



Curriculum Committee Meeting
Wednesday, January 8, 2025
9:30 AM
Remote Session

- I. Call to order
- II. Approval of December meeting minutes
- III. Curriculum Updates:
 - District Social Studies Committee Update
 - WHS Latin 3 Course Update
- IV. Fall Community Climate Survey Data - Panorama
- V. Future Meeting Topics:
 - Challenge Success Data Results
 - Computer Science Update
- VI. Adjournment

Curriculum Committee Meeting

December 4, 2024 at 9:30 a.m.

Via Google Meet

Present Committee Members:

David Felton (Chairperson), Lisa Luft

Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Meghan Conetta, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Jennifer Klein, WHS Teacher; Alex Bluestein, 3-5 ELA and Social Studies CIL; Shawna Johnson, 6-8 Social Studies CIL

1. Call to Order

The meeting called to order at 9:30 a.m.

Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meetings and David Felton reviewed the virtual meeting norms.

2. Approval of November 2024 meeting minutes

Motion Passed: Move that the Curriculum Committee approve the November 2024 meeting minutes. This motion made by Lisa Luft and seconded by David Felton.

2 Yeas – 0 Nays

3. Overnight Field Trip Request

Discussion:

- Jennifer Klein gave an overview as well as the purpose and context of the trip request to Washington D.C. The requested trip is to take place Thursday, April 3 through Sunday, April 6, 2025.
- The trip includes visits to the United States Holocaust Memorial and Museum, the African American History and Cultural Center, and several monuments in Washington D.C. The cost per student is \$870. Students seeking financial assistance can contact the high school principal.

4. Max Stossel Parent Event November 21, 2024

Discussion:

- The Weston PTO sponsored Max Stossel of Social Awakening to speak at Weston High School. He gave a presentation to students in grades 7-12 on social media, its impact on modern life and strategies on managing its pitfalls. An evening presentation specifically for parents also took place on that date. Dr. Henckel spoke on the student feedback from the assemblies as well as her perspective as a parent. Following the event, the school principals sent a link of a pre-recorded parent lecture for parents who could not attend.

5. Words in Motion: Engaging with the Literacy Journey

Discussion:

- Dr. Henckel spoke on the upcoming parent presentations on literacy in grades K-5. The presentations given by the literacy Curriculum and Instructional Leaders will take place in January. Weston Intermediate School on Tuesday, January 28 from 9:15-10:15 a.m. and Hurlbutt Elementary School on Thursday, January 30 also from 9:15 to 10:15 a.m.

6. December Holocaust Remembrance Day Events

Discussion:

- CIL Shawna Johnson spoke on the proposed events for Holocaust Remembrance day, January 27, 2025. She will be working with past speakers and will work with the Jewish Student Union to bring in other speakers such as a college professor and a rabbi for student assemblies.
- These events are for students in grades 6-12. Teachers will prepare students in grade 6 for the topic, as instruction on the Holocaust is not part of the sixth grade curriculum.

7. The Positive Psychology Read Alouds Project

Discussion:

- CIL Shawna Johnson spoke on a project that her psychology students participated in where they created storybooks for students in grades 3-5. She explained the process of creating a survey, consulting with the school psychologist, brainstorming in the classroom on storybook themes, which ultimately lead to the psychology students reading their stories to the WIS students.
- CIL Alex Bluestein spoke on the experience from the students' perspective. She reported that students consistently got the message of the storybooks. She said that the idea of a real-world audience is a great reinforcement for students to make the learning meaningful and fun. Shawna and Alex are both enthused about doing something similar with social studies.

8. Next Generation Accountability System Overview

Discussion:

- Dr. Henckel presented on the Next Generation Accountability report. This report is focused on student growth rather than only on achievement. She reviewed the 12 indicators and reported on some of the data and metrics used in the report, including the six-year graduation rate for high-needs students.
- The district report is also broken down by school. Principals work with their leadership teams to discuss areas that they need to focus on.
- Dr. Henckel spoke on the areas that the district is working on strategically such as Multi-tiered Systems of Support in ELA and math as well as the physical fitness test. CIL MaryFaith Zanghi is working on strategies to motivate students to achieve growth in areas of the physical fitness test.
- A committee member asked if the data can be drilled down to individual students so that

teachers could address their individual needs. The committee also asked how these indicators affect the district. These indicators provide another layer of guidance when reflecting on district goals and action steps.

- Principal Conetta and Principal Falber commented on some of the ways their schools use the data to inform their focus areas of improvement.
- Dr. Henckel commented on the difficult task of balancing student test fatigue with needs of the district accountability and metrics with the state mandates and timeframes.

9. Fall Community Climate Survey Data – Panorama

Discussion:

Due to time constraints, the Committee chose to table this agenda item until the January meeting.

10. Next Meeting Topics

No items were put forth for discussion.

11. Adjournment:

Meeting adjourned at 11:03 a.m.

Respectfully submitted,

June Curiano



New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

| | | | |
|--|-----------------------------------|--------------------------------------|-----------------------------------|
| School: Weston High School | | Department: World Language | |
| Name of Course: Latin 3 Honors ECE | | | |
| <input checked="" type="checkbox"/> 1 Year | <input type="checkbox"/> Semester | <input type="checkbox"/> Requirement | <input type="checkbox"/> Elective |

Credits:

| | | | | |
|------------------------------|------------------------------|---|------------------------------|-------------------------------|
| <input type="checkbox"/> 2.0 | <input type="checkbox"/> 1.5 | <input checked="" type="checkbox"/> 1.0 | <input type="checkbox"/> 0.5 | <input type="checkbox"/> 0.25 |
|------------------------------|------------------------------|---|------------------------------|-------------------------------|

This course is designed to teach the comprehension of the Latin language for reading purposes using literature from the earliest drama to late Latin, in preparation for completing the sequence of the AP Latin 4 course. Specifically, students read works from Horace, Vergil, Ovid, Catullus, Caesar, and Cicero (with emphasis placed on Caesar and Vergil) among others. There is an emphasis on the appreciation of literacy and technical devices of those authors as well as the history of times in which they wrote. ECE students will be expected to complete asynchronous assignments involving reading the Odyssey and Ovid's Metamorphoses in English, participating in online discussions, and watching short videos from UConn. **(HUM, WL)**

- *Prerequisite: Latin 2*
- *Grade of A- in Latin 2 is recommended*

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate?

Students will:

- 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 and apply skills to find solutions to authentic issues.

Research base:

Does this course fit into a current pathway or align with a future pathway? Yes, it continues the Latin sequence.

Does this replace a current course? If so, which course? Is it similar to a course we currently offer? No, it does not replace Latin 3 Honors; it is being combined with it. It is not a separate course.

Expected enrollment: 15-20

Impact on staffing - none

How will costs be covered? No costs will be involved.



Impact on scheduling: none

Training and Materials needed (Professional Learning, books, supplies, hardware, software, etc.) including cost: current resources and instructional videos provided by UConn. The teacher has already been trained.

Curriculum & Instruction Leader

Date

Principal

Date

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

[Course Module outline](#)

[Latin 3 Honors ECE Syllabus](#)

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation



UCONN CAMS 1103 CLASSICAL MYTHOLOGY / LATIN 3 H



Magistra Janice Utsogn janiceutsogn@westonps.org

Weston High School

Weston High School is committed to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problems-solvers, and inspired learners prepared to contribute to our global society.

Course Overview

Latin III Honors ECE will be fun!!! We will be focusing on three things this year - reading Latin, hands-on activities, and mythology / history. The readings, projects, and myth/history will enable you as students to understand the political and social character of Ancient Rome during the Republic and Empire. All assignments and assessments will be posted on Canvas.

Latin III Honors ECE will be combined with CAMS 1103, a course in some of the greatest stories ever told. This course is a course in classical mythology, but it involves a substantial amount of study of modern culture as well. You may have to do a few hours of extra work to expand your knowledge of modern culture in order to participate fully in discussion. This work may involve reading about modern subjects like Kim Kardashian and Superman on Wikipedia; it may also involve watching films like *Rudy*, although reading articles on Wikipedia is always an acceptable and time-saving substitute for viewing films and TV shows. Let's get excited as we challenge and even change our views of ancient mythology by encounters with films like *Star Wars*, *Harry Potter*, and artists like Mel Brooks, Marilyn Monroe, and Jennifer Lawrence.

Our year will be split into modules and a schedule for the year is attached to this syllabus. Over the course of each module, you will be viewing lectures online (from UConn), reading the *Odyssey* and the *Metamorphoses* in English, participating in team forum discussions on Canvas (in the form of a Mythomacy - more on that later), writing lab reports, class discussions, working on projects, and continuing to read authentic Latin from Eutropius, Plautus, and Pliny.

CAMS 1103 is an ongoing course at the University of Connecticut which is taught by Dr. Roger Travis, Associate Professor of Classics (he's real, go look him up). In addition to other work in class, you will be watching him as he presents lectures through online videos. So, this course is not just being taught by me, your friendly neighborhood Latin teacher, but you are taking a course that is actually being offered simultaneously at UConn!



Arnold Böcklin - ODYSSEUS UND POLYPHEM (ODYSSEUS AND POLYPHEMUS)

<http://www.sothebys.com/en/auctions/ecatalogue/2012/european-paintings/lot.8.lotnum.html>

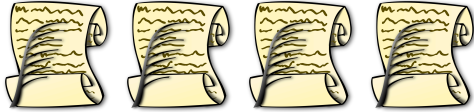
Goals / Objectives / Assessments

1. Knowledge of the stories of classical myth
 - a. Objective: Students will be able to summarize the key stories of classical mythology
 - b. Assessment: quizzes, readings in Latin, projects, re-enactments, class discussions
2. Knowledge of key interpretations of classical myth
 - a. Objective: Students will be able to summarize what the interpreters of classical myths have theorized about those myths' relation to the rest of classical culture.
 - b. Assessment: quizzes, class discussions, readings in Latin, short essays, artwork
3. Skill at analysis of myth
 - a. Objective: Students will be able to produce a solid analysis of a myth from any culture, including their own, which relates the myth to cultural truth-value.
 - b. Assessment: lab reports, mythomachies (team forum discussions), presentations, artwork
4. Knowledge of the reception of the classical myths
 - a. Objective: Students will be able to recognize the presence of the key stories of classical myth in works originating throughout the history of Western culture, from the archaic period of Greece to modern America
 - b. Assessment: mythomachies (team forum discussions), presentations, projects, class discussions

Syllabus 2025-2026

5. Applied analysis of modern culture
 - a. Outcome: Students will be able to describe forms of media in their own culture as a reawakening of ancient mythic practice.
 - b. Assessment: lab reports, mythomachies (team forum discussions), projects, presentations

Required Course Materials



- ★ Notebook /binder of some sort to take and to put notes, pens, pencils
- ★ Laptop
- ★ Latin reading handouts

Open-source texts

- ★ Homer (trans. Butler) *Odyssey* (online open-source)
- ★ Ovid (trans. Moore) *Metamorphoses* (online open-source)
- ★ Selections from Classical mythological literature (online open-source)
- ★ Wikipedia articles linked in reading Google Docs

Class Expectations

1. Be Prepared!

Attend class - 90% of life is just showing up - which is an A!!
Commit to doing all the work - the written assignments are not time consuming, but to be able to complete them well you need to do all the reading and watching!
Bring all needed materials to class.

2. Be Respectful!

If someone is speaking, listen, if you have a comment, wait your turn.
Do not use obscene, crass, or hateful language in any language...

3. Be Responsible!

Be a good steward of your time; take care of personal business before class
(restrooms, water fountain).

Most of all though - **Have fun - if you're not, let me know - I want to change that!**

EXTRA HELP IS OFFERED BY APPOINTMENT. JUST ASK!!

Grades: The World Languages Department grades everything on a point system (see below, many of you may be familiar with it). Most of my assessments are between the range of 5 to 30 points, the assignments will be broken down into these five categories. Here is how it works:

Summative Assessments (includes the major projects and written labs)*

Quizzes (includes mini projects)*

Oral Work (English and Latin)

Written Work

Standards

You will receive two grades for this course - one will be your WHS grade based on the grading scale you are used to. The second grade will be your UConn grade based on the scale below.

100-92=A, 91-89=A-, 88-86=B+, 85-82=B, 81-79=B-, 78-76=C+, 75-72=C, 71-69=C-, 68-66=D+, 65-62=D, 61-59=D-, 59-0=F.

Fine Print...

While this course is being partially conducted in the classroom, it is also partially an online asynchronous course. That means that you may choose your own schedule for completing most course activities on a short-term basis--that is, in a 72 hour period, you get to choose when to work on the course. It does not mean that you can go long periods between sessions of working on the course. Most importantly, this course thrives on discussion, and discussion requires constant attention. If you want to perform well in this course, you should at a minimum post every 72 hours in your team-forum, and post at least five times, at least three of them in response to the posts of others, for each module. All these things (posting every 72 hours, posting five times per module, and posting at least three times in reply) are recommended for a good score. Scores for discussion are capped at 70 (= C-) for students who wait until the last 72 hours (last three days) of a module to post.

Assignments must be submitted on time, except in case of documented emergency. This policy includes the required mythomachy discussions: posts in the discussion forums will not count toward your grade if made after the date when the discussion closes, which is the last day of the module. If you foresee a conflict, please inform me of it as soon as possible. Quizzes are available at any time until 11:59 pm on the final day of the module. Unlimited attempts at quizzes are allowed; only your highest attempt counts.

Community Panorama Survey Results Fall 2024

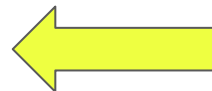
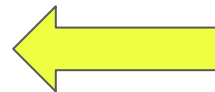
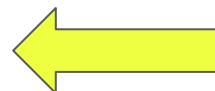
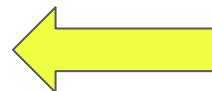
Weston Public Schools + Panorama Education

January 8th, 2025

DISTRICT CULTURE AND CLIMATE

Goal: To foster an inclusive environment in our schools where all students, educators, and families are safe, welcomed, and supported through meaningful school-wide relationships.

| ACTION STEPS | START DATE | END DATE | EVIDENCE INDICATORS |
|---|----------------------------|-----------|--|
| Implement the Panorama survey for students, teachers, staff, and families (Fall and Spring) | September/October 2024 | May 2025 | Completion of survey Analysis of data for individual buildings and district |
| Adopt CAFE Climate Policy and begin implementation of policy components during the 2024-2025 school year | December 2024 | June 2025 | Adoption of new policy Training for administrators and staff |
| Provide professional learning to staff regarding restorative practices | August 2024 | June 2025 | Convocation November PD day (Grades 6-12) |
| Provide professional learning opportunities to staff and families regarding the impact of social media on connectedness and belonging | August 2024 | June 2025 | Max Stossel <i>Anxious Generation</i> Anchor text Book study groups |
| To create a distraction-free environment that encourages positive student and staff interactions so that all members of the school community can focus on teaching and learning | September 2024 | June 2025 | School-wide Practices i.e. Yondr Pouches, decrease in cell phone violations |
| Review programs to ensure that they effectively promote respect and inclusivity among all school community members. | October 2024 ¹² | June 2025 | Advisory programs, activities and presentations |



Our Time Together

1

Purpose & Overview

What is the Community Survey and what does it measure?

2

Data Review

What did our community tell us about our schools' strengths and areas for support?

13

3

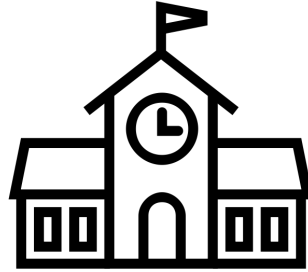
Next Steps

How will we make adjustments to our work to improve on our practices?



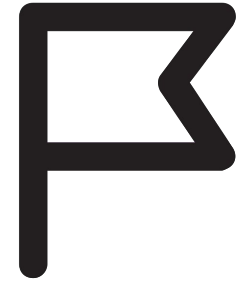
461

**Community
Responses**



4

Schools



5

Topics

| Topic | How We Define It |
|------------------------|---|
| Barriers to Engagement | Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?" |
| School Safety | Students' perceptions of their physical and psychological safety while at school. |
| School Climate | Perceptions of the overall social and learning climate of the school. |
| Learning Behaviors | Families' perceptions of their child's learning-related behaviors. |
| Family Engagement | The degree to which families become involved with and interact with their child's school. |

Survey Design Best Practices

How much did you care about other people's feelings?

Did not care
at all



Cared a little
bit



Cared somewhat



Cared quite a
bit



Cared a tremendous
amount



Positively
framed

Framed as a
question rather
than a
statement.

Middle "anchor"
answer choices
helps orient
respondents.

Answer choices
reinforce
central idea.

Individual
question part
of a larger
topic or
category.

Free responses



 [Export Responses](#)

Thank you so much for your thoughtful responses. If you have any final ideas about how to improve this school/district, please let us know in the space below.

View 127 responses about **weston, wis, boy, auto lock doors, teacher alarm buttons ...**



127/461 = 3%
Community Free Responses

Our Time Together

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18

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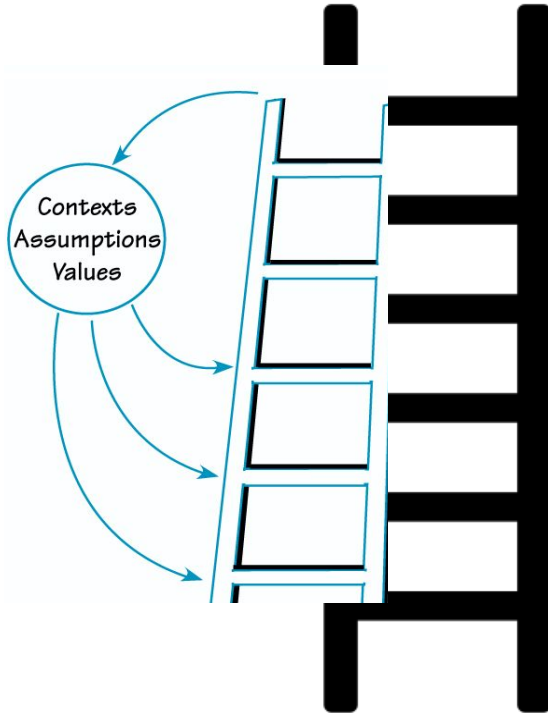
Next Steps

How will we make adjustments to our work to improve on our practices?

Diving into the Data: What do you see?



Mental Model: Ladder of Inference



I **take** action

I **update** my beliefs

I **draw** conclusions

I **make** assumptions

I **add** meaning

I **filter** data

I **observe** data








The **reflexive loop** illustrates how our mental models can influence the way we view reality and take action to support our students & teachers



Fall 2024: Weston School Community Survey



| ▲ Name | ◆ Weston School Community Survey |
|---|----------------------------------|
|  Weston Public Schools (CT) | 461 responses |
|  Hurlbutt Elementary | 118 responses |
|  Weston High School | 108 responses |
|  Weston Intermediate School | 129 responses |
|  Weston Middle School | 106 responses |

21



Weston School Community Survey

What feedback did family members have for their school?



Family Survey

461 responses | [show breakdown](#)

Save as PDF

| Topic | Percent Favorable | Compared to others nationally |
|---------------------------------|-------------------|-------------------------------|
| Barriers to Engagement <i>i</i> | 81% | 20th-39th percentile |
| School Safety <i>i</i> | 76% | 20th-39th percentile |
| School Climate <i>i</i> | 65% | 20th-39th percentile |
| Learning Behaviors <i>i</i> | 57% | 20th-39th percentile |
| Family Engagement <i>i</i> | 23% 22 | 40th-59th percentile |

Barriers to Engagement

How did family members respond to each question?

Sorted by Survey order - First to last -

- QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?

78% responded favorably
- QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?

91% responded favorably
- QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely?

96% responded favorably
- QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?

31% responded favorably
- QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: School staff seem too busy?

78% responded favorably
- QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to communicate with the school?

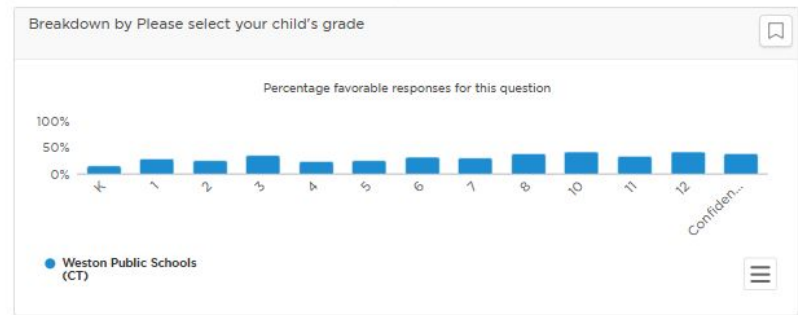
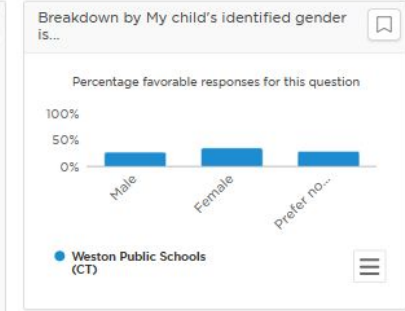
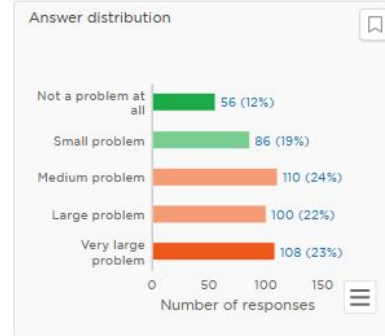
83% responded favorably



QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?

31% responded favorably



Barriers to Engagement cont.

- QUESTION **75%**
responded favorably 🔖

How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?
- QUESTION **79%**
responded favorably 🔖

How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?
- QUESTION **95%**
responded favorably 🔖

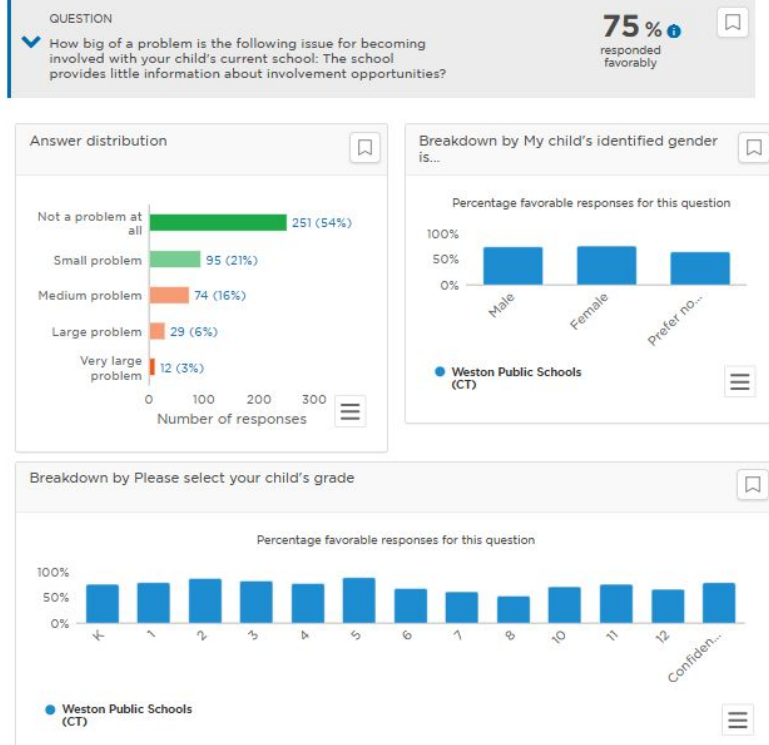
How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture?
- QUESTION **79%**
responded favorably 🔖

How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?
- QUESTION **95%**
responded favorably 🔖

How big of a problem is the following issue for becoming involved with your child's current school: Negative memories of your own school experience?
- QUESTION **91%**
responded favorably 🔖

How big of a problem is the following issue for becoming involved with your child's current school: Your child does not want you to contact the school?
- QUESTION **79%**
responded favorably 🔖

How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?



School Safety

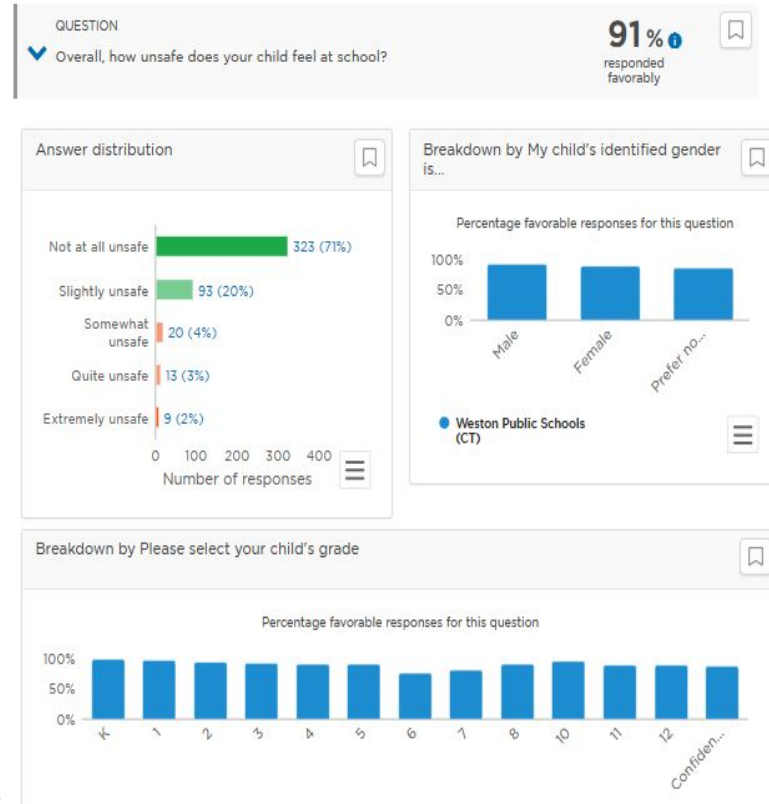
How did family members respond to each question?

Sorted by Survey order • First to last •

| | | |
|--|-----|---------------------|
| QUESTION | 54% | responded favorably |
| How often do you worry about violence at your child's school? | | |
| QUESTION | 75% | responded favorably |
| If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult? | | |
| QUESTION | 73% | responded favorably |
| How likely is it that someone from your child's school will bully him/her online? | | |
| QUESTION | 91% | responded favorably |
| Overall, how unsafe does your child feel at school? | | |
| QUESTION | 87% | responded favorably |
| To what extent are drugs a problem at your child's school? | | |



25



School Safety

76%

20th-39th percentile

School Climate

How did family members respond to each question?

Sorted by Survey order - First to last -

- QUESTION

To what extent do you think that children enjoy going to your child's school?

67% responded favorably
- QUESTION

How motivating are the classroom lessons at your child's school?

54% responded favorably
- QUESTION

How fair or unfair is the school's system of evaluating children?

58% responded favorably
- QUESTION

How much does the school value the diversity of children's backgrounds?

42% responded favorably
- QUESTION

How well do administrators at your child's school create a school environment that helps children learn?

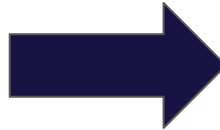
67% responded favorably
- QUESTION

Overall, how much respect do you think the children at your child's school have for the staff?

87% responded favorably
- QUESTION

Overall, how much respect do you think the teachers at your child's school have for the children?

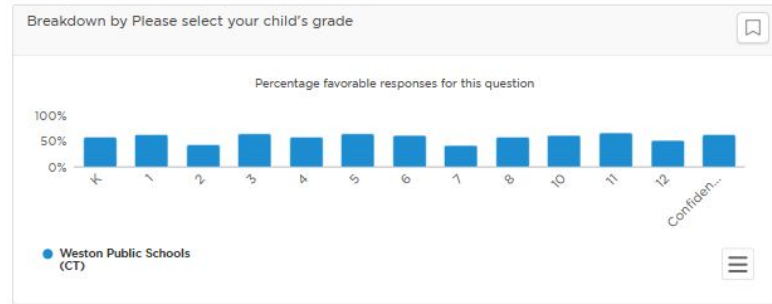
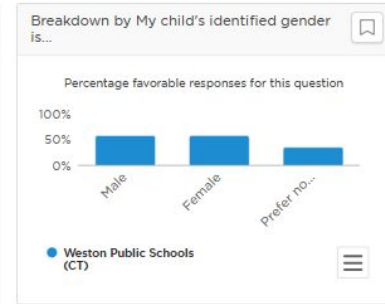
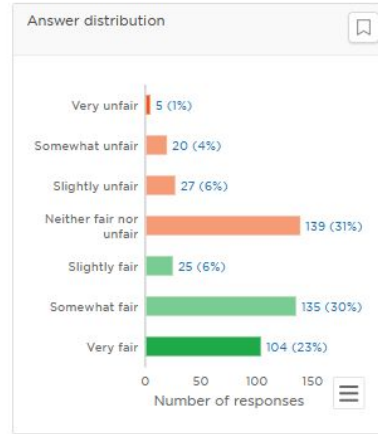
79% responded favorably



QUESTION

How fair or unfair is the school's system of evaluating children?

58% responded favorably



School Climate **65%**

20th-39th percentile

Learning Behaviors

How did family members respond to each question?

Sorted by Survey order - First to last -

- QUESTION

> How often does your child read for fun? **45%** responded favorably
- QUESTION

> How much effort does your child put into school-related tasks? **69%** responded favorably
- QUESTION

> How often does your child struggle to get organized for school? **55%** responded favorably
- QUESTION

> How motivated is your child to learn the topics covered in class? **65%** responded favorably
- QUESTION

> When working on school activities at home, how easily is your child distracted? **51%** responded favorably
- QUESTION

> On average, how well does your child work independently on learning activities at home? **57%** responded favorably
- QUESTION

> How often does your child give up on learning activities that s/he finds hard? **55%** responded favorably
- QUESTION

> In general, how well does your child learn from feedback about his/her work? **60%** responded favorably

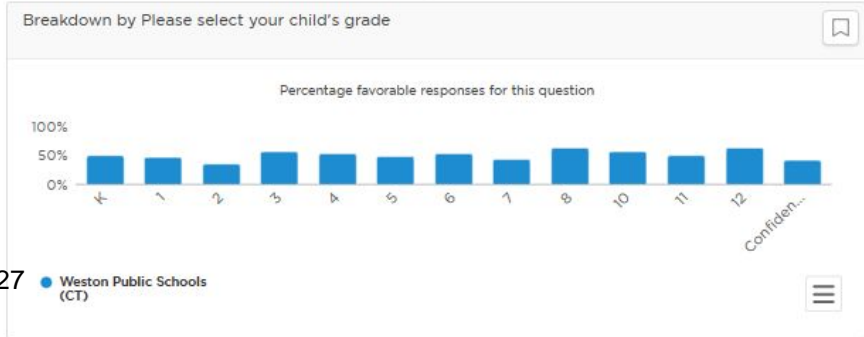
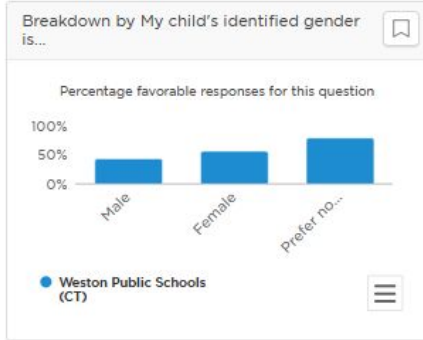
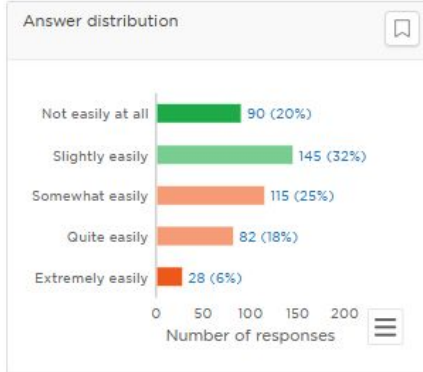


QUESTION

> How often does your child read for fun? **45%** responded favorably

QUESTION

> When working on school activities at home, how easily is your child distracted? **51%** responded favorably



Learning Behaviors **i**

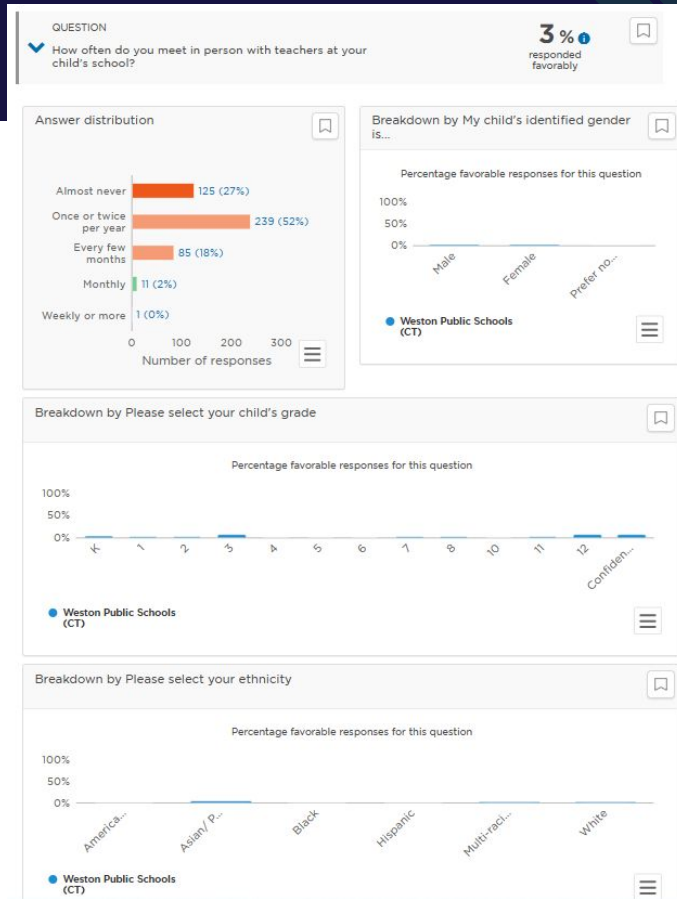
51% **20th-39th percentile**

Family Engagement

How did family members respond to each question?

Sorted by Survey order First to last

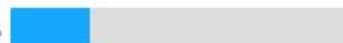
| QUESTION | Percentage favorably responded |
|--|--------------------------------|
| How often do you meet in person with teachers at your child's school? | 3% |
| How involved have you been with a parent group(s) at your child's school? | 22% |
| In the past year, how often have you discussed your child's school with other parents from the school? | 61% |
| In the past year, how often have you helped out at your child's school? | 15% |
| In the past year, how often have you visited your child's school? | 23% |
| How involved have you been in fundraising efforts at your child's school? | 13% |



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Family Engagement **1**

23%



40th-59th percentile



Family Responses

“The survey should have an option to select "n/a" for questions where we do not have an opinion one way or another. For example, I don't feel like I have any insight on "How much does the school value the diversity of children's backgrounds?".”

More After school sports options

“I would like the school to have more **security** technology/features, like **teacher alarm buttons** to alert **police** and **auto lock doors**.”

“I would love more **opportunities** to meet other parents to build community.”

“**Middle school kids** need more time for lunch and recess! They do not have enough time to eat and get outside. Its really not right for these **kids** who need the fresh air and to run around.”

“Early School Start times are Scientifically proven to adversely affect Children's health and their **ability** to learn, which negatively affects the Teachers and the school's performance. This school is harming children, to address the **bus** /transportation concerns is a liable reason to do so.”

It would be helpful is we could have parent-teacher conferences in **Middle School** ! It doesn't make sense that as the **kids** ' lives and school work get more complicated, there is no conference.

30

“I would like to see more after-school activities offered, with the option for them to last longer than the current 45 minutes to an hour. Additionally, I believe it's important to provide increased mental health support in our **schools**.”

“I love **Weston Schools!**”

“A second **bus** service for **kids** participating in after school programing on campus would be very helpful for working parents”

“Thank you for the care and effort you all put forward to ensure my son has a great educational experience. He feels connected to **Weston** because of his school experience.”

Our Time Together

1

Purpose & Overview

What is the Community Survey and what does it measure?

2

Data Review

What did our community tell us about our schools' strengths and areas for support?

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3

Next Steps

How will we make adjustments to our work to improve on our practices?

What's Next?

- Communication & Engagement:
 - Collaborate with school principals to create more flexible scheduling engagement opportunities (time of day, recorded events)
 - Directly link the [Westonps.org](https://www.westonps.org) district calendar to the principal “week aheads” to increase access and communication of all events
 - Present and analyze data with school-based climate committees to identify specific action steps
- School Safety measures and communications will be forthcoming in December. See Superintendent Barbiero’s November communications. https://www.westonps.org/361057_2 (WPS District Updates)
- Engaged students and parents on the impact of social media in our lives
 - Integrate lessons in our secondary advisory
 - Support parents to “wait until 8th” movement
 - Consider an “Away For the Day” event at WHS
 - Evaluate the impact of the YONDR pouches at WMS
- Enhance teacher knowledge and use of responsive classroom strategies in our classrooms and in our regular practices with school teams
- Continue to have our classroom teachers and CILs share resources with families about how to support and extend learning at home (reading, writing, math, science)

Thank you