

Board of Education Regular Meeting

Monday, September 18, 2023 6:00 PM

Weston Middle School Library Learning Commons, 135 School Road, Weston, CT 06883

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 August 11, 2023 Weston Board of Education Executive Session

III.B. Meeting minutes from the August 17, 2023 Weston Board of Education Executive Session

III.C. Meeting minutes from the August 28, 2023 Weston Board of Education Special Session/Workshop

IV. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

IV.A. Discussion with WHS Student Board of Education Representatives

V. PUBLIC COMMENT

VI. OLD BUSINESS

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

VI.A.1. Discussion of 5113: Attendance, Truancy and Chronic Absenteeism (formerly attendance and excuses)

VI.B. Culminating Goals for the 22-23 School Year

VII. NEW BUSINESS

VII.A. Recognition

VII.A.1. Recognize the HES PTO donation to supply new spirit shirts to all HES staff. This donation has a value of \$710.50

VII.A.2. Acceptance of HES PTO donation to supply pennants to all HES students. This donation has a value of \$2,000.00

VII.A.3. Approval of HES PTO donation to upgrade the Staff Lounge at Hurlbutt Elementary School. This includes new tables, chairs, couches, paint, and décor. This donation has a value of \$5,000.

VII.A.4. Approval of HES PTO donation to upgrade the Bee Playground outdoor seating at Hurlbutt Elementary. This includes 3 new hexagonal picnic tables that comfortably seat 6 people. The upgrades add more functional space to hold class and community gatherings. School.This

donation has a value of \$4,000.

VII.A.5. Approval of The Weston Kiwanis and WIS PTO donation. Each contributed 50% of the total funds listed above to donate a custom wrapped Book Vending Machine. This donation has a value of \$6,789.

VII.B. Authorize the Superintendent to appoint an impartial hearing officer for expulsion and residency issues for the 2023-2024 school year.

VII.C. Weston Board of Education Policies, Regulations, and Bylaws (first read)

VII.C.1. Discussion of 5131.911: Bullying Prevention and Intervention

VIII. **DISTRICT UPDATES**

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

VIII.B. Superintendent Report

VIII.C. Pupil Personnel Services and Special Education Update

VIII.D. Finance and Operations Update

VIII.D.1. Discussion and vote on FY23 Year End Financial Report

VIII.E. FY22 Update on Unliquidated Encumbrances

VIII.F. Capital Projects Update

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

IX.A. Communications Committee

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

IX.C. Cooperative Educational Services (CES)

IX.D. Curriculum Committee

IX.E. Educational Optimization Committee (EOC)

IX.F. Finance & Operations Committee

IX.G. Negotiations Committee

IX.H. Policy Committee

IX.I. Weston Education Foundation (WEF)

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

X.A. The next regular session of the Weston Board of Education will be October 16, 2023 at 6:00 PM. This meeting will be remote and will be live streamed.

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

XI. ADJOURNMENT

Weston Board of Education Executive Session

Friday, August 11, 2023 9:00 AM

Remote Session

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

- I. Call to Order, Verification of Quorum
The meeting was called to order at 9:09 AM. A quorum was present.

Additional Attendees:
Lisa Barbiero, Superintendent of Schools
Jessica Richman Smith, Counsel
Julie Jaquays, Counsel
Move that the Weston Board of Education begin the August 11, 2023 Executive Session. Carried with a motion by Walker, Melissa and a second by Kingsley, Bernie.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea
Yea: 6, Nay: 0
- II. Matter pertaining to Petition for Relief from Vexatious Requesters and Motion that the Commission Deny Leave to Schedule Further Hearings” and discussion of attorney-client privileged communication regarding same.
- III. Appointment of an impartial hearing officer for expulsion and residency issues for the 2023-2024 school year.
- IV. Matter pertaining to personnel: Superintendent's performance evaluation
- V. Adjournment
The meeting was adjourned at 10:00 AM.
Move that the Weston Board of Education adjourn the August 11, 2023 Executive Session. Carried with a motion by Walker, Melissa and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea
Yea: 6, Nay: 0

Chairperson

Superintendent

DRAFT

Weston Board of Education Executive Session

Thursday, August 17, 2023 10:00 AM

Remote Session

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

- I. Call to Order, Verification of Quorum
The meeting was called to order at 10:02 AM. A quorum was present.
Move that the Weston Board of Education begin the August 17, 2023 Executive Session. Carried with a motion by Walker, Melissa and a second by Ferraro, Sharon.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea
Yea: 6, Nay: 0

- II. Matter pertaining to personnel: Superintendent's performance evaluation

- III. Adjournment
The meeting was adjourned at 11:40 AM.
Move that the Weston Board of Education adjourn the August 17, 2023 executive session. Carried with a motion by Ezzes, Steven and a second by Kingsley, Bernie.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea
Yea: 6, Nay: 0

Respectfully submitted by:

Bernadette Kingsley

Chairperson

Superintendent

Weston Board of Education Workshop

Monday, August 28, 2023 12:00 PM

Central Office Annex Conference Room, 24 School Road, Weston CT, 06883

24 School Road

Weston, CT 06883-1623

Absent: Bernie Kingsley, **Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Chad Hoepfner, Melissa Walker. Present: 6, Absent: 1. Chad Hoepfner arrived at 12:59 PM.

I. Call to Order, Verification of Quorum

Chair Ezzes congratulated WHS on the US News high school ranking and commented on the opening of school convocation.

Move that the Weston Board of Education begin the Workshop. The time is 12:15 PM. Unseconded with a motion by Ezzes, Steven.

II. Board member roles and responsibilities

Jessica Richman Smith facilitated a discussion on:

- board roles and responsibilities,
- FOIA (the law that governs the way a board functions and exists, how the board communicates in writing and functions and both board meetings, and committee meetings and outside of meetings), and
- communication and information sharing.

In addition, hypothetical scenarios were given and the board reviewed the situations and discussed how to handle them.

III. Communication

This agenda item was discussed during the presentation with Jessica Richman Smith.

IV. District goals/state of our schools

Superintendent Barbiero and Assistant Superintendent Henckel talked about district goals and safety. Admin retreat began with gratitude, bring gratitude into your life, transformative work that will change the lives of students. Dr. Henckel talked about our commitment to maintain through lines from district improvement plan to school improvement plans. There are commonalities built in, goals are more purposeful, it's a high priority action plan. What does success look like in Weston? We are one school system, working on development of our district goals from the bottom up and building capacity. There's a focus on supporting people.

V. Board committees

VI. Board of Education regular meeting schedule

VII. Building project/EOC

Peter Gordon gave a brief overview of his view on the EOC and what he thinks we have the ability to do; what is the degree of investment and time on investment to do what he believes needs to be accomplished. We're still in discovery, not quite there yet to solidify what needs to be done. Building changes are intertwined with educational/curriculum opportunities. Superintendent Barbiero explained, within the district goals, capital expenditures need to be identified so a future plan timeline can be created that is most cost effective.

VIII. Adjournment

Move that the Weston Board of Education adjourn the August 28, 2023 Workshop. Carried with a motion by Ferraro, Sharon and a second by Hoepner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Melissa Walker: Yea
Yea: 6, Nay: 0

Chairperson

Superintendent

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:

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- 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

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- 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

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](#)

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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 [8]: This is the revised letter based on the input of WPS district attendance committee and superintendent.

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: _____

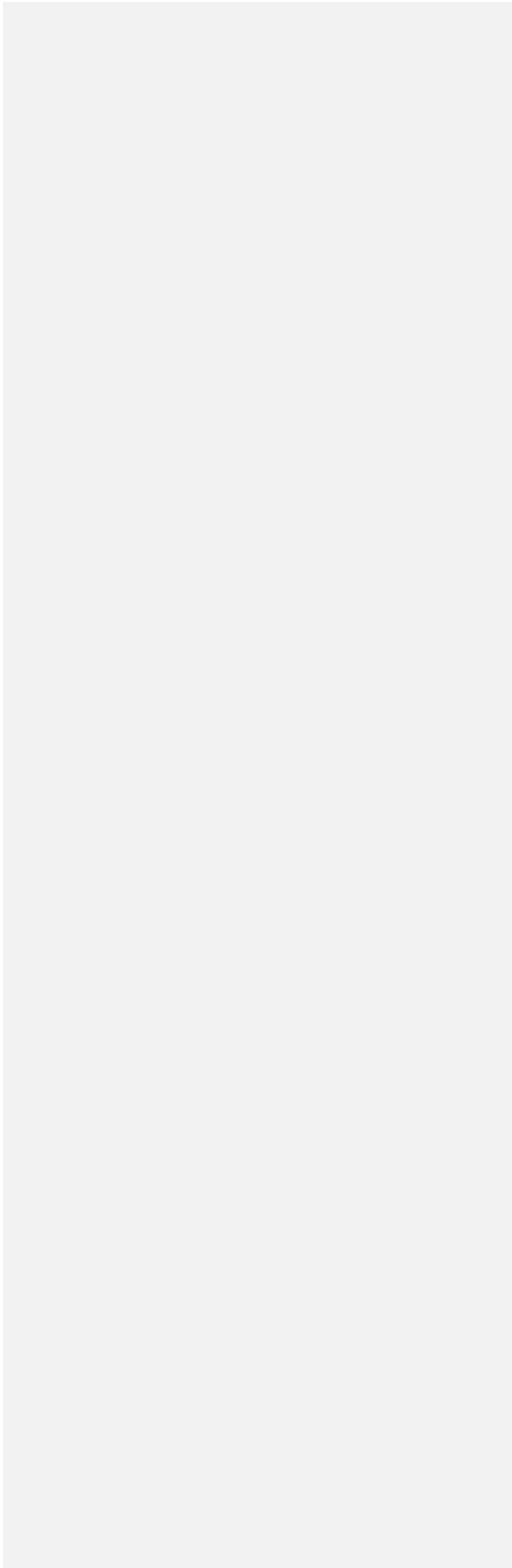
School Personnel Use Only

|

€ 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



Culminating Goals for the 22-23 School Year

Final Data Analysis of Weston District Improvement Plan Goals
September 18, 2023

Follow-up to SBAC, NGSS & SAT

- 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%)
- 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%)

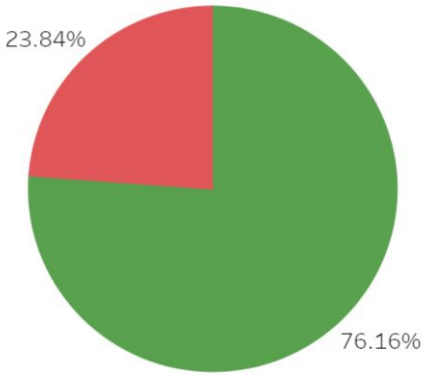
- ELA

- 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%)
- 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%)

- Science


- By June 2023, 80% of students in grades 5, 8 and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment.

Smarter Balanced Achievement of Math Goals

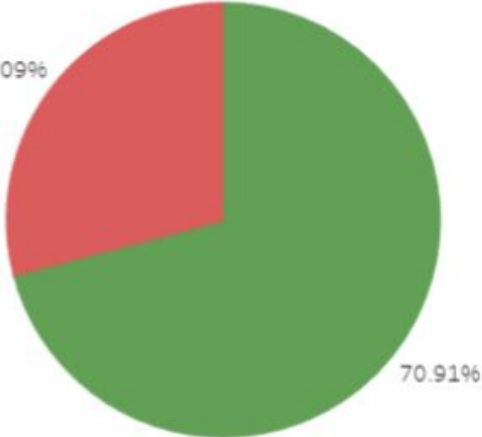
Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on Smarter Balanced Math Achievement			
3-8	 <p>A pie chart illustrating the Spring Performance Snapshot for grades 3-8. The chart is divided into two segments: a green segment representing 76.16% and a red segment representing 23.84%.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	76%



Smarter Balanced: Math Growth Goals based on Subgroup

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
SPED Students based on Smarter Balanced Math Growth			
4-8	 <p>59.7%</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	60%

SAT: Achievement of Math Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on SAT Math Achievement			
11	 <p>A pie chart illustrating the distribution of SAT Math achievement for grade 11 students. The chart is divided into two segments: a green segment representing 70.91% and a red segment representing 29.09%.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	71%

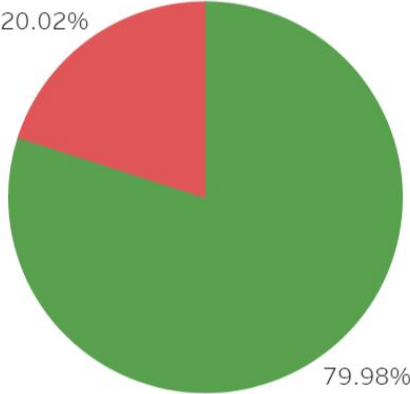


Math Achievement in DRG A SBA Grades 3-8 SAT Grade 11

MATH	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	Region 9
Grade 3	81	83	86	75	80	79	75	69	
Grade 4	84	78	91	81	82	87	87	77	
Grade 5	81	82	83	67	80	78	81	77	
Grade 6	81	75	76	67	70	73	58	83	
Grade 7	82	72	80	73	74	81	76	89	
Grade 8	76	68	84	67	68	78	84	79	
Grade 11 (SAT)	77		81		66	77	71	78	86




SBA - Achievement of ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on Smarter Balanced ELA Achievement			
3-8	 <p>A pie chart with two segments. The larger segment is green and labeled 79.98%. The smaller segment is red and labeled 20.02%.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	80%

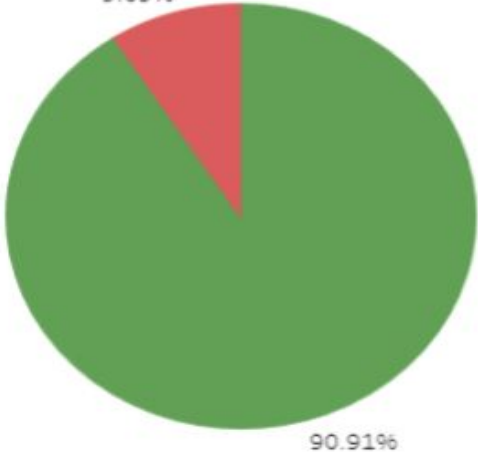


SBA - ELA Goals based on Growth

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
SPED Students based on Smarter Balanced ELA Growth			
4-8	 <p>51.5%</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	52%



SAT - Achievement of ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on SAT ELA Achievement			
11	 <p>A pie chart illustrating the achievement of ELA goals for grade 11 students. The chart is divided into two segments: a large green segment representing 90.91% of students who met or exceeded the goal, and a smaller red segment representing 9.09% of students who did not meet the goal.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	91%



ELA Achievement in DRG A SBA Grades 3-8 & SAT Grade 11

ELA	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	Region 9
Grade 3	76	71	79	71	74	74	75	75	
Grade 4	80	77	88	74	84	86	86	74	
Grade 5	87	87	87	77	82	81	85	83	
Grade 6	75	84	78	72	76	72	75	75	
Grade 7	77	81	83	69	79	78	76	87	
Grade 8	83	84	85	72	81	78	86	81	
Grade 11 (SAT)	88		86		88	87	91	93	70



NGSS - Achievement of Science Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved										
ALL Students based on NGSS Science Achievement													
5, 8,11	<p style="text-align: center;">Next Generation Science Standards (NGSS) Assessment</p> <table border="1"> <caption>Performance Level Data</caption> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not Met</td> <td>4.70%</td> </tr> <tr> <td>Approaching</td> <td>12.07%</td> </tr> <tr> <td>Met</td> <td>51.74%</td> </tr> <tr> <td>Exceeded</td> <td>31.49%</td> </tr> </tbody> </table>	Performance Level	Percentage	Not Met	4.70%	Approaching	12.07%	Met	51.74%	Exceeded	31.49%	<p>End-Of-Year Goal:</p> <p>By June 2023, 80% of students in grades 5, 8 and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment.</p>	<p>83%</p>
Performance Level	Percentage												
Not Met	4.70%												
Approaching	12.07%												
Met	51.74%												
Exceeded	31.49%												



Met=51.74 + Exceeded=31.49 = 83.23%

NGSS Achievement in DRG A

NGSS									
	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	Region 9
Grade 5	83	88	89	68	86	78	84	80	
Grade 8	76	81	83	70	76	79	88	85	
Grade 11	73		83		68	67	78	91	86



2023 Summer Work Related to Future Areas for 23-24

- Developed Math scope and sequence (K-9), pacing guides and units of study for Math Grade 6 and Math 6 Accelerated;
- Developed Literacy scope and sequence (K-11), pacing guides and units of study - K-2 completed all units of study
- Analyzed SBA results and determined establish next steps for 2023-2024 DIP and SIP
- Reviewed Tri-state math report & integrated recommendations in school improvement plans
- Trained CILS and admin in first module of new coaching model
- Analyzed school climate survey and developed action steps aligned to SEL focus



**2023-2024 District and School Improvement Plans Presentation
BOE Meeting- Monday, October 16th @ 6 PM- Remote Session

Celebrating our 2022-23 District-wide Achievements

Board of Education Meeting
June 20, 2023



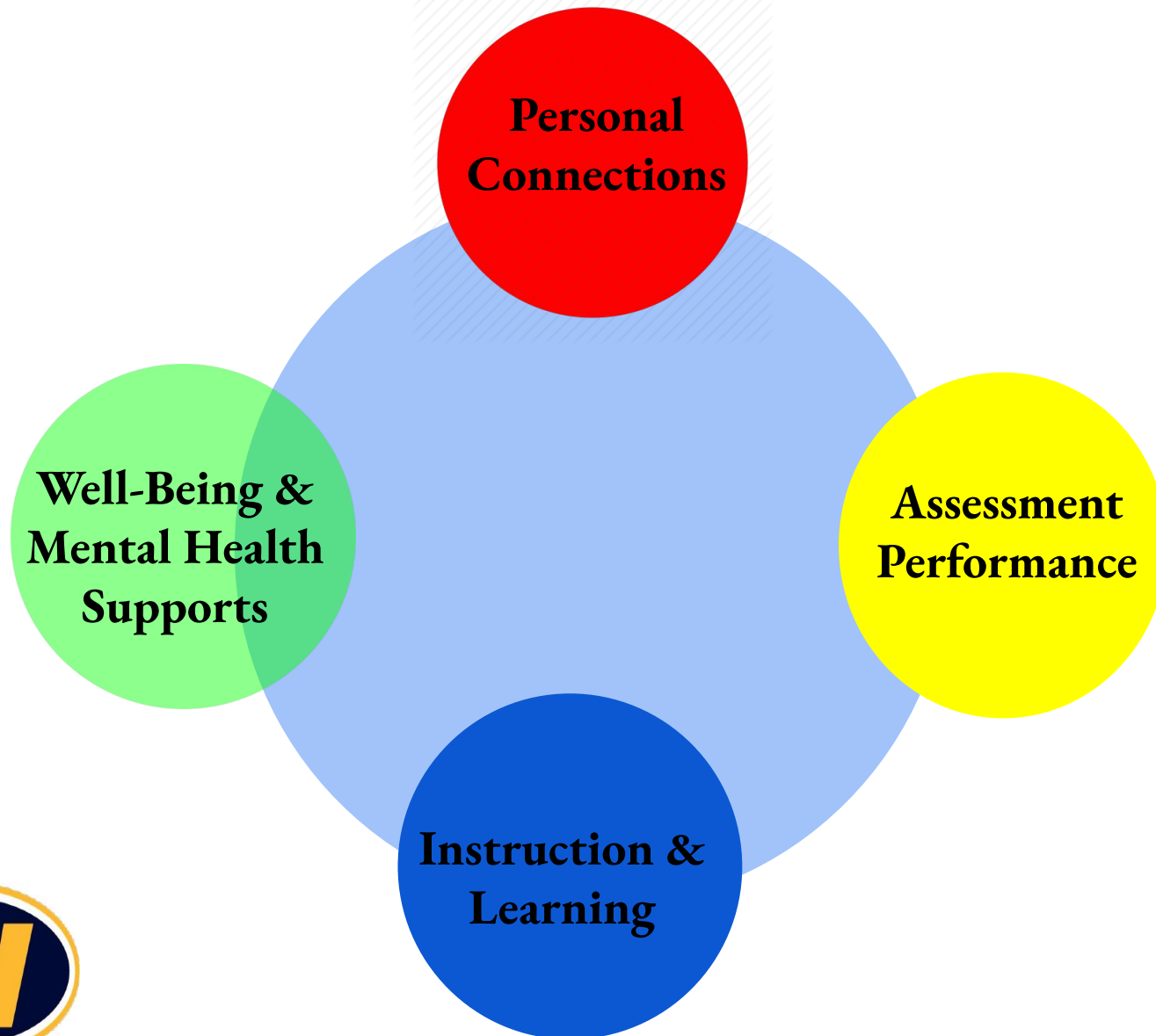
Agenda

- 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](#)



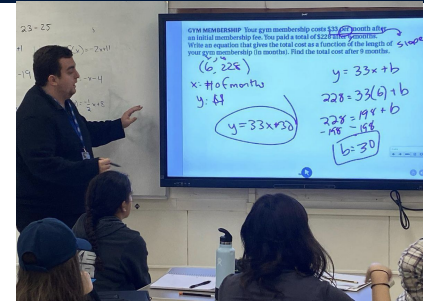
Status Towards Action Step Completion

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:

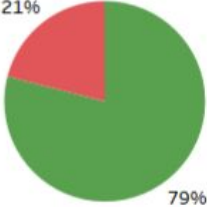
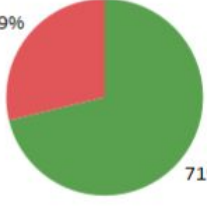
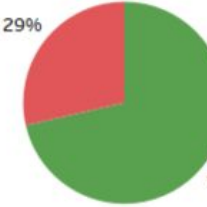
- By June 2023 a minimum of 80% of our students, grades K-2, will meet or exceed the 56th achievement percentile as measured by the NWEA Map Assessment. (New Baseline)
- By June 2023 a minimum of 75% of our ninth grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Math Assessment. (2022=72%)

Subgroup:

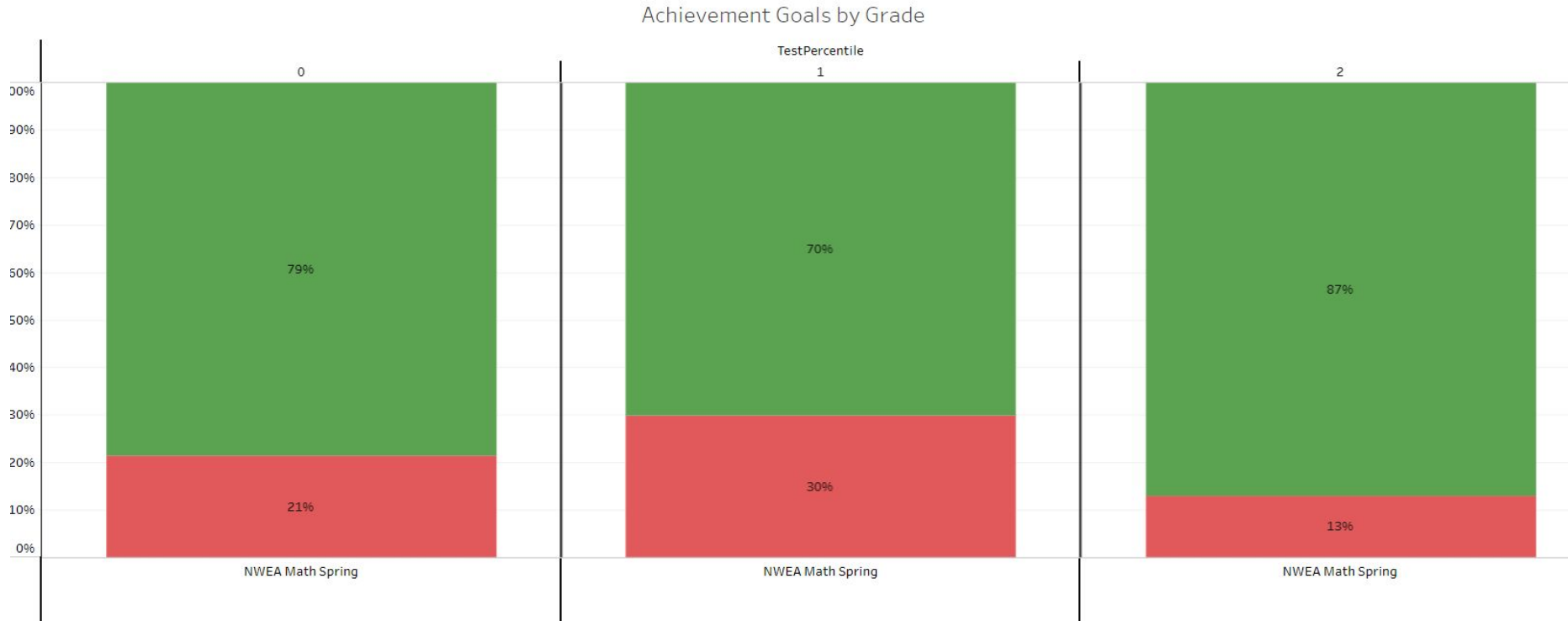
- By June 2023, 58% of students with disabilities in grades 1-9, will meet or exceed their projected growth targets from fall to spring as measured by the NWEA Map Math assessment. (2022=52%)



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>

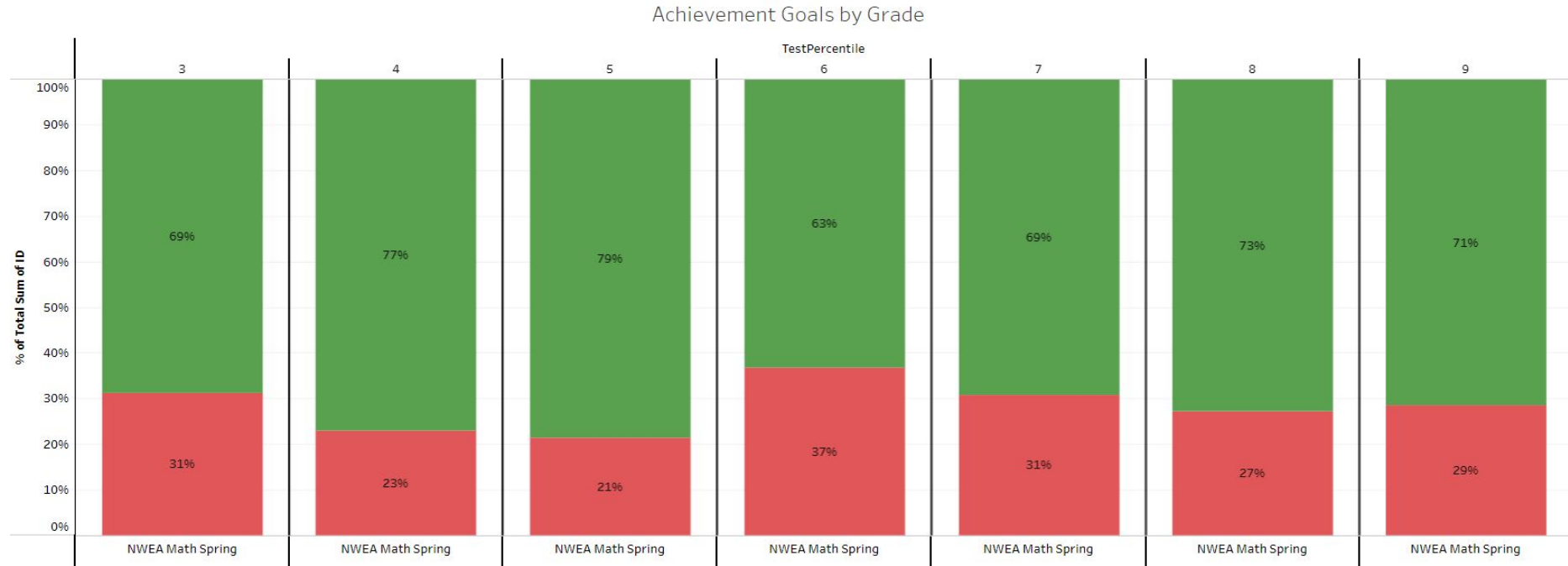
Spring NWEA Achievement Levels by Grade: Math



*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. The red segment on the left is labeled '47%' and the green segment on the right is 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 80% of our ninth grade students will meet or exceed the 61th achievement percentile as measured by the NWEA Map Reading Assessment. (2022 = 77%)

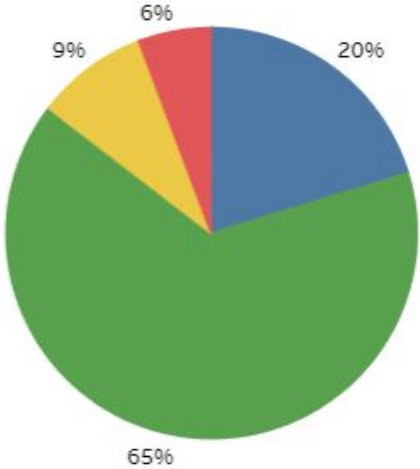
Subgroup:

- 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%)



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%											

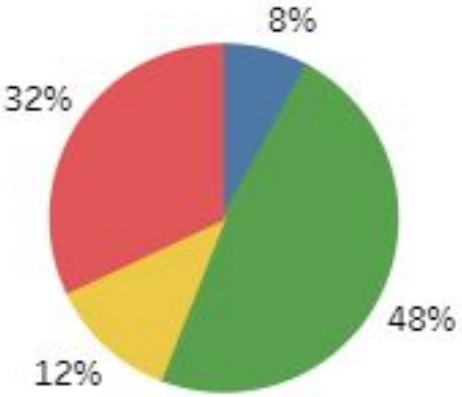
Scoring Rubrics

- 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


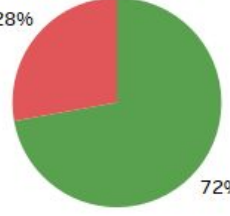
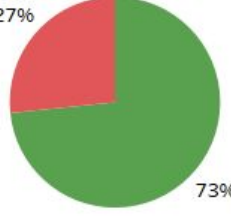
Percentage of Students meeting or exceeding the End-year Independent Reading Levels based on Fountas and Pinnell

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

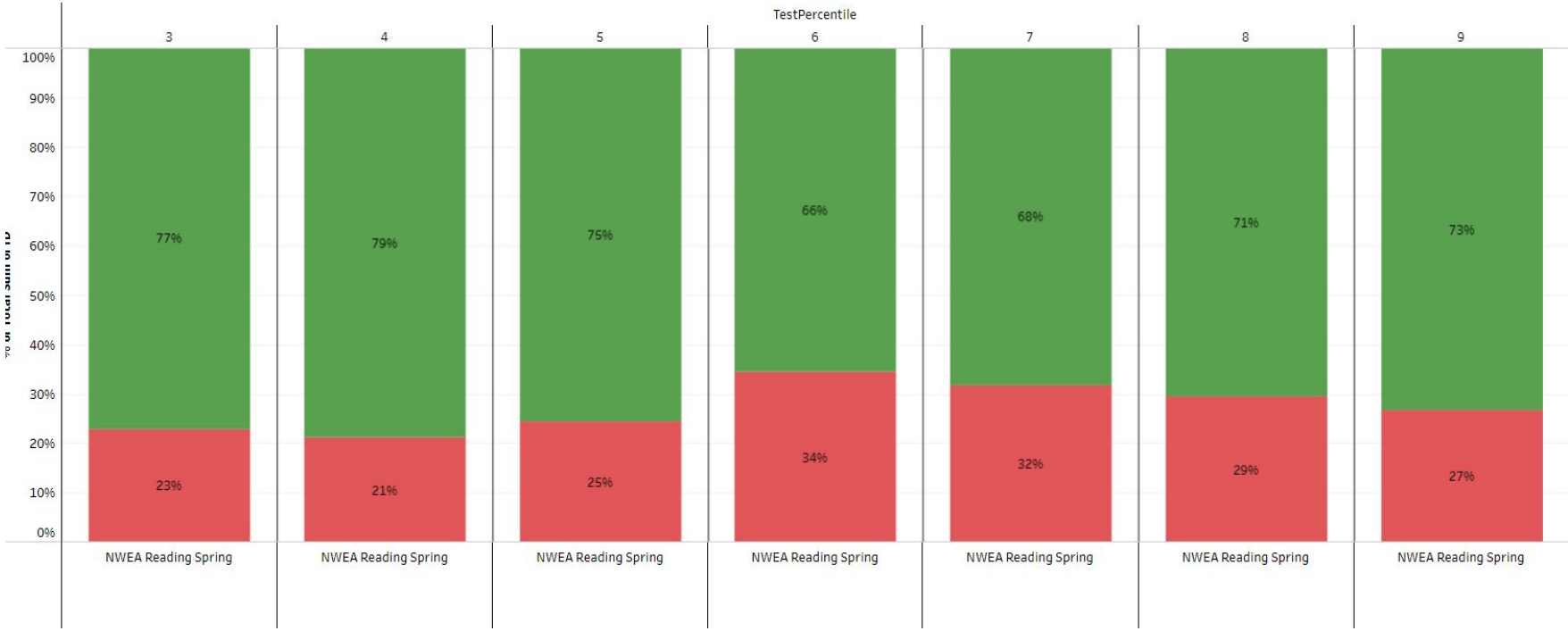
NWEA Progress Towards - ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal and Assessment
2	 <p>A pie chart representing the Spring Performance Snapshot for grade 2. 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 Spring Performance Snapshot for grades 3-8. 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 Spring Performance Snapshot for grade 9. 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

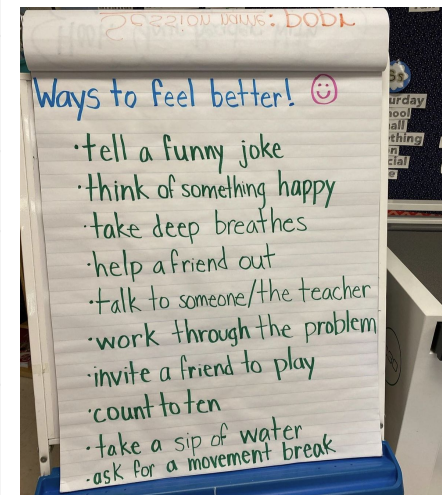
Goal: Promote an inclusive climate that honors the uniqueness of every individual independent of race, skin color, religion, disability, gender identity, sexual orientation or other perceived difference.

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 & SAT 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%)
 - 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%)
- 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%)
 - 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%)
 - 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)







Culminating Goals for the 22-23 School Year

Final Data Analysis of Weston District Improvement Plan Goals
September 18, 2023

Follow-up to SBAC, NGSS & SAT

- 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%)
- 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%)

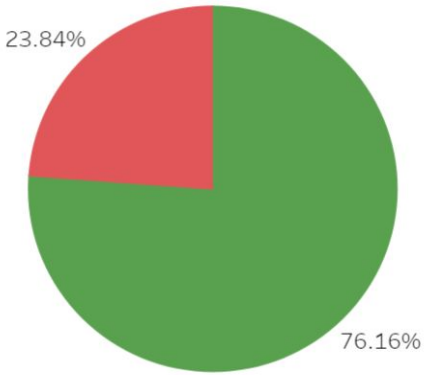
- ELA

- 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%)
- 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%)

- Science


- By June 2023, 80% of students in grades 5, 8 and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment.

Smarter Balanced Achievement of Math Goals

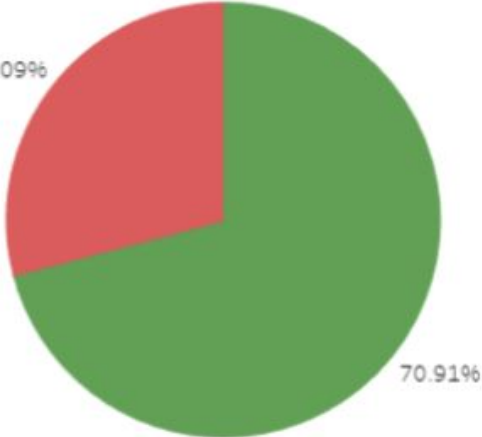
Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on Smarter Balanced Math Achievement			
3-8	 <p>A pie chart illustrating the Spring Performance Snapshot for grades 3-8. The chart is divided into two segments: a green segment representing 76.16% and a red segment representing 23.84%.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	76%



Smarter Balanced: Math Growth Goals based on Subgroup

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
SPED Students based on Smarter Balanced Math Growth			
4-8	 <p>59.7%</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	60%

SAT: Achievement of Math Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on SAT Math Achievement			
11	 <p>A pie chart illustrating the distribution of SAT Math achievement for grade 11 students. The chart is divided into two segments: a green segment representing 70.91% and a red segment representing 29.09%.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	71%

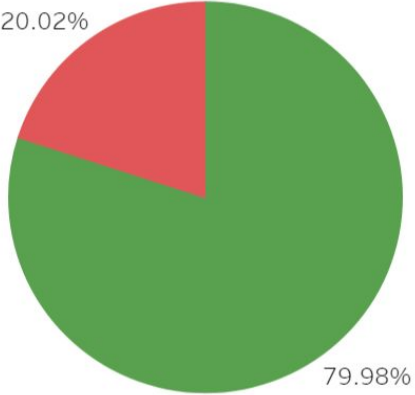


Math Achievement in DRG A SBA Grades 3-8 SAT Grade 11

MATH	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	Region 9
Grade 3	81	83	86	75	80	79	75	69	
Grade 4	84	78	91	81	82	87	87	77	
Grade 5	81	82	83	67	80	78	81	77	
Grade 6	81	75	76	67	70	73	58	83	
Grade 7	82	72	80	73	74	81	76	89	
Grade 8	76	68	84	67	68	78	84	79	
Grade 11 (SAT)	77		81		66	77	71	78	86




SBA - Achievement of ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on Smarter Balanced ELA Achievement			
3-8	 <p>A pie chart with two segments. The larger segment is green and labeled 79.98%. The smaller segment is red and labeled 20.02%.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	80%

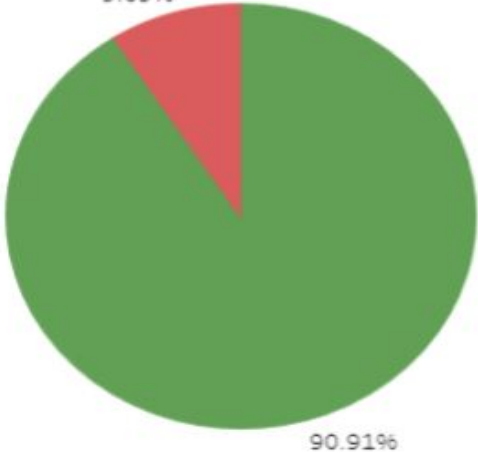


SBA - ELA Goals based on Growth

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
SPED Students based on Smarter Balanced ELA Growth			
4-8	 <p>51.5%</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	52%



SAT - Achievement of ELA Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved
ALL Students based on SAT ELA Achievement			
11	 <p>A pie chart illustrating the achievement of ELA goals for grade 11 students. The chart is divided into two segments: a large green segment representing 90.91% of students who met or exceeded the goal, and a smaller red segment representing 9.09% of students who did not meet the goal.</p>	<p>End-Of-Year Goal:</p> <p>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%)</p>	91%



ELA Achievement in DRG A SBA Grades 3-8 & SAT Grade 11

ELA	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	Region 9
Grade 3	76	71	79	71	74	74	75	75	
Grade 4	80	77	88	74	84	86	86	74	
Grade 5	87	87	87	77	82	81	85	83	
Grade 6	75	84	78	72	76	72	75	75	
Grade 7	77	81	83	69	79	78	76	87	
Grade 8	83	84	85	72	81	78	86	81	
Grade 11 (SAT)	88		86		88	87	91	93	70



NGSS - Achievement of Science Goals

Grade level(s)	Spring Performance Snapshot	End-of Year Target Goal	% Achieved										
ALL Students based on NGSS Science Achievement													
5, 8,11	<p style="text-align: center;">Next Generation Science Standards (NGSS) Assessment</p> <table border="1"> <caption>Performance Level Data</caption> <thead> <tr> <th>Performance Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not Met</td> <td>4.70%</td> </tr> <tr> <td>Approaching</td> <td>12.07%</td> </tr> <tr> <td>Met</td> <td>51.74%</td> </tr> <tr> <td>Exceeded</td> <td>31.49%</td> </tr> </tbody> </table>	Performance Level	Percentage	Not Met	4.70%	Approaching	12.07%	Met	51.74%	Exceeded	31.49%	<p>End-Of-Year Goal:</p> <p>By June 2023, 80% of students in grades 5, 8 and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment.</p>	<p>83%</p>
Performance Level	Percentage												
Not Met	4.70%												
Approaching	12.07%												
Met	51.74%												
Exceeded	31.49%												



Met=51.74 + Exceeded=31.49 = 83.23%

NGSS Achievement in DRG A

NGSS	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	Region 9
Grade 5	83	88	89	68	86	78	84	80	
Grade 8	76	81	83	70	76	79	88	85	
Grade 11	73		83		68	67	78	91	86



2023 Summer Work Related to Future Areas for 23-24

- Developed Math scope and sequence (K-9), pacing guides and units of study for Math Grade 6 and Math 6 Accelerated;
- Developed Literacy scope and sequence (K-11), pacing guides and units of study - K-2 completed all units of study
- Analyzed SBA results and determined establish next steps for 2023-2024 DIP and SIP
- Reviewed Tri-state math report & integrated recommendations in school improvement plans
- Trained CILS and admin in first module of new coaching model
- Analyzed school climate survey and developed action steps aligned to SEL focus



**2023-2024 District and School Improvement Plans Presentation
BOE Meeting- Monday, October 16th @ 6 PM- Remote Session



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: HES PTO

Value of gift(s) being donated: \$ 710.50

Description:

New spirit shirts for the teachers and staff

Principal Signature (with handwritten signature)

Superintendent Signature (with handwritten signature: Lisa Barbieri)

Date: 9/10/23

Date:

Board of Education Approval

Not required

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

No



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

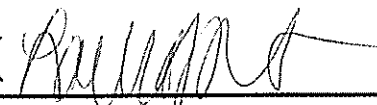
School/Building: HES WIS WMS WHS CO

Name of Donor: HES PTO

Value of gift(s) being donated): \$ up tp 2,000.00

Description:

To supply pennants to HES students

X 

Principal Signature

X 

Superintendent Signature

Date: 9/13/23

Date:

Board of Education Approval

Not required

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

No



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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: HES PTO

Value of gift(s) being donated): \$ 5,000

Description:

see attached

Principal Signature (handwritten signature)

Superintendent Signature (handwritten signature)

Date: 8/15/23

Date:

Board of Education Approval

- Not required
Yes (If yes, date of Board of Education Approval:
No

Hurlbutt PTO

ELEMENTARY SCHOOL

August 1, 2023

Lisa Barbiero
Superintendent of Schools
Weston School District
24 School Road
Weston, CT 06883

Dear Ms. Barbiero,

On behalf of the Hurlbutt Elementary PTO, we are pleased to inform you and the Board of Education that our organization would like to provide the following:

- \$5,000 to upgrade the Staff Lounge at Hurlbutt Elementary School. This includes new tables, chairs, couches, paint, and décor. The upgrades will contribute to staff morale and productivity, as they provide all employees with a more functional space to prepare class materials and hold gatherings. It will also provide more seating for staff members during busy breaks.

We are grateful to our members for recognizing the importance of supporting staff with the additional funds needed to enhance their staff lounge at Hurlbutt Elementary School. We look forward to continued success.

Warmest regards,

Christina

Christina Oranges
HES PTO Philanthropy Chair

CC: Kellie James, Hurlbutt PTO President
Laura Kaddis, Hurlbutt Principal



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,
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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.

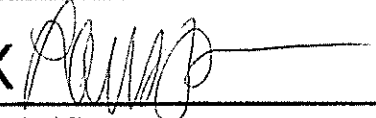
School/Building: HES WIS WMS WHS CO

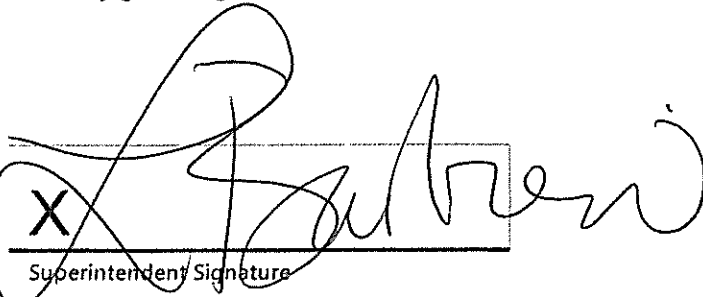
Name of Donor: HES PTO

Value of gift(s) being donated): \$ up to \$4,000.00

Description:

The PTO would like to upgrade the Bee Playground outdoor seating at Hurlbutt Elementary School. This includes 3 new hexagonal picnic tables that comfortably seat 6 people. The upgrades add more functional space to hold class and community gatherings.

X 
Principal Signature

X 
Superintendent Signature

Date: 9/13/23

Date:

Board of Education Approval

Not required

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

No

Hurlbutt PTO

Elementary School

September 11, 2023

Lisa Barbiero
Superintendent of Schools
Weston School District
24 School Road
Weston, CT 06883

Dear Ms. Barbiero,

On behalf of the Hurlbutt Elementary PTO, we are pleased to inform you and the Board of Education that our organization would like to provide the following:

- Up to \$4,000 to upgrade the Bee Playground outdoor seating at Hurlbutt Elementary School. This includes 3 new hexagonal picnic tables that comfortably seat 6 people. The upgrades add more functional space to hold class and community gatherings.



We are grateful to our members for recognizing the importance of supporting students with the additional funds needed to enhance the outdoor play space at Hurlbutt Elementary School. We look forward to continued success.

Warmest regards,

Christina

Christina Oranges
HES PTO Philanthropy Chair

CC: Kellie James, Hurlbutt PTO President
Laura Kaddis, Hurlbutt Principal

Hurlbutt Elementary School PTO Inc.
9 School Road Weston, CT 06883



Gifts, Grants and Bequests Approval Form

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

Gift Value:

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- 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: Weston Kiwanis and WIS PTO

Value of gift(s) being donated): \$ 6,789

Description:

The Weston Kiwanis and WIS PTO each contributed 50% of the total funds listed above to donate a custom-wrapped Book Vending Machine. The machine will be located in the central hallway of the school, outside of the library doors. This machine will support our efforts in promoting a positive school climate, as well as promoting the joy of reading. Students earn special gold coins by showing WIS P.R.I.D.E (Personal Accountability, Respect, Integrity, Discipline, Effort) and kindness. Students will use these coins to select brand-new books from the machine as a reward for their contribution to a positive school climate.

X 

Principal Signature

X

Superintendent Signature

Date: August 30, 2023

Date:

Board of Education Approval

Not required

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

No

~~*[Please note: The State DOE strongly encourages districts to have safe school climate plans that are specifically tailored to meet individual school/district needs, in addition to the legislative requirements. For that reason, we encourage districts to utilize Section XI of the model Safe School Climate Plan to highlight the district and school specific initiatives in your district].*~~

Series 5000 Students

BULLYING PREVENTION AND INTERVENTION POLICY

The ~~{~~ _____ } Weston Board of Education (the “Board”) is committed to creating and maintaining an educational environment within the _____ Weston Public Schools (the “District”) that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “**Bullying**” means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or

mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, “**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, “**Teen Dating Violence**” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

For purposes of this policy, “**Discrimination**” means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).

For purposes of this policy, “**Harassment**” is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school and/or alternative school program operated by the Board (“alternative school program”) to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents’ or guardians’ electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
- (9) require each school and/or alternative school program to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school and/or alternative school program to ensure the safety of the student against whom such act was directed and policies and procedures in place designed to prevent further acts of bullying;
- (10) require each school and/or alternative school program to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school or alternative school program designed to prevent further acts of bullying;
- (11) establish a procedure for each school and alternative school program to document and maintain records relating to reports and investigations of bullying in such school and/or alternative school program and to maintain a list of the number of

verified acts of bullying in such school and/ alternative school program and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school and/or alternative school program will take designed to protect such students against further acts of bullying;
- (15) require the responsible administrator of a school and/or alternative school program, or designee, to notify the appropriate local law enforcement agency when such responsible administrator, or designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school and/or alternative school program to provide all school employees with a written or electronic copy of the District's safe school climate plan; and
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions

imposed under the Family Educational Rights Privacy Act ("FERPA") and the District's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the Connecticut State Department of Education (the "Department") for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school or alternative school program in the District's web site and ensure that the Safe School Climate Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and alternative programs operated by the Board and in all student handbooks.

As required by state law, the Board, after consultation with the Department and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative (the "Collaborative"), shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Collaborative.

Legal References:

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Series 5000 Students

SAFE SCHOOL CLIMATE PLAN

The ~~{~~ ~~_____}~~ Weston Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment within the ~~_____~~ Weston Public Schools (the “District”), free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan (the “Plan”), consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The District’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
 - (1) causes physical or emotional harm to an individual;
 - (2) places an individual in reasonable fear of physical or emotional harm; or
 - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).
- C. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- D. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and

interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

- E. **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.
- F. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- G. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- H. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.
- I. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- J. **“Prevention and intervention strategy”** may include, but is not limited to,
 - (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Connecticut State Department of Education (the “Department”),
 - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,

- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
 - (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
 - (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
 - (6) school-wide training related to safe school climate,
 - (7) student peer training, education and support,
 - (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
 - (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- K. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- L. **“School employee”** means
- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
 - (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- M. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- N. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

- O. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing District staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

- (1) be responsible for implementing the District’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in District schools and programs;
- (3) provide data and information, in collaboration with the Superintendent, to the Department regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the District and to make recommendations concerning amendments to the Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal’s designee) or responsible administrator of any alternative education program operated by the Board (“responsible administrator”) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school or program.

V. Development and Review of Safe School Climate Plan

- A. The Principal of each school or responsible administrator shall establish a committee or designate at least one existing committee (“Committee”) in the school or program to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school or program. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school or program, as appointed by the school principal or responsible administrator;

- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school or program; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal or responsible administrator.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school or program;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school or program policies relating to bullying;
- (5) review and make recommendations to the Coordinator regarding the Plan based on issues and experiences specific to the school or program;
- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) perform any other duties as determined by the principal or responsible administrator that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities that may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school or program.

D. The Board shall approve the Plan developed pursuant to Board policy and submit such plan to the Department. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such Plan available on the Board's

and each individual school or program on the District's web site and ensure that the Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and programs and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building or program administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school or program administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the District to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit

the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved to determine if it meets the criteria of bullying as defined. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and may result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school or program's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, the District will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school or program to promote the safety of the student/victim and policies and procedures in place designed to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school designed to prevent further acts of bullying and opportunity to improve future behavior. The invitations may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures designed to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the principal of a school or responsible administrator (or designee) reasonably believes that any act of bullying constitutes a criminal offense, the principal or responsible administrator shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the principal, responsible administrator or designee, may consult with the school resource officer, if any, and other individuals the principal, responsible administrator or designee deems appropriate.

F. If a bullying complaint raises a concern about Protected Class discrimination or harassment, the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the District as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), in a manner designed to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

A. The District strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The District recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building or program administrator. The building or program administrator shall promptly refer the complaint to the Title IX Coordinator.

C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school and program operated by the Board shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school or responsible administrator shall maintain a list of the number of verified acts of bullying in the school or program and this list shall be available for public inspection upon request. Consistent with District obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school or program and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school or responsible administrator shall report the number of verified acts of bullying in the school or program annually to the Department in such manner as prescribed by the Connecticut Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools and programs may also consider appropriate alternatives to traditional disciplinary

sanctions, including age-appropriate consequences and other restorative or remedial interventions.

- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions, which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

- (1) Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

- (2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students may be subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing an accused student of the reasons for the proposed suspension and giving the accused student an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board or an impartial hearing board designated by the Board in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior and/or teen dating violence.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plans;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional District actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school and District program. Such prevention and intervention strategies may include, but are not limited to:

- (a) School and program rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe

school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department;

- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
 - (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
 - (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
 - (l) Avoidance of sex-role stereotyping;
 - (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
 - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

~~[Individual schools and programs should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school, program and/or district. These strategies should align with school improvement plans and school climate assessments, and be based on current data available on the quality of school climate within the school, program and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.]~~ Each school has a Safe School Climate Plan which can be found on the district website.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school and program shall provide all school employees with a written or electronic copy of the District's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department and the Social and Emotional Learning and School Climate Advisory Collaborative (the "Collaborative"), shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.
- E. Any person appointed by the District to serve as District safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school and program in the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department. The Board shall collect the school climate assessments for each school and program in the District and submit such assessments to the Department.

Legal References:

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,
Series 2019-2020 (July 16, 2019)

5/1/2023

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number	Email Address
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Have there been previous incidents? (circle one) Yes No

If “yes”, please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

Were these incidents reported to school employees? (circle one) Yes No

If “Yes”, to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
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5/1/2023



[SAMPLE FORM C]

WESTON PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:

School _____ Date _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Employee report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ No ___

Remedial Action(s) Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

If Bullying Verified, Have Invitations to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School or Program Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach: 1) notification to parents of students involved that includes a description of the school or program's response to the acts of bullying, the results of the investigation, and via e-mail if e-mail addresses are known, a statement that the parents may refer to the plain language explanation of rights and remedies available under Conn. Gen. Stat. §§ 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the District's website; 2) invitations to parent meetings; and 3) and records of parent meetings).

5/1/2023

INTEROFFICE MEMORANDUM

To: Lisa Barbiero

From: Paul Rasmussen, Ed.D. - Director of Human Resources

Subject: Consent Agenda – BOE MTG 09/18/2023

Date: 09/13/2023

NEW HIRES:

- Kristen Abreu (1.0) (Central Office) District Nursing Supervisor. Effective July 15, 2023
- John Aquino (1.0) Security Specialist. Effective August 28, 2023
- Ashley Blaire (1.0) (HES) Paraprofessional. Effective August 28, 2023
- Michael Brennan (1.0) (WHS) Mathematics Teacher. Effective August 24, 2023
- Robert Daubert (1.0) Security Specialist. Effective August 28, 2023
- Shay Neary (WHS) Junior Varsity Soccer Coach. Effective August 24, 2023
- Jan Randall (1.0) (WHS) Paraprofessional. Effective August 28, 2023
- Riley Rapoport (1.0) (WHS) 6-12 Mathematics Curriculum Instructional Leader. Effective August 24, 2023
- Cindy Rigby (1.0) (Central Office) District Executive Assistant for Pupil Services. Effective August 1, 2023
- Kevin Robinson (0.25) (HES) Cafeteria Aide. Effective August 29, 2023
- Abby Rodrigue (1.0) (WIS) Social Worker. Effective August 24, 2023
- Delby Rodriguez (0.25) (HES) Cafeteria Aide. Effective August 29, 2023
- Kelly Scott (1.0) (HES) Kindergarten Teacher. Effective August 24, 2023
- Danielle Spies (1.0) (WMS) Reading Specialist. Effective August 29, 2023
- Gregory Stan (0.5) (WMS) Orchestra Teacher. Effective August 24, 2023
- Wendy Strauss (1.0) (WMS) Special Education. Effective September 8, 2023
- Jeannine Tanton (1.0) (HES) Special Education Teacher. Effective August 24, 2023
- Kera Thorne (WHS) Assistant Field Hockey Coach. Effective August 24, 2023
- Lisa Valenzisi (1.0) (Central Office/HES/WIS) Assistant Director of Pupil Services. Effective September 11, 2023
- Christina Vavala (1.0) (HES) Paraprofessional. Effective August 28, 2023
- Chelsea Von Elm (0.7) (HES) Health Teacher. Effective September 5, 2023
- Sara Winant (1.0) (WHS) Social Studies Teacher. Effective August 24, 2023

RETIREMENTS:

- Storm Snaith (1.0) (WHS) Library Media Specialist. Effective July 1, 2023

RESIGNATIONS:

- Michelle Ferrante (1.0) (HES) Paraprofessional. Effective August 28, 2023
- Meghan Hogan (1.0) (WIS) Pupil Services Administration Assistant. Effective July 14, 2023
- Alyssa Lionetti (0.7) (HES) Health Teacher. Effective August 21, 2023
- Diana Marchetti (1.0) (WMS) Special Education Teacher. Effective September 8, 2023
- Abby McCorry (1.0) (HES) Special Education Teacher. Effective July 26, 2023
- Patricia Morrow (1.0) (Central Office/HES/WIS) Assistant Director of Pupil Services. Effective August 11, 2023
- Lindsey Murphy (1.0) (WMS) Reading Specialist. Effective July 28, 2023
- Lindsey Phillips (0.4) (HES) Cafeteria Aide. Effective July 28, 2023

REDUCTION IN FORCE (RiF):

- None

LEAVES OF ABSENCE:

- Alyssa Kaplan (1.0) (WIS) Speech and Language Pathologist. Effective August 24, 2023 through the 2023-2024 school year

TRANSFER:

- Grace Otero (1.0) (WIS) Paraprofessional to District Administrative Assistant to Pupil Services. Effective August 14, 2023
- Kara Sweezy (1.0) (WHS) Social Studies Teacher to Library Media Specialist
- Sean Young (1.0) (WHS) Paraprofessional to Social Studies Teacher (1-year contract). Effective August 24, 2023

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 9/18/23

Information Only

Action Requested

Agenda Item Subject: Update on FY22 Unliquidated Encumbrances

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a report detailing the unliquidated encumbrances from FY22.



September 15, 2023

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: Fiscal Year 2021-2022 Unliquidated Encumbrance

At the end of fiscal year 2021-2022, there were encumbrances totaling \$715,459. We have liquidated \$483,833.82; leaving \$231,625.18 unliquidated to be returned to the town.

These unliquidated amounts represent settlement contracts that were either unsigned or we did not receive backup documentation to support payments.

FY 2021-2022 Encumbrance	
Open Encumbrance as of 6/30/2022	715,459
Liquidated	(483,834)
Unliquidated	231,625

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 9/18/23

Information Only

Action Requested

Agenda Item Subject: Capital Projects Update

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a status report on capital projects from FY22-FY24



September 15, 2023

TO: BOE Finance Committee

FROM: Michael DelMastro, Facilities Director

SUBJECT: Capital Projects Update

Following, please find a status report on capital projects from FY22 – FY24.

WESTON PUBLIC SCHOOLS CAPITAL PROJECTS

9/15/2023

Description of Project

Status

FY22 Projects

WHS: Replacement of Old Gym Air Handler Units	Complete
WIS: Window Sill Repairs	Complete
HES: Replace or Rebuild North House Gym Air Handler Unit	On hold until complet analysis of North House HVAC completed
WHS: Cut In an Operable Window to the Nurse's Office	Waiting on windows contractor - contractor ordered wrong size window
Facilities: Replace Grounds Pick Up with Plow Truck	Complete
HES: Replace VCT Floor in South House Cafeteria	Complete

FY23 Projects

WHS: C-5 Air Handler Replacement	Demo complete, waiting on equipment
District-Wide Security Initiatives	Complete
WHS, WMS, WIS, and HES Core Building: Duct Work Cleaning, Tri-annual	Complete
WIS: Add Double Extension Door to Gym	Complete
WHS: Tennis Court Repairs	Complete
WMS: Replace/Rebuild as New 16 Heating and Cooling Pumps Feeding Entire School and Pool	Waiting on two heating pumps
WIS and WHS: Fire Panel Replacement	New monitoring company assured 10-15 years of life left on panels
WHS: HVAC for Weight Room and Dance Studio	Weight room demo complete, waiting on equipment. Dance studio complete
HES: Reline Chimney, North House and Core	Inspection/pricing beginning now
HES/WMS: Hire Consultant for Bathroom Renovations	To begin in late '23
WHS: Hire Consultant to Mirror C & D Wings to E Wing	To begin in late '23
HES: Hire Consultant for North House HVAC	To begin in late '23
WMS: 7th and 8th Grade Student Locker Replacement	Complete
HES: Repoint Brick, North House	Complete (North House waterproofing -foundation)

FY24 Projects

WHS: Track Replacement	Pushed to 6/24
WHS: Auditorium Light and Sound Upgrade	Pushed to 6/24
WHS: Paving of Main Parking Lot	Complete
Grounds: Low Boy Mason Dump Truck with Plow	Ordered
HES: South House Bathrooms (11) Renovation	Pushed to 6/24

Minutes
Financial, Facilities & Operations Committee
June 9, 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 9:04 a.m.

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

- Mr. DelMastro reported that the maintenance department has been busy preparing for all the summer projects that are planned. Regarding the track replacement project, he reported that three contractors have reviewed the track and he should have pricing by the middle of July. The project itself will begin in June of 2024.
- Regarding the poor air quality that the region is experiencing due to the Canadian wildfires, Mr. DelMastro informed the Committee that all the fresh air that could be shut down has been. Some areas, such as cafeterias, gyms, libraries, etc. can't be shut. Once the air quality has improved, the systems will be opened back up and run overnight to clear out the buildings. Filters will also need to be changed sooner than normal.
- Mr. Cross reported that all approved district-wide safety improvements will take place over the summer.
- Mr. DelMastro informed the committee that he doesn't have any concerns with the sidewalk installation project that's currently being done on campus. It shouldn't interfere with traffic on School Rd., and the project should be completed before school starts back up again in August.

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 \$495,068, which represents \$128,973 more than what was reported in May. This increase is due to several factors, including \$72,924 savings in the salary account, \$36,046 savings in the professional services account, and \$46,009 in the revenue offset account. The savings in the salary account is due to turnover savings, unfilled positions and FML absences, as well as a reduction to the anticipated bus aide salaries. The benefits account was over budget by \$21,853. This is due in large part to the sick bank being over budget by \$71,380 because of several staff members currently out on FML who have used all of their sick time. 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.

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

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

- The Committee approved the May minutes without any changes.

There being no further business to discuss, the meeting adjourned at 9:35 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations