

Board of Education Regular Meeting

Tuesday, June 20, 2023 6:00 PM

Remote Session

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

I pledge allegiance, to the flag, of the
United States of America, and to the republic,
for which it stands, one nation under
God, indivisible, with liberty and justice for
all

III. APPROVAL OF MINUTES

III.A. Meeting minutes from the May 8, 2023

Weston Board of Education Executive Session

III.B. Meeting minutes from the June 5, 2023

Weston Board of Education Special Meeting

(Recognition Ceremony)

IV. PUBLIC COMMENT

V. OLD BUSINESS

V.A. Weston Board of Education Policies,
Regulations, and Bylaws (second read)

V.A.a. Discussion and vote on 5113.1:

Certificate of Age

VI. NEW BUSINESS

VI.A. Recognition

VI.A.a. Discussion and approval of a WHS PTO
donation to provide furniture for the WHS Main
Lobby. This donation has a value of \$15,801.80

VI.A.b. Discussion and approval of a WHS PTO
donation to sponsor the Challenge Success
Workshop for teachers. This donation has a value
of \$9,400.

VI.B. Discussion and vote on contract and term
for Medical Advisor

VI.C. Discussion and vote on contract and term
for District Security Supervisor

VI.D. Discussion and vote on 2023-2024
contracts for Central Office unaffiliated staff;
Assistant Superintendent, Director of Finance and
Operations, Director of Pupil Personnel Services,
Director of Digital Learning and Technology, and
Director of Facilities.

VI.E. Weston Board of Education Policies,
Regulations, and Bylaws (first read)

VI.E.a. Discussion of 5113: Attendance and
Excuses

VI.E.b. Discussion on 5112: Age of Attendance

VI.F. Discussion and vote on amendments to the
2023-2024 WPS district calendar

VI.G. Discussion and vote on 2023-2024 Board of Education regular meeting schedule

VII. DISTRICT UPDATES

VII.A. Consent Agenda (new hires, resignations, retirements and transfers)

VII.B. Superintendent Update

VII.C. 2023 Academic Year in Review

VII.D. Safety & Security Update

VII.E. Pupil Personnel Services and Special Education Update

VII.F. Finance and Operations Update

VII.F.a. Discussion and vote on May 2023 Financial Report

VIII. COMMITTEE REPORTS (approved committee minutes and committee chair update, if any)

VIII.A. Communications Committee

VIII.B. Connecticut Association of Boards of Education (CABE)

VIII.C. Cooperative Educational Services (CES)

VIII.D. Curriculum Committee

VIII.E. Educational Optimization Committee (EOC)

VIII.F. Finance & Operations Committee

VIII.G. Negotiations Committee

VIII.H. Policy Committee

VIII.I. Weston Education Foundation (WEF)

IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

IX.A. The next regular session of the Weston Board of Education will be Monday, September 18, 2023 at 6:00 PM.

IX.B. Review of Pending Agenda Items for Next Meeting

X. ADJOURNMENT

Weston Board of Education Executive Session

Monday, May 8, 2023 5:30 PM
Remote Session

Present:

Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Chad Hoepfner, Bernie Kingsley, Melissa Walker. Present: 7.

Additional Attendees:

Lisa Barbiero, Superintendent of School; Phillip Cross, Director of Finance & Operations; Ed Henion, Chief of Weston Police; Matthew Brodacki; Captain Weston Police Department

- I. Call to Order, Verification of Quorum
Move that the Weston Board of Education begin the May 8, 2023 executive session. Unseconded with a motion by Ezzes, Steven.

There was a quorum. The meeting began at 5:32 PM.
- II. Discussion: matters pertaining to safety and security
- III. Adjournment
Move that the Weston Board of Education adjourn the May 8, 2023 executive session Carried with a motion by Ferraro, Sharon and a second by Walker, Melissa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea

Yea: 7, Nay: 0

The meeting adjourned at 7:39 PM.

Respectfully submitted by:

Bernadette Kingsley

Chairperson

Superintendent

Weston Board of Education Special Meeting: Recognition

Monday, June 5, 2023 7:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

Absent: Chad Hoepfner, **Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Bernie Kingsley, Melissa Walker. Present: 6, Absent: 1.

Additional Attendees:

Lisa Barbiero, Superintendent of Schools, Tina Henckel, Assistant Superintendent of Schools, Meghan Ward, WHS Principal; Dru Walters, WMS Assistant Principal; Patricia Falber, WIS Principal

- I. Call to Order, Verification of Quorum
The meeting began at 7:01 PM.
Move that the Weston Board of Education begin the June 5, 2023 Semi-Annual Recognition Meeting Unseconded with a motion by Ezzes, Steven.

- II. Pledge of Allegiance:
I pledge allegiance, to the flag, of the United States of America, and to the republic, for which it stands, one nation under God, indivisible, with liberty and justice for all

- III. Semi-Annual Recognition: Student Academic, Performing Arts and Athletic Achievements
—
Students were recognized for their academic, visual and performing arts, and athletic achievements. Certificates were presented by Meghan Ward, WHS Principal; Elizabeth Morris, CIL Music and Theater Coordinator; Patricia Falber, WIS; Dru Walters, WMS

- IV. Adjournment
Move that the Weston Board of Education adjourn the June 5, 2023 Semi-Annual Recognition Meeting Unseconded with a motion by Ezzes, Steven.

Respectfully submitted by:

Jodi Sacchetta, Board Clerk

Chairperson

Superintendent

Certificate of Age

The school will furnish a certificate of age of any student to an employer wishing to employ said student.

Students between the ages of 14 and 17 years are eligible for working papers.

All Students who live in Weston, whether or not they attend Weston High School, must have a completed Promise of Employment and submit a copy of one of the following original documents: birth certificate, current passport or driver's license.

The school will furnish the certificate.

Legal Reference: Connecticut General Statutes
10-193 Certificate of age of minors in certain occupations to-
10-94 Penalty
10-195 Evidence of Age
10-197 Penalty of employment of children under fourteen
10-198 False statement as to age

Regulation approved: October 1, 1990
Regulation revised: June 23, 2009
May/June ____, 2023

WESTON PUBLIC SCHOOLS
Weston, CT



Gifts, Grants and Bequests Approval Form

COMPLETE ONLINE FORM. PRINT, SIGN AND FORWARD TO THE SUPERINTENDENT'S OFFICE.

Gift Value:

Gifts Valued Under \$1,000: Minor gifts valued under \$1,000 require approval by the Superintendent or building principal before being accepted however, do not require formal action by the Board of Education. Minor gifts that require approval of the Superintendent.

- have an impact on the curriculum,
- introduce new programs or procedures,
- produce inequity among the schools or add equipment that would incur further costs to the school system

Gifts Valued \$1,000 to \$3,000: All gifts valued from \$1,000 to \$3,000 require approval by the Superintendent and formal acceptance by the Board of Education.

Gifts Valued Over \$3,000: All gifts valued at over \$3,000 must be approved by the Board of Education before being accepted.

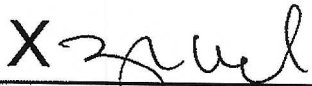
School/Building: HES WIS WMS WHS CO

Name of Donor: WHS PTO Philanthropy Fund


Value of gift(s) being donated): \$ \$15,801.80

Description:

Furniture for the WHS Main Lobby: 8 club chairs, 10 stacking chairs, 5 Rectangular Tables.
The entire student body, teachers and staff will benefit by providing additional seating and places to informally gather throughout the day.



Principal Signature



Superintendent Signature

Date: 05-17-2023

Date: 5/24/2023

Board of Education Approval

Not required

Yes (If yes, date of Board of Education Approval:

No

2022-2023 Weston High School PTO Philanthropy Request Form

Name(s): Christine Harris

Date: 5/10/2023

E-Mail(s): crizpto@yahoo.com

Cell phone: (516) 581-7474

I/we would like to request the following item(s) from the Weston High School PTO Philanthropy Fund. I/we understand that all requests must benefit the education of WHS students in order to be considered by the PTO. Please attach any additional information to help the committee with its decision.

- Furniture for the Lobby:
- 8 Club Chairs
- 10 Stacking Chairs
- 5 Rectangular Tables

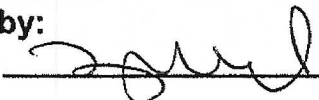
Who will benefit? The entire student body, teachers and staff by providing additional seating and places to informally gather through the day.

The amount being request is:
\$15,801.80

I/we plan to purchase these items from: WB Mason or better priced vendor

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following month. Please contact: Casey Saussy at (919-698-6570) or caseysaussy@mindspring.com with any questions.

PLEASE SUBMIT YOUR REQUEST TO THE PTO PHILANTHROPY COMMITTEE BY PLACING IT IN PTO MAILBOX IN FRONT OFFICE OR SENDING VIA E-MAIL.

Approved by:
Principal: 

Date: 5/17/23

PTO President: _____

Date: _____

Philanthropy: _____

Date: _____

Members At Large: _____

Date: _____

*** Please allow up to 6 weeks lead time. We will contact you upon review. ***



Gifts, Grants and Bequests Approval Form

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Gift Value:

Gifts Valued Under \$1,000: Minor gifts valued under \$1,000 require approval by the Superintendent or building principal before being accepted however, do not require formal action by the Board of Education. Minor gifts that require approval of the Superintendent.

- have an impact on the curriculum,
- introduce new programs or procedures,
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Gifts Valued \$1,000 to \$3,000: All gifts valued from \$1,000 to \$3,000 require approval by the Superintendent and formal acceptance by the Board of Education.

Gifts Valued Over \$3,000: All gifts valued at over \$3,000 must be approved by the Board of Education before being accepted.

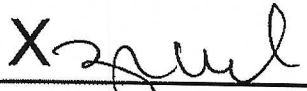
School/Building: HES WIS WMS WHS CO

Name of Donor: WHS PTO Philanthropy Fund

Value of gift(s) being donated): \$ 9,400.00 (\$8,400 program + \$1,000 travel/hotel expenses)

Description:

Sponsor Challenge Success Workshop for teachers: The Faculty and Staff Well-being Workshop of the Teaching for Engagement Workshop. Student and teachers will benefit the benefits of joy, engagement, and motivation in our teaching practices and the other looks at ways schools can support teacher well-being to continue to foster positive classroom experiences.



Principal Signature



Superintendent Signature

Date: 05-17-2023

Date: 5/24/2023

Board of Education Approval

Not required

Yes (If yes, date of Board of Education Approval:

No

2022-2023 Weston High School PTO Philanthropy Request Form

Name(s): Meghan Ward

Date: 5/18/23

E-Mail(s): meghanward@westonps.org

Voice Mail(s): _____

I/we would like to request the following item(s) from the Weston High School PTO Philanthropy Fund. I/we understand that all requests must benefit the education of WHS students in order to be considered by the PTO. Please attach any additional information to help the committee with its decision.

Sponsor the Challenge Success Workshop for teachers: The Faculty and Staff Wellbeing Workshop of the Teaching for Engagement Workshop. This is dependent on a consult with the Challenge Success team. We may also be able to pair this workshop with student and parents workshops.

Who will benefit? Student and teachers will benefit from either of these workshops. One discusses the benefits of joy, engagement, motivation in our teaching practices and the other looks at ways schools can support teacher well-being to continue to foster positive classroom experiences.

Please list any previous history regarding this request: WHS is looking to introduce the work of Challenge Success and the research out of Stanford University to help remediate the presence of community and school based pressure on our high school students. This would be a kickoff workshop as we develop this connection.

The amount being request is: \$8,400: Workshop (in person + @ \$1,000 Travel expenses including airfare, hotel & transportation.

I/we plan to purchase these items from: Challenge Success

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following month. Please contact: Casey Saussy at (919-698-6570) or caseysaussy@mindspring.com with any questions.

PLEASE SUBMIT YOUR REQUEST TO THE PTO PHILANTHROPY COMMITTEE BY PLACING IT IN PTO MAILBOX IN FRONT OFFICE OR SENDING VIA E-MAIL.

Approved by:
Principal: 

Date: 5/17/23

PTO President: _____

Date: _____

Philanthropy: _____

Date: _____

Members At Large: _____

Date: _____

*** Please allow up to 6 weeks lead time. We will contact you upon review. ***

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

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

This policy, and the accompanying administrative regulation, set forth Weston Public Schools’ expectations and requirements with regard to absences and tardiness of students. The provisions of Board of Education Policy and Administrative Regulation 5113, Student Attendance, Truancy and Chronic Absenteeism (5113), govern the Board of Education’s compliance with the provisions of state law concerning truancy.

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

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

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

These procedures can be found in the school specific handbook.

Legal References:

Public Act No. 22-47

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Connecticut General Statutes § 10-220, [10-2219\(b\), Duties of boards of education](#)

Connecticut General Statutes § 10-184, [Duties of parents, Campbell v New Milford, 193 Conn 93 \(1984\)](#)

Connecticut General Statutes § 10-186, [Duties of boards of education re attendance](#)

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

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

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

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

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

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education Memorandum, *Mental Health
Wellness Days* (January 24, 2022)

ADOPTED: September 3, 1991

July 16, 2007

March 15, 2010

June 16, 2014-

REVISED: May/June, 2023

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” at the student’s assigned school, or on a school-sponsored activity (e.g. field trip), for at least one half of the school day.
2. “Disciplinary absence” - any absence as a result of school or District disciplinary action. Any student serving an out-of-school or in-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student’s tenth (10th) absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are, with

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appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and this regulation; or
 - vi. lack of transportation that is normally provided by a District other than the one the student attends.
- c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

"Excused absence" excludes a student's engagement in (1) virtual classes, (2) virtual meetings, (3) activities on time-logged electronic systems, and (4) the completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning.

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4. "School Day" – the regular school day for all students.
5. "In Attendance" - any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.
6. "Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.
7. "Remote learning" means instruction by means of one or more Internet-based software platforms as part of a remote learning model as may be authorized by the _____ Weston Board of Education (the "Board") in accordance with applicable law.
8. "Student" - a student enrolled in the _____ Weston Public Schools (the "District").
9. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
10. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

"Unexcused absence" excludes a student's engagement in (1) virtual classes, (2) virtual meetings, (3) activities on time-logged electronic systems, and (4) the completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning.

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

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year,

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during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

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

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

D. Extraordinary Educational Opportunities

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

2. Family vacations do not qualify as extraordinary educational opportunities.
 - a. Family vacations should be scheduled to coincide with school vacations. The administration will work with families. However, the administration cannot guarantee that make-up work for extended absences will be provided prior to the absence. While The student and parent or guardian are required to notify the school of an extended absence from classes at least one week prior to the absence., the school reserves the right to deny the request that these absences be considered "excused" for the purposes of this regulation. School cancellation days (i.e. snow days) may extend the date for the last day of school or shorten planned student breaks.
 - b. Extended absences are regarded by the school as a very serious matter because such absences necessarily result in a loss to a student's instructional program. There is no way to compensate for what is missed in a class discussion or the interaction within a group. Activities such as science labs, class discussions, and speakers cannot be duplicated. Assignments related to these activities may result in lower and possibly failing grades.

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3. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the Superintendent or designee ~~building principal~~ in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the Superintendent or designee ~~building administrator~~;
 - b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
 - d. include additional documentation, where available, about the opportunity.
 4. The building principal shall provide a response in writing and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity; and
 - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
 5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
 6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.

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

E. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. Until June 30, 2023, a student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school District office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. Beginning July 1, 2023, a student who is eighteen (18) years of age or older may withdraw from school. Such student shall personally appear in person at the school District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided such student with information on the educational options available in the school system and community.
4. Beginning July 1, 2023, a student seventeen (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the school District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information

on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.2 or E.4, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section E.2 or E.4, above) seeks readmission within ten (10) school days of the student's withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

G. Determinations of Whether a Student is "In Attendance":

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

H. Procedures for students in grades ~~K-8~~K-12

1. Notification

- a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades ~~K-8~~K-12 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.
- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades ~~K-8~~K-12. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal ~~for designee~~ shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Multiple attempts will be made ~~Reasonable efforts shall include two (2) attempts to reach the parent or other person via the contact information provided, at the telephone number provided by the parent or other person.~~ Such attempts are automatically logged in a digital format shall be recorded on a form provided by the Superintendent. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

3. Absences and Participation in Co-Curricular Activities

Except as specifically permitted by the principal, any student who is absent from school, is not in school for at least three (3)

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hours, and/or who has failed to attend at least three full classes (in the case of the high school and middle school) will not be permitted that day to participate in or attend an extracurricular activity (e.g. practice, athletic event, rehearsal, meeting or performance). If a student's absence for a day, or for a portion of the day, is unexcused, the student may not participate in any school related, athletic, and co-curricular activities until after one (1) full day of regular attendance and after the student has served any assigned consequence. Students who are serving a suspension may not participate in or attend school related, athletic, and co-curricular activities; either on or off school grounds.

Commented [7]: this was merged from 5113, i am not sure if it is still valid or accurate

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

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

1. Intervention

- a. When a student is truant, the building principal or designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The District shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non-responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2-

1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.

- d. Beginning July 1, 2023, when a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the child. “School mental health specialist” means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor or licensed marriage and family therapist.
- e. If the Commissioner of Education determines that any school under the jurisdiction of the Board has a disproportionately high rate of truancy, the District shall implement in that school a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.
- f. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the ~~building Child Study Team for other appropriate school based team~~ school-based team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. If a FWSN (Family with Service Needs) petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

i) For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the school-based team Child Study Team for other

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~~appropriate school based team~~. Upon completion of the evaluation of a regular education student, the school-based team ~~Child Study Team~~ ~~for other appropriate school based team~~ shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

ii) In the case of a student who requires or may require special education Page 9 of 10 and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write

- g. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

1. All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).
2. Teachers are responsible to maintain accurate daily attendance records and report cumulative absences. It is the administration's responsibility to follow through on all unexcused absences and determine and exercise appropriate consequences for those unexcused absences.
3. It is the responsibility of the administration to ensure that teachers accurately record student attendance in the student information system so that parents or guardians have access to their child's attendance records in a timely manner.

II. **Chronic Absenteeism**

A. Definitions for Section II

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1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year.
2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to Conn. Gen. Stat. § 10-198b and these administrative regulations.
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of students under the jurisdiction of the Board for such school year.
4. “School chronic absenteeism rate” - the total number of chronically absent students for a school in the previous school year divided by the total number of students enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the District.

If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Board has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent students, discussing school interventions and community referrals for such truants and chronically

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absent students and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Board and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, the Board shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the District as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the Board to reduce truancy in the District.

IV. Evolving State Department of Education and State Board of Education Guidance

The Board will comply with any and all guidance issued by the State Department of Education and/or State Board of Education regarding attendance requirements, including during periods of remote learning.

Legal References:

Public Act No. 22-47

[Connecticut General Statutes § 10-220](#)

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

Connecticut General Statutes § 10-186, [Duties of boards of education re: attendance](#)

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

- 18 -

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Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

[Conn. Gen. Stat. 10-202e, Policy on dropout prevention](#)

[Conn. Gen. Stat. 10-220, Duties of boards of education](#)

[Conn. Gen. Stat. 10-221, Board of Education to prescribe rules](#)

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

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

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

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

REGULATION APPROVED: September 3, 1991—
REVISED: July 16, 2007
March 1, 2010

- 19 -

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238844v.29

June 16, 2014
May/June , 2023

WESTON PUBLIC SCHOOLS
Weston, CT

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9/9/22

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

~~Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. For the school years commencing July 1, 2011, to July 2022, inclusive, the parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child’s withdrawal from school. For the school year commencing July 1, 2023, and each school year thereafter, a student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to [Connecticut General Statutes Section] 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child’s withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.”~~

~~In order to assist parents and other persons in meeting this responsibility, the _____ Board of Education (the “Board”) monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or eriminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or~~

~~failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.~~

____ Please provide the following information and return the completed form, signed and dated to:

Student's Name: _____

Address: _____

____ School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian E-mail Address: _____

Daytime Telephone Number* of

Other Person Having Control

of Student: _____ Relationship to Student: _____

____ *If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

Signature: _____

Date: _____

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

9/9/22



DATE

Dear Parent/Guardian of STUDENT,

I'd like to express my appreciation for your regular communication regarding STUDENT and their absences this year. I recognize that you are doing everything you can to limit STUDENT's absences. By the Connecticut General Statutes, and in accordance with Board of Education policy and regulation 5113.2, I am required to inform you of your student's absenteeism data. Absenteeism guidelines are provided by the Connecticut State Board of Education. This data is collected by the State of Connecticut and is reflected in Weston's Next Generation Accountability reporting system.

As of DATE, STUDENT has # of absences this year. For the tenth absence of the year and every absence thereafter, in addition to calling our attendance line, documentation is required as follows. (A complete list of required documentation can be found in the full policy located on the district website.)

- Student illness (To be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length. Students sent home by our nurse will be excused).
- Student's observance of a religious holiday (no documentation required).
- Death in the student's family (no documentation required).

Please note that routine medical appointments are not an excusable reason. In addition, you do not need to provide additional information/documentation for the first nine absences – this requirement applies only to absences from this point forward. Additional information regarding the attendance policies and school expectations can be found in the student handbook and is posted on our website.

Weston prides itself on providing educational excellence through a challenging and rigorous instructional program. There is a direct and positive relationship between school attendance and student achievement, as regular and punctual student attendance in school is essential to the educational process.

If you have questions or concerns about these requirements, please do not hesitate to contact me.

Sincerely,

NAME
TITLE

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Commented [9]: this form is autogenerated and sent through PS after communication has been made to parents

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| _____
| CC: Student Cumulative File

**UNEXCUSED ABSENCES
DOCUMENTATION LOG**

Date

School

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School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*	Excused or Unexcused	Reason Absence is Excused or Unexcused
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____		

* No answer = N


-Left Message = LM
-Notification made = NM
7/26/17



Weston Public Schools

Board of Education

Extraordinary Educational Experience Request Form

Pursuant to guidelines from the Connecticut Department of Education, the  **Weston** Public Schools will consider certain extraordinary educational experiences to be excused absences. In order for an experience to qualify as an extraordinary educational experience, the opportunity must be educational in nature and must have a learning objective specifically related to the student’s coursework or plan of study. It is important to note that not all memorable and/or life experiences are considered extraordinary educational experiences for the purpose of an excused absence. In order to qualify, the experience must be an opportunity not ordinarily available to the student. The experience must be grade and developmentally appropriate and the content of the experience must be highly relevant to the individual student. Whether an experience fits the requirements of an extraordinary educational experience for the purpose of an excused absence is a determination within the discretion of the building principal or designee.

To request consideration of an experience as an extraordinary educational experience, the following form must be filled out, signed by the parent and student, and returned at least five (5) school days in advance of the date of the opportunity. Please note that approval is not assured. Approvals are awarded on a case-by- case basis and are based on a number of factors. An experience approved for one student does not guarantee that it will be approved for others.

Name of Student: _____ Today’s Date: _____

Title of Educational Opportunity:

Please describe the learning objective of the educational opportunity and how the objective is linked to the student’s coursework or plan of study (you may attach additional sheets):

Date(s) of educational opportunity:

Dates and total number of days of planned absence:

Signature of Parent _____

Signature of Student _____

For Office Use Only. Received by _____ on _____. Approved? Yes/No By _____.

7/29/21

MODEL FORM



{Board of Education/School

Letterhead}

Weston Public Schools

SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 5 OR 6)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school. Section 10-184 further provides that a parent or person having control of a child age five (5) shall have the option of not sending the child to school until age six (6), and a parent or person having control of a child age six (6) shall have the option of not sending the child to school until age seven (7). A parent or person having control of such child who is seeking to elect this option must appear in person at the school district offices and sign this option form.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child
a child who is age five/six (circle appropriate age), and I elect not to send my child to school until the age of six/seven (circle appropriate age). I understand that this option is effective for only one (1) school year. By signing, I understand that if my child is currently age five (5) and I wish to elect next school year not to send my child to school, I must reappear at the school next year to elect this option. I further understand that if my child is currently age six (6), I am required by Section 10-184 to send my child to the public school, or demonstrate that the child is "elsewhere receiving equivalent instruction in the studies taught in the public schools," when the child turns seven (7).

Signature: _____ Date: _____

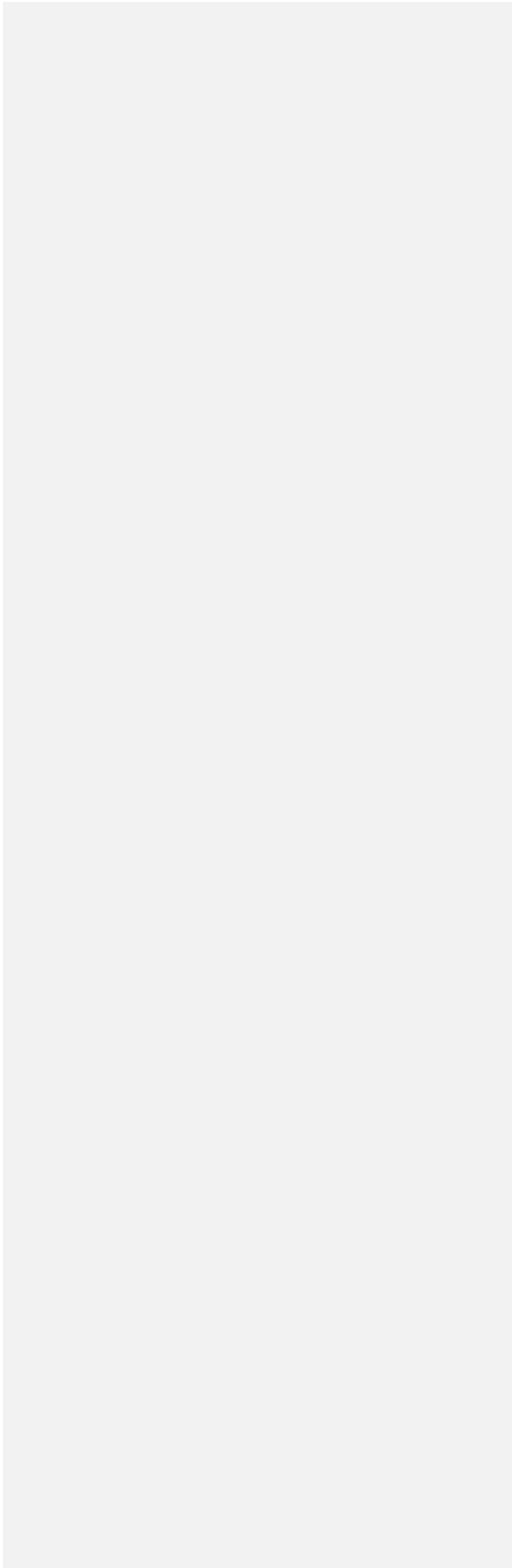
School Personnel Use Only

|

€ Parent/person in control of
has been provided with
opportunities in the school



child appeared in person and
information on the educational
system.



|



MODEL FORM

~~{Board of Education/School~~

~~Letterhead}~~

~~SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)
[Note: This form should only be used through the 2022-2023 school year.]~~

~~Name of Child: _____ Date of Birth: _____~~

~~Address of Child: _____~~

~~Name of Parent(s): _____~~

~~Address of Parent(s) (if different from child): _____~~

~~_____~~

~~In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.~~

~~Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor, school counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.~~

~~I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child~~

~~a child who is seventeen years of age, and I consent to my child's withdrawal from school. I have personally appeared at the school district office and received information on the educational options available in the school system and community for my child.~~

~~Signature: _____ Date: _____~~

~~School Personnel Use Only~~

~~€ Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.~~

~~Signature: _____ Date: _____~~

~~Title: _____~~

~~10/10/21~~



MODEL FORM



[Note to districts: Connecticut provides that, for the school year each school year thereafter, a age or older may withdraw from conditions. This form may be older who wish to withdraw from 2024 school year.]



General Statutes Section 10-184 commencing July 1, 2023 and student who is eighteen years of school, subject to certain used for students age eighteen or school beginning with the 2023-

Weston Public Schools~~[Board of Education/School Letterhead]~~

SCHOOL ATTENDANCE OPTION FORM (STUDENTS AGE 18)

Name of Student: _____ Date of Birth: _____

Address of Student: _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that, for the school year commencing July 1, 2023 and each school year thereafter, a student who is **eighteen (18) years of age or older** may withdraw from school. Such student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such student with information on the educational options available in the school system and in the community.

Withdrawal from School by Student Age 18 or Over

I, _____, am a student of at least eighteen years of age,
Name of student

and I hereby withdraw from school. I have personally appeared at the school district office and received information on the educational options available in the school system and community for me.

Signature: _____ Date: _____

School Personnel Use Only



€ Student appeared in
with information on the
school system and community.

person and has been provided
educational opportunities in the

Signature: _____ Date: _____

Title: _____

10/10/2021

MODEL FORM



Weston Public Schools ~~Board of~~

~~Education/School Letterhead~~

SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)

~~*[Note to districts: Connecticut General Statutes Section 10-184 provides that, for the school year commencing July 1, 2023 and each school year thereafter, the parent or guardian of a student who is seventeen (17) years of age or older may withdraw such child from school if the parent or guardian consents to the student's withdrawal and simultaneously enrolls the child in an adult education program. In accordance with these requirements, the district may use this form beginning with the 2023-2024 school year.]*~~

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school if they simultaneously enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.



I, _____, am the _____ parent or person having control
of, _____,
Name of parent or person Name of child

a child who is seventeen years of age. I hereby withdraw my child from school and attest that, upon my child's withdrawal, I will enroll my child in an adult education program pursuant to Connecticut General Statutes Section 10-69. I have personally appeared at the school district office and received information on the educational options available in the school system and community for my child.

Signature: _____ Date: _____

School Personnel Use Only

€ Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

10/10/2021

Ages of Attendance

According to Connecticut General Statutes 10-186 the board of education shall provide education for all persons five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. According to Connecticut General Statute 10-76d(b2) special education will be provided for children who have not attained school age who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Students under age eighteen are subject to mandatory attendance laws unless they are at least seventeen and their parent/guardian, or other person having control of the child, consents to such child's removal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a school counselor, or school administrator of the school that this district has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

The parent/guardian of any child who is denied admission to the district's schools, or an unaccompanied minor, a student eighteen years of age or older, a homeless child or youth or an unaccompanied youth who is denied schooling on the basis of residency, or an agent or officer charged with the

enforcement of the laws concerning attendance at school may request, in writing, a hearing by the Board of Education.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to the District not later than ten (10) schooldays after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

~~Parents and those who have the care of children seven years of age or older and under sixteen years of age are obligated by Connecticut law to cause any such child to attend public day school unless enrolled in parochial or independent schools, or excluded in accordance with Section 10-~~

Early Entrance Into Kindergarten

~~A child who will reach the age of five between January 2 and March 31 of the school year is eligible to be considered for early entrance into kindergarten.~~

Procedures:

- ~~1. Parents who wish their child to be admitted the following fall under this Policy must submit a letter of request to the building Principal no later than April 1 of the current school year. Following receipt of the letter, the Principal may schedule a meeting with the parents.~~
- ~~2. Upon receipt of the letter described above, the Principal will coordinate evaluation procedures with the elementary school psychologist and the school guidance counselor.~~
- ~~3. The evaluation for early admission Will include:
 - ~~a. The "Wechsler Pre School and Primary Scale of Intelligence Revised (WPPSI R) which shall be admimstered by the psychologist. To be eligible for early entrance, the child's scores must be above 130 on all scales of the WPPSI R.~~
 - ~~b. An assessment of the child's social and emotional readiness to enter kindergarten. The assessment will be conducted by the school psychologist utilizing criteria approved by the Director of Pupil Services.~~
 - ~~c. Any other supplemental testing deemed necessary by the either the school psychologist or the counselor.~~~~
- ~~4. Following the evaluation(s), the counselor and psychologist will submit to the Principal a report of their findings which will include a joint recommendation concerning the request for early entrance.~~
- ~~5. The Principal will review the report of the counselor and psychologist, make a decision regarding the child's early entrance and convey the decision to the parents in writing. If the request is denied, the Principal will offer to meet with the parents to discuss the reasons for the disapproval. If the request is approved, the parent will be made aware that information regarding class assignments will be mailed home routinely during the summer months. A decision will be made by the Principal by June 1.~~
- 6.1. In the event that the request is denied, the parents of the child may appeal the Principal's decision to the Director of Pupil Services. The Director of Pupil Services will base his/her decision on the appeal based on the results of the evaluations described in Section 3(a) 3(e) above and the report given to the Principal from the school

~~psychologist and counselor. The Director of Pupil Services' decision shall be final and shall not be subject to further appeal.~~

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in Public Schools Prohibited. School attendance by five-year olds.
10-76a-10-76g re special education
10-184 Duties of parents (re mandatory schooling for children age seven or older and under sixteen years, inclusive)
10-186 Duties of local and regional boards re school attendance. Hearing. Appeal to state board. Establishment of hearing board.
10-233a-10233f Suspension, expulsion and removal of pupils
State Board of Education Regulations.

~~Policy adopted. October 1, 1990 WESTON PUBLIC SCHOOLS~~
~~Policy Revised. June 20, 2011 Weston, Connecticut~~

WESTON PUBLIC SCHOOLS

Weston, CT



Weston Public Schools 2023-2024 District Calendar

July 4, 2023: Independence Day (district closed)
 August 24-28, 2023: Certified Staff Professional Development
 August 28, 2023: All WPS Staff Convocation
 August 24-28, 2023: Professional Development
 August 29, 2023: First Day of School
 September 4, 2023: Labor Day (no school)
 September 25, 2023: Yom Kippur (no school)
 October 6, 2023: Professional Development (K-12 early dismissal)
 October 9, 2023: Indigenous Peoples Day (no school)

November 2, 2023: K-5 Parent/Teacher Conferences (K-5 delayed opening)
 November 3, 2023: K-5 Parent/Teacher Conferences (K-5 delayed opening)
 November 6, 2023: K-5 Parent/Teacher Conferences (K-5 early dismissal)
 November 7, 2023: Election Day/Professional Development (no students)
 November 22-24, 2023: Thanksgiving Recess (no school)
 December 22, 2023: K-12 Early Dismissal
 December 25-29, 2023: Winter Recess (no school)
 January 1, 2024: New Years Day (no school)
 January 15, 2024: Martin Luther King Jr. Day (no school)

February 2, 2024: Professional Development (K-12 early dismissal)
 February 19-23, 2024: February Recess (no school)
 February 26, 2024: Professional Development (no students)
 March 13, 2024: Special Schedule - (K-5 Delayed Opening/Parent Conferences, Grades 6-8: Full day; Grades 9-12: Delayed Opening; Grade 12 Portrait of a Graduate)
 March 14, 2024: Special Schedule - (K-5 Early Dismissal/Parent Conferences, Grades 6-8: Full day; Grades 9-12: Early Dismissal; Grade 12 Portrait of a Graduate)
 March 15, 2024: Special Schedule - (K-5 Early Dismissal/Parent Conferences, Grades 6-8: Full day; Grades 9-12: Early Dismissal; Grade 12 Portrait of a Graduate)
 March 29, 2024: Good Friday (no school)
 April 15-19, 2024: April Recess (no school)

April 30, 2024: Professional Development (no students)
 May 17, 2024: Professional Development (K-12 early dismissal)
 May 27, 2024: Memorial Day (no school)
 June 12, 2024: K-12 Early Dismissal
 June 13, 2024: Projected Student Last Day (K-12 early dismissal)
 June 14, 2024: Projected Teacher Last Day
 June 14-21, 2024: Inclement weather make-up days
 June 19, 2024: Juneteenth (no school)

Scheduled Delayed Openings: WMS/WHS: 9:45 am , HES/WIS: 10:30am
 Scheduled Early Dismissals: WMS/WHS: 11:45am , HES/WIS: 12:35pm

* The graduation date will be set the first week of April. Graduation will take place on the last day of school.

NOTE: June 13 is the projected last day of school for students. There are 5 inclement weather days built into the 2023-2024 calendar. Students, parents and staff should be aware that the April vacation may be shortened if there are more than 5 inclement weather days. If necessary, the days will be used in the following order: Monday, April 15; Tuesday, April 16; Wednesday, April 17; Thursday, April 18; Friday, April 19. **The last day for staff is the day after the last day of school for students. The potential last day for staff after all inclement weather days is June 24.**

The Weston Board of Education reserves the right to modify this calendar. Approved by the Board of Education on October 17, 2022.

March 22: changed to full day of school
 April 30: changed to full day PD
 May 17: changed to half day PD

July 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2023 (21/21)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2024 (21/21)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2024 (16/17)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

	School in Session
	Professional Development
	Projected Teacher Last Day

August 2023 (3/6)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2023 (18/19)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

February 2024 (15/16)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

May 2024 (22/22)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	No School
	Inclement Weather Make-up Days

September 2023 (19/19)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2023 (16/16)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 2024 (20/20)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13*	14*	15*	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2024 (9/10)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

180 Days - Students
 187 Days - Certified Staff

Version date: 006.20.2023



WESTON PUBLIC SCHOOLS
BOARD OF EDUCATION MEETINGS
2023-2024 REGULAR MEETINGS

Date	Time	Location
Monday, September 18, 2023	6:00 PM	In-person (WMS)
Monday, October 16, 2023	6:00 PM	Remote
Monday, November 20, 2023	6:00 PM	Remote
Monday, December 18, 2023	6:00 PM	In-person (WMS)
Tuesday, January 16, 2024*	6:00 PM	Remote
Monday, February 12, 2024	6:00 PM	Remote
Monday, March 18, 2024	6:00 PM	In-person (WMS)
Monday, April 22, 2024**	6:00 PM	Remote
Monday, May 20, 2024	6:00 PM	Remote
Monday, June 17, 2024	6:00 PM	In-person (WMS)

Third Monday of the month unless otherwise noted.

*Tuesday because Monday 1/15 is a holiday

**Fourth Monday because the prior week is April Recess.

INTEROFFICE MEMORANDUM

To: Lisa Barbiero
From: Paul Rasmussen, Ed.D. - Director of Human Resources
Subject: Consent Agenda – BOE MTG 06/20/2023
Date: 6/14/2023

NEW HIRES:

- John Dickman (1.0) (Central Office) 6-12 Math Curriculum Instructional Leader, Effective August 24, 2023
- Erin Barlow (1.0) (Central Office) 3-5 STEM Curriculum Instructional Leader, Effective August 24, 2023
- Jeff Magnano (1.0) (WIS/WMS) Math Interventionist. Effective August 24, 2023
- Mark Wallace (1.0) (WMS & WHS) French and Spanish Teacher. Effective August 24, 2023
- Mayra Montalvan (1.0) (WMS) Spanish Teacher. Effective August 24, 2023
- Beth Lancaster (1.0) (WHS & Central Office) High School Biology and 6-12 Science Curriculum Instructional Leader. Effective August 24, 2023
- Ross Peebles-Brown (WHS) Head Soccer Coach. Effective August 24, 2023

RETIREMENTS:

- Phyllis Mickle (WHS) School Security Specialist. Effective June 16, 2023
- Mirella Dedrick (HES) Paraprofessional. Effective June 16, 2023
- Joana Burek (HES) Paraprofessional. Effective June 16, 2023

RESIGNATIONS:

- Sara Budde (1.0) (WMS) Spanish Teacher. Effective June 20, 2023

REDUCTION IN FORCE (RiF):

- Alyssa Lionetti (1.0 to 0.7) (HES) Health/Physical Education. Effective August 24, 2023

LEAVES OF ABSENCE:

- None

A photograph of a graduation ceremony. Graduates in blue gowns and caps are celebrating, with many caps thrown into the air. The scene is outdoors with green trees in the background.

Celebrating our 2022-23 District-wide Achievements

Board of Education Meeting
June 20, 2023



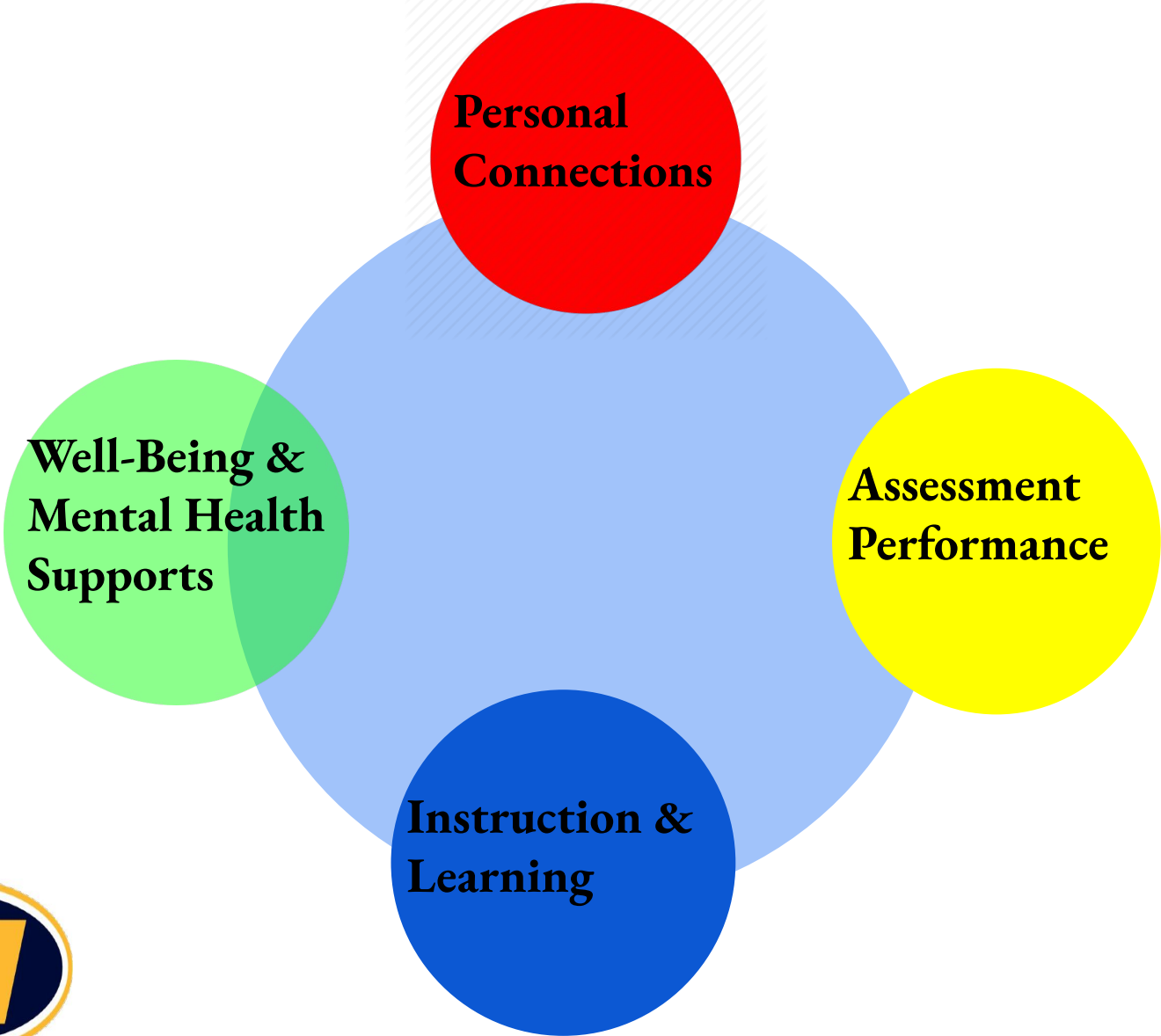
Agenda

- What does our district Spring achievement and growth data look like compared to our end of year target goals?
- How have our district and school-based action steps influenced our end of year target goals at the district and school levels?
- What are some areas that we want to focus on for next school year?





Multiple Factors to Consider



Areas of Focus

- Section 1: Academic Excellence: Curriculum and Instruction
 - [1A: Math](#)
 - [1B: ELA/Reading](#)
 - [1C: Science](#)
 - [1D: Visual and Performing Arts](#)
- [Section 2: Healthy Learning Environment](#)
- [Section 3: Technology](#)
- [Section 4: Human Resources & Finance](#)
- [Section 5: Safety and Security](#)
- [Section 6: Facilities - Future Planning - Board of ED & WPS Administration](#)

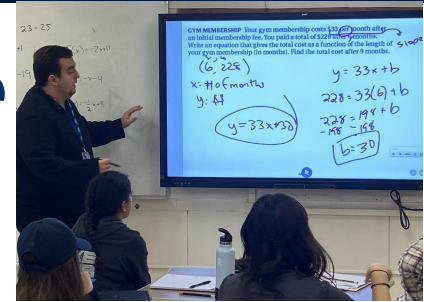


Status Towards Action Step Completion

Ready to Start	This action step is ready to commence
In Progress	This action step is currently in process and an update can be provided towards completion
On Hold	This action step has been put on hold
Completed	This action step has been completed



Section 1: Academic Excellence



1A: Math - NWEA

Goal: Ensure ALL students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they develop the requisite problem-solving skills.

Performance Target(s):

Overall:

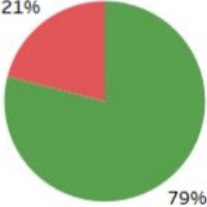
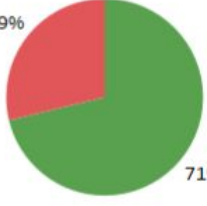
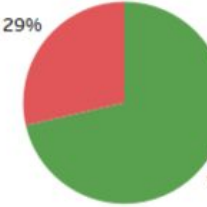
- By June 2023 a minimum of 80% of our students, grades K-2, will meet or exceed the 56th achievement percentile as measured by the NWEA Map Assessment. (New Baseline)
- By June 2023 a minimum of 75% of our ninth grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Math Assessment. (2022=72%)
- By June 2023, a minimum of 79% of our eleventh grade students will meet or exceed the College and Career Readiness Benchmarks as measured by the Math SAT scores. (3yr avg=76%)

Subgroup:

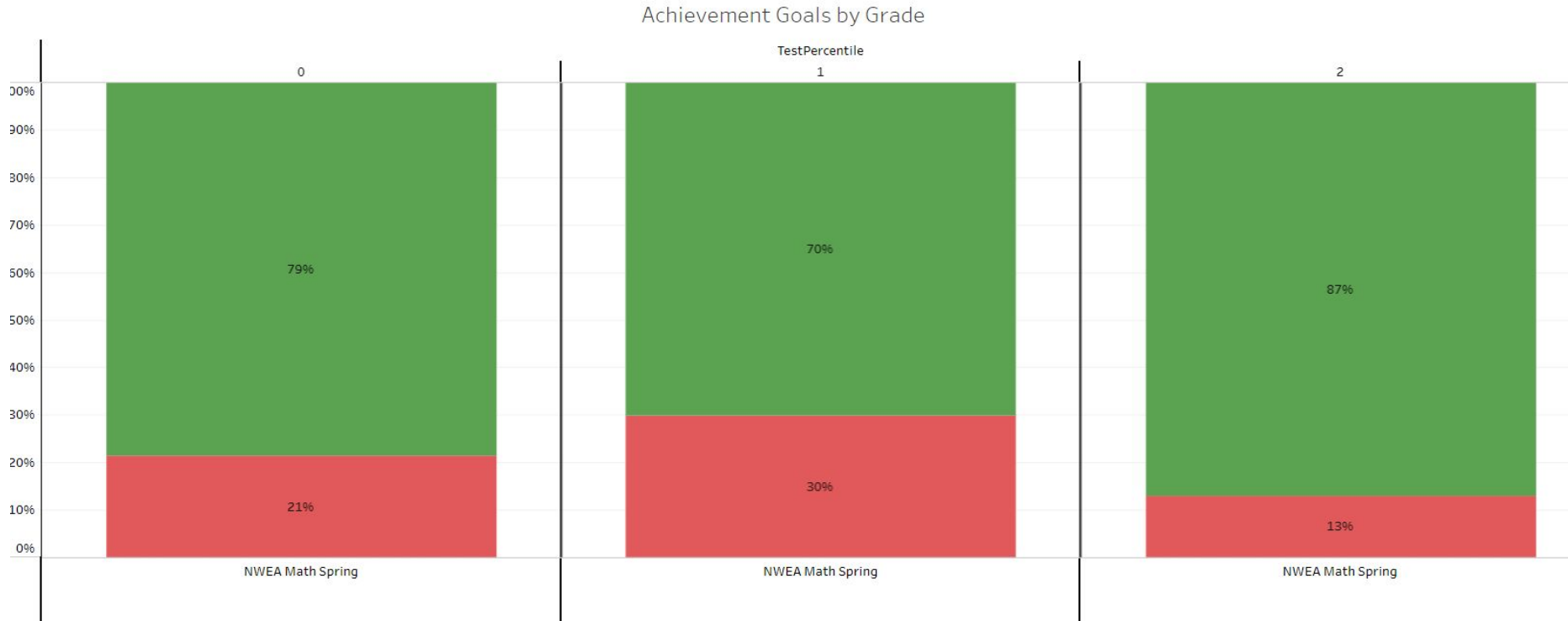
- By June 2023, 58% of students with disabilities in grades 1-9, will meet or exceed their projected growth targets from fall to spring as measured by the NWEA Map Math assessment. (2022=52%)



NWEA: Progress Towards Math Goals

Grade level(s)	Spring Performance Snapshot (NWEA)	End-of Year Target Goal and Assessment
K-2	 <p>*Baseline data</p>	<p>‘23 Spring Performance: 79% of students in grades K through 2 are at or above the 56th achievement percentile on NWEA Spring assessment.</p> <p>End-Of-Year Goal: 80% of students in grades K through 2 will be at or above the 56th achievement percentile on NWEA. (*New baseline)</p>
3-8	 <p>*NWEA used to predict SBAC</p>	<p>‘23 Spring Performance: 71% of students in grades 3 through 8 are at or above the 61st percentile on the NWEA Spring assessment.</p> <p>End-Of-Year Goal: 77% of students in grades 3 through 8 will meet or exceed Level 3 on Smarter Balanced. (2022=74%)</p>
9		<p>‘23 Spring Performance: 71% of students in grade 9 are at or above the 61st percentile on the NWEA.</p> <p>End-Of-Year Goal: 75% grade 9 students met or exceeded the 61st percentile on NWEA (2022=76%)</p>

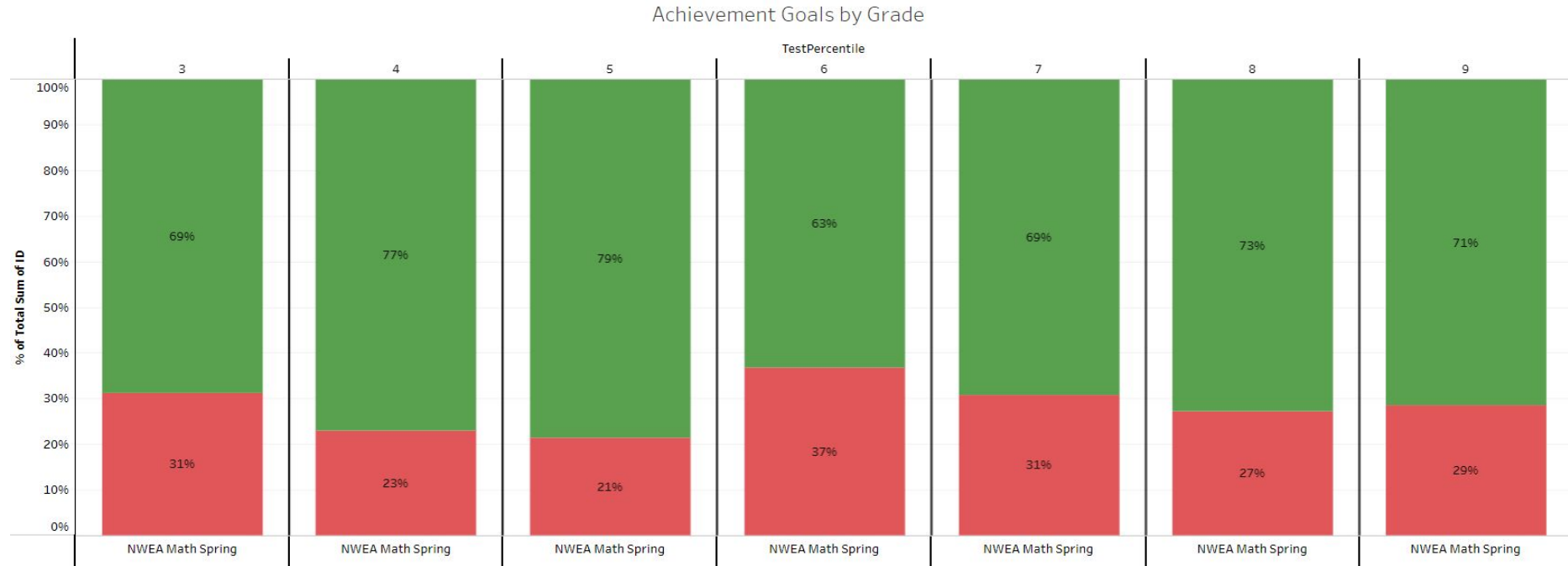
Spring NWEA Achievement Levels by Grade: Math



*Grade K-2 Achievement Based on the 56th Achievement Percentile (79% of Grade K; 70% of Grade 1; 87% of Grade 2 students)




Spring NWEA Achievement Levels by Grade: Math



*Grades 3 through 9 percent of students who achieved the 61st percentile on NWEA (Grade 3=69%; Grade 4=77%; Grade 5=79%; Grade 6=63%; Grade 7=69%; Grade 8=73%; Grade 9=71%)



NWEA: Progress Towards Math Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal and Assessment
Students with Disabilities		
1-9	 <p>A pie chart with two segments: a red segment on the left labeled '47%' and a green segment on the right labeled '53%'.</p>	<p>‘23 Spring Performance: 53% of students with disabilities in grades 1 through 9 met or exceeded their <u>projected growth target</u> on the NWEA.</p> <p>End-Of-Year Goal: 58% of students with disabilities in grades 1 through 9 will meet or exceed their projected growth target on the NWEA. (2022 = growth goal 52%)</p>



Section 1: Academic Excellence

1A: Math

District and School Action Steps - Spring update:

Completed	Collaborate with Tri-State Consortium to gather feedback relative to our Tier 1 math curriculum and resources to support the needs of all learners (Gr. 5-12).
Completed	Implement Methodology-Developing Roots Curriculum in kindergarten with ongoing training and coaching for teachers.
On Hold	Gather and analyze evidence of walk-through data on consultation with John Antonetti to provide targeted high-quality professional learning to teachers in the area of mathematics.
Completed	Pilot new evidenced-based core math curricula and resources in grades 6-8.
Completed	Implement rigorous and engaging skills-based curricula in Math Academic Workshop in grades 6-8 to promote the acquisition and mastery of skills in statistics and probability.
In Progress	Design and implement frequent formative tasks to provide actionable data related to conceptual understanding.
Completed	Work collaboratively in curricular teams to use data from the NWEA to address areas of weakness and plan lessons that incorporate those areas into the current course content.



Section 1: Academic Excellence

1B: ELA/Reading

Goal: Ensure ALL students read at grade level or higher by grade 3, and continue to develop their reading abilities in grades 4-12 using reading as a tool to understand content across instructional areas.

Performance Target(s):

Overall:

- By June 2023, a minimum of 90% of our grade K-1 students will meet or exceed the grade-level benchmarks as measured by the Fountas and Pinnell assessment. (2022 = 88%)
- By June 2023, a minimum of 80% of our grade 2 students will meet or exceed the 56th achievement percentile as measured by the NWEA Map Assessment. (2022 = 77%)
- By June 2023, a minimum of 77% of our students, grades 3-8, will meet or exceed level 3 as measured by the spring 2023 Smarter Balanced Assessment. (2022 = 74%)
- By June 2023, a minimum of 80% of our ninth grade students will meet or exceed the 61th achievement percentile as measured by the NWEA Map Reading Assessment. (2022 = 77%)
- By June 2023, a minimum of 93% of our grade 11 students will meet or exceed the College and Career Readiness Benchmarks as measured by the reading SAT scores. (3-year avg = 90.5%)

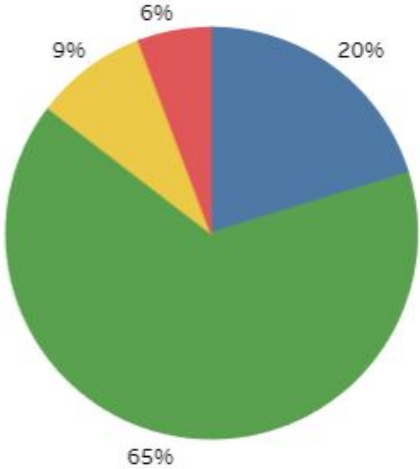
Subgroup:

- By June 2023, a minimum of 54% of students with disabilities in grades K & 1 will meet or exceed the grade-level benchmarks as measured by the Fountas and Pinnell assessment. (2022 = 51%)
- By June 2023, 53% of students with disabilities in grades 2-9 will meet or exceed their projected growth targets from fall to spring as measured by the NWEA Map Reading assessment. (2022=46%)
- By June 2023, the average percentage of growth achieved for students with disabilities in grades 4 through 8 will increase by 10% as measured by the Smarter Balanced Reading Assessment. (2022=53%)



Fountas & Pinnell Progress Towards-ELA

- By June 2023, a minimum of 90% of our grade K-1 students will meet or exceed the grade-level benchmarks as measured by the Fountas and Pinnell assessment. (2022 = 88%)

Grade level(s)	Spring Performance Snapshot F&P	End-of Year Target Goal and Assessment										
K-1	 <table border="1"> <caption>Spring Performance Snapshot F&P Data</caption> <thead> <tr> <th>Scoring Rubric</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Above Benchmark</td> <td>20%</td> </tr> <tr> <td>Meeting Benchmark</td> <td>65%</td> </tr> <tr> <td>Approaching Benchmark</td> <td>9%</td> </tr> <tr> <td>Below Benchmark</td> <td>6%</td> </tr> </tbody> </table>	Scoring Rubric	Percentage	Above Benchmark	20%	Meeting Benchmark	65%	Approaching Benchmark	9%	Below Benchmark	6%	<p><u>'23 Spring Performance:</u> 85% of students in grades K and 1 that meet or exceed the grade level benchmarks (independent reading level) based on the Fountas and Pinnell assessment. (End-of-Year Benchmark)</p> <p><u>End-Of-Year Goal:</u> 90% of students in grades K-1 will meet or exceed the grade level benchmarks (independent reading level) based on the Fountas and Pinnell assessment.</p>
Scoring Rubric	Percentage											
Above Benchmark	20%											
Meeting Benchmark	65%											
Approaching Benchmark	9%											
Below Benchmark	6%											

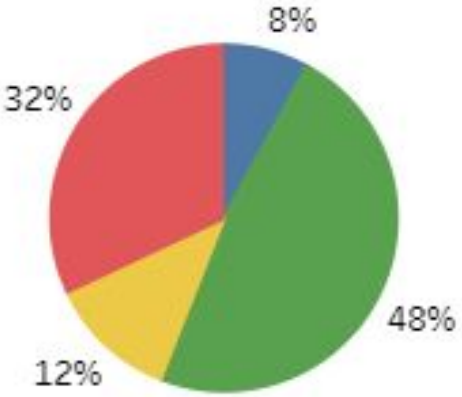
Scoring Rubrics

- Above Benchmark
- Meeting Benchmark
- Approaching Bench...
- Below Benchmark



Fountas & Pinnell Progress Towards-ELA

- By June 2023, a minimum of 54% of students with disabilities in grades K & 1 will meet or exceed the grade-level benchmarks as measured by the Fountas and Pinnell assessment. (2022 = 51%)

Grade level(s)	Spring Performance Snapshot F&P	End-of Year Target Goal and Assessment										
K-1	 <table border="1"> <caption>Spring Performance Snapshot F&P Data</caption> <thead> <tr> <th>Scoring Rubric</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Above Benchmark</td> <td>8%</td> </tr> <tr> <td>Meeting Benchmark</td> <td>48%</td> </tr> <tr> <td>Approaching Benchmark</td> <td>12%</td> </tr> <tr> <td>Below Benchmark</td> <td>32%</td> </tr> </tbody> </table>	Scoring Rubric	Percentage	Above Benchmark	8%	Meeting Benchmark	48%	Approaching Benchmark	12%	Below Benchmark	32%	<p><u>'23 Spring Performance:</u> 56% of students in grades K and 1 that meet or exceed the grade level benchmarks (independent reading level) based on the Fountas and Pinnell assessment. (End-of-year benchmark)</p> <p><u>End-Of-Year Goal:</u> 54% of students in grades K-1 will meet or exceed the grade level benchmarks (independent reading level) based on the Fountas and Pinnell assessment.</p>
Scoring Rubric	Percentage											
Above Benchmark	8%											
Meeting Benchmark	48%											
Approaching Benchmark	12%											
Below Benchmark	32%											

Scoring Rubrics

- Above Benchmark
- Meeting Benchmark
- Approaching Bench...
- Below Benchmark



Fountas & Pinnell Progress Towards-ELA


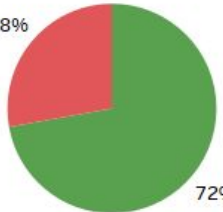
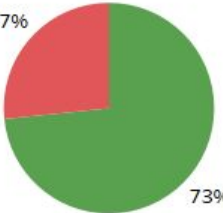
Percentage of Students meeting or exceeding the End-year Independent Reading Levels based on Fountas and Pinnell

Grade level(s)	All Students	Students With Disabilities
K	<p data-bbox="585 882 1016 918">% Meeting End-Year Goal</p>	<p data-bbox="1271 882 1702 918">% Meeting End-Year Goal</p>
1	<p data-bbox="585 1318 1016 1353">% Meeting End-Year Goal</p>	<p data-bbox="1271 1318 1702 1353">% Meeting End-Year Goal</p>

Scoring Rubrics

- Above Benchmark
- Meeting Benchmark
- Approaching Bench...
- Below Benchmark

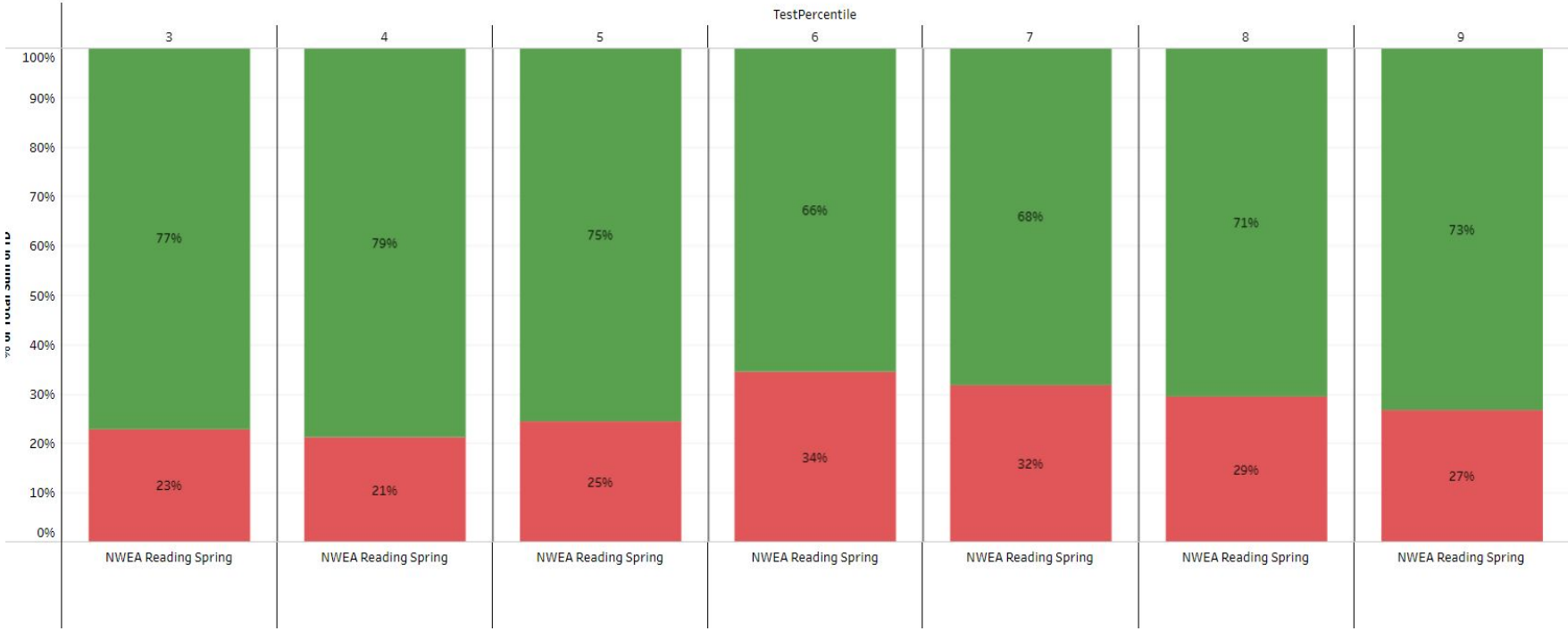
NWEA Progress Towards - ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal and Assessment
2	 <p>A pie chart representing the performance of grade 2 students. The chart is divided into two segments: a large green segment representing 88% and a smaller red segment representing 12%.</p>	<p>'23 Spring Performance: 88% of students in grade 2 are at or above the 56th percentile on the NWEA.</p> <p>End-Of-Year Goal: 80% of students in grade 2 will meet or exceed the 56th percentile on the NWEA. (2022=77%)</p>
3-8	 <p>*NWEA used to predict SBAC</p> <p>A pie chart representing the performance of students in grades 3 through 8. The chart is divided into two segments: a large green segment representing 72% and a smaller red segment representing 28%.</p>	<p>'23 Spring Performance: 72% of students in grades 3 through 8 are at or above the 61st percentile on the NWEA Spring assessment.</p> <p>End-Of-Year Goal: 77% of students in grades 3 through 8 will meet or exceed Level 3 on Smarter Balanced. (2022=74%)</p>
9	 <p>A pie chart representing the performance of grade 9 students. The chart is divided into two segments: a large green segment representing 73% and a smaller red segment representing 27%.</p>	<p>'23 Spring Performance: 73% of students in grade 9 are at or above the 61st percentile on the NWEA Spring assessment.</p> <p>End-Of-Year Goal: 80% of students in grade 9 will meet or exceed the 61st percentile on NWEA. (2022=77%)</p>



NWEA Spring Achievement Levels by Grade: ELA


Achievement Goals by Grade



*Grades 3 through 9 percent of students who achieved the 61st percentile on NWEA (Grade 3=77%; Grade 4=79%; Grade 5=75%; Grade 6=68%; Grade 7=68%; Grade 8=71%; Grade 9=73%)



NWEA - Progress Towards ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal
Students with Disabilities		
2-9	 <p>A pie chart with two segments: a red segment on the left labeled '48%' and a green segment on the right labeled '52%'.</p>	<p>'23 Spring Performance: 52% of students with disabilities in grades 2 through 9 met or exceeded their projected growth target on the NWEA.</p> <p>End-Of-Year Goal: 53% of students with disabilities in grades 2 through 9 will meet or exceed their projected growth target on the NWEA. (2022=46%)</p>



Section 1: Academic Excellence



1B: ELA/Reading

District and School Action Steps - Spring update:

Completed	Establish a District Literacy committee to audit the current K-8 reading program to identify areas of improvement based on the CSDE guidance.
In-Progress	Ensure that reading intervention support and (SRBI) language, approaches and processes are implemented at scale K-12 and documented for individual students with fidelity.
Complete	Implement Heggerty Phonological awareness program in kindergarten with ongoing training and coaching for teachers.
Complete	Expand the Foundations program to grade three.
Complete	Provide continuous professional development focused on high-quality literacy pedagogical practices.
Complete	Implement instructional best practices for improving reading and writing skills in all core ELA classes as well as English Academic Workshop in grades 6-8.
In Progress	Administer NWEA formative assessments, Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) and analyze results to monitor student progress and plan/implement appropriate instruction for grades 6-8.
Complete	Curriculum partner groups will conduct teacher-created baseline assessments and standardized assessments (NWEA Grade 9) to assess individual student needs.
Complete	Analyze data to inform instruction. Teachers will differentiate instruction as needed, and work in collaborative partnerships to address student needs.

Section 1: Academic Excellence

1C: Science

Goal: Ensure ALL students have access to a high-quality K-12 science learning experience that simulates the habits and skills that scientists and engineers use every day and stimulate students' interests in science and prepares them for college, careers, and citizenship.

Performance Target(s):

- By June 2023, 80% of students in grades 5, 8 and 11 will meet or exceed the achievement level as measured by the Connecticut NGSS (Next Generation Science Standards) assessment.

District and School Action Steps - Spring update:

In Progress	Explore and pilot a standardized assessment tool to measure the science and engineering practices and crosscutting concepts in NGSS standards.
Ready to Start	Collaborate to develop a shared understanding of the experimental and engineering design process as well as supporting documents and rubrics to ensure consistent student experiences and learning across courses.
Ready to Start	Analyze baseline assessment data on the design process and determine target levels for student populations in each course.



Section 1: Academic Excellence

1D: Visual and Performing Arts

Goal: Increase opportunities within the district, school and community for our students to demonstrate creativity and interest through tasks related to the Arts.

Performance Target(s): By June 2023, the number of opportunities for students to demonstrate and celebrate their creativity in the arts will increase by 3% as measured by the 22-23 district and school calendars.

District and School Action Steps - Spring update:

Complete	Gather baseline data of the opportunities that we provide to students to celebrate their creativity around the arts within our district curriculum.
Complete	Rekindle and explore new opportunities within the curriculum to increase interest and build creativity for students in the performing and visual arts.
Complete	Design rubrics for both feedback and critique which directly correlate to the National Core Arts Standards in Responding to yield actionable data related to course objectives, visual arts skills, and student progress.



Section 2: Healthy Learning Environment

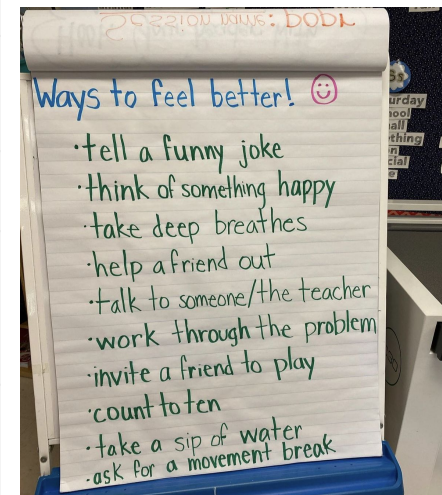
Goal: Promote an inclusive climate that honors the uniqueness of every individual independent of race, skin color, religion, disability, gender identity, sexual orientation or other perceived difference.

Performance Target(s):

- * Reference the academic performance targets within Math and ELA above.
- * Reference the social-emotional performance targets within each building's action plan

District and School Action Steps - Spring update:

InProgress-Summer '23	Review and revise the district developmental guidance curriculum for preschool through grade 12.
Completed	Review and implement new resources through the Yale Center for Emotional Intelligence.
Completed	Increase the number of WIS assemblies and grade-level spirit days.
Completed	Partner with WMS PTO and ADAP to increase student programming (anti-bullying, alcohol and drug prevention, positive decision making).
Completed	WHS advisory program - Link Crew; revised schedules, Portrait of the Graduate.



Section 3: Technology

Goal: Support the effective use of technology integration to support teaching, learning, and infrastructure.

Performance Target(s):

- By June 2023, the number of visualizations being utilized through the tableau platform will increase by 50%.
- By June 2023, 100% of the K-12 units of study will be audited and evaluated against the ISTE standards.
- By June 2023, implement the current year of the six year technology plan

District and School Action Steps - Spring update:

In Progress	Collaborate with the district and school instructional leadership to create additional data visualizations and support analysis.
In Progress: Summer '23	Collaborate with the curriculum and instruction department to develop a crosswalk of the current standards within the digital literacy curriculum aligned with the ISTE (International Society for Technology in Education) Standards.
Completed	Upgrade technology infrastructure across all schools.

Section 4: Human Resources & Finance

Goal: Revise various Human Resources and Finance protocols and systems to improve the efficiencies across the departments.

District Action Steps - Spring update:

Completed	Meet by individual departments to review current processes (Human resources/payroll and accounts payable) with Tyler Technologies.
In Progress	Departmental and district reviews of recommendations provided by Tyler Technologies.
In Progress	Execute tasks outlined by Tyler’s recommendations.
Ready to Start	Provide training to Munis users district-wide.

Section 5: Safety & Security

Goal: Execute the schools' reunification plans in collaboration with the Weston Police Department

District Action Steps - Spring update:

In Progress	Review individual schools' reunification plans with Weston Police Department.
Ready to Start	Execute reunification plans/debrief/revise, as needed.



Section 6: Building Facilities & Operations

Goal: Create a district facilities plan that meets the educational needs of our students.

District Action Steps - Spring update:

In Progress	Form district school facilities planning committee.
In Progress	Review recommendations of FOC.
In Progress	Analyze enrollment projections.
In Progress	Create appropriate educational plan for facilities and propose to town administration.



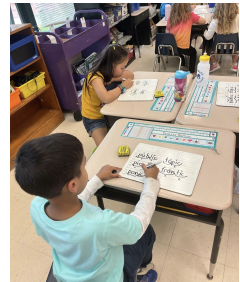
Next Steps...

- Establish the Summer Curriculum Academy '23 to update curriculum using a research based framework
- Analyze Tri-state report and implement recommendations
- Evaluate the feedback from the NEASC Collaborative Visit
- Train CILs in new coaching model
- Analyze SBA results and synthesize and establish next steps to develop our DIP and SIP for 2024
- Align professional development opportunities to DIP and SIPs
- Analyze school climate survey and develop action steps aligned to SEL focus
- Introduce new K-2 Literacy program (American Reading Company)
- Support teachers with the implementation of new 6th grade math curriculum (Illustrative Mathematics)



Next Steps continued

- Future presentation on Smarter Balanced achievement once the state data is released
- Math
 - ALL: By June 2023 a minimum of 77% of our students, grades 3-8, will meet or exceed Level 3 as measured by the Spring 2023 Smarter Balanced Assessment. (2022=74%)
 - Students with Disabilities: By June 2023, the average percentage of growth achieved for students with disabilities in grades 4 through 8 will increase by 10% as measured by the Smarter Balanced Math Assessment. (2022=58%)
- ELA
 - ALL: By June 2023, a minimum of 77% of our students, grades 3-8, will meet or exceed level 3 as measured by the spring 2023 Smarter Balanced Assessment. (2022 = 74%)
 - Students with Disabilities: By June 2023, the average percentage of growth achieved for students with disabilities in grades 4 through 8 will increase by 10% as measured by the Smarter Balanced Reading Assessment. (2022=53%)



Next Steps continued



- Onboard new Director of Safety and Security (June 2023)
- Hire two additional security specialists (July 2023)
- Conduct physical safety assessment of all schools with Weston Police Department through the lens of “detect, delay, engage” (July 2023)
- Install security measures to “harden” schools that “Keep the fight outside”
- Train administrative team with threat assessment protocols (August 2023)





WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/20/23

Information Only

Action Requested

Agenda Item Subject: Approval of the May 2023 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the eleventh FY23 (May 2023) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.

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



June 9, 2023

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: May Financial Report for FY 22-23

Below is a summary report of the FY 23 Budget as of May 31, 2023.

FY -23 CATEGORY SUMMARY								
Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Projected Expenditures	Available Balance	Previous Month Balance	Month over Month Change
Salaries (1000's)	33,765,943	28,271,597	4,587,280	303,690	33,162,568	603,375	530,451	72,924
Benefits (2000's)	10,377,379	9,398,317	1,069,670	60,700	10,528,687	(151,308)	(129,455)	(21,853)
Professional Services (3000's)	1,527,747	1,159,257	418,758	81,898	1,659,913	(132,166)	(168,212)	36,046
Property Services (4000s)	2,275,996	1,667,966	542,382	40,121	2,250,469	25,527	25,527	-
Other Services (5000s)	6,992,440	5,435,909	1,160,716	123,520	6,720,146	272,294	272,294	-
Supplies (6000s)	2,523,469	1,895,400	783,397	137,372	2,816,169	(292,700)	(292,700)	-
Equipment (7000s)	102,022	110,046	50,675	-	160,721	(58,699)	(54,547)	(4,152)
Other Objects (8000s)	126,306	108,992	12,585	4,729	126,306	-	-	-
Revenue (9000s)	(1,300,119)	(1,398,250)	-	(138,925)	(1,528,864)	228,745	182,737	46,009
Total	\$ 56,391,182	\$46,649,234	\$ 8,625,463	\$ 613,106	\$ 55,896,114	\$ 495,068	\$366,095	\$128,973

Month over Month Changes:

The net month over month change is \$128,973. This will bring the projected end of year surplus to \$495,068.

As a reminder, any end of year operating budget surplus is returned to the town and is then added to the unassigned fund balance.

The breakdown of the change is as follows:

Salary - \$72,924

- Turnover savings, unfilled positions and FML absences - \$75,542. FML savings will be used to offset the over budget sick bank line item.
- Salaries transferred to grant - \$11,141
- Substitutes **(\$28,159)** – Increase in sub cost for the remainder of the year. The subs will cover unfilled positions and family medical leave (FML) absences. Turnover and FML savings are also used to offset the overages in the sub accounts.
- Reduction to the anticipated bus aides salaries - \$14,400

Benefits – (\$21,853)

- Health Insurance- Reduction to the anticipated expenditure resulting from lower than anticipated census – \$48,629
- Sick bank -There are several staff members currently out on FML who have used all of their sick times. These employees are currently being paid from the sick bank line. FML savings will be used to offset the over budget sick bank line item – **(\$71,380)**

Professional Services – \$36,046

- PPS/SPED –Reduction to the continue services - \$24,316
- Sports Official – There were fewer teams and we did not host as many State events - \$11,730

Equipment – (\$4,152)

Revenue offset - \$46,009

- Both athletic gate receipts and participation fees were greater than budgeted - \$13,604
- Theater ticket sales and parking fees received were less than budgeted – **(\$32,227)**
- The pre- school tuition was \$28,708 greater than anticipated.
- Excess Cost Reimbursement – Our total reimbursement was higher than budgeted because of an increase to the reimbursement rate. - \$116,513.
 - The Town received \$50,621 less than anticipated from the state for education cost sharing (ECS) because our FY22 audited expenditures (Dec-2022) were less than the amount reported in February 2022.
 - End of Year Adjustment - At this time, we do not anticipate that the State will make any EOY adjustment when they conduct the annual review in April of 2024. We will notify the Board of any changes at that time.
- Adjustment for budgeted reduction of **(\$81,000)**

Other expenditure-

Included in the projected end of year expenditures is \$46,350 for athletic equipment, as well as boys and girls uniform replacements.

Internal Services Fund

Dental claims are within range and are trending to be under budget.

**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended						2023
STATEMENT OF REVENUES AND EXPENDITURES						
Fund Balance -July 1, 2022 (Unaudited)						\$ 418,466
Revenues:						
General Fund Appropriation						\$ 434,330
Reimbursements						\$ -
Total Contributions						\$ 434,330
Total Revenues (A)						\$ 434,330
Budgeted Claims						
Delta Dental:						
Claims						\$ 411,980
Administrative Fees						\$ 22,350
Total Dental Claims (B)						\$ 434,330
Net Change (A-B)						\$ -
Projected Fund balance June 30, 2023						\$ 418,466
Delta Dental- Actual Claims						
Month						Claims & Fees
July						33,427
August						37,066
September						32,761
October						24,270
November						31,692
December						26,440
January						37,027
February						29,722
March						35,649
April						27,632
May						30,683
Total						\$ 346,370
Actual YTD Spend Rate						79.7%
Theoretical YTD Spend Rate						91.7%
YTD Theoretical variance %						-11.9%

WESTON PUBLIC SCHOOLS

FY23 FINANCIAL REPORT

As of May 31, 2023

Period: 11 of 12

2019-2020 Year-End Expense	2020-2021 Year-End Expense	2021-2022 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Salaries & Wages (1000s)</i>								
2,940,692	2,721,241	2,881,354	1110	Administrators	3,139,234	(61,447)	3,077,787	2,621,204	232,728	8,115	2,862,048	215,740
14,458,759	13,925,352	14,465,388	1111	General Ed. Teachers	14,936,002		14,936,002	12,378,807	2,431,072	-	14,809,879	126,123
2,279,850	2,372,055	2,303,563	1112	Special Ed. Teachers	2,569,234		2,569,234	2,048,838	474,402	-	2,523,240	45,994
1,020,707	1,031,899	983,206	1113	Guidance	959,571	61,447	1,021,018	833,382	187,636	-	1,021,018	-
472,621	503,136	468,881	1114	Psychologist	524,553		524,553	334,391	62,781	-	397,172	127,381
193,946	162,383	202,927	1115	Social Worker	331,170		331,170	283,643	69,915	-	353,558	(22,388)
517,368	555,781	543,134	1116	Speech & Hearing	566,144		566,144	496,885	38,104	-	534,990	31,154
758,161	1,046,642	1,184,208	1117	Academic Assistants	1,013,599		1,013,599	756,985	147,665	-	904,650	108,949
205,471	210,287	169,686	1118	Talented & Gifted	110,854		110,854	89,536	21,318	-	110,854	-
399,004	412,193	403,577	1119	Library/Media	412,186		412,186	342,682	51,728	-	394,410	17,776
59,505	47,413	46,587	1135	Transition Coordinator	48,239		48,239	46,754	11,132	-	57,886	(9,647)
824,102	785,011	832,301	1139	Certified Stipends	893,646		893,646	810,340	31,170	21,784	863,294	30,352
584,428	577,980	574,562	1140	Academic Leader (CIL's)	670,133		670,133	558,537	105,204	-	663,740	6,393
371	1,779	2,650	1141	Mentor Teacher	3,000		3,000	3,000.00	-	-	3,000	-
272,612	277,908	187,872	1142	Behavioral Analyst	233,099		233,099	113,090	-	-	113,090	120,009
44,359	45,069	45,835	1145	English Language Learner	46,614		46,614	49,303	8,964	-	58,267	(11,653)
\$ 25,031,956	\$ 24,676,129	\$ 25,295,731		Sub-Total Certified Salaries	\$ 26,457,277	\$ -	\$ 26,457,277	\$ 21,767,376	\$ 3,873,821	\$ 29,899	\$ 25,671,095	786,182
					4.59%			82.3%	14.6%	0.1%	97.0%	3.0%
				<i>Other Certified Salaries</i>								
55,905	28,996	45,700	1131	Homebound Tutor	44,500		44,500	34,723	-	9,777	44,500	-
-	-	-	1136	Degree Level Change	43,520		43,520	-	-	-	-	43,520
147,029	164,963	278,078	1137	Substitute Teacher	178,801		178,801	225,253	25,715	-	250,968	(72,167)
185,735	243,990	212,521	1138	Summer Work -Certified Staff	160,408		160,408	145,084	-	15,324	160,408	-
136,838	106,600	99,315	1143	Building Substitutes	203,175		203,175	115,183	33,718	-	148,900	54,275
208,344	608,730	295,291	1144	Long term Substitute	118,000		118,000	351,886	35,124	-	387,010	(269,010)
-	-	-	1160	Turnover Savings	(115,000)		(115,000)	-	-	-	0	(115,000)
\$ 733,851	\$ 1,153,278	\$ 930,904		Sub-Total Other Certified Salaries	\$ 633,404	\$ -	\$ 633,404	\$ 872,128	\$ 94,556	\$ 25,101	\$ 991,785	\$ (358,381)

WESTON PUBLIC SCHOOLS

FY23 FINANCIAL REPORT

As of May 31, 2023

Period: 11 of 12

2019-2020 Year-End Expense	2020-2021 Year-End Expense	2021-2022 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
								137.7%	14.9%	4.0%	156.6%	-56.6%
				<i>Non-Certified Salaries</i>								
406,422	373,111	381,506	1210	Non-Cert. Supervisors	390,091		390,091	349,347	40,537	-	389,884	207
215,220	234,060	223,520	1211	Nurses	231,336		231,336	188,426	25,280	-	213,706	17,630
295,567	297,217	306,924	1215	Occupational Therapist	318,970		318,970	219,809	29,928	-	249,737	69,233
1,267,185	1,199,438	1,140,104	1221	Administrative Support	1,240,609		1,240,609	1,024,913	131,466	13,743	1,170,121	70,488
1,761,865	1,837,631	1,767,360	1231	Para Educators	1,800,527		1,800,527	1,520,793	181,652	98,082	1,800,527	-
165,721	129,307	146,862	1234	Bus Aides	175,000		175,000	143,494	-	17,106	160,600	14,400
525,426	600,663	485,773	1235	Technicians	492,122		492,122	449,898	45,979	-	495,877	(3,755)
61,021	61,157	61,996	1237	Vocational Specialist	63,982		63,982	58,473	5,345	-	63,818	164
239,373	246,331	247,175	1241	Safety Monitors	253,848		253,848	229,350	24,064	-	253,414	434
476,898	509,851	506,491	1251	Custodians	515,976		515,976	458,736	55,263	-	513,999	1,977
455,850	492,769	460,027	1261	Maintenance Mechanics & Grounds	482,372		482,372	421,106	56,468	-	477,575	4,797
72,573	74,781	84,861	1269	Athletic Support Staff	101,762		101,762	74,937	10,852	15,973	101,762	-
168,675	182,698	197,442	1280	Non Certified Stipends	194,475		194,475	173,197	12,070	9,208	194,475	-
\$ 6,111,794	\$ 6,239,015	\$ 6,010,040		Sub-Total Non-Certified Salaries	\$ 6,261,070	\$ -	\$ 6,261,070	\$ 5,312,482	\$ 618,903	\$ 154,111	\$ 6,085,496	\$ 175,574
								84.8%	9.9%	2.5%	97.2%	2.8%
				<i>Other Non-Certified Salaries</i>								
50,411	28,910	47,199	1213/12 23/1233	Non-Certified Substitutes	47,500		47,500	35,281	-	12,219	47,500	-
163,643	135,970	176,085	1212/22/ 38/42/52 /62	Overtime	203,700		203,700	171,459	-	32,241	203,700	-
155,964	104,948	127,252	1268	Summer Work-Non-Cert.	162,991		162,991	112,871	-	50,120	162,991	-
\$ 370,019	\$ 269,828	\$ 350,536		Sub-Total Other Salaries	\$ 414,191	\$ -	\$ 414,191	\$ 319,612	\$ -	\$ 94,579	\$ 414,191	-
								77.2%	0.0%	22.8%	100.0%	0.0%
\$ 32,247,620	\$ 32,338,250	\$ 32,587,211		TOTAL SALARIES	\$ 33,765,943	\$ -	\$ 33,765,943	\$ 28,271,597	\$ 4,587,280	\$ 303,690	\$ 33,162,568	\$ 603,375
					3.62%			83.7%	13.6%	0.9%	98.2%	1.8%

WESTON PUBLIC SCHOOLS

FY23 FINANCIAL REPORT

As of May 31, 2023

Period: 11 of 12

2019-2020 Year-End Expense	2020-2021 Year-End Expense	2021-2022 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Benefits (2000's)</i>								
7,790,363	8,324,773	8,412,125	2000	Health Insurance	9,321,902		9,321,902	8,672,101	601,173	-	9,273,273	48,629
(1,361,419)	(1,437,860)	(1,508,844)	2022	Premium Cost Share	(1,664,207)		(1,664,207)	(1,547,741)	(153,956)	-	(1,701,697)	37,490
552,072	562,991	540,802	2001	Social Security	460,428		460,428	483,498	49,901	-	533,399	(72,971)
460,986	464,653	465,667	2002	Medicare	501,860		501,860	400,381	65,100	-	465,481	36,379
205,411	175,279	175,275	2003	Workers Compensation	185,790		185,790	175,214	-	-	175,214	10,576
60,043	56,973	25,494	2004	Unemployment Compensation	60,000		60,000	-	-	60,000	60,000	-
315,665	468,582	149,718	2005	Early Retirement Incentive	-		-	-	140,031	-	140,031	(140,031)
1,088,303	1,072,998	1,177,822	2007	Pension Contributions	1,324,006		1,324,006	1,104,571	219,435	-	1,324,006	-
58,565	75,005	83,227	2010	Tuition Reimbursement	75,000		75,000	2,624	72,376	-	75,000	-
64,926	63,528	63,952	2011-12	Life & Disability Insurance	67,600		67,600	57,749	9,151	700	67,600	-
24,556	86,591	105,506	2014	Sick Bank	45,000		45,000	49,920	66,460	-	116,380	(71,380)
\$9,259,470	\$9,913,513	\$9,690,744		TOTAL BENEFITS	\$10,377,379	\$ -	\$10,377,379	\$9,398,317	\$1,069,670	\$60,700	\$10,528,687	\$ (151,308)
					7.09%			90.6%	10.3%	0.6%	101.5%	
				<i>Professional & Technical Services (3000s)</i>								
195,184	174,773	545,611	3210	Contracted Services Educational	385,700		385,700	348,044	141,405	-	489,449	(103,749)
265,218	139,888	128,921	3220-21	Consulting Services	120,835		120,835	94,828	12,133	13,874	120,835	-
80,956	89,901	123,549	3235	Testing	79,950		79,950	73,047	35,201	-	108,248	(28,298)
217,617	210,355	6,158	3239	Other Pupil Services	182,085		182,085	88,089	38,445	-	126,534	55,551
72,230	220,134	64,991	3303	Management Services	70,733		70,733	64,656	1,568	4,509	70,733	-
2,335	2,015	1,775	3304	License Fees-Facilities	3,500		3,500	1,995	340	1,165	3,500	-
237,145	204,996	245,731	3306	Legal Fees-SPED	240,000		240,000	177,075	62,925	-	240,000	-
186,270	164,948	167,193	3306	Legal Fees- Districtwide	150,000		150,000	168,223	49,177	-	217,400	(67,400)
68,638	83,425	95,138	3308	Police/Fire	111,869		111,869	81,189	26,023	4,657	111,869	-
148,442	72,208	67,382	3309	Professional Technical Services	129,349		129,349	62,111	9,545	57,693	129,349	-
52,049	21,917	49,966	3310	Sports Officials	53,726		53,726	-	41,996	-	41,996	11,730
\$ 1,526,084	\$ 1,384,560	\$ 1,496,415		TOTAL PROF. & TECH SERVICES	\$ 1,527,747	\$ -	\$ 1,527,747	\$ 1,159,257	\$ 418,758	\$ 81,898	\$ 1,659,913	\$ (132,166)
								75.9%	27.4%	5.4%	108.7%	

WESTON PUBLIC SCHOOLS

FY23 FINANCIAL REPORT

As of May 31, 2023

Period: 11 of 12

2019-2020 Year-End Expense	2020-2021 Year-End Expense	2021-2022 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Property Services (4000s)</i>								
746,875	848,529	859,036	4200	Cleaning Services	923,080		923,080	836,180	76,512	10,387	923,080	-
40,741	39,855	48,405	4202	Rubbish Removal	51,133		51,133	43,552	7,013	569	51,133	-
95,688	68,301	122,591	4302	Equipment Repairs	153,927		153,927	57,814	31,322	45,970	135,105	18,822
264,497	155,864	164,029	4400	Equipment Rental	161,655		161,655	139,017	40,407	(17,769)	161,655	-
198,222	121,171	74,770	4500	Repair Allowance	200,000		200,000	31,025	127,798	-	158,823	41,177
30,540	64,302	29,913	4514	Fire Alarm System	32,000		32,000	14,876	3,224	13,900	32,000	-
215,822	167,812	172,720	4518	Sewer System Plant Maintenance	164,795		164,795	129,059	74,666	(38,930)	164,795	-
142,513	145,229	171,669	4520	Service Contracts	171,757		171,757	133,557	47,459	(9,259)	171,757	-
60,393	58,389	61,247	4530	Parks & Recreation	69,944		69,944	47,172	14,828	7,944	69,944	-
153,145	12,703	16,959	4540	Athletic Facilities Repairs	29,500		29,500	31,624	5,846	(7,970)	29,500	-
219,284	151,315	186,270	4541	Contracted Services	225,570		225,570	130,248	25,247	36,055	191,550	34,020
17,370	53,702	122,304	4600	Special Projects	-		-	26,679	88,060	-	114,739	(114,739)
9,032	9,450	2,366	4604	Snow Plowing	10,500		10,500	11,275	-	(775)	10,500	-
81,552	81,552	138,631	4701	Security System Monitoring	82,135		82,135	35,888	-	-	35,888	46,247
\$ 2,275,674	\$ 1,978,173	\$ 2,170,908		TOTAL PROPERTY SERVICES	\$ 2,275,996	\$ -	\$ 2,275,996	\$ 1,667,966	\$ 542,382	\$ 40,121	\$ 2,250,469	\$ 25,527
								73.3%	23.8%	1.8%	98.9%	

WESTON PUBLIC SCHOOLS

FY23 FINANCIAL REPORT

As of May 31, 2023

Period: 11 of 12

2019-2020 Year-End Expense	2020-2021 Year-End Expense	2021-2022 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Other Services (5000s)</i>								
1,252,415	1,509,158	1,589,157	5100	Regular Transportation	1,668,812		1,668,812	1,578,255	6,397	743	1,585,395	83,417
685,161	490,473	729,788	5101	SPED Transportation	825,763		825,763	738,762	167,857	-	906,619	(80,856)
61,557	54,105	96,953	5104	Athletic Transportation	108,009		108,009	155,951	25,399	-	181,350	(73,341)
6,816	-	1,537	5105	Extra-Curricular Transportation	22,950		22,950	5,389	141	17,420	22,950	-
91,051	67,457	104,190	5112	Diesel & Gasoline	140,855		140,855	132,762	16,809	(8,715)	140,855	-
70,605	89,784	103,321	5200	General Liability Insurance	147,409		147,409	128,142	-	-	128,142	19,267
16,650	16,650	15,525	5202	Athletic Insurance	17,078		17,078	14,400	-	-	14,400	2,678
96,485	97,536	100,707	5205	Property Insurance	106,776		106,776	104,154	-	-	104,154	2,622
91,922	87,620	89,975	5300	Communications	94,106		94,106	72,301	15,850	5,955	94,106	-
32,786	30,801	30,990	5400	Postage	32,144		32,144	26,172	1,261	4,711	32,144	-
5,964	2,592	4,440	5500	Advertising	4,000		4,000	801	16	3,183	4,000	-
16,281	14,386	17,176	5501	Printing	28,659		28,659	15,024	2,407	11,228	28,659	-
1,143,427	1,528,352	2,007,688	5600	Out of District Tuition	2,474,231		2,474,231	2,032,827	372,624	68,780	2,474,231	-
1,242,870	1,044,742	923,345	5601	Tuition Settlements	1,265,606		1,265,606	401,588	545,511	-	947,099	318,507
286,110	286,110	-	5605	Tuition - ESS Contract	-		-	-	-	-	-	-
44,827	29,716	15,346	5800	Travel & Conference	38,312		38,312	21,216	6,073	11,023	38,312	-
8,258	6,106	3,163	5801	Mileage Reimbursement	11,130		11,130	2,538	372	8,220	11,130	-
2,528	3,190	2,349	5900	Other Purchased Services	6,600		6,600	5,628	-	972	6,600	-
\$ 5,155,714	\$ 5,358,780	\$ 5,835,649		TOTAL OTHER SERVICES	\$ 6,992,440	\$ -	\$ 6,992,440	\$ 5,435,909	\$ 1,160,716	\$ 123,520	\$ 6,720,146	\$ 272,294
								77.7%	16.6%	1.8%	96.1%	
				<i>Supplies & Materials (6000's)</i>								
449,521	418,014	395,832	6110	Materials	509,177		509,177	383,115	365,498	53,264	801,877	(292,700)
21,452	17,064	22,091	6120	Office Materials	30,670		30,670	26,639	3,674	357	30,670	-
143,209	136,447	184,684	6130	Maintenance Materials	181,624		181,624	111,394	47,555	22,675	181,624	-
88,739	37,883	71,587	6131	Custodial Materials	78,348		78,348	55,555	34,516	(11,724)	78,348	-
16,200	12,891	16,815	6132	Security Materials	17,184		17,184	15,706	3,281	(1,803)	17,184	-
467,463	489,133	522,319	6140	Software	534,715		534,715	508,382	9,321	17,012	534,715	-
163,396	324,134	196,324	6410	Books	87,539		87,539	63,106	7,848	16,584	87,539	-
338,642	358,623	388,111	6510	Heating Oil	402,574		402,574	304,225	69,103	29,246	402,574	-
619,849	705,182	722,884	6520	Electricity	678,638		678,638	424,801	242,190	11,648	678,638	-
1,745	1,431	2,079	6530	Propane gas	3,000		3,000	2,476	411	112	3,000	-
\$ 2,310,217	\$ 2,500,801	\$ 2,522,725		TOTAL SUPPLIES & MATERIALS	\$ 2,523,469	\$ -	\$ 2,523,469	\$ 1,895,400	\$ 783,397	\$ 137,372	\$ 2,816,169	\$ (292,700)
								75.1%	31.0%	5.4%	111.6%	

WESTON PUBLIC SCHOOLS

FY23 FINANCIAL REPORT

As of May 31, 2023

Period: 11 of 12

2019-2020 Year-End Expense	2020-2021 Year-End Expense	2021-2022 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Equipment (7000's)</i>								
472,391	629,991	541,176	7300	Equipment	102,022		102,022	110,046	50,675	-	160,721	(58,699)
\$ 472,391	\$ 629,991	\$ 541,176		TOTAL EQUIPMENT	\$ 102,022	\$ -	\$ 102,022	\$ 110,046	\$ 50,675	\$ 0	\$ 160,721	\$ (58,699)
								107.9%	49.7%	0.0%	157.5%	
				<i>Other Objects (8000's)</i>								
91,658	80,424	87,211	8100	Dues, Fees and Memberships	100,911		100,911	84,107	3,525	13,279	100,911	-
21,888	20,110	24,317	8900	Other Objects	25,395		25,395	24,884	9,060	(8,549)	25,395	-
\$ 113,546	\$ 100,534	\$ 111,528		TOTAL OTHER OBJECTS	\$ 126,306	\$ -	\$ 126,306	\$ 108,992	\$ 12,585	\$ 4,729	\$ 126,306	\$ -
								86.3%	10.0%	3.7%	100.0%	0.0%
				<i>Revenue Offset (9000's)</i>								
(102,106)	(22,498)	(29,042)	9200	Technology Revenue	(29,042)		(29,042)	-		(29,042)	(29,042)	-
(60,515)	(61,920)	(73,800)	9201	Participation Fees, Athletics	(66,365)		(66,365)	(83,100)	8,310	-	(74,790)	8,425
(15,914)	-	(18,350)	9202	Gate Receipts, Athletics	(15,000)		(15,000)	(20,179)		-	(20,179)	5,179
-	(134,377)	(77,445)	9204	Transportation Credits	-		-	(89,987)		-	(89,987)	89,987
(655,410)	(859,340)	(812,440)	9205	Excess Cost SPED	(811,700)		(811,700)	(928,213)		-	(928,213)	116,513
(89,626)	(74,625)	(79,561)	9206	Pre School Tuition SPED	(63,000)		(63,000)	(121,242)		-	(121,242)	58,242
(68,171)	(76,283)	(75,981)	9207	Regular Ed. Tuition	(62,581)		(62,581)	(110,083)		(9,791)	(119,874)	57,293
(46,817)	(37,813)	(19,878)	9208	Revenue from Town for Fields	(42,681)		(42,681)	(18,554)		(24,127)	(42,681)	-
(39,600)	(11,000)	(40,000)	9209	Parking Fees	(45,000)		(45,000)	-		(30,800)	(30,800)	(14,200)
(24,112)	(14,161)	(46,050)	9210	Theater Receipts	(60,250)		(60,250)	(14,559)		(27,664)	(42,223)	(18,027)
(2,706)	-	-	9212	Facility Use Rental	(17,500)		(17,500)	-		(17,500)	(17,500)	-
(6,947)	(6,815)	(4,768)	9215	Medicaid Revenue	(6,000)		(6,000)	(12,333)		-	(12,333)	6,333
				Budgeted Reduction	(81,000)		(81,000)	-		-	-	(81,000)
(\$1,111,924)	(\$1,298,832)	(\$1,277,316)		Total Revenue Offset	(\$1,300,119)	\$ -	(\$1,300,119)	(\$1,398,250)	\$ 0	(\$138,925)	(\$1,528,864)	\$ 228,745
								107.5%	0.0%	10.7%	117.6%	-17.6%
\$ 52,248,792	\$ 52,905,769	\$ 53,679,039		GRAND TOTAL	\$ 56,391,182	\$ -	\$ 56,391,182	\$ 46,649,234	\$ 8,625,463	\$ 613,106	\$ 55,896,114	\$ 495,068
								82.72%	15.30%	1.09%	99.12%	0.88%

Minutes
Financial, Facilities & Operations Committee
May 10, 2023

Present:

Steve Ezzes, Committee Chair

Melissa Walker, Committee Member

Peter Gordon, Committee Member

Phil Cross, Director of Finance and Operations

Mike DelMastro, Director of Facilities

Absent:

Lisa Barbiero, Superintendent of Schools

The meeting was called to order by Mr. Ezzes at 2:03 p.m.

The Committee discussed the following items regarding an update of facilities and grounds maintenance:

- Mr. DelMastro reported that the grounds department should be fully staffed in a week or so. The District has been interviewing for someone to replace the groundsman who left the previous month. Mr. DelMastro also reported that all schools have transitioned to air conditioning and all chillers are running. The electric vehicle charging station at the high school was installed over Spring break and is now fully operational. The maintenance department is gearing up for summer projects, including capital projects.

The Committee discussed the following items regarding the monthly financial update (through January) including internal services fund (for dental):

- Mr. Cross informed the Committee that the current end-of-year balance is \$366,095. Due to fluctuations in all categories at this time of year, caused by staff turnover, new purchase orders, the closing of old purchase orders, and unanticipated events, it is difficult to project with any certainty what the end of year balance will be.
- As of right now, there will be salary savings of \$198,383 due to turnover savings, unfilled positions and FML absences. There will also be savings in the stipend account. Substitute costs however will be higher than anticipated. There will be savings of \$319,536 in benefits due to the fact that funding for the retirees' health insurance premium will be paid from the Town's OPEB trust fund and not the BOE's operating

budget as previously proposed. SPED out of district and athletic transportation, out of district tuition, and settlements will all be higher than anticipated.

- Regarding the Internal Services Fund, Mr. Cross reported that dental claims are within range, and trending slightly below budget.

The Committee discussed the following regarding health insurance:

- Mr. Cross reported that as of July 1, 2023, the District will be changing health insurance plans. The District's insurance consultant, Brown and Brown, issued an RFP, and the three finalists were United Health Care, Connecticare and Cigna. District administration, union reps, and representatives from Brown and Brown met with the finalists, and after a thorough review, Cigna was chosen as the District's new health insurance provider.

The Committee discussed the following regarding FY24 PreK tuition rates:

- Mr. Cross recommended increasing the FY24 pre-school tuition rates for non-SPED students by the approved budget percentage increase of 2.76% to \$7,315 from the current \$7,118. The Committee agreed to the increase and agreed to bring it to the full Board for approval.

The Committee discussed the following regarding FY24 tuition rates for non-residents:

- Mr. Cross recommended increasing the FY24 non-resident tuition rates by the approved budget percentage increase of 2.76%. The Committee agreed to the increase and agreed to bring it to the full Board for approval.

The Committee discussed the following regarding FY 24 utility and user fees for facility rentals:

- Mr. Cross recommended increasing the FY23 utility and user fees by the March 2023 CPI of 5.6%. The Committee agreed to the increase and agreed to bring it to the full Board for approval.

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

- The Committee approved the March minutes without any changes.

The Committee discussed the following regarding other business:

- Mr. Ezzes inquired if it would make sense to add an additional responsibility to the current committee that would include “safety”, or if a separate sub-committee dealing specifically with safety would be more appropriate. The Committee agreed that since safety falls under operations, it is already under the purview of the current committee, so a sub-committee isn’t necessary, but a standing agenda item would be added as needed to the current committee’s agenda.

There being no further business to discuss, the meeting adjourned at 9:28 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations