves Weston \$3.49 for every \$1.00 spent on the ESS program\*.
  - An average of 31% of students enrolled in all of ESS's programs would have been sent out-of-district (ODP) if they were not in our specific program.
  - The typical cost for an ODP can run over \$80,000 per student.
- The current ESS program is saving Weston \$960,000.



### Improves Students' Lives:

- ESS's team of experienced licensed social workers work along side your teachers and administrators to help support students with emotional and behavioral problems.
  - The results speak for themselves\*:
    - 56% decrease in Absences
    - 9% increase in GPA



\*Assumes a student would typically spend an average of three years ODP

ESS values being the District's partner: Providing significant cost savings & improving lives

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** August 27, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Update on NEASC 5-Year Progress Report for WHS

**Submitted by:** Lisa Deorio

**Document Summary/Purpose and/or Recommended Action:**

**Update the Board on the New England Association of School and Colleges Five-Year Progress Report for Weston High School.**

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Five-Year Progress Report for  
Weston High School**

Weston, CT

March 01, 2018

Lisa Deorio, Principal

# Progress Report Requests

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## General Recommendations

### Standard 1 Recommendations

**Request**

Provide formalized opportunities for collaborative time for teachers and staff to further integrate 21st century teaching, learning, and assessment practices

**Response Status: Completed**

As a result of the NEASC accreditation process, we recognize that an area of concern was time dedicated to provide teachers with the opportunity to collaborate in an effort to further integrate the teaching of 21st century skills and the use of associated assessment practices. As a result we have created collaborative time for curricular partners and departments throughout the school.

Here is specific information by department.

The math department, is in the process of reviewing the integration of 21st century teaching, learning and assessment practices. Math department meetings are used to share successful practices and discuss how to improve upon them. This has resulted in the revision of several specific formal assessments in an effort to enhance them and highlight the explicit measurement of problem solving, perseverance, and critiquing the thinking. In addition the math department has begun to use curricular partner time to discuss teaching practices that will emphasize 21st century skills. The math department will be participating in another professional development opportunity that will address integrating meaningful formative assessment practices into our daily classroom routine.

The social studies department continues to create, revise, implement, and reflect upon common performance based assessments which incorporate 21st century design standards. Teachers have continued their work with 21st century rubrics giving specific feedback to students. The social studies department completed their five year curriculum renewal, integrating the C3 framework from the National Council for the Social Studies. This new framework places a greater emphasis on inquiry and the integration of 21st century teaching and assessment practices

The science department uses its common planning time to collaborate and discuss 21st Century Skills and the measurement thereof. Through the AIM Initiative, numerous science units are being developed and modified to explicitly address 21st Century learning outcomes. In addition, our examination of the Next Generation Science Standards have focused on the intersection of 21st Century Skills with the NGSS Science and Engineering Practices. While adoption of the NGSS Framework and subsequent curriculum revisions are pending, the department is building capacity in this area.

The entire English department has common planning time built into their schedules. This time is used by curricular partners for creating and evaluating results of common summative assessments. Teachers use this data to inform instruction in subsequent units. The English department also meets as an entire group to determine achievement of 21st century skills - particularly analysis - and of writing.

In an interdisciplinary effort to integrate and measure 21st century skills a team created from our Science and Social Studies Departments participated in the Performance Assessment Design Initiative through Tri-state and created one of the most thorough and complete authentic engagements in the program. This Performance Based Assessment was selected to be presented at the Tri-state Consortiums Conference and has met with wonderful success and integration in the school and community.

In all of our academic core and other academic programs dedicated curricular partner time and department meetings are used to integrate 21st century teaching, learning and assessment practices. Teachers use their new collaborative planning time meet and share best practice and student learning by reviewing student work and assessments with a focus on 21st century learning.

**Request**

Formalize the process for reviewing and revising the core values, beliefs, feel be forwarded to the Commisndary Schools, ress and unproductive competition for studentsnce directorkly meeting times for P and learning expectations

**Response Status:** Completed

The process for reviewing the core values, beliefs and learning expectations has been formalized through the program council and faculty meeting structures. The 2015-2016 school year marks the first time the school has engaged in this process. The program council, which is comprised of curriculum instructional leaders, Director of School Counseling and administrative team began the review by discussing the document in the fall. At the department level, teachers then discussed the alignment with the learning expectations, standard level grades and rubrics in November and provided written feedback in the form of a Google document that will be shared with the faculty in December. Departments also volunteered to review and revise the current rubrics and present drafts at the faculty meetings in the winter beginning second semester. Any revisions or changes will be discussed and agreed upon this spring.

**Standard 2 Recommendations**

**Request**

Develop and implement a continuous curriculum review process that ensures adherence to the *UBD* format

**Response Status:** Completed

Weston High School curriculum, as part of the Weston School Board Policy, is on a five year renewal cycle. As of this date the social studies curriculum 6-12 has just completed the process and science, world language, and the ELA departments are all on cycle to be renewed in the next two years. This process has been greatly enhanced by the Weston Public Schools integration of Atlas Rubicon. Atlas Rubicon is a Web-based curriculum management tool that uses a web based platform to incorporates curriculum mapping, tracks gaps and repetition in instruction, and assessment practices throughout the entire district. This new platform is structured using the Understanding by Design format and allows for these curriculum documents to be accessed by all relevant school personnel. Within the next three years all 6-12 curricular areas will have renewed their curriculum using the Atlas Rubicon platform ensuring adherence to the UBD format.

**Request**

Provide professional development for all teachers in *UBD* curriculum writing to ensure a greater common understanding of the individual components in the *UBD* format

**Response Status:** Completed

Weston High School curriculum, as part of the Weston School Board Policy, is on a five-year renewal cycle. As of this date the social studies curriculum 6-12 has just completed the process and science, world language, and the ELA departments are all on cycle to be renewed in the next two years. This process has been greatly enhanced by the Weston Public Schools integration of Atlas Rubicon. Atlas Rubicon is a Web-based curriculum management tool that uses a web-based platform to incorporates curriculum mapping, tracks gaps and repetition in instruction, and assessment practices throughout the entire district. This new platform is structured using the Understanding by Design format and allows for these curriculum documents to be accessed by all relevant school personnel. Within the next three years, all 6-12 curricular areas will have renewed their curriculum using the Atlas Rubicon platform ensuring adherence to the UBD format.

**Request**

Develop curriculum guides which clearly reflect higher order thinking skills, authentic applications, and cross-disciplinary learning

**Response Status:** Completed

The Curriculum Instructional Leaders have completed the process of ensuring that curriculum guides have been uploaded to Atlas Rubicon and are accessible by all appropriate staff. These updated curriculum guides and associated common assessments place a greater emphasis on higher order thinking skills as indicated by our district internal assessment framework and measured through school-wide cross-disciplinary rubrics. Additionally, numerous interdisciplinary assessments have been introduced including the 10th grade writing portfolio, the 9th grade Global Petri Dish project, and the 11th grade American Studies simulations; these assessments provide common experiences for Weston High School students and emphasize a greater inter-disciplinary approach to learning. Through work with learner-centered initiatives new performance-based assessments have been created and existing performance-based assessments have been revised to include the use of authentic audiences.



**Request**

Provide leadership, oversight and supervision for all areas of the curriculum and for all grade levels

**Response Status:** Completed

Curriculum Instructional Leaders are assigned to each curricular area. The report cites the lack of evaluatory responsibility and time constraint issues regarding the position of Curriculum Instructional Leaders. While limited time can be an issue in providing coaching and valuable feedback to all teachers, the responsibility of Curriculum Instructional Leaders is non-administrative. Additionally, the lack of evaluatory responsibility is within the district's design of Curriculum Instructional Leaders; the role is as an instructional coach and not that of an administrative evaluator. All administrators supervise and evaluate certified staff. When conducting observations, teachers receive feedback within 48 hours. An administrator does not return to the class until feedback is provided. The Connecticut Department of education granted Weston Public Schools, a waiver on their evaluation and supervision plan. Tenured teachers are observed every three years in the form of a mini observation unit. Tenured teachers are observed yearly. The administrator meets with the teacher prior to the unit, observes a minimum of five times providing feedback after each observation, and meets at the conclusion of the unit. In addition, teachers create a student learning objective (tenured on cycle/non-tenured) or professional focus (tenured off cycle) that aligns with school goals. Every quarter, curriculum instructional leaders report on progress for their particular goal.

**Request**

Schedule formal times during the school day for department members and CILs to collaborate on curriculum

**Response Status:** Completed

The high school leadership team reviewed this concern and has created a school schedule that has common planning periods for each department. These common planning periods are used by Curriculum Instructional Leaders to form curricular partner time. These dedicated curricular partner meetings take place once every eight-day rotation and provide each teacher with the opportunity to collaborate in a meaningful way on his/her existing curriculum. These opportunities of enriched the teaching and learning that takes place in each department and has allowed for the sharing of best practices and common grading of assessments to establish norm in assessing student progress.

**Standard 3 Recommendations****Request**

Increase access to high level instruction and increase scaffolding of content in the classroom using differentiated instructional strategies

**Response Status:** Completed

Weston High School has continued to increase access to high-level instruction and is demonstrating

increased scaffolding of content in the classroom by using differentiated instructional strategies. School-wide efforts include offering students a variety of assessment types to reach a wide range of learners. Students are also offered student choice in some types of assessments. The school has initiated a waiver system to provide opportunities for students to access AP and honors level courses. The school recognizes that students of varying abilities also demonstrate varying potentials. Access to these more rigorous courses increases their opportunities. Departments utilize the Canvas Learning Management System to provide a wide variety of open access variable levels of content within in the same course. This has been implemented in the math department primarily; other departments have begun to discuss its implementation in their content area.

Math has provided more opportunities for increased access to high-level instruction by offering a course that is a combination of Algebra and Geometry beginning in the 2018-19 school year. This gives students access to higher level math courses to prevent their need to double-up on math courses during their sophomore year. A complement of the AP Statistics course that has been offered for several years is a new Standard Statistics course to give students the opportunity to take this important mathematics course before they begin their college careers. For the student who completes both AP Calculus B and C, Multivariable Calculus will be offered beginning the 2017-18 school year. Differentiation of instruction will ensure the success of students in Algebra I who would have normally be taken the Algebra 1A and 1B courses. Teachers have the resources and the skills in differentiation to ensure the success of those students.

In the language arts department students in a self-contained direct English class were offered a standard level Journalism course. The course is taught by a regular education teacher as well as a special education teacher whose collaboration provided appropriate instruction for all the students. The 2018-19 school year will see the students from direct English in the core English classes, continuing the same model as the standard Journalism course. The English 12 course is co-teaching with the library media specialist to differentiate instruction to allow all students to access and perform well on the high-level activities of the course. Scaffolding is evident in courses of the English department that are combining various level courses within one class to provide more option for students: Advanced Creative Writing and Creative Writing, Advanced Drama and Drama, as well as multiple levels of Art courses taught within one class period to reach the varying abilities of the students.

Advanced CMD and Publication Design courses have been combined into one choice based course to all access for students wishing to engage in a combined approach to these courses. The social studies department offers a collaborative Government course in order to provide appropriate instruction to all students of various abilities. The science department, all students in grade 9 are enrolled in biology, either standard or honors, based on their performance on a prognosis assessment taken in grade 8. This allows students the opportunity to schedule higher level science courses (including advanced placement) as well as science electives (such as Forensics, Human Anatomy and Physiology, etc.). A new course that during the school year 2016-17 is Environmental Science, a full year course for upperclassmen students (requirements are biology and chemistry). The school year 2017-18 will include an advanced placement course for Environmental Science as well. The opportunity for students to engage in either level provides differentiation opportunities for the teachers to ensure student success in either course option. Also being offered for the upcoming school year, 2017-18, is an Honors Science Research course. Students will submit application for this new course that demonstrates a high level of rigor and a significant science investigation that will engage the student for the duration of the school year. The independent nature of this course is provides significant opportunities for student differentiation. Physics will be offering a new course for 2017-18, AP C E/M. This course is available for students who wish to pursue investigations of physics problems at a very high level.

**Request**

Ensure that all teachers receive feedback about instructional practices in a systematic way

**Response Status:** Completed

During our period of self study the district reviewed the implementation and effectiveness of the teacher evaluation system. The revisions of the teacher evaluation system has placed a greater emphasis on district, school, and department goals which help teachers to create Professional Learning Focuses on which they receive timely feedback. Additionally, the district has formed a Master Planning Team which has numerous high school representatives. One of the objectives of this team is a more thorough application of current research to help guide professional development opportunities.

Additionally the district's practice of observing teachers through five mini-observations over the duration of a unit has created a more systematic process for feedback on instructional practices. This process and the teacher evaluation system is reviewed by a professional learning committee made up of teachers and administrators and revised based on the committee's recommendation.

**Request**

Develop a more consistent system for checking instructional practices and student performance against the stated core values, beliefs, and learning expectations

**Response Status:** Completed

Weston High School has a consistent system for checking instructional practices and student performance against stated core values, beliefs, and learning expectations. The state mission and vision of the school establish the expectations for this element. The Action Plan for the school year (there is a new one developed each year by the administrative team and department CIL's) includes goals for all departments. These goals guide instructional practices which are measured by student performance.

The school engages in instructional coaching training with the organization from Acton, Massachusetts, Research for Better Teaching. All CILs participate in professional development to acquire the skills which will be delivered to the departments' teachers. The department and the teachers will develop year-long goals that include SLO's (Student Learning Objectives) that focus on student actions that are measurable. In addition, these goals align with the schools Action Plan.

The school engages in midterm analysis for all department learning expectations achievement. Prior to the analysis, department teachers calibrate scoring of the midterm assessments to ensure consistency in scoring. Some of the outcomes measured include Analysis, Presentation, Problems Solving, Writing measurements, as well as Physical and Mental Awareness. This analysis ensures alignment with school-wide rubrics which in turn are aligned with the school action plan. Assessment items are evaluated by their level of questioning to ensure application, synthesis, and evaluative components of instructional expectations. With the assistance of the administrative team, CIL's will discuss the analysis results with the department teachers.

## Standard 4 Recommendations

### Request

Schedule common planning time for departmental teacher collaboration

### Response Status: Completed

As part of our self study the school designated this recommendation as a high need. All academic core areas have been given common planning times during the day. Teachers have made great use of this time for curricular partner time to plan and review lessons, cooperatively grade common assessments, and review data from common assessments. We maintain this dedicated planning time as a high priority item in the creation of and scheduling of courses each year.

### Request

Clarify and implement the role and responsibilities of the Pearson "Inform" specialist

### Response Status: Completed

As part of our self-study and review of district structure and policies, this position has been removed. The district has instead opted to create the position of District Data Coordinator. This new position has created one individual who is responsible for maintaining and assisting teachers and administrators with accessing assessment data. This greater accessibility of multiple data points such as the Writing Portfolio, SAT, ACT, PSAT, and AP scores is still in development. Great progress has been made in the delivery and accessibility of data through this new position and will continue to assist in the use of data in guiding instructional practices.

### Request

Establish a formal process for assessment of individual student and whole-school progress in achieving the 21st century learning expectations

### Response Status: Completed

Starting in winter 2013, all teachers were asked to complete the assessment of students on their progress in achieving specific 21st-century learning expectations identified by particular courses. These expectations are listed in the Program of Studies which is published on the WHS website. These expectations align with the five school-wide rubrics (writing, presentation, analysis, problem-solving, citizenship, and physical & mental wellness), For example, the English department focuses their courses on analysis and writing, the physical education department focuses on citizenship and physical & mental wellness, and the world language department focuses on presentation and writing. Teachers of these courses then assess the students the extent to which they are meeting these expectations using the school-wide rubrics at the end of each semester. Students are scored using school-wide rubrics on a 1

(limited) to 4 (exemplary) scale.

This data is entered into PowerSchool and reviewed by the administration and program council (consisting of CILs, the library media specialist, and the director of school counseling). The team analyzes the data and poses questions and tries to draw conclusions. This data has been brought to faculty meetings and then analyzed further in department meetings. Weston High's "Culture Club," a school climate committee comprised of teachers from a variety of departments, also weighed in on this data analysis. At this time, there have been no recommendations for deleting courses from the curriculum, but the district has provided the high school with a Writing Center to help students achieve the school's writing goals. This center is staffed by two English teachers, each with a .5 FTE release. Their primary responsibilities include supporting student writing, supporting teacher development of a writing curriculum, and facilitating the grades 8 and 10 writing portfolio projects. In addition, courses such as Coding, AP Coding, Music Theory, AP Psychology, and AP Environmental Science have been added over the past several years as the school further supports students' achievement of these 21st-century goals.

**Request**

Consistently review and revise grading and reporting practices

**Response Status:** Completed

Beginning in the 16-17 school year, teachers transitioned to the use of PowerSchool's PowerTeacher Pro gradebook. With this upgrade, teachers gained access to reporting features that help them to more easily collect and analyze assessment data. For example, PT Pro automatically generates 'category totals' based on the assessment categories established in teachers' gradebooks. This feature makes it easy for teachers to see, for example, how individual students perform on written assessments versus vocabulary quizzes, or, in the case of World Language, how students' speaking skills compare with their listening skills.

In the winter of 2017, all teachers completed a midterm exam analysis. In this analysis, teachers reviewed the construction of their midterm exam, reporting which of the schoolwide learning expectations it addressed (analysis, presentation, problem solving, writing, physical/mental wellness). In addition, they assessed the level of thinking required within the exam questions (knowledge, comprehension, application, analysis, synthesis, evaluation). After completing the individual analysis, teachers met in departments to reflect on their analyses, and to plan for future adjustments.

Curriculum instructional leaders meet monthly with their departments. Common assessment planning and grade calibration are often on the agenda at these meetings. In addition, curricular partners meet a minimum of once every 8 days to collaborate, with assessment creation/revision and calibration acting as a main focus of their work.

Administrators regularly use PowerSchool's reporting features to generate data for analysis. On a quarterly basis, teacher gradebooks are reviewed to ensure gradebooks are up-to-date and aligned by course. At the end of each school year, course level analyses are conducted, looking at teacher alignment in types of assignments and scoring.

## Standard 5 Recommendations

### Request

Ensure that the attendance policy reflects high expectations for all students

### Response Status: Completed

Feedback from the faculty last year was that the two assistant principals handled attendance issues differently, which did not contribute to a consistent expectation. The student body is divided by alphabet A-L and M-Z. The principal made this a priority with the two new assistant principals. Attendance issues are handled in accordance with the district policy and state law. When students accumulate 10 excused absences, a doctor's note is required for subsequent absences. Students that have four or more absences a month that are unexcused are considered truant. Automated phone calls are made daily to families. Assistant principals walk around the building every morning and address attendance issues with students.

### Request

Ensure that all students are enrolled in at least one additional heterogeneously grouped core course

### Response Status: Rejected

This was discussed with Director of NEASC, Janet D. Allison in 2014/2015. WHS has met the NEASC requirement of having one heterogeneous course- World Studies that all students take their freshman year. The visiting committee had recommended all freshman students are enrolled in World Studies, which is heterogeneously an additional course, which may be suggested, but is not required. It should be noted that, although it is not a graduation requirement, all students take at least one year of world language at Weston High School.

### Request

Dedicate formal time for ongoing collaboration to examine instructional strategies and assessments

### Response Status: Completed

As stated in the response to the recommendation regarding the scheduling of common planning time for departmental teacher collaboration, Weston High School created designated formal collaborative planning time. All academic core areas have been given common planning times during the day. Teachers have made great use of this time for curricular partner time to plan and review lessons, cooperatively grade common assessments, and review data from common assessments. We maintain this dedicated planning

time as a high priority item in the creation of and scheduling of courses each year.

**Request**

Establish protocols to ensure the instructional technology needs of teachers are adequately addressed so as to maximize student engagement in learning

**Response Status:** Completed

The district hired a Director of Digital Learning and Innovation to improve technology integration in the classrooms. Two part time Technology Integrators are also assigned to the high school to help teachers use digital tools and apps in the classroom.

In addition, the district has tasked the CILs to focus on technology integration with their departments. For example, the Art Department has established specific digital tools that each teacher will be learning and using in the classroom this year to increase appropriate (content specific) student use of technology in the art classrooms.

The high school hosted a 6-12 Tech Cafe for our October PD day that will introduce many possible digital tools and apps to the faculty. Teachers can learn a little about the tools/apps, practice them, get help from our Technology Integrators, then use them in the classroom. The goal is to improve student learning through the use of technology.

The SchoolDude system is still in use but the district now has reconfigured the IT staff to ensure the process runs smoothly, which has increased the number of "break/fix" staff to address hardware/software issues in a more timely manner.

**Standard 6 Recommendations**

**Request**

Develop and implement a specific, articulated plan to integrate the ITL curriculum and standards into all curricular areas

**Response Status:** Completed

Weston High School ITL Standards align with the AASL Standards, 2016 ISTE Standards for Students, and the Information, Media and Technology Skills as defined by the 21st Century Skills Partnership. The defined skills and dispositions necessary to prepare students to be college and career ready include:

- Using digital and other research tools to access, evaluate and effectively apply information

appropriate for authentic tasks.

- Working independently and collaboratively to solve problems and accomplish goals.
- Communicating information clearly and effectively using a variety of tools/media for a variety of purposes.
- Demonstrating innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- Applying analysis, synthesis, and evaluative processes that enable problem solving.
- Demonstrating personal responsibility, cultural understanding, and ethical behavior.

These skills and dispositions are woven into the curriculum in the language arts, social studies, science, and health curriculum and are introduced, practiced and reinforced throughout a student's experience in Weston High School. Assured experiences in grades 9, 10 and 11 occur in various departments and courses allowing students to apply their continually evolving understanding of Information and Technology Literacy in varied learning experiences. The courses or units that provide these assured experiences include:

- Interdisciplinary social studies and science unit on the biology and societal impact of infectious diseases.
- Inquiry project (World War II) that includes website creation
- Cold War Debate
- Legislative Simulation
- Health and Wellness Issue in Grade 11

Beyond the assured experiences, students are called upon to use and hone their ITL skills in individual courses such as:

- Creating animated dialog in Modern Language
- Researching Bioethics
- Sociology/iMapping - eLearning module and graphic database
- Data analysis of current topics and trends using Statista in Statistics

Information access, evaluation and creation occur in all courses and digital tools are used for both productivity and presentation. Assessment of Information Literacy skills are conducted in 9th and 11 grade using TRAILS (Tool for Real-Time Assessment of Information Literacy Skills).

**Request**



Evaluate the need for mental and physical health services to be made available for students within the high school facility

**Response Status:** Rejected

Appropriate mental and physical health services are currently offered through the school counseling department, school social worker, school psychologist, and school nurse. Health education is addressed through mandatory classes for all students every year. Weston High School is fortunate to have the district nursing supervisor located at the school, In addition, the district employs a floater nurse that is available daily to cover where needed. The district also has a medical advisor who is a local physician and works collaboratively with the nursing supervisor.

The school social worker, psychologist, and school counselors seek community resources for students with emotional difficulties as appropriate.

At the district level, a climate survey was conducted last spring. Parents and students were asked about a variety of issues including the mental and physical health services. Results indicated that there was no concern in that area.

## Standard 7 Recommendations

**Request**

Ensure that the guidance suite walls are soundproof so that confidentiality is maintained

**Response Status:** Completed

This was a complaint made by a former staff member who transferred to another building. At that time, soundproof panels were installed.

**Request**

Install climate control systems in all areas of the building that are currently lacking this system

**Response Status:** In Progress

In the summer of 2014 there was a major renovation project with new windows and air conditioning installed in 12 classrooms in the E wing and in the new gym. There remains two wings of the building (C and D) that are not air-conditioned. Issues with heating control and ventilation do occasionally occur and are addressed as needed by the facilities staff.

**Request**

Ensure that all areas of code compliance are met

**Response Status:** Completed

The Special Progress Report submitted in August 2014 provided the following response related to areas of code compliance.

ADA concerns as referenced in the report:

*The entrance doors to some rooms in the older section of the building do not have sufficient space to allow for handicap access.*

All classroom doors meet ADA standards as they did when the building was renovated. We have had students in wheelchairs that have not encountered any problems with classroom access. The building has been inspected and has met appropriate standards

*The main entrance does not have automatic door openers; our main door is locked during the school day, and students and visitors are buzzed in by security.*

Automatic door openers are not an ADA requirement.

*The music areas are tiered spaces and allow for handicap wheelchair access to the upper level only.*

The tiered space does not prevent a handicapped student from full participation in the music program.

*Provide proper ventilation in the Project-Lead-the Way classroom/lab and locker room*

Project Lead the Way woodshop now has a spray-booth that has addressed the concern of inadequate ventilation. The room was designed as a robotics lab and is now being used for woodshop. The ventilation system in the locker room was modified to correct the problem.

**Request**

Address the lack of an eye-wash station in the current woodshop room

**Response Status:** Completed

The Project Lead the Way woodshop now has an eye wash station; installation of an eyewash station for the sink in the woodshop was completed during the first semester of the 2014-15 school year.

**Request**

Ensure all security measures and systems are adequate

**Response Status:** Completed

The district works to continually make safety and security a priority.

Our district and building level security committees meet regularly, working to develop and refine safety and security procedures and protocols. These teams work closely with local law enforcement and other emergency services personnel to ensure our plans and procedures are viable.

Emergency drills are conducted a minimum of 10 times throughout the school year, and include fire, shelter-in-place, and lockdown drills. These drills are planned and recorded within the NaviGate program, which is used by the district as a means of warehousing and sharing vital information with local emergency services personnel.

Significant revisions were made to the Weston High School Security and Safety Plan in the spring of 2016, and, as a result, changes to the fire drill protocols were initiated in the fall of 2016. In addition, a detailed reunification plan was drafted in 2017 with input from the Weston Police Department. That plan continues to be revised, with the hope of planning for a detailed practice in the 2018-2019 school year.

A series of facilities upgrades have helped to ensure the continued safety of students at Weston High School. In the summer of 2017, a new system of indoor security cameras and accompanying software were installed to provide greater and more defined coverage of all public areas within the building. In summer 2018, new systems will be installed to help improve the ability to make and receive announcements via the PA system, as well as to transmit announcements through devices connected to the wireless network.

Weston High School is served by highly trained security specialists, who work closely with administration and the School Resource Officer to define and execute appropriate security protocols. The security specialists staff the security desk, allowing entry to the building, signing in visitors, and checking student IDs and passes as students pass through the front doors. In addition, they patrol the building, checking interior and exterior doors, scanning the parking areas, and monitoring highly trafficked areas.

In the fall of 2016, a team of security specialists worked with district and building personnel to conduct a safety and security audit of each of the buildings on campus. Their detailed report was shared with the members of the Weston Board of Education. The BOE conducted a walkthrough of Weston High School in the winter of 2018 to review the report's noted areas of concern.

**Request**

Investigate and remedy the problems with the gas distribution system

**Response Status:** Completed

The gas distribution system was repaired the summer of 2015 and is fully functional.

## Highlighted Recommendations

## Standard 1 Recommendations

### Request

Formalize and publish the collection and use of student performance data measured by the school-wide rubric

### Response Status: Completed

The district is currently incorporating a formal collection of student performance data utilizing the online source Tableau. As of this writing, the department most engaged in using this format is the Mathematics department. State standardized tests are accessible, as the results for students dating back several years have been uploaded. The world language department is developing appropriate strategies to begin utilizing the site. In addition, the science department has access to CMT and CAPT assessments dating back several years. This data, regardless of department, is being used to guide curriculum design decisions. These data will reflect benchmark assessments which are measured by the school-wide rubrics relevant to the 21st-century learning skill(s) being assessed. The data will also be used to inform classroom teachers, CIL's, and the administrative team for areas of improvement and guide department and course direction. The school is in the process of designing a formal process to publish the data collected from student performance tasks on Standardized and Departmental assessments.

The language arts and social studies departments utilize grade 8 writing portfolio assessment data from grade 8 and the students' progress is tracked through grade 10. The portfolio "follows" the students from the middle school to the high school and is assessed in alignment with the school-wide rubrics.

The departments in the high school each selected two NEASC standards for which teachers provide feedback for the students in order to inform the students of areas of improvement. For example, the science department assesses students on analysis and problem solving twice a year, at the completion of each semester. Teachers use assessments from experiences provided during the semester to guide informed scoring. These scores reflect rankings according to the school-wide rubrics all departments utilize.

The science department uses prognosis tests which provide a consistent system of gauging student preparedness for course selection. In particular, all students in grade 9 taking biology take the test which is aligned with the school rubrics. The skills assessed include problem-solving, analysis, synthesis and application of acquired knowledge.

## Standard 3 Recommendations

### Request

Integrate technology as a learning tool into instruction in more consistent and meaningful ways

### Response Status: Completed

*Weston High School has continued to make a focused effort to increase technology use in its classrooms in meaningful and consistent ways.*

*Across the school, students and teachers regularly use technological tools such as:*

- *Google Classroom as a communication tool between teacher, students, and parents*
- Classroom is used by all sophomores to submit their grade 10 writing portfolio; students also submit their grade 8 writing portfolio using this same technology. Teachers expect students to house all of their writing assignments on Google Drive for easy access.
- Google Docs for student collaboration
- Chromebooks for a variety of applications including research, collaboration, presentation, homework, etc.
- Smartboards
- Applications such as Kahoot! which allow quick and enjoyable formative assessment
- NoRedInk.com, an adaptive assessment program, is used to integrate grammar instruction in grades 6-10 in Weston
- The Writing Center website houses all of the materials for the grade 10 writing portfolio. In addition, students in grades 9-12 could access the annotated models of writing assignments

*Specific disciplines use different technological tools for their subject areas, such as:*

- *The language lab in world language for individualized listening and speaking activities.*
- Visual Classrooms in science courses to share and analyze data amongst different groups.
- PASCO electronic data collection probeware used in physics classes to generate authentic data-gathering experiences.
- The UTexas Quest web program utilized by physics and chemistry courses to incorporate supplemental problem-solving opportunities to gauge student learning.
- The interdisciplinary PADI project between 9th grade world studies and biology classes which requires the students to make a 60-second public service announcement incorporating video and graphic design.
- Desmos in algebra, algebra 2, pre-calculus, and calculus classes to allow students to move at their own pace and allow the teacher to efficiently assess their understanding and provide immediate help where needed.
- Social Explorer mapping technology is used to understand census data in correlation with geography

in social studies courses like iMapping; Sociology.

- AP Computer Science taught on a blended learning platform (Edhesive)
- Flipped classroom format used in several disciplines to introduce new materials (with either teacher-created or teacher-selected videos) that are applied in class in upcoming lessons
- Adobe software used in courses across the visual art curriculum, such as contemporary media design, photography, studio art and videography to provide students with authentic and systematic technology integration.
- Music classes utilize Music First suite including Noteflight for notation, musictheory.net and sightreading factory for music reading.
- Autodesk Inventor and other software for Project Lead the Way classes, integrated with laser engraver and 3-D printers.
- Naviance used to administer the counseling curriculum and student success plans for grades 9-12.

*The school and district continue to create new courses emphasizing technology, invest in new technology, and provide resources and professional development to promote the meaningful use of technology in classrooms:*

- *The Maker Space was established in 2016-17 in the library learning commons and includes four laptops, two 3-D printers, two Wacom illustration tablets, Arduino, and raspberry pi.*
- In 2016-17 the district acquired and is currently piloting the Canvas learning management system. A select group of teachers is using it this year, and within two years it will be used by every class in the school.
- The district has organized multiple Best Practices and Digital Learning Fairs on professional development days, where teachers and staff members teach each other about different uses of technology. Workshops on the most recent day (11/7/17) covered such topics as digital citizenship, Photoshop, Visual Classrooms, Google Sheets, fostering creativity in the classroom, Open Educational Resources, the Keep app, and Google Drawing.
- The district leadership team will be participating in a 2-day workshop to develop a district technology vision, incorporating teacher input, in August 2018.
- The school has one Chromebook cart in each subject area containing up to 24 Chromebooks each, and five additional carts in the library. In addition, the library lab has 30 HP laptops.
- AP Computer Science was added to the academic program in the 2016-17 school year and uses a blended classroom/online course approach.
- Honors Science Research is being added in the 2018-19 school and will include the purchases of advanced scientific instruments such as a spectrometer and chromatograph (exact type to be determined based on students' research proposals).

## Standard 4 Recommendations

### Request

Develop and implement a process to report individual student and whole-school progress in achieving the 21st century learning expectations, and communicate that progress to staff, students, their families, and the community

### Response Status: Completed

Starting in winter 2013, all teachers were asked to complete the assessment of students on their progress in achieving specific 21st-century learning expectations identified by particular courses. These expectations are listed in the Program of Studies which is published on the WHS website. These expectations align with the five school-wide rubrics (writing, presentation, analysis, problem-solving, citizenship, and physical & mental wellness). For example, the English department focuses their courses on analysis and writing, the physical education department focuses on citizenship and physical & mental wellness and the world language department focuses on presentation and writing. Teachers of these courses then assess the students the extent to which they are meeting these expectations using the school-wide rubrics at the end of each semester. Students are scored using school-wide rubrics on a 1 (limited) to 4 (exemplary) scale.

This data is entered into PowerSchool and reviewed by the administration and program council (consisting of CILs, the library media specialist, and the director of school counseling). The team analyzes the data and poses questions and tries to draw conclusions. This data has been brought to faculty meetings and then analyzed further in department meetings. Weston High's "Culture Club," a school climate committee comprised of teachers from a variety of departments, also weighed in on this data analysis. At this time, there have been no recommendations for deleting courses from the curriculum, but the district has provided the high school with a Writing Center to help students achieve the school's writing goals. This center is staffed by two English teachers, each with a .5 FTE release. Their primary responsibilities include supporting student writing, supporting teacher development of a writing curriculum, and facilitating the grades 8 and 10 writing portfolio projects. In addition, courses such as Coding, AP Coding, Music Theory, AP Psychology, and AP Environmental Science have been added over the past several years as the school further supports students' achievement of these 21st-century goals.

## Standard 6 Recommendations

### Request

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

### Response Status: Completed

Weston High School began a partnership with Effective School Solutions beginning in the 2016-17 school year. Effective School Solutions is an intense therapeutic program that provides individual, group and

family clinical services. This growing program provides this service in the northeast specifically Connecticut, New Jersey, Massachusetts.

Two clinical social workers support the social-emotional needs of at-risk youth within the school. The ultimate goal is to keep the students within their home district providing the necessary therapeutic supports so that they can be successful. Currently, there are 15 students in the program. Social workers also collaborate with our middle school guidance department, which strengthens the transition between the two schools.

There are different tracks within the program that are designed to meet individual student needs. Examples include wrap around, individual, and aftercare. Typically students participate in daily group sessions as well as weekly individual counseling and bi-weekly family therapy.

### **Request**

Provide a structure to allow for increased collaboration throughout the building between staff and certified media specialists

### **Response Status:** Completed

Teachers and the library media specialist (LMS) collaborate on projects throughout the school year. The LMS will meet with the CILs or the teachers to determine how she could best support and guide lessons that involve research, literacy, and technology skills. She also attends department meetings as needed. In addition, the LMS also works with the staff in the following ways:

- LMS is a member of Program Council, a group that consists of building administrators and CILs
- All staff meet with LMS prior to research units
  - LMS works with teachers and then creates pathfinders for specific research units; pathfinders are published on the LLC (library learning commons) homepage.
- LMS meets with CILs for English, social studies, and science to plan units and lessons to best integrate information literacy and technology skills
- LMS regularly attends department and co-teaching meetings with social studies
- LMS co-teaches research units in Honors Bio, AP Bio, Honors Chemistry, World Studies, Modern World Studies, AP US History, Spanish 4, English 12, Drawing, Advanced Drawing, and Health
- LMS administers assessment and gathers data to help inform instruction of research skills using TRAILS (Tools for Real-time Assessment of Information Literacy Skills)
  - This data is then used when creating units for specific courses
- LMS could be available to meet with teachers during collaborative planning time
  - Full-time library aide allows the LMS to meet with teachers outside of the library during the school day
- Teachers are assigned to the library as a duty, which allows for the flexibility to be collaborative with the LMS



**Request**

Increase opportunities for special education students to integrate into mainstream and heterogeneously grouped courses

**Response Status:** Completed

The school and district have made inclusion a priority this year. Inclusion is a standing agenda item at all monthly district leadership meetings in the 2017-18 school year.

At the beginning of this year, freshmen that were assigned to direct classes in math, English, and social studies were carefully examined. As a result, one student was moved out of direct social studies into a mainstream world studies course with paraprofessional support. In addition, one of the direct English classes meets during the same period as the mainstream journalism course, and students were integrated into the journalism class at various points during the semester. As we look into scheduling for 2018-19, we plan to look for more opportunities such as this to increase the opportunities for these students to integrate into mainstream courses.

Special education students are integrated into mainstream courses as much as possible. The large majority of special education students are enrolled in all mainstream academic courses and electives and have special education classes such as learning strategies or reading strategies as indicated by their IEP. A few special education students spend all of their time in the building in the self-contained community classes. Still, others are primarily in direct classes, but also take mainstream courses such as concert choir, television production, crafts, physical education, environmental science, and music theory. The school takes a flexible approach to scheduling, and PPTs work to integrate special education students into mainstream courses to the maximum extent appropriate for each student.

In order to support special education students in mainstream courses, the school offers co-taught (subject area teacher and special education teacher) sections in chemistry, American studies history, and American studies English. In addition, paraprofessional support is provided in three sections of algebra 1, one section of biology, two sections of English 9, one section of chemistry, two sections of English 10, three sections of geometry, two sections of modern world studies, one section of environmental science, two sections of American government, one section of American studies history, and one section of American studies English.

# Interim Report Questions

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**SECTION III Section III: Briefly describe any substantive change with a negative impact on the school's ability to meet any of the Standards which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy can be accessed here: [CPSS Substantive Change Policy](#)**

NA

**SECTION IV Section IV: Cut and paste a copy of the school's current statement of core values, beliefs, and learning expectations (or upload the document in "Add Files") and describe the process used to review and, if necessary, revise the core values, beliefs about learning, and learning expectations.**

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

Weston High School is committed to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in the twenty-first century.

### **We believe that effective teachers:**

- Create opportunities for intellectual risk-taking, collaboration, problem-solving, and application of classroom learning to real-life situations;
- Implement strategies that promote ownership of learning to students;
- Design instruction to integrate a variety of innovative technological tools and resources to enhance learning;
- Demonstrate ongoing professional growth in order to increase the quality of instruction;
- Collaborate with colleagues to share and discuss exemplary practices, interpret student performance data, and design assessments that promote twenty-first century skills.

### **We believe that successful students:**

- Communicate in a meaningful way for a variety of purposes and audiences;
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural medium through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems;
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.

### **Our Social and Civic Expectations are to:**

- Make positive choices related to physical and mental wellness;
- Be informed, responsible citizens who contribute to the global community in a collaborative, inclusive and respectful manner.

**SECTION V Section V: Cite specific examples of how the core values, beliefs, and learning expectations have been used to guide decision-making, particularly as it relates to curricular processes, instructional strategies, and the assessment of student learning.**

Weston High School has a consistent system for checking instructional practices and student performance against stated core values, beliefs, and learning expectations. The state mission and vision of the school establish the expectations for this element. [The action plan](#) (please click on link to access) for the school year (there is a new one developed each year by the administrative team and department CIL's) includes goals for all departments. These goals guide instructional practices which are measured by student performance.

The school engages in instructional coaching training with the organization from Acton, Massachusetts, Research for Better Teaching. All CILs participate in professional development to acquire the skills which will be delivered to the departments teachers. The department and the teachers will develop year long goals that include SLO's (Student Learning Objectives) that focus on student actions that are measurable. In addition, these goals align with the schools Action Plan.

The school engages in midterm analysis for all department learning expectations achievement. Prior to the analysis, department teachers calibrate scoring of the midterm assessments to ensure consistency in scoring. Some of the outcomes measured include Analysis, Presentation, Problems Solving, Writing measurements, as well as Physical and Mental Awareness. This analysis ensures alignment with school-wide rubrics which in turn are aligned with the school action plan. Assessment items are evaluated by their level of questioning to ensure application, synthesis, and evaluative components of instructional expectations. With the assistance of the administrative team, CIL's with discuss the analysis results with the department teachers.

**SECTION VI Section VI: Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.**

See the report for our achievements and strengths.

**SECTION VII Section VII: Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's curriculum, instruction, assessment, services, personnel, facilities, finances, school climate, educational media technology, and/or community support and involvement. If there have been no new restructuring or reform efforts, please write a statement to that effect.**

There has been no school restructuring or other reform initiatives that have not been reported previously.

**SECTION VIII Section VIII: Provide a brief description of the school's Follow-Up Program since the Two-Year Progress Report was submitted. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.**

Curricular Instructional Leaders from all subject areas, the library media specialist, the director of school counseling, and the building administrators meet for one hour every eight school days to review practices and to ensure that we are meeting the needs of all students. This work is evidenced in the school action plan.

The action plan is designed not only to ensure our high levels of student achievement but to hone in on specific goals at our school. Our teachers continuously reflect and revise their instructional practices based on student performance. Our collective commitment is to every student, in every class every day. In this way, all WHS students leave our district prepared for their preferred futures.

Members of this committee include:

Lisa Deorio, Principal

Juliane Givoni, Assistant Principal

Matt Filip, Assistant Principal

Storm Snaith, LMS

Meredith Starzyk, Director of School Counseling

Jamie Charles, Science/Technology 6-12 Curriculum Instructional Leader (CIL)

Christine Cincotta, English 6-12 CIL

Christina Conetta, SS 6-12 CIL

Mercedes Fernandes, WL K-12 CIL

Sydney Girardi, Fine Arts K-12 CIL

Elizabeth Morris, Performing Arts K-12 CIL

Patty Powers, Physical and Health Education K-12 CIL

Janine Russo, Math 6-12 CIL

<b>SECTION IX Section IX: Statistical Data Sheet</b>
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School: Weston High School

Principal: Mrs. Lisa Deorio

City, State: Weston, CT School Telephone: (203) 291-1600

E - MAIL Address: LISADEORIO@WESTONPS.ORG FAX Number: (203) 291-1603

Dates of Evaluation: Initial Visit: April 2013; Two-Year Report: October 2015; Five-Year Report: May 2018

Grades: 9-12 School Enrollment: 777 at time of the evaluation

Grades: 9-12 School Enrollment: 808 at present time

Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

0% 2017

0% 2016

.5% 2015

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** August 27, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Graduation Tent Accountability

**Submitted by:** William McKersie

**Document Summary/Purpose and/or Recommended Action:**

**Update to the Board of Education on expenditures for the June 2018 Graduation and positive balance against total of private donations.**

For more Board of Education Meeting and Committee Meeting Information, visit:  
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



Weston Public Schools  
Office of the Superintendent  
William S. McKersie, Ph.D.

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## MEMORANDUM

To: Weston Board of Education  
Date: July 25, 2018  
Subject: Final Report on Graduation 2018 Tent Expenditures

### Background

On May 11, Lisa Deorio and I sent a memo to all Class of 2018 students and families announcing the approval of private donations to cover the cost of the graduation tent. The memo listed the budget for the use of a graduation tent. The memo also stated that a final reporting on the cost of the graduation tent and the use of funds would be reported to the BOE, and thus the WPS community, at the July 2018 BOE Meeting. (A copy of May 11, 2018 Memo is attached.)

### Final Expense Report

Richard Rudl has compiled the final expenses for the use of the graduation tent. The detailed explanation is found in the attached memo (July 23, 2018). As noted, there is a positive balance of \$372. The plan is for Lisa Deorio to coordinate with tent donors in August-September 2018 on the use of the extra funds. I anticipate a final decision by the end of September 2018.

I look forward to discussing this matter with the BOE at the July 30, 2018 BOE Meeting.

### Attachments:

Class of Notice of Graduation Venue Final 051118  
Graduation Accounting Memo Rudl 072318

July 23, 2018



To: William McKersie, Ph.D., Superintendent of Schools

From: Richard Rudl, Director of Finance & Operations

Subject: Graduation Expenses

The memo dated May 11, 2018 from Superintendent Dr. William McKersie outlined the required amount needed to fundraise to provide a graduation tent for the class of 2018. The amount fundraised was \$21,500, which provided a budget for the following items:

1. Tent (Set-up, take-down, lighting, etc)	\$15,500
2. Overtime Cost for Security, Custodians, Site Preparation, clean up)	\$3,200
3. Contingency (15%)	\$2,800
<b>Total:</b>	<b>\$21,500</b>

Now that graduation is complete and we are in the process of finalizing the FY 18 financials, below is a breakdown of the actual cost compared to budget:

<b>Item</b>	<b>Cost</b>	<b>Budget</b>	<b>Surplus/Overage</b>
Graduation Tent	\$15,385	\$15,500	\$115
Overtime, Police Presence and Fire Duty	\$3,307	\$3,200	<b>\$(107)</b>
Contingency:			
Tent Monitoring	\$2,111	\$2,800	\$364
Additional Weston Police Officer	\$325		
Subtotal:	\$2,436		
<b>Total</b>	<b>\$21,128</b>	<b>\$21,500</b>	<b>\$372</b>

The balance remaining is \$372 from the donation.



May 11, 2018

TO: Students and Families for the Class of 2018

FROM: William S. McKersie, Ph.D., Superintendent, and Lisa Deorio, Principal

RE: Graduation Venue – Will Allow Private Funding for the Tent

**Graduation 2018**

Many students and families over the past two weeks have expressed questions about not having the tent as the venue for graduation for the Class of 2018. The Superintendent’s decision not to use a tent was because of a severe financial shortfall in this fiscal year, and the need to protect against such a shortfall next year. The tent became a necessary, but painful, reduction in budget cutting that has had to occur to protect and preserve the highest priority curricular and co-curricular programs and opportunities we provide Weston students.

While most students and families have understood the financial necessity of the cut, many have asked why private donations could not be used to pay for the tent. **After carefully considering the range of points raised in meetings, phone calls and multiple emails, the Superintendent has decided to allow the tent to be paid for by private donations.**

We have determined that, we can provide the Class of 2018 a commencement under the tent for the cost listed below. The firm which has provided the tent and all associated services in the past has made itself available. However, we have to make a full and final financial commitment to the firm no later than Friday, May 18, 2018. Thus, the challenge is that all funds must be raised and submitted to the Superintendent’s Office **no later than Friday, May 18** in the form of a single, certified bank check. **The required amount is \$21,500:**

1. Tent (Set-up, take-down, lighting, etc.)	\$15,500
2. Overtime Costs for security, custodians, site preparation and clean-up	\$ 3,200
3. Contingency (15%)	\$ 2,800
<b>TOTAL</b>	<b>\$21,500</b>

Donations and gifts must be made to a *GoFundMe* account. Several parents have volunteered to manage the process for the high school. We will send the *GoFundMe* link to all senior families over the weekend. Please note that there will be **no special provisions, services or opportunities provided in exchange for gifts or donations.** A final reporting on the cost of graduation and the use of funds will be reported to the BOE, and thus the full WPS Community, at the July 2018 BOE Meeting.

**Future Year Graduations**

Private funding for a graduation tent will have to be the practice for the foreseeable future. The Weston Public Schools cannot afford to pay for a tent. Henceforth, a Graduation Committee (chaired by the WHS Principal, with staff, PTO and student representation) will be established in the fall of each school year to make all plans for commencement, including the recommendation on venue (i.e., tent, football stadium, gym, or other location). If the tent is the chosen venue, private funding will be required. The final decision would still be made by the Superintendent and WHS Principal, based on the Graduation Committee’s multiple months of work and recommendations.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 8/27/18

**Information Only**

**Action Requested**

**Agenda Item Subject:** Summer Facilities Update

**Submitted by:** Richard Rudl

**Document Summary/Purpose and/or Recommended Action:**

**Following, please find an update of the summer projects for 2018.**

For more Board of Education Meeting and Committee Meeting Information, visit:  
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

**WESTON BOARD OF EDUCATION  
FACILITIES UPDATE  
August 27, 2018**

**2018-2019 Capital/Summer Project Update**

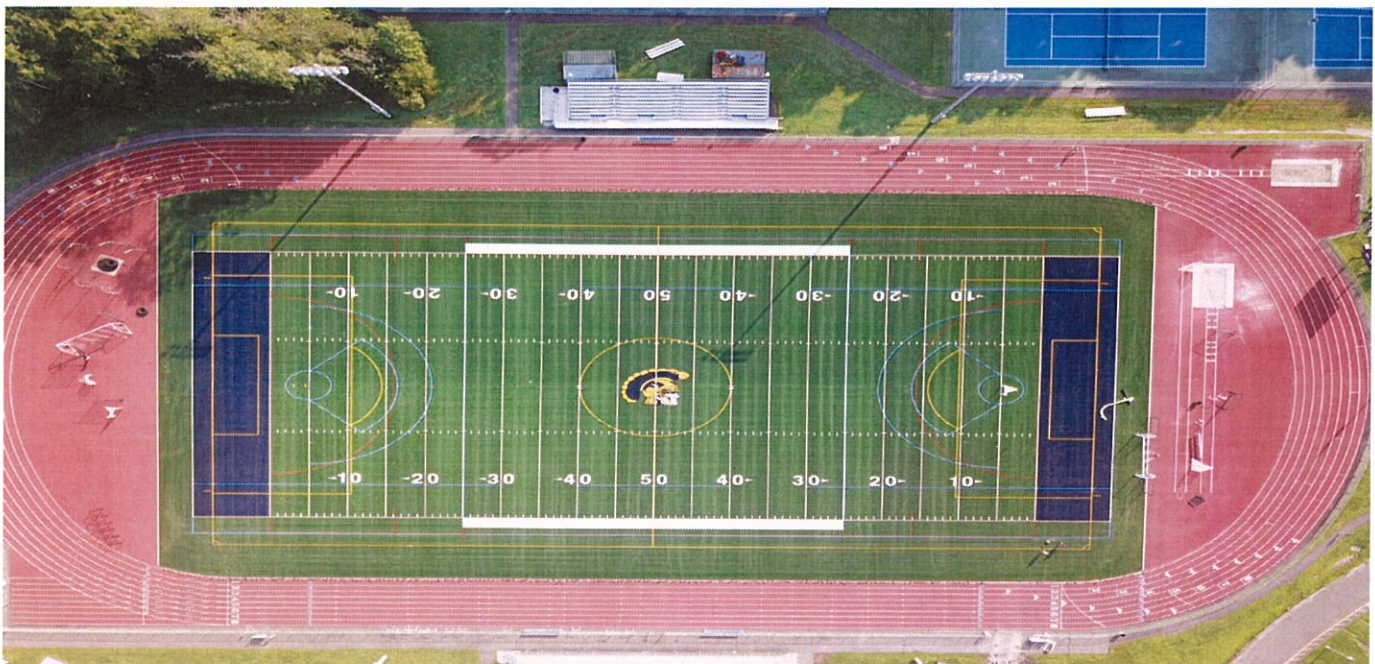
**Weston High School Gym Floor**

The High School Gym Floor project was awarded to Atlantic Sports Flooring Specialists who began work on July 13<sup>th</sup> and to Advantage Electric who installed the new electrical box and provided electrical wiring services. Additional touchup work had to be completed on August 17<sup>th</sup> and 18<sup>th</sup> to the floor. The project was completed on August 18, 2018. The total cost of the project was \$27,273 against a budget of \$35,000. The project ended up coming in under budget by \$7,727.



**Weston High School Turf Field Replacement**

The Turf Field Replacement project was awarded to Sprint Turf who began work on July 6<sup>th</sup> when removal of the old field began. On July 16<sup>th</sup> the new turf field began being installed. The project was completed on August 13<sup>th</sup>. The total cost of the project was \$524,540 against a budget of \$575,000. The project ended up coming in under budget by \$50,460.





### **Weston High School Soccer Field Camera Installation**

The wiring for the camera installation was completed on July 10<sup>th</sup> with the scoreboard pole installed on August 18<sup>th</sup>. The tentative installation of the camera is August 25<sup>th</sup>.

### **Weston High School Gym Camera**

Installation of the gym camera is tentatively set for September 30<sup>th</sup>.

### **Weston Middle School Cafeteria Renovation**

The Middle School Cafeteria renovation began on July 9<sup>th</sup> and included redesigning the kitchen, serving area, and check-out lanes for students, as well as new circular tables. In addition, the walk-in freezer previously located outside of the school was relocated inside, adjacent to the kitchen. The project was completed August 22<sup>nd</sup>.





## **Weston Intermediate School Knee Wall**

Work began on June 26<sup>th</sup> by Silktown roofing. On July 18<sup>th</sup> the Building Inspector approved the installation of the wall fasteners to secure the knee wall and the project was completed on August 16<sup>th</sup>. There is a Building Committee Meeting on August 29<sup>th</sup> to discuss the completion of the project.



## **Alertus Installation**

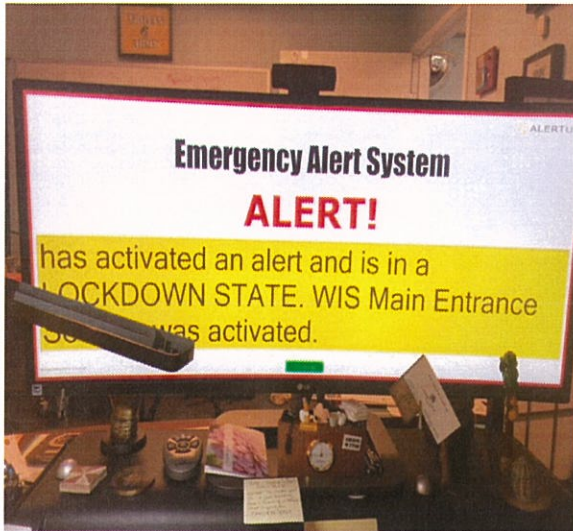
Alertus installation began the week of June 25<sup>th</sup> with the wiring of all alert beacons and panic buttons. Preliminary testing of Alertus was conducted Saturday, August 11<sup>th</sup> by Joe Olenik, Craig Tunks, Jason Quick, Mike DelMastro and myself. Additional testing was conducted on Saturday August 18<sup>th</sup>.

Assistant Principals and Security Specialists were demoed the Alertus system on August 21<sup>st</sup> in advance of the school by school demonstration for staff on August 23<sup>rd</sup>.

The Alertus communication and roll out plan was developed and discussed with building leadership on August 17<sup>th</sup> with a staff wide communication sent out August 23<sup>rd</sup> as well as a comprehensive power point for staff at convocation which included video, pictures and a description of the new system.

Given it is a new system and students and staff will need time to become accustomed to the system, we have initiated a school wide testing schedule of four minute drills for staff to become accustomed to the sound and appearance of Alertus. This testing demonstration went well and we initiated lockdown tests as well as corresponding secure school tests for each school.

In order for students (specifically elementary aged students) we will be conducting a test drill in which teachers and building administrators will prepare students for the launch of Alertus and discuss what the drill means. After students become accustomed to the new system from this test drill, we will begin utilizing this system for future drills, which are scheduled, and we will report out via a SWIFT Alert Message on the completion of each drill at each school to parents and guardians once the drill is complete.



### **Raptor Visitor Management System**

Raptor was installed at all security desks and each main office as of August 16<sup>th</sup>. Procedures on the use of Raptor were reviewed and approved by building leadership at a security meeting held on August 17<sup>th</sup> by the Director of Facilities and Security. A SWIFT Alert Message was sent to families notifying them of the implementation of Raptor Visitor Management on August 21<sup>st</sup> and training was conducted for Security Specialists and Assistant Principals on August 23<sup>rd</sup>.

### **Smartboards**

As part of the smartboard refresh cycle, 20 smartboards were installed this summer with 6 at Hurlbutt, 5 at WIS, 5 at WMS, 4 at WHS. The installation of the smartboards was completed by our carpenter, John Lamonaca, and the electrical was completed by Advantage Electric. The installation was completed August 17<sup>th</sup>.

### **Sound System for Softball Field**

Wiring and sound system installation to be completed this fall.

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** August 27, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Staffing Update

**Submitted by:** Lewis Brey

**Document Summary/Purpose and/or Recommended Action:**

**Lewis Brey will be bringing in the informational handout on all the 2018-2019 certified staff hires.**

For more Board of Education Meeting and Committee Meeting Information, visit:  
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** August 27, 2018

**Information Only**

**Action Requested**

**Agenda Item Subject:** Update on Pupil Personnel Services

**Submitted by:** Michael Rizzo

**Document Summary/Purpose and/or Recommended Action:**

**Mr. Michael Rizzo, Assistant Superintendent of Pupil Personal Services, will update the Board on Pupil Personnel Services.**



**Minutes  
Facilities Committee  
June 25, 2018**

Present:

Gina Albert, Committee Member  
William McKersie, Superintendent of Schools  
Joseph Olenik, Director of Facilities

Absent:

Ellen Uzenoff, Committee Chair  
Sara Spaulding, Committee Member  
Richard Rudl, Director of Finance and Operations

Guests:

Rone Baldwin, Weston Board of Finance Member  
Richard Wolf, Weston Building Committee Member  
Dan Doak, Principal, Weston Middle School  
Dan McNeill, Weston Resident  
Tony Pesco, Weston Resident

The meeting was called to order by Mr. Olenik at 7:06 p.m.

Walk-Through of Weston Middle School to Review 10 Year Facilities Study Suggestions:

- The Committee conducted a walk-through of the middle school in order to review the improvements and repairs that were recommended by Silver Petrucelli in their 10 Year Facilities Feasibility Study. The Committee will discuss the walk-through at the next regularly scheduled Facilities Committee meeting.

There being no further business to discuss, the Committee adjourned at 8:30 p.m.

Respectfully submitted,

Andrew Galli  
Administrative Assistant to the Director of Finance and Operations

**Minutes  
Facilities Committee  
August 1, 2018**

Present:

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

Guests:

Michael Rizzo, Assistant Superintendent for Pupil Personnel Services  
Laura Kaddis, Principal, Hurlbutt Elementary School  
Pattie Falber, Principal, Weston Intermediate School  
Richard Wolf, Weston Building Committee  
John Ireland, Silver Petrucelli and Associates

Public:

Samantha Nestor, Weston Resident

The meeting was called to order by Ms. Uzenoff at 9:37 a.m.

The Committee discussed the following items regarding the three school facility study:

- The Committee reviewed the proposal from Silver Petrucelli for additional services to study the feasibility of a three school system for the District. John Ireland, from Silver Petrucelli and Associates, reported that a key factor in moving forward with the study is to first determine what is on the table; such as the bus garage, the pool, the annex. This will allow for a more comprehensive study and allow the District to explore all the options that are available. Additionally, it's important to firm up the District's educational specifications and SPED needs as they will be a strong factor in determining the feasibility of closing a school. Dr. McKersie added that programmatically the District is currently optimizing all of the available space for SPED, science, world language, music, etc.
  
- Mr. Wolf informed the Committee that the study should focus solely on District buildings, and not cover the Town, as the Town is looking to conduct their own facilities study. Dr.

McKersie suggested that Mr. Wolf's input would be helpful in drafting questions for the District's study and would welcome his input.

- The Committee recommended moving approval of the study as an addendum to the 10 year facilities study to the full Board of Education for approval.
- The next step in the process would be for Silver Petrucelli to refine their draft and then share that draft with the Committee and determine where it overlaps with the Towns facilities study. Additionally, the draft will be shared with other Administrators in the District to receive their input and questions. Dr. McKersie, Mr. Rudl and Mr. Olenik will meet with Mr. Ireland before the next Facilities Committee meeting.

The Committee discussed the following items regarding the summer projects update:

Mr. Olenik reported the following:

- Refurnishing of the gym floor at the high school was completed on July 31<sup>st</sup>.
- Replacement of the high school stadium turf field is scheduled for completion on August 10<sup>th</sup>. Additionally, Mr. Olenik will provide the Committee with background information and study results affirming the safety of turf fields.
- Repair of the intermediate school knee wall is on schedule to be completed by August 17<sup>th</sup>, and is currently under budget.
- Wiring for the installation of the high school soccer field camera has been completed, and the estimated date for installation of the field camera is August 18<sup>th</sup>, with a rain date of August 25<sup>th</sup>.
- The installation date of the high school gym camera is tentatively set for August 25<sup>th</sup>.
- The estimated completion date for the middle school cafeteria renovation is August 17<sup>th</sup>.
- The majority of the wiring and equipment mounting for the installation of the Alertus system has been completed, with the rest to be completed by August 10<sup>th</sup>. Programming for the system is scheduled to be completed by August 16<sup>th</sup>, with training on the system to be provided to Assistant Principals and Security Specialists on August 21<sup>st</sup>.
- The Raptor visitor management system has been installed at the security desks and tested at all schools. During the week of August 13<sup>th</sup>, the system will be installed in the main office of each school. Draft procedures for the use of Raptor have been created, and will be reviewed and finalized by the Assistant Principals. A message will be sent to all families prior to the start of school notifying them of the new system.

- The wiring and installation of the sound system for the softball field is scheduled to be completed by October 1<sup>st</sup>.

The Committee discussed the following items regarding the draft list of future capital projects:

- Mr. Rudl shared with the Committee a list of capital projects tentatively scheduled as the priority projects based on the facilities study conducted by Silver Petrucelli (excluding the middle school). The projects would be scheduled for completion over the next five years. Among the projects included are security initiatives (\$950,000), installation of handicap stalls in bathrooms in the high school (\$300,000), replacement of unit ventilators in the old portion of the high school (\$330,000), replacement of the air handling unit in the old gym of the high school (\$275,000) and replacing the boiler in the East House of the elementary school (\$240,000). Mr. Rudl added that he and Mr. Olenik are continuing to refine the cost estimates.

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

- The Committee approved the June minutes with minor changes.

The Committee discussed the following regarding other business:

- Mr. Olenik reported that the signage that will be placed on the Parade Ground Court path leading from the intermediate school to Parade Ground Court will be completed once the Human Resources Director returns and is able to draft the copy for it.
- Mr. Olenik reported that the Town Administrator has drafted a letter to a resident to remove bamboo plants that the resident planted as they are now growing on District property. The Town is going to remove the bamboo.

There being no further business to discuss, the Committee adjourned at 11:06 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes  
Finance Committee  
June 8, 2018**

Present:

Jacqueline Blechinger, Committee Chair  
Gina Albert, Committee Member  
Dr. William McKersie, Superintendent of Schools  
Richard Rudl, Director of Finance and Operations

Absent:

Tony Pesco, Committee Member

Guests:

Ellen Uzenoff, Weston Resident

The meeting was called to order by Ms. Blechinger at 8:18 a.m.

The Committee discussed the following items regarding the FY 2018 financial update for the period of July 2017– May 2018:

- Mr. Rudl reported a projected fund balance for FY 2018 of \$0 with encumbrances totaling \$5,970,731 against a budget of \$50,969,373 after the supplemental appropriation of \$1,061,852 which was approved by the Board of Finance.
- Mr. Rudl informed the Committee that the report reflects transfers totaling \$178,159. Of these transfers, nine are in excess of \$5,000. Among these are included \$17,815 due to the fact that the entitlement cap was changed by the State resulting in a reduction in the final Excess Cost Payment for FY18, \$14,562 to repair the chiller at the elementary school, \$12,749 to cover increased electricity costs, \$10,000 for contracted OT/PT costs, \$7,664 to cover increased heating costs, and \$7,415 for an adjustment to an encumbrance hold for unilateral agreements.
- Regarding the Internal Services Fund, Mr. Rudl reported that the current fund balance is \$1,904,681 and the negative net change is now (\$400,650). Claims for May were higher than anticipated and the same will probably be true for June as well. This is due in large part to the fact that employees are trying to make all their medical appointments before the District switches insurance carriers on July 1.

- Regarding health insurance claims, Mr. Rudl reported that there are nine employees (which is higher than usual) who are above the Individual Stop Loss (\$175,000), seven employees between \$75,000 and \$174,999, and 11 employees between \$50,000 and \$75,000.

- Mr. Rudl identified two areas which account for a total shortfall of (\$77,438). These areas include the technology lease, which was not approved by the Board of Selectmen, and the cost for additional physical therapy requirements for students. Mr. Rudl also identified some surplus areas which will be used to completely offset this deficit, including a proposed draw down on the Internal Services Fund to be repaid back over FY19, an open choice bonus, and non-resident tuition. Once these are applied, the shortfall will be negated and the projected year-end balance will be \$0.

The Committee discussed the following items regarding special education out-of-district tuition:

- Mr. Rudl reported that the current projected Special Education out-of-district tuition has increased slightly from April, and the balance is \$3.08 million. This increase is due to unilateral placements. Taking into account the transfers approved by the Board to date, and the supplemental appropriation approved by the Board of Selectmen, there will be \$67 remaining.

The Committee discussed the following items regarding the Excess Cost Grant:

- Mr. Rudl informed the Committee that the Excess Cost Grant due to Weston, without the initial entitlement cap was \$971,408 and when the 74.5% cap was implemented, the reimbursement was reduced to \$723,830. The State has since revised the cap to 72.7%, lowering again the amount due to the District to \$706,015. This resulted in a reduction in anticipated excess cost revenue of \$17,815.

The Committee discussed the following regarding and update on the science research purchases:

- Mr. Rudl reported that to date \$50,000 worth of equipment has been purchased using a combination of WEF, PTO and Title IV grants. Delivery and installation is being scheduled for this month.

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

- Due to the fact that Mr. Pesco was not available, approval of the May minutes was deferred until the next meeting.

The Committee discussed the following regarding other business:

- Mr. Rudl reported that at the end of FY19 the cleaning contract with Shamrock ends, so the District plans to go out to bid in the fall. Also, at the end of FY20 the contract with First Student expires. Replacing the chiller at the elementary school will be included in the FY20 capital budget.

- Ms. Albert inquired if any thought has ever been given to maintaining a sinking fund for repairs. Mr. Rudl reported that some districts do have a non-lapsing account for this in which they carry over surplus funds at the end of the year. However districts are not allowed to carry over more than 1% of these funds, and it must be approved by the Board of Finance. Over the past few years, the District really hasn't had any funds left over at the end of the fiscal year to carry over. The District's capital budget has averaged \$450,000 - \$475,000 over the last several years. Mr. Rudl will create a snapshot of upcoming capital expenses for the next few years.

There being no further business to discuss, the meeting adjourned at 8:59 a.m.

The next meeting will be held on September 14<sup>th</sup>.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations