

Board of Education Regular Meeting

Thursday, April 21, 2022 7:00 PM

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

III.A. Meeting minutes from the March 24, 2022
Weston Board of Education Executive Meeting

III.B. Meeting minutes from the March 14, 2022
Weston Board of Education Regular Meeting

IV. PUBLIC COMMENT

V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

VI. NEW BUSINESS

VI.A. Consent Agenda (new hires, resignations,
transfer/changes, and retirements)

VI.B. Matters Pertaining to Personnel - Non-
Renewal of Reduction in Force

VI.C. Matters Pertaining to Personnel - Non-
Renewal of Long-Term Certified Substitute
Teachers

VI.D. WMS/WHS Developmental Relationships
Survey Results

VI.E. WPS Youth Survey 2021 Longitudinal Data

VI.F. Social Emotional Learning - Next Steps

VI.G. Financial Update - March 2022

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

VI.H.1. Discussion regarding Policy 5131.99:
Bullying Prevention and Intervention Policy and
Regulation 5131.911: Bullying Prevention and
Intervention (first read)

VII. DISTRICT UPDATE

VII.A. Building Tours

VII.B. Weston High School Principal Search

VIII. COMMITTEE REPORTS

VIII.A. Communications Committee

VIII.B. Curriculum Committee

VIII.C. Finance & Operations Committee

VIII.D. Policy Committee

VIII.D.1. Policy Committee Meeting Minutes:
February 1, 2022

VIII.D.2. Policy Committee Meeting
Minutes: February 22, 2022

VIII.E. Negotiations Committee

VIII.F. CES

VIII.G. CAFE

VIII.H. Weston Education Foundation

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

IX.A. Regular Session on May 16, 2022 at 7:00
p.m. in the Weston Middle School Library.

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

X. ADJOURNMENT

Weston Board of Education Executive Session

Thursday, March 24, 2022 5:00 PM

Remote Session

David Felton: Present
Sharon Ferraro: Present
Peter Gordon: Present
Bernie Kingsley: Present
Taffy Miller: Present
Anthony Pesco: Present
Melissa Walker: Present

I. CALL TO ORDER, VERIFICATION OF QUORUM

The meeting was called to order at 5:06 PM and a quorum is present.

This meeting of the March 24, 2022 Board of Education Executive Session is called to order and a quorum is present. This motion, made by Anthony Pesco, Unseconded.

II. DISCUSSION REGARDING SUPERINTENDENT FRAMEWORK

III. ADJOURNMENT

The meeting was adjourned at 5:56 pm.

Move that the March 24, 2022 Weston Board of Education Executive Session be adjourned. This motion, made by Taffy Miller and seconded by David Felton, Carried.

Yea: 7, Nay: 0

Chairperson

Superintendent

Board of Education Regular Meeting

Monday, March 14, 2022 7:00 PM
WMS Library
135 School Road
Weston, CT 06883-1623

David Felton: Present
Sharon Ferraro: Absent
Peter Gordon: Present
Bernie Kingsley: Present
Taffy Miller: Present
Anthony Pesco: Present
Melissa Walker: Absent

I. CALL TO ORDER, VERIFICATION OF QUORUM

Move that the March 14, 2022 Weston Board of Education Regular Meeting be called to order. Unseconded with a motion by Anthony Pesco.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. Meeting minutes from the February 24, 2022 Weston Board of Education Special Meeting

Move that the Weston Board of Education approve the minutes from the February 24, 2022 Board of Education Special Meeting. Carried with a motion by Taffy Miller and a second by David Felton.
Yea: 7, Nay: 0

Move that the Weston Board of Education approve the minutes from the February 24, 2022 Board of Education Special Meeting. Carried with a motion by David Felton and a second by Taffy Miller.
Yea: 6, Nay: 0

IV. PUBLIC COMMENT

Michelle Ligouri, Georgetown Road

Stated she has been a resident for 20 years. Students deserve a quality education, gave specifics on math and reading deficiencies, said we need to prioritize and make changes. Not in favor of the FOC building project. We should use that money and focus on our schools and make capital improvements. Optimize what we have.

James Maggio, High Noon Road

School safety is important. Students need help in-school help to keep them on target. Parents should not have to spend money on tutors. We need improvements to our educational system. Resources should be invested in our classroom. Money spent on bricks is not spent on books.

Jennifer Haythorn, Winthrop Hill

Weston is a good system but not great considering the dollars spent per pupil. Weston's academic outcome has been declining for years. Neighboring towns spend less per pupil and have higher academic standards on test score. Our leaders knew this data point and fail to change

things. Radical reform is needed to make any changes. The way we educate our students needs to change. Ms. Haytorn respectfully asked for Anthony Pesco and Melissa Walker to resign immediately.

Gregg Haythorn, Winthrop Hill

Academic outcomes are likely to fall behind their full academic potential. Academic catch up is unlikely. Leaders knew data points and failed to change. Money is being wasted on FOC studies instead of on students. This is educationally unnecessary. Weston is still top spending district per pupil. Call for a change in BOE leadership. BOE Chair PESco and Vice Chair Walker need to be held accountable. We call for a change of BOE leadership and the immediate resignation of Pesco and Walker.

Christine Harris, September Lane

Wanted to let us know that she received text saying the live stream is not working.

Brief pause for Mr. DiVito to check on status of live feed.

Travis Worrell, Birch Hill Road

Thanked everyone for being here, especially Superintendent Wolak. She is doing a great job. With enrollment and academic declines publically revealed, he fails to understand how the building renovation plan is going to serve the best educational experience. My recommendation is to focus on what matters most; educational and resource improvements. Quickly produce all FOIA and FOC records, and with this information Weston parents will be eager to help solve what has eluded current elected representatives.

V. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Jake Rutsky and Carly Rutsky, the BOE student representatives, discussed what's been happening at WHS. They are trying to bring back long-standing traditions, students are lively and getting involved again. They're doing everything they can to engage. They just had Deck the Halls and there was a powerful display from the students. Fundraising is focusing on *Relief in Ukraine* and they are creating a Little Free Library. Seniors feel like things are getting back to normal and there is energy and involvement across all grades.

VI. NEW BUSINESS

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

Move that the Weston Board of Education approve the items on the Consent Agenda as recommended. Carried with a motion by Taffy Miller and a second by Bernadette Kinglsey.

Yea: 5, Nay: 0

B. Discussion regarding Class of 2022 graduation date

Move that the Weston Board of Education set June 21, 2022 as the Class of 2022 graduation date. Carried with a motion by Taffy Miller and a second by Bernadette Kingsley.

Yea: 5, Nay: 0

C. Discussion regarding date change of the April 2022 Board of Education Regular Meeting.

April board meetings currently scheduled for April 18 and there are schedule conflicts.

Move that the Weston Board of Education April meeting be moved to April 19, 2022. Carried with a motion by David Felton and a second by Bernadette Kingsley.

Yea: 5, Nay: 0

D. Discussion regarding preschool

Tracy Edwards indicated that they are looking at adding another section to the Pre-K section to the 4s class. Benefit in introducing more students to Hurlbutt and distributing SpEd students across more sections. Cost is approximately \$56K for teacher and para. Phil Cros indicated that he believes it can be budget neutral. Classrooms will be organized by age with approximately 12 students per section and have a 50/50 SpEd/General education ratio. This will help keep space open for possible referrals to the 3s program.

E. Discussion regarding the Director of School Counseling

Discussion regarding the Director of School Counseling position. The benefit is having a dedicated 504 coordinator (K-12) with things being done in a systematic way. The current summer per diem/stipend can be reallocated to cover costs. The transition from middle to high school is very important and this position will play a key role in the oversight of this transition. Every building does things a little differently now and this position can streamline the process and raise the level of accountability.

F. Financial Update

1. February 2022 Financial Update

Phil Cross said things are trending on a favorable basis. Significant change in health insurance and census levels. Dental claims are trending where we expected. We anticipate a \$68K surplus. We will look at these surpluses and see how we can ease the upcoming budget for next year.

Move that the Weston Board of Education approve the February 2022 financial update. Carried with a motion by Taffy Miller and a second by David Felton.
Yea: 5, Nay: 0

2. Discussion on Proposed FY23 Budget Mitigation Strategy

VII. OLD BUSINESS

A. District Goals

1. District Action Plan Progress

Lisa Wolak indicated that the district goals have been updated to include winter progress. In addition to the district goals, each school has its own action plan and they have updated as well. You will find them on the homepage of the district website and each school will have their action plan posted on their homepage, as well. Targets were set over the summer and evidence indicators of success were identified. We are confident our academic performance will improve over time.

A few examples are:

Portrait of the Graduate is to make sure the graduating class has all the requisite skills to be successful and thrive beyond Weston.

Sustainability is being promoted will be green initiatives, green teams are at all our schools, and new course will be introduced next year (Sustainable Living).

Healthy Learning Environment - the results of the Developmental Relationships Survey will be presented at the next BOE meeting to share the data and what we do with this data.

SpEd - a new IEP data system is being implemented

Technology - Tableau data accruals increased, breaks down data for teachers
HR- increasing posting exposure

Finance - we're using two consultants for enrollment

2. Reading and Math Progress Update

3. WPS Academic Goals: Reading & Math

Kenneth Crow went over the WPS Academic Goals for Reading and Math.

The Fountas and Pinnel Benchmark Assessment System is a:

- text-based assessment
- assesses accuracy, oral reading fluency, and comprehension
- establishes independent and instructional levels of text,
- benchmarks student performance throughout the year
- provides abundant information teachers use in conferring and small group instruction

4. K-5 reading performance has returned to pre-pandemic levels and in several grades, has even improved over pre-pandemic levels.

John Antionetti came in to work with our teachers in learning walk-throughs. Learning walkthroughs are a way of learning about math, where can we enhance our current practice. The goal is to improve math scores and learning. Provide PD on how to build off and continue to improve.

VIII. DISTRICT UPDATE

A. WHS Principal Search

Lisa Wolak talked about the WHS principal search. A survey was developed and sent to students, staff and parents. So far, we have 14 applicants. We are posting to national sites and we extended our timeline. We are continuing to move forward with the process.

IX. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Finance & Operations Committee

D. Policy Committee

E. Negotiations Committee

F. CES

G. CABE

H. Weston Education Foundation

X. NEXT SCHEDULED MEETING OF THE BOARD OF EDUCATION

A. Regular Session on April 18, 2022 at 7:00 pm.

B. Review of Pending Agenda Items for Next Meeting

XI. ADJOURNMENT

The meeting was adjourned at 10:20 p.m.

Move that the March 14, 2022 Weston Board of Education Meeting be adjourned. Carried with a motion by Taffy Miller and a second by David Felton.

Yea: 5, Nay: 0

Chairperson

Superintendent

DRAFT

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: Consent Agenda

Submitted by: Lisa Wolak

Document Summary/Purpose and/or Recommended Action:

Consent agenda (new hires, resignations and retirements)

INTEROFFICE MEMORANDUM

TO: LISA WOLAK

FROM: TERRI – HUMAN RESOURCES

SUBJECT: CONSENT AGENDA – BOE 4/21/2022

DATE: 4/18/2022

NEW HIRES:

- Peter Abenante, (1.0) Computer Maintenance Technician at HES. Effective 4/11/2022. Replacing G. Tully who resigned.
- Jordanna Ardizzone, (1.0) Special Education Teacher at Hurlbutt Elementary School. Effective 3/29/2022. Replacing E. Chervin.
- Karin Olsen, (1.0) Administrative Assistant to the Director of PPS. Effective 3/28/2022. Replacing C. Cannon who resigned

TRANSFERS/CHANGES:

- Huberney Salazar, (1.0) Technology Support will move to the District Data Coordinator position. Effective 5/2/2022. Replacing J. Tyborowski who retired.

RESIGNATIONS:

- Corrin Cannon, (1.0) Administrative Assistant to the Director of PPS. Effective 3/23/2022 for personal reasons.
- Eliana Chervin (1.0) Special Education Teacher at HES. Effective 3/25/2022 for personal reasons.
- Brandon Guzman, (1.0) Paraeducator at WMS. Effective 3/25/2022. Took an internship for his degree.
- Craig Mudie, (1.0) Spanish Teacher at WMS & WHS. Effective at the end of the 2021-2022 School year for personal reasons.
- Gabriel Tully, (1.0) Computer Maintenance Technician at HES. Effective 4/1/2022. Took a job not in education.

RETIREMENTS:

- Sheila Cooperman, (1.0) English Teacher at WMS. Effective at the end of the 2021-2022 school year after 26 years in the district.
- Roberta Recouper, (1.0) Paraeducator at WIS. Effective 3/18/2022 after 11 years in the district.
- Andrea Russo. (1.0) Administrative Assistant at WMS. Effective at the end of the 2021-2022 School year after 16 years with WPS.
- Joanne Tyborowski, (1.0) District Data Coordinator. Effective April 29, 2021 after 6 ½ years in the district.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: Non-Renewl List - Reduction in Force

Submitted by: Lisa Wolak

Document Summary/Purpose and/or Recommended

Action: Non renewal list - reduction in force.

Name	Position	Location	Reasoning
<u>Certified Staff</u>			
Kristen Hollinger	Elementary Teacher	Hurlbutt Elementary	Reduction in Force
Trinity Klein	English Teacher	Weston High School	Reduction in Force
Charles Siegener	Music Teacher	Weston Middle School	Reduction in Force
Carla Volpe	Art Teacher	Weston Middle/High School	Reduction in Force
Gentiana Xhema	Pre-School Teacher	Hurlbutt Elementary	Reduction in Force

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: Developmental Relationships and Alcohol & Drugs Student Survey Results

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

Developmental Relationships and Alcohol & Drugs Student Survey Results Presentation






Developmental Relationships and Alcohol & Drugs Student Survey Results

Weston Middle School and Weston High School
April 21, 2022
Board of Education Meeting

Survey Administration

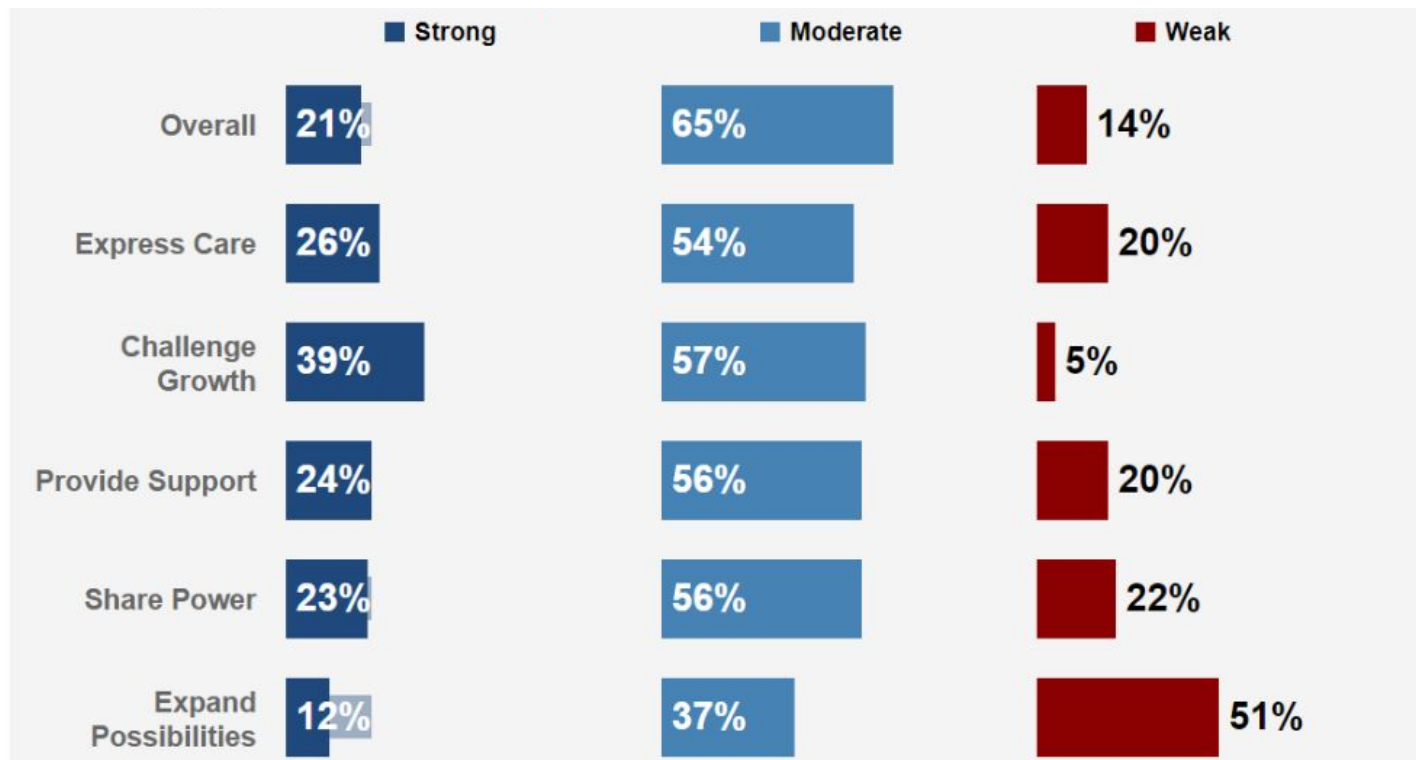
- Survey Date: November 17, 2021
- Grades 7-12
- 990 students responded; 88% of grades 7-12 population
- Survey created by Search Institute
- Modules provided data regarding students':
 - **Developmental relationships** *with teachers*
 - **Social-emotional competencies**
 - Experiences of school as a **safe and just place**
 - **Academic** motivations, goals, and mindsets
- 100 pt scale: 67-100 is “strong”, 34-66 is “moderate”, 0-33 is “weak”

Developmental Relationships

	Elements	Actions	Definitions
	<p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable • Listen • Believe in me • Be warm • Encourage 	<p>Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.</p>
	<p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best • Stretch • Hold me accountable • Reflect on failures 	<p>Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.</p>
	<p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate • Empower • Advocate • Set boundaries 	<p>Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.</p>
	<p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me • Include me • Collaborate • Let me lead 	<p>Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.</p>
	<p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire • Broaden horizons • Connect 	<p>Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.</p>

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Developmental Relationships

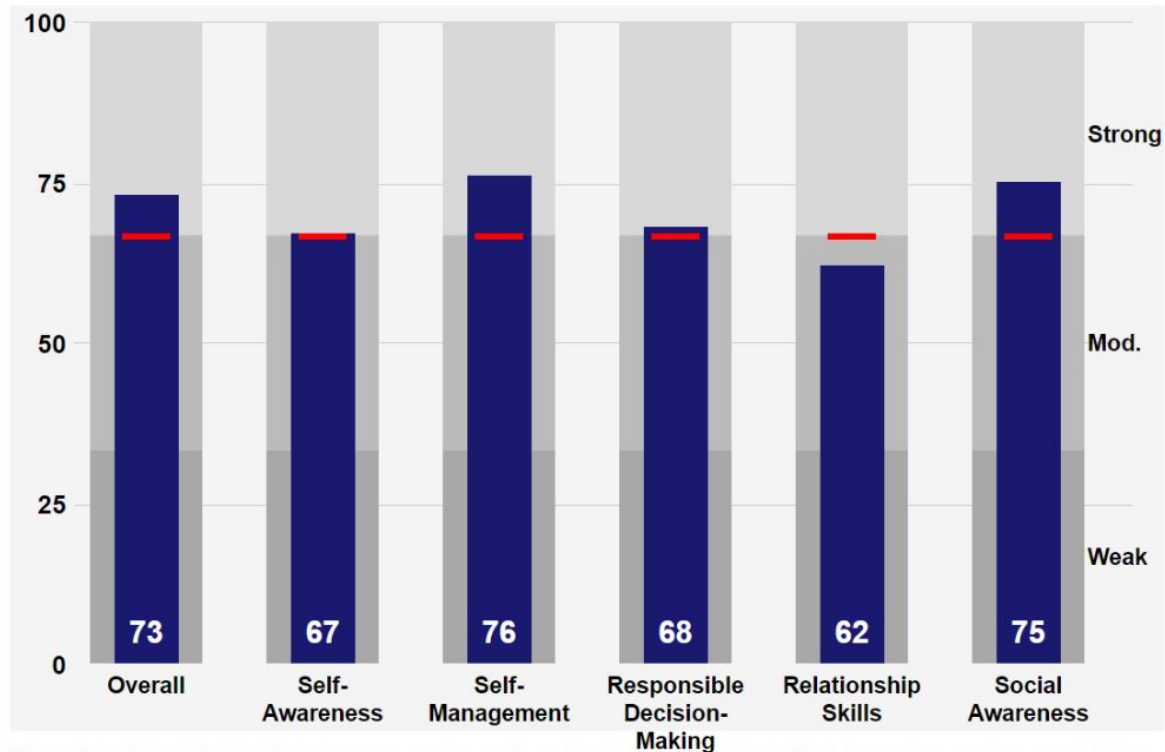


Social and Emotional Competencies

- Five competencies
 - **Self awareness:** youths' abilities to understand one's own emotions, thoughts and values and how they influence behavior across contexts.
 - **Self-Management:** youths' abilities to manage one's emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations.
 - **Responsible Decision Making:** youths' abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
 - **Relationship Skills:** youths' abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
 - **Social Awareness:** youths' abilities to understand the perspective of and empathize with others, including those from diverse backgrounds, cultures and context.

Social and Emotional Competencies

Overall, youth reported **strong** levels of social and emotional competence.



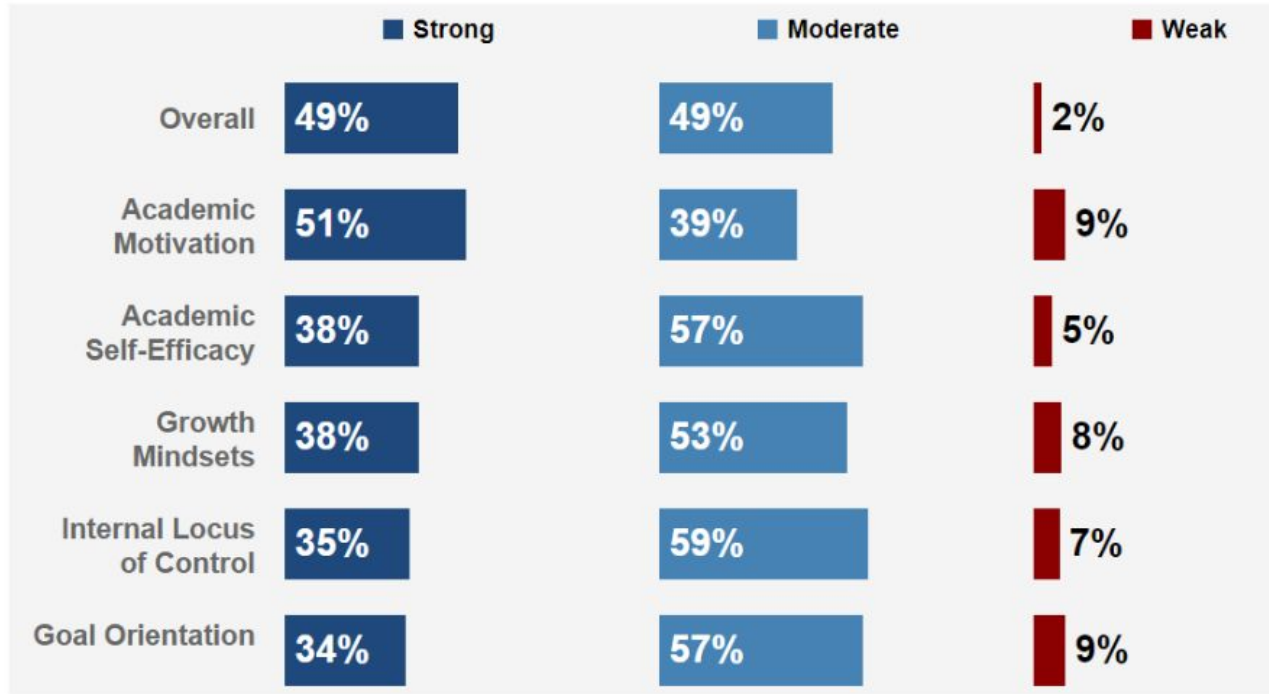
School as a Safe and Just Place

- Overall results
 - Students reported moderate experiences in this module (56).
 - 27% of students reported “strong” experiences, 46% “moderate”, 27% “weak”.

Academic Motivations, Skills, and Outcomes

- Five measures
 - **Academic Motivation:** refers to the extent youth are intrinsically motivated to learn, and the perception that their schoolwork is meaningful. It is comprised of the following items.
 - **Academic Self-Efficacy:** refers to students' confidence that they can complete their academic work.
 - **Growth Mindset:** refers to youths' belief that they have the ability to get smarter with effort, as opposed to intelligence being a static trait.
 - **Internal Locus of Control:** refers to students' belief that they have control over what happens in their lives.
 - **Goal Orientation:** focuses on how students set and work toward goals.

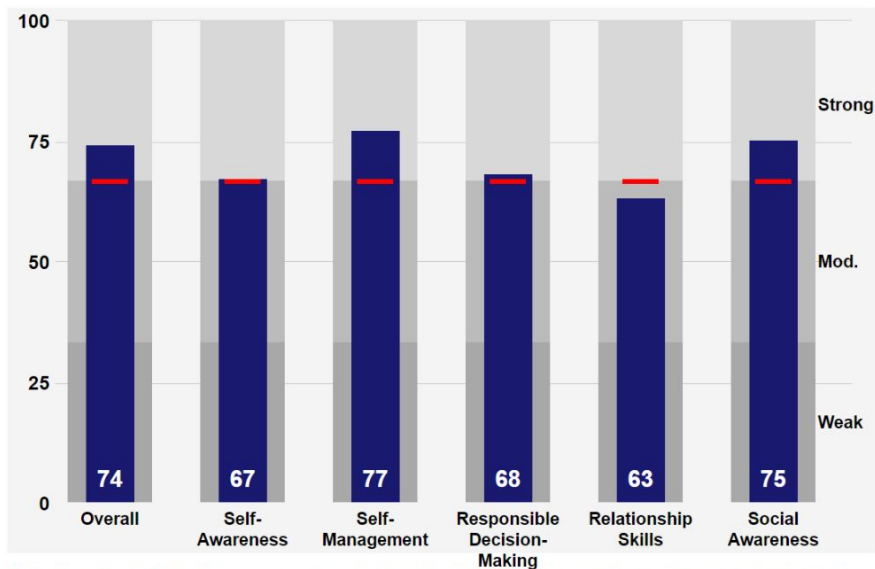
Academic Motivations, Skills, and Outcomes



Notable Disparities: Social and Emotional Competencies

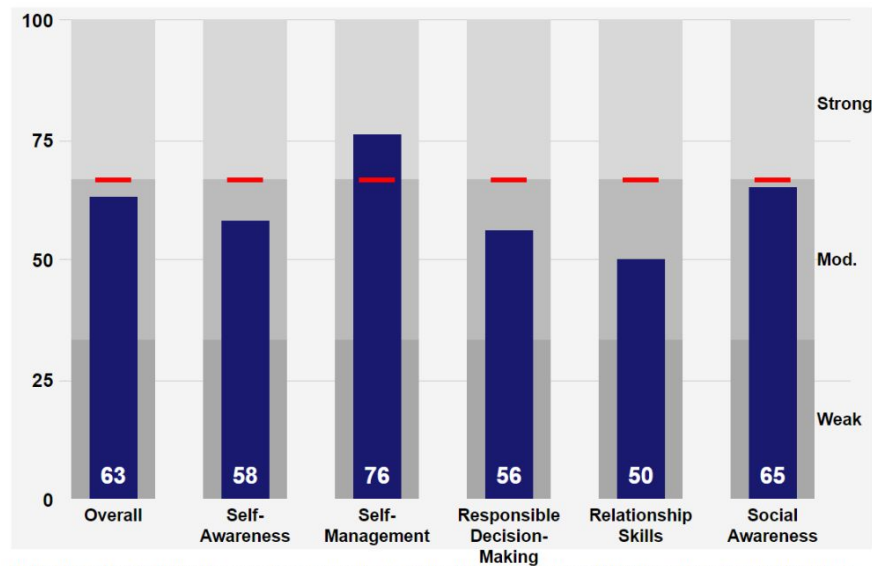
Gender: Boy or Girl n=929

Overall, youth reported **strong** levels of social and emotional competence.



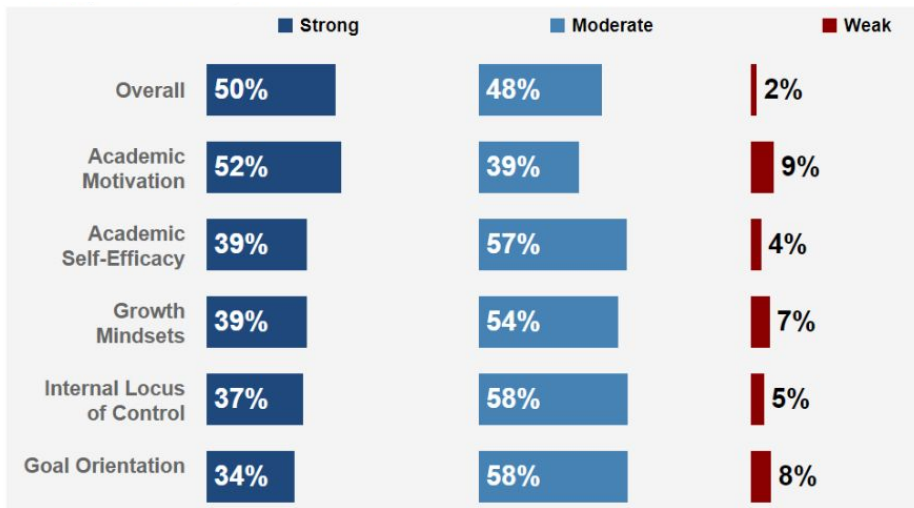
Gender: Non-binary n=44

Overall, youth reported **moderate** levels of social and emotional competence.

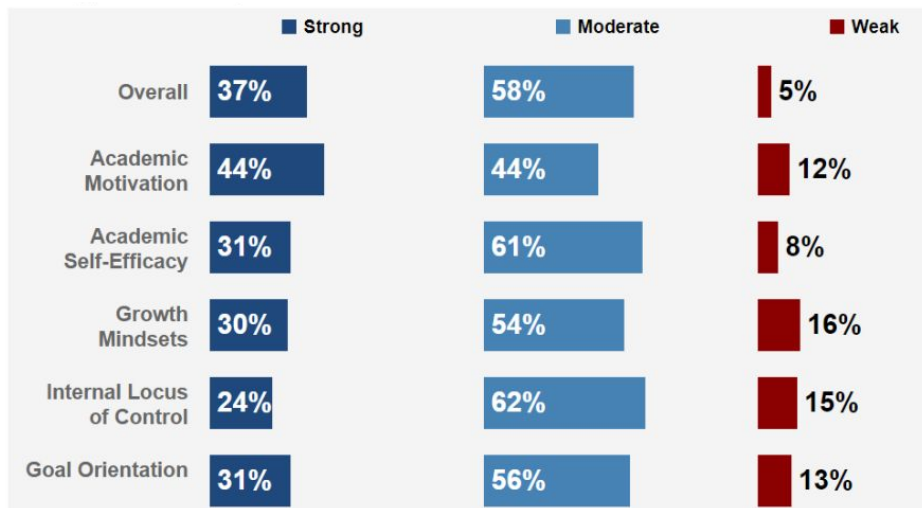


Notable Disparities: Academic Motivations, Skills, and Outcomes

Non-LGBTQ n=825



LGBTQ n=180



Conclusions

- Most students experience good relationships with their teachers.
- Students' social and emotional competence is generally strong.
- Students reported moderate experiences of "School as a Safe and Just Place".
- Most students reported moderate to strong levels of academic motivation skills, and outcomes.
- LGBTQ and Non-binary students reported lower scores in some areas.

Drug-Free Communities

- Four core measures:
 - Students' alcohol and drug use in the past 30 days.
 - Students' perception of parents' feelings about substance abuse.
 - Students' perception of friends' feelings about substance abuse.
 - Students' perceptions of risk in the use of these substances.
- Comparison data provided where possible from 2017 survey.

Use in Past 30 days, Perceptions of Disapproval and Risk WMS

	2017	2021	Parental Disapproval	Peer Disapproval	Perceived Risk
Alcohol	3.1%	10%	95%	87%	79%
Marijuana	0.3%	2%	98%	90%	81%
Vaping	0.55%	4%	99%	89%	89%
Tobacco	0.3%	2%	98%	92%	93%
Prescription Drugs	2.25%	5%	96%	91%	89%

Use in Past 30 days, Perceptions of Disapproval and Risk WHS

	2017	2021	Parental Disapproval	Peer Disapproval	Perceived Risk
Alcohol	36%	26%	92%	75%	78%
Marijuana	25%	11%	82%	57%	51%
Vaping	24%	11%	94%	66%	74%
Tobacco	6%	3%	97%	80%	90%
Prescription Drugs	2.75%	2%	97%	89%	92%

Conclusions

- Alcohol is the most commonly used substance among Weston Students.
- Greater levels of use (overall) of all substances at WMS as compared to 2017.
- Lower levels of alcohol and drugs at WHS as compared to 2017.

WPS Longitudinal Data - Youth Survey 2021

Prepared by Nina Chanana Consulting, March 2022

Data reported from 2021 were compiled from the Search Institute's Fall 2021 Developmental Relationships Survey.

When available, data from 2008, 2013 and 2017 were culled from the 2017 Weston Youth Survey Report. Data from 2008 and 2013 are only available for past 30-day use and perception of harm.

All Core Measure data is available from 2017.

4 Core Measures

- Past 30-day use
- Perception of Risk
- Perception of Parent Disapproval
- Perception of Peer Disapproval

Operational definitions of each may be found on page 4 of the report.

Past 30-Day Use of Substances

Substance use rate trends are decreasing among middle and high school youth. Overall reported use rates of **alcohol, tobacco, marijuana and prescription drugs** have steadily declined from 2013 to 2021. Exceptions are:

- **Alcohol** use among 7th/8th graders in 2021 - increased from 3% to 10%
- **Tobacco** use among 7th/8th and 9th/10th graders in 2021 - increased from less than .05% and 1% to 2%
- **Marijuana** use among 7th/8th graders in 2021 - increased from less than .05% to 2%

Past 30 Day Use Rates, 2008 to 2021

Substance	Grade	2008 %	2013 %	2017 %	2021 %
Alcohol	7-8	10	3	3	10
	9-10	34	26	19	16
	11-12	52	60	54	36
Tobacco	7-8	1	1	^	2
	9-10	10	4	1	2
	11-12	19	10	10	4
Marijuana	7-8	2	1	^	2
	9-10	13	12	14	4
	11-12	29	37	36	17
Prescription drugs	7-8	**	3	7	5
	9-10	**	4	4	3
	11-12	**	12	15	1

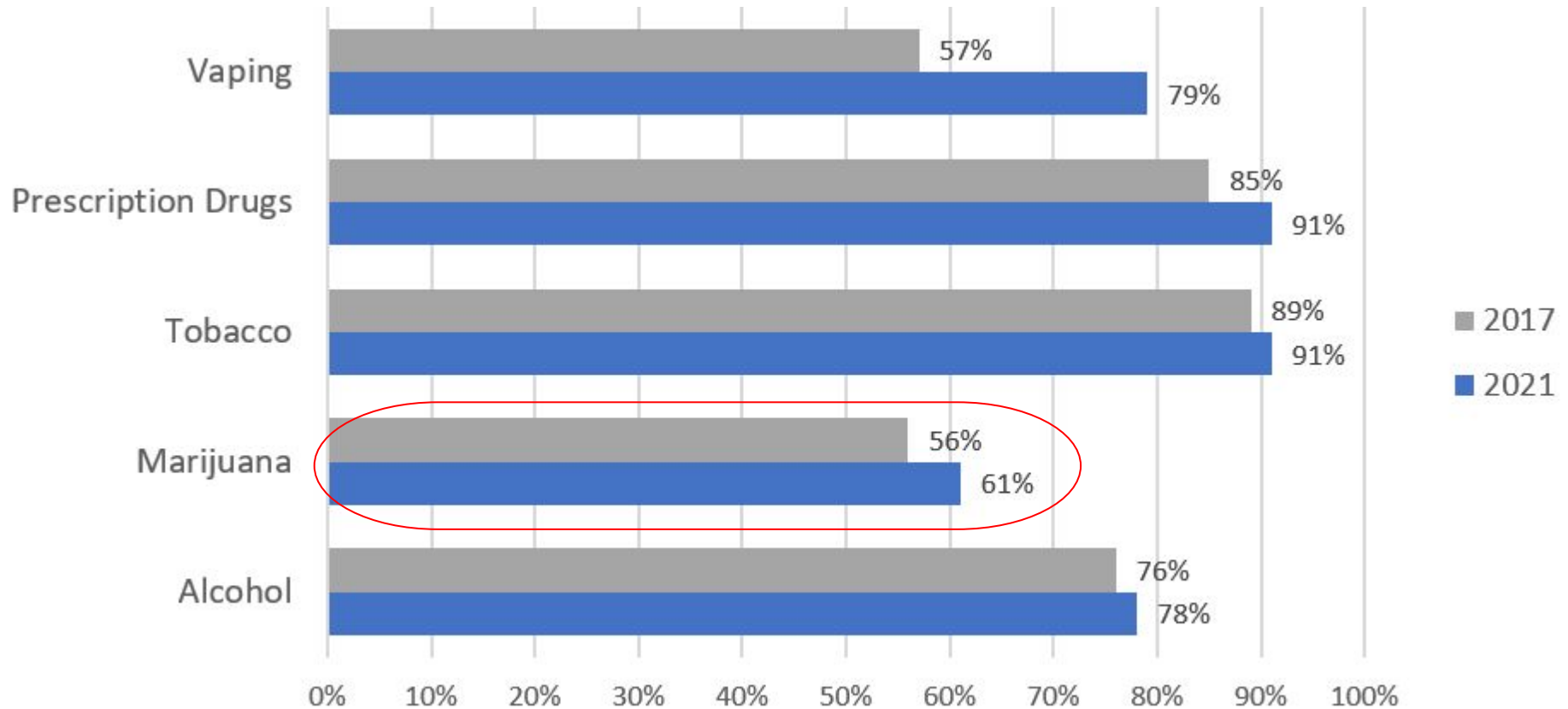
Perception of Harm of Substance Use

From 2008 to 2021, data on youth perception of harm around use of **alcohol, cigarettes, marijuana and prescription drugs** is generally trending up with the exception of:

- Perception of harm around **tobacco** use among 7th/8th graders went from 84% (2017) to 77% (2021).

In 2021, Weston youth report lowest perception of harm around **marijuana** use. Highest rates are associated with use of **tobacco and prescription drugs**. **Alcohol and vaping** are moderate with 78% and 79% respectively, reporting harm associated with use.

Perception of Harm Among 7th to 12th Graders

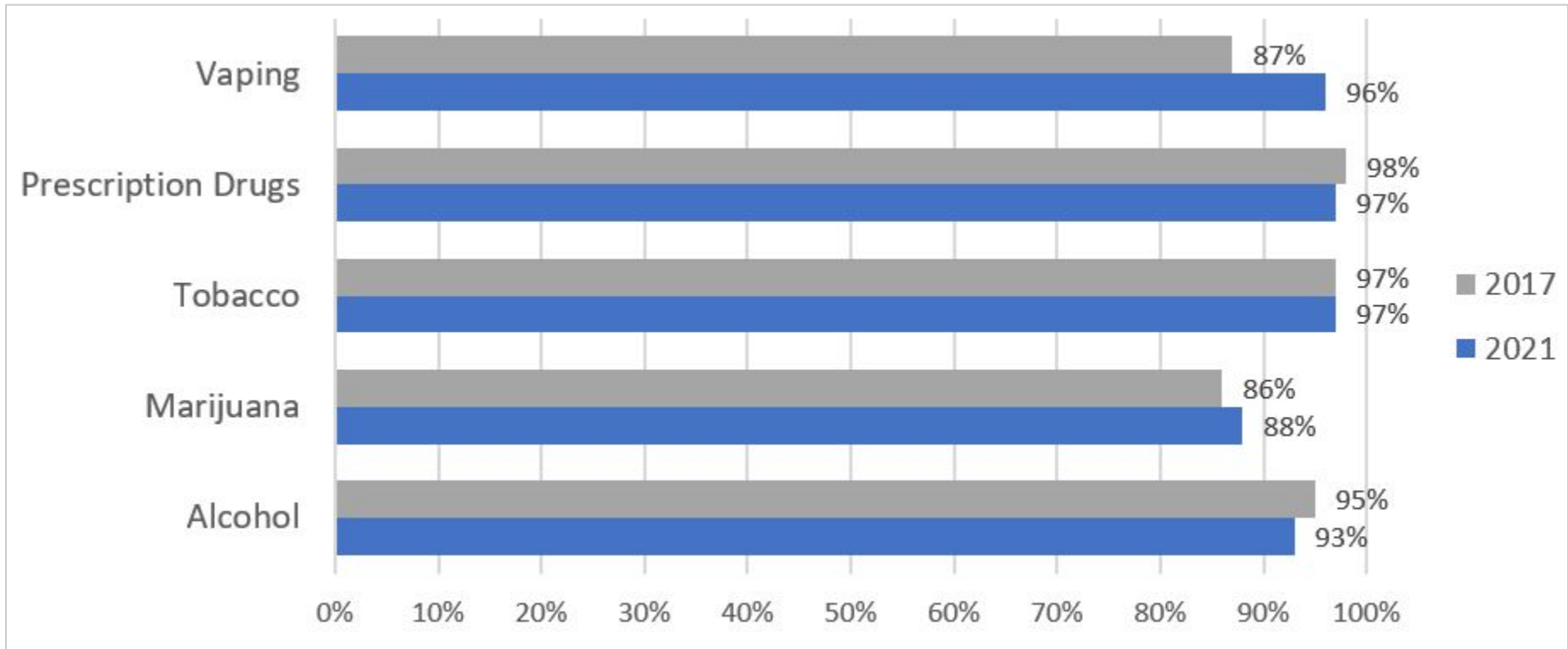


Perception of Parental Disapproval

Overall, in 2021 high rates of perceived parent disapproval were reported among all youth. The lowest perception of parent disapproval is around **marijuana** use. Eighty-eight percent (88%) of youth perceive that their parents would disapprove of them using marijuana.

From 2017 to 2021 there was very little shift in youth perception of parent disapproval with the exception of **vaping**. From 2017 to 2021, reported disapproval rates increased from 87% to 96%.

Perception of Parental Disapproval of Use: 7th-12th



Perception of Parent Disapproval by 30 Day Use Rates, 2021

	ALL 7-12 %	Perceive parents DISAPPROVE %	Perceive Parents LITTLE TO NO DISAPPROVAL %
30-Day Alcohol Use	21	Alcohol use (n=903) 18 ^a	Alcohol use (n=66) 52 ^a
30-Day Marijuana Use	8	Marijuana use (n=845) 5 ^a	Marijuana use (n=120) 33 ^a
30-day Vaping Use	9	Vaping use (n=924) 7 ^a	Vaping use (n=43) 47 ^a

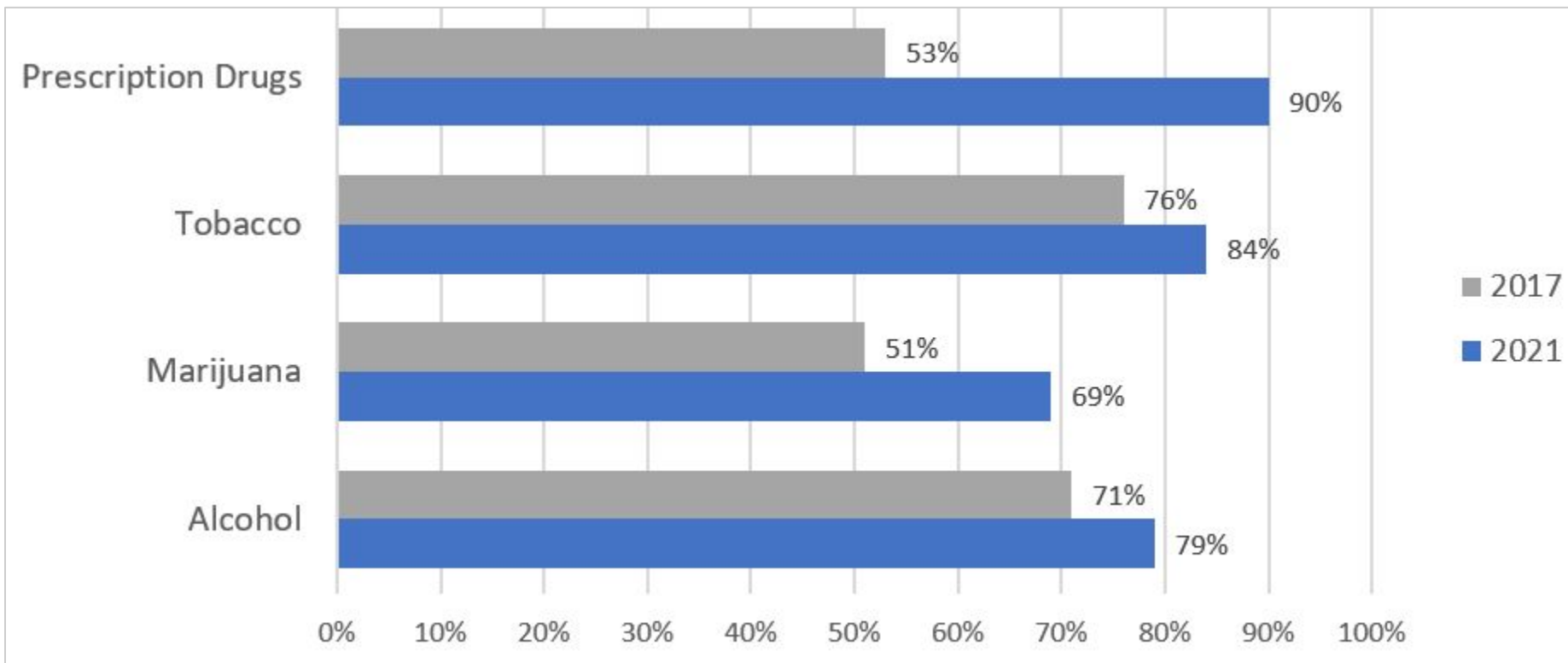
^a denotes significant difference of column proportions at the .05 level

Perception of Peer Disapproval

In 2021, the highest rates of perceived peer disapproval are reported around use of **prescription drugs** (without a prescription) and **tobacco**. Lowest rates of perceived peer disapproval are reported around use of **marijuana** (69%) and **vaping** (74%).

From 2017 to 2021, overall reported rates have increased. Significant increases are seen around peer disapproval of use of **prescription drugs** and **marijuana**.

Perception of Peer Disapproval of Use Among 7th-12th



Conclusions

- Longitudinal data indicates that substance use rates are decreasing with the exception of an uptick in **tobacco, alcohol and marijuana** among 7th and 8th grade students.
- Weston youth report lowest perception of harm around marijuana use.
- Perception of parent disapproval continues to be high; perception of parent disapproval is lower for **marijuana** in comparison to other substances.
- Students who perceive their parents believe it is wrong for them to drink **alcohol** or use substances are less likely to use.
- Poly drug use - teens who reported using **alcohol** are more likely to report use of other substances as compared to peers who reported not drinking.
- LGBTQ students reported substance use at a higher rate than their peers.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: WMS Developmental Relationships Survey Results

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

WMS Developmental Relationships Survey Results

Weston Middle School
Grades 7 and 8

Developmental Relationships Survey Results for

ADAP of Weston - Weston Coalition

February 3rd, 2022



Prepared by:

Search >
INSTITUTE

Discovering what kids need to succeed

Introduction

This report is based on your young peoples' responses to the Developmental Relationships Survey. The report was prepared by Search Institute, a non-profit organization that partners with schools, youth programs, and other organizations to conduct and apply research that promotes positive youth development and advances equity. Search Institute generates new knowledge through mixed-methods studies and develops and delivers workshops, surveys, and other resources that enable practitioners and parents to understand and act on the science of youth development.

In this report, you will find actionable data on developmental relationships, social and emotional competencies, and equitable practices. We hope that these data will help you make the case that developmental relationships are the lever through which we can advance social and emotional competence and create more equitable environments where all young people are equipped to continue on their paths to thrive.



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What are Developmental Relationships

Over the past decade, Search Institute has conducted a multi-year effort to better understand the role relationships play in positive youth development. This work has led to extensive literature reviews and numerous qualitative and quantitative studies to inform our understanding of the power of relationships young people have with parenting adults, educators, and youth workers (e.g., mentors, program staff, among others). It is through this work that Search Institute has defined these high-quality relationships as “developmental relationships.” Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).






Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute’s research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

Just as a system of roots supports and nourishes trees as they develop and grow, nurturing relationships with adults provide a foundation for young people’s development by offering them guidance, encouragement, and new opportunities. Cultivating strong roots nourishes young people and supports their development and growth while creating a foundation of stability.



The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
 <p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable • Listen • Believe in me • Be warm • Encourage 	<p>Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.</p>
 <p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best • Stretch • Hold me accountable • Reflect on failures 	<p>Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.</p>
 <p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate • Empower • Advocate • Set boundaries 	<p>Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.</p>
 <p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me • Include me • Collaborate • Let me lead 	<p>Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.</p>
 <p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire • Broaden horizons • Connect 	<p>Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.</p>

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

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[Download a PDF of the framework](#)

Description of Your Study & Sample

Search Institute's Developmental Relationships Survey was used for this study. This survey is designed for young people in grades 4 through 12+ and is typically administered online independently or in a group setting. Some young people may choose to use the included audio prompts to assist with comprehension. Standardized administration procedures were provided to staff who administered the survey to enhance the quality of the data.

The specific characteristics of your survey participants are shown in the table and waffle charts on the next two pages. When reviewing demographic data in this report, it is important to note that survey participants self-reported on each of these attributes. As such, it may not entirely align with your own demographic data. Understanding who participated is vital for appropriate interpretation and application. If your sample reflects the population you seek to engage, then you can have more confidence that the results will be broadly applicable. If your sample does not match your target population, you will need to consider these differences when interpreting the findings.

This report will only show results for samples of at least 30 young people. This reduces the risk that results on particular young people will be singled out and discussed, particularly in public settings. In addition, results from very small samples of young people should not be applied more broadly, nor should assumptions be made that their perspectives are generalizable or transferrable to larger groups. Their results may be true for them, but there may not be enough young people in the sample to account for measurement and sampling errors.

Discussion Questions

- ① What worked with the survey administration? What challenges were present? How can we avoid these problems going forward?
- ① How did youth respond to being asked to complete the survey? Were staff and young people sufficiently aware of the survey's purpose?
- ① In what ways does the sample in your survey reflect (or not reflect) the young people you seek to hear from as you develop your priorities and action plans?
- ① What characteristics of the survey sample make it particularly valuable? (For example, perhaps there is a subgroup included that you haven't heard from before. Or perhaps it includes young people who participate regularly but don't always speak up.)
- ① If your study does not include all the perspectives of young people you would want to include, how might you engage those additional voices moving forward? (This might include asking them to be part of the study interpretation and planning process.)

Demographics Tables

Youth Demographics Sample Size

Total	342
Age	
<10	1
10	0
11	5
12	145
13	152
14	27
15	1
16	1
17	0
18	0
19+	0
Grade	
Not enrolled	3
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	150
Grade 8	178
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Post-secondary	0
Gender	
Girl	144
Boy	171
Other	12
Race	
Asian/Pacific Islander	17
Black	3
Hispanic/Latinx	14
Native American	0
White	237
Other	18
Multiracial	43

Demographics Charts

The following waffle charts contain additional descriptive information about your young people who participated in the survey.

No data was collected on financial strain

No data was collected on LGBTQIA+ status

No data was collected on ESL/ELL programming

No data was collected on food insecurity

No data was collected on shelter insecurity

No data was collected on Individual Education Plans

How to Read the Report & Interpret Results

This report offers unique information on your young people and their experiences with your organization. It emphasizes the relationships and equitable practices that are essential for young people to develop the social and emotional competencies critical for success in life. These data are meant to guide schools and youth-serving organizations to put in place research-informed strategies to boost their intentional practices in building developmental relationships.

This report provides information from several angles. We recommend you review your results in several stages that allow you to both see the broad context and focus on specific issues, needs, gaps, or priorities. As you do this, consider the following:

1. Examine the broadest findings, such as the overall scores for each category of developmental relationships and social and emotional competencies. This high-level review will give you an overall sense of what is happening with your young people. Note any clear patterns, surprises, or questions you see.
2. Pay attention to both averages and distribution. The report shows both average scores, which gives you a sense of your young people overall, and the “distribution” of scores, which shows the percentages of young people who scored low and high in each area. These different groups are referred to as “Weak,” “Moderate,” and “Strong” within this report.
3. Access the online dashboard to examine the data for subgroups of young people, particularly those that are most relevant to your work. Do you see surprises or meaningful differences that need further exploration?
4. Focus on data in which you and your organization have a particular stake. You may have goals related to specific indicators. Reflect on how they either align with or offer a counterpoint to the general patterns you noticed earlier.

These data are best examined in conversation with multiple stakeholders, including young people, staff, parenting adults, positional leaders, and others—all of whom will bring different perspectives to the interpretation. If you do not already have a diverse guiding team for your planning process, convene one or more groups to work together to internalize, interpret, and then use the data for change. This process will build shared understanding and commitment to actions you ultimately take based on the findings.

You will note that this report does not have “norm” data to which to make comparisons. Though it can be interesting to compare your own results to others, Search Institute’s experience in working with schools and other organizations is that it can be distracting or counterproductive. Your population can be quite different from those on which national norms are based, making it difficult to interpret differences. Furthermore, the most important context is your local context, your shared priorities, and the gaps between your current realities and your targets for growth. In other words, the most relevant comparison is to your hopes, aspirations, and goals for your young people. Thus, we encourage emphasizing the local context as a comparison point, rather than focusing on comparing your data to other organizations.

It is important to remember that these survey data represent just one source of information. No single source of information—no matter how valid—can tell the whole story about how your young people are doing. For those reasons, among others, these data should not be used for accountability purposes. It is important to review these data (like all information and data) critically and in context of other information, experience, and research. If it reinforces other data points, you can have more confidence in it. If it contradicts other findings or perspectives, dig deeper to understand the reason for the differences.

As you look at the detailed tables of data, it can be tempting to over-interpret small differences between groups of young people. A difference between scores that may look meaningful, might not reach a level of statistical significance. That is, small differences may be due to measurement error. Small differences are less likely to be significant with smaller samples.

With these general guidelines in mind, we believe you will find important results, patterns, and insights in this report that offer a fresh perspective on how young people are experiencing the essential relationships and equitable practices that matter to their success.

This report is structured into three core sections: Developmental Relationships, Social and Emotional Competencies, and Equitable Practices. Additional sections may be present depending on your organization's customizations.

How are average scores calculated?

Each survey item has four response choices, scored on a scale from 1-4. Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula $((x-1)*100)/3$ to assist with interpretation.

How are responses distributed?

Scores are shown in three levels. These three levels are: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.33 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). From this, you may identify areas where young people are either particularly high or low, which may not always be evident from the average score. In our pilot studies, young people who reported having higher developmental relationship scores typically had better youth development outcomes.

As you make meaning of the data, follow a reflective process with the following questions:

- ① What stands out? We recommend that you start by naming objective stats (e.g. Express Care was our strongest element with a score of 80).
- ② What encourages you? What discourages you?
- ③ What surprises you? What is not clear?
- ④ What is the importance of this?
- ⑤ What may have led to this result?
- ⑥ What action ideas come to mind? Note that actions may come in different forms (e.g. things we should do more often or less often; things that should be kept the same; making something more widely available or systematic).

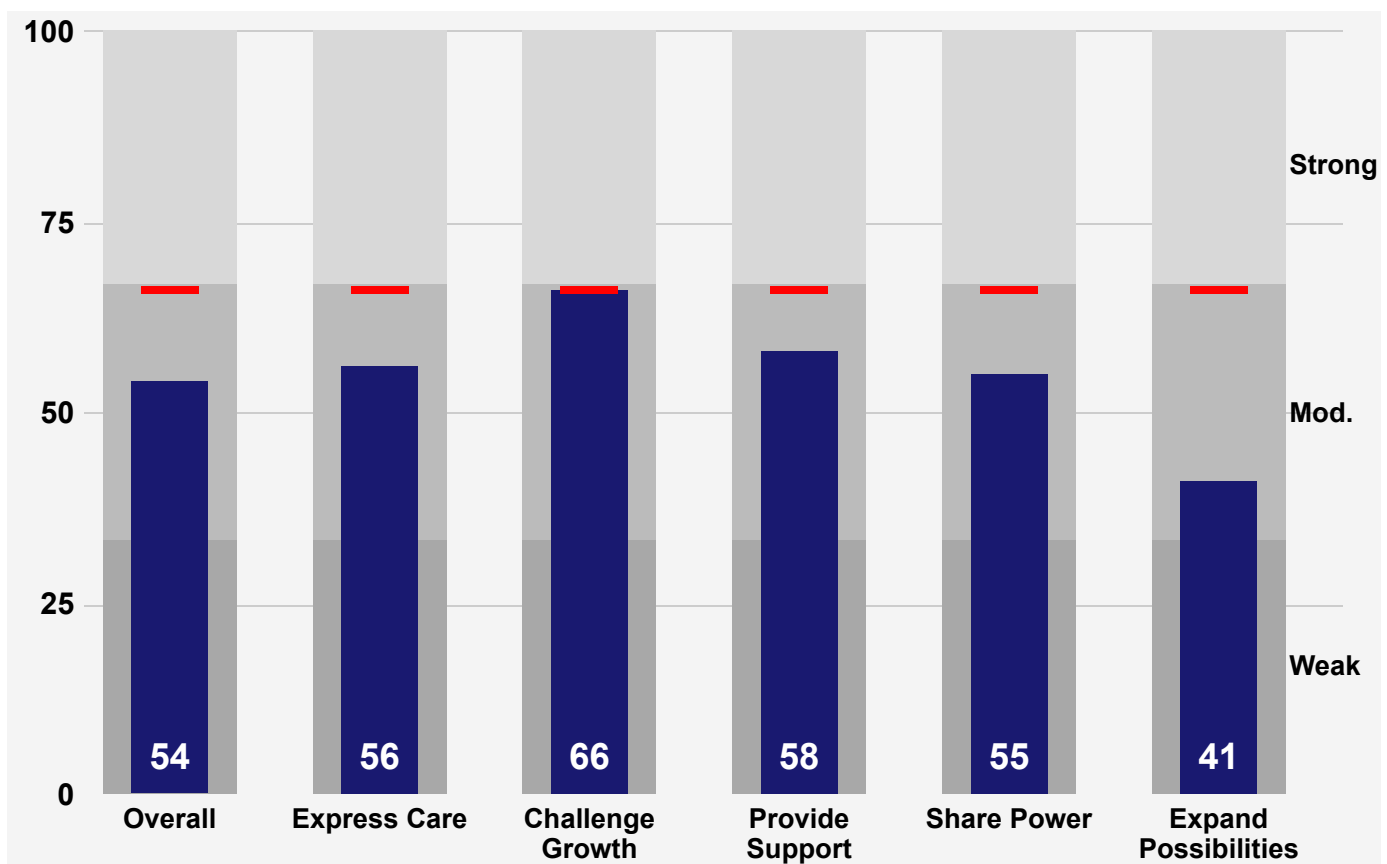
Core Measure 1: Developmental Relationships

Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).

Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute’s research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

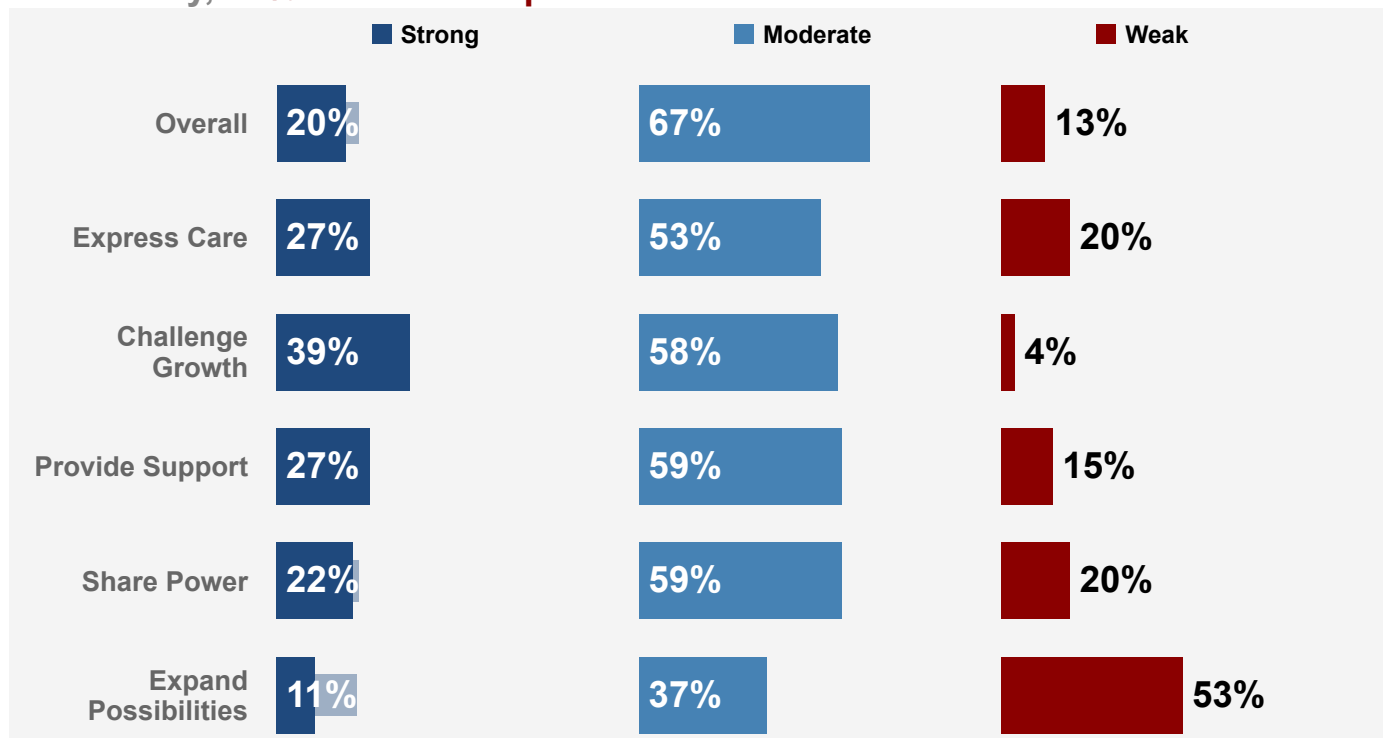
In this chapter, we will explore young people’s experiences of developmental relationships and the five elements with the adults at ADAP of Weston - Weston Coalition.

Youth generally reported experiencing **moderate** developmental relationships overall.

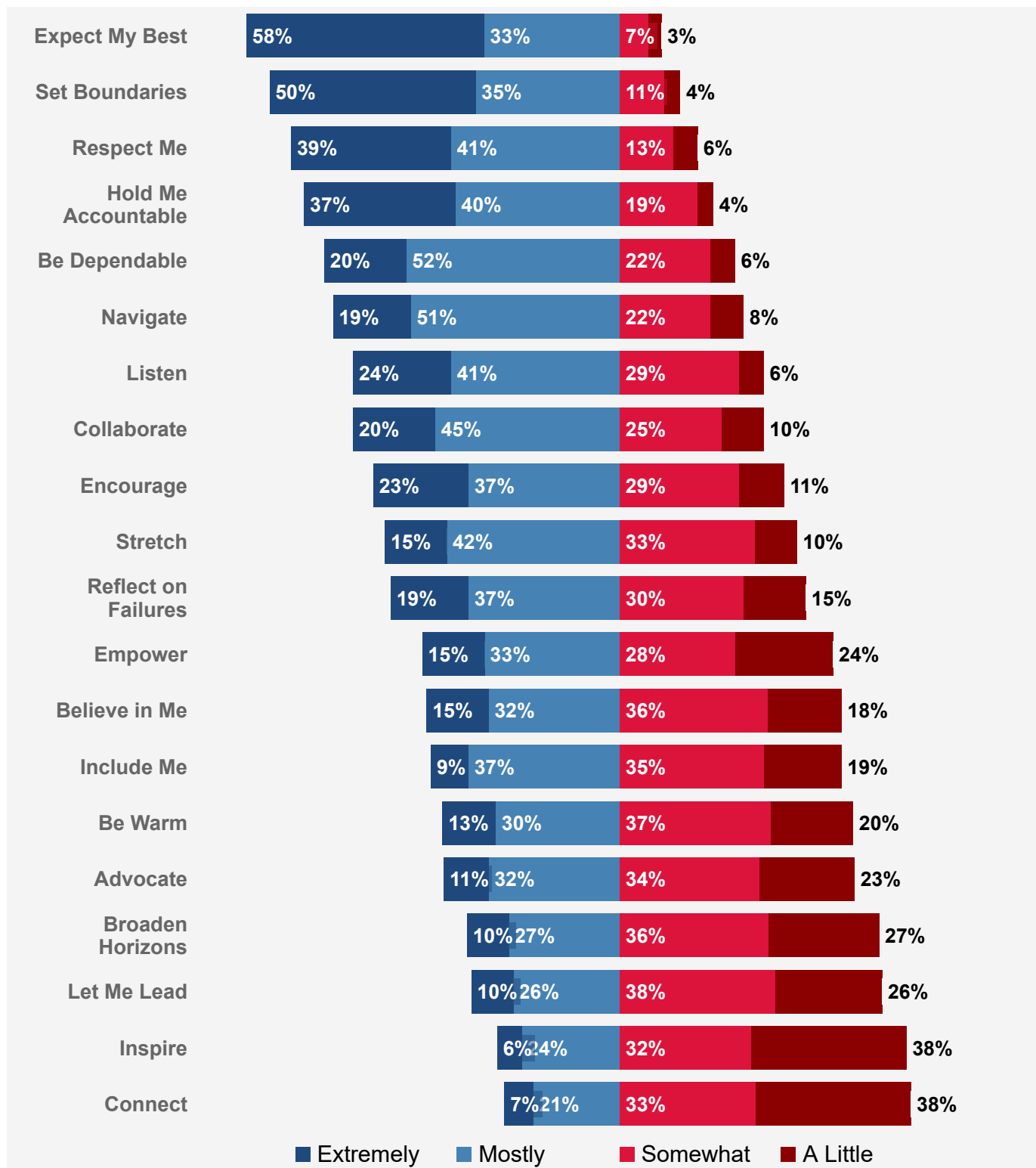


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

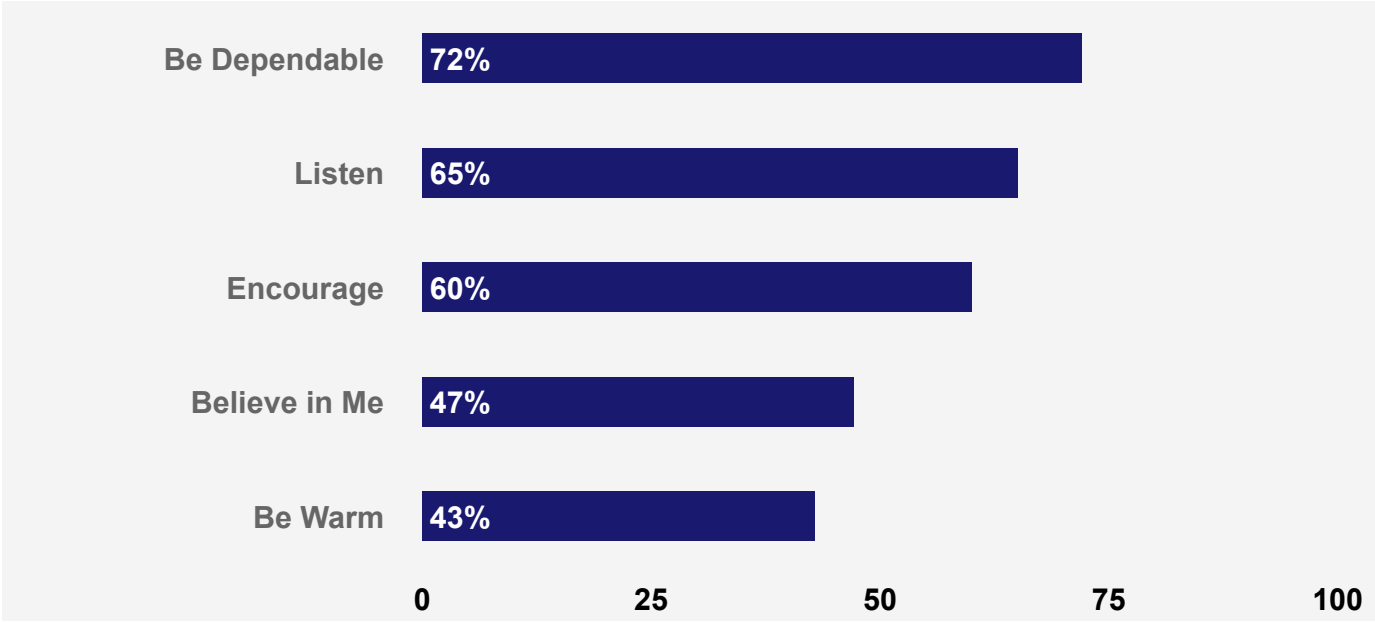
Overall, **20%** of youth had strong experiences of developmental relationships. Conversely, **13%** had weak experiences.



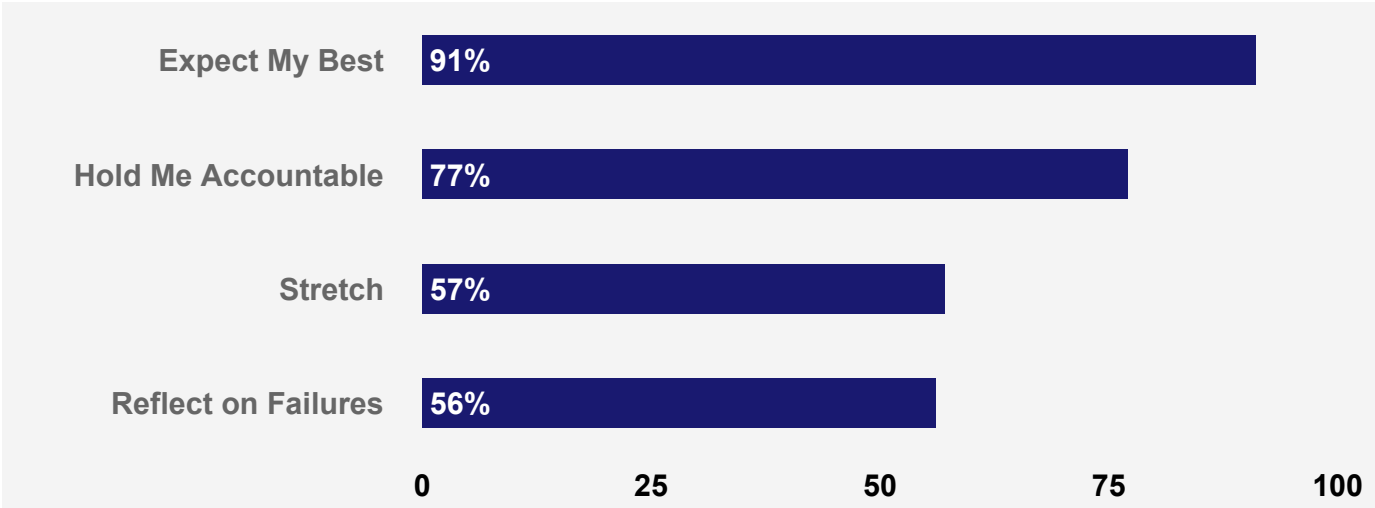
Youth reported different experiences of each of the 20 actions in the Developmental Relationships Framework.



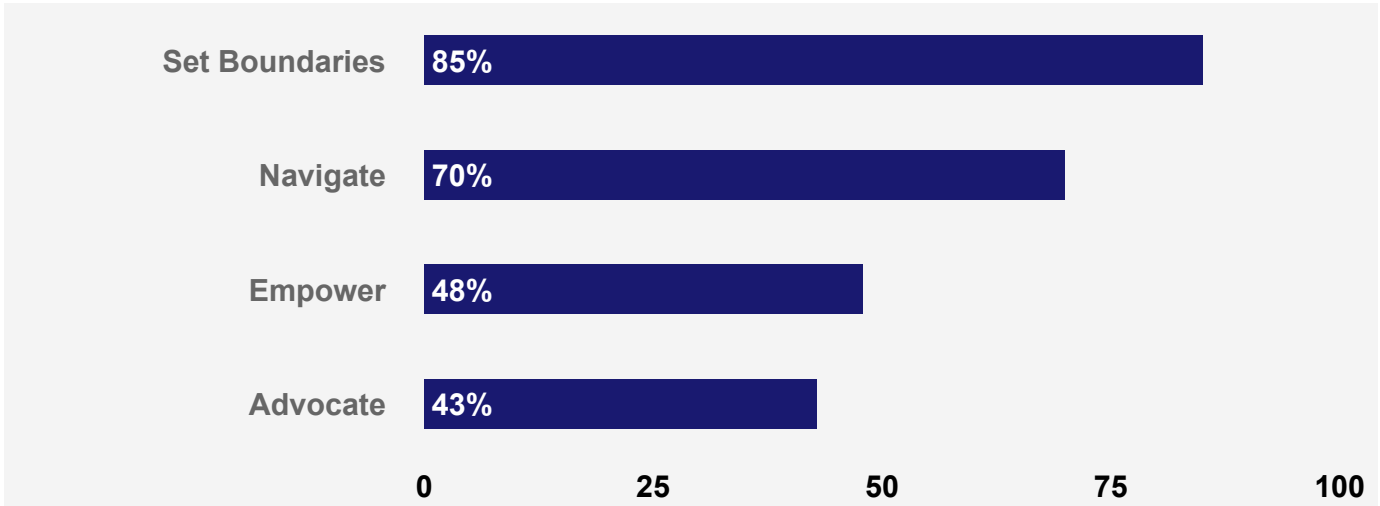
The percent of youth reporting moderate/strong Express Care actions.



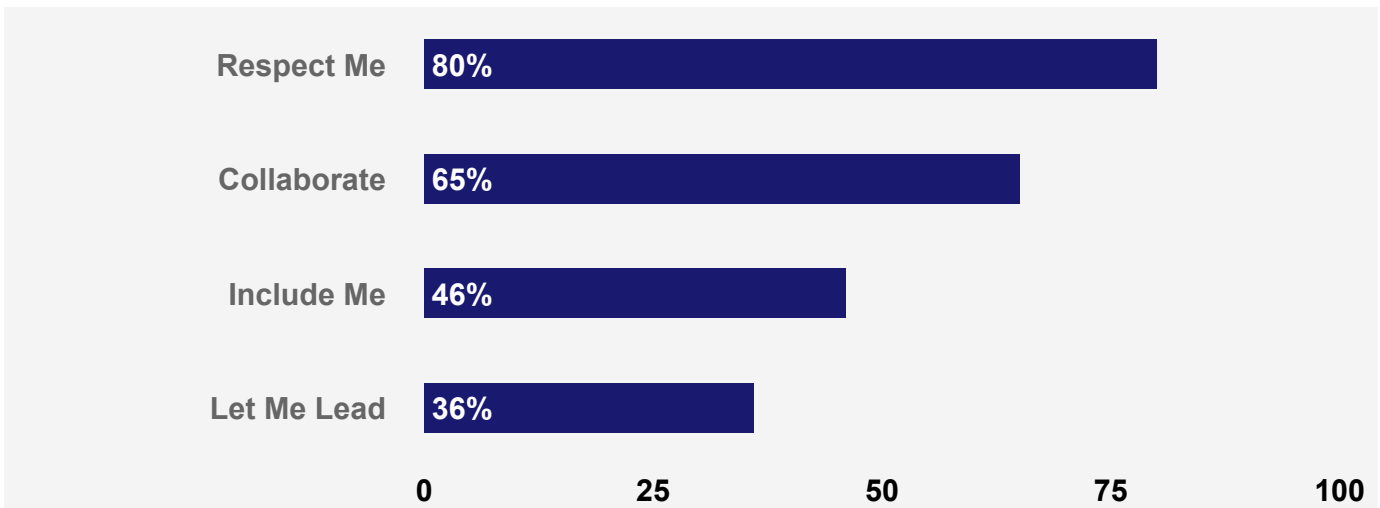
The percent of youth reporting moderate/strong Challenge Growth actions.



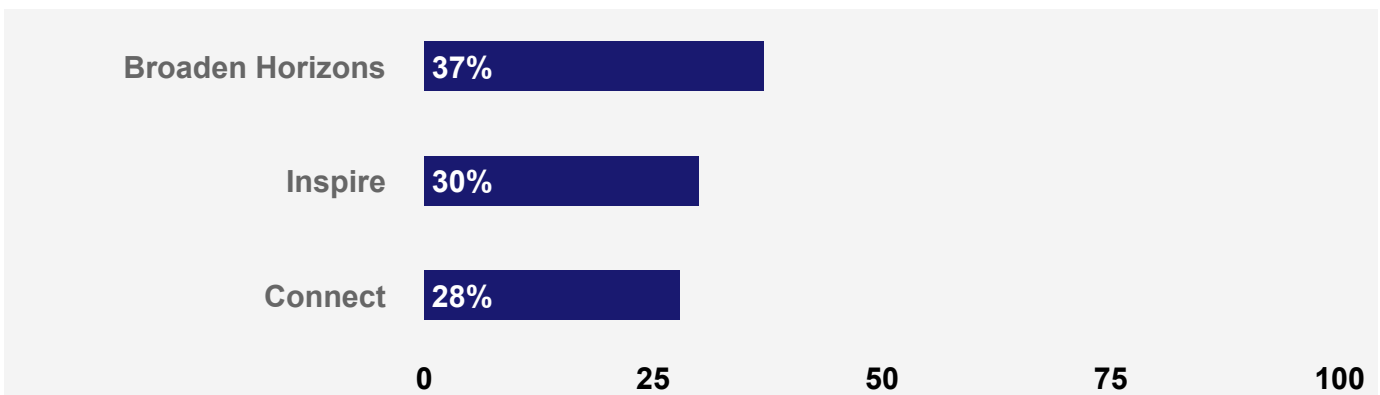
The percent of youth reporting moderate/strong Provide Support actions.



The percent of youth reporting moderate/strong Share Power actions.



The percent of youth reporting moderate/strong Expand Possibilities actions.

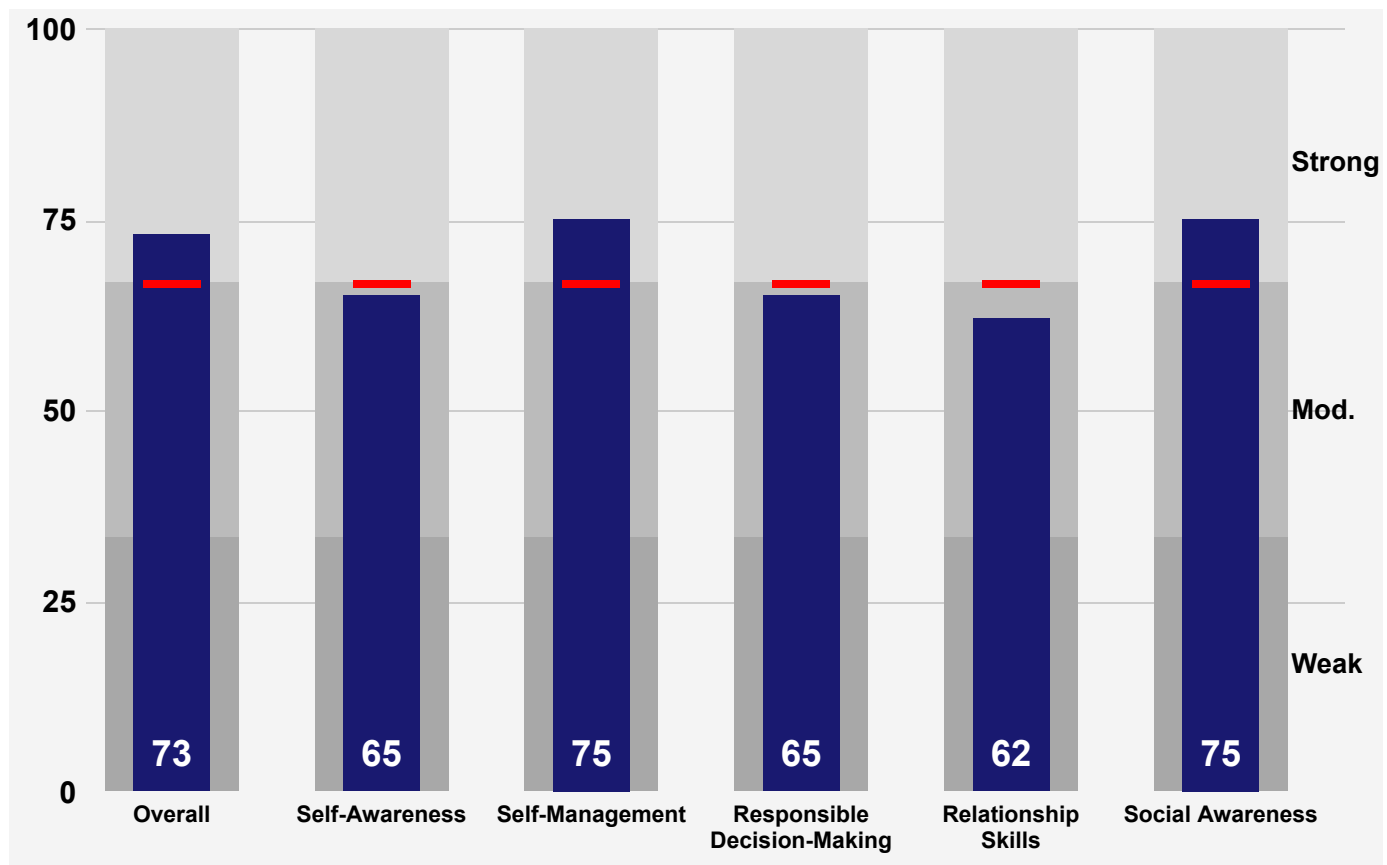


Core Measure 2: Social and Emotional Competencies

The Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) as the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). Their framework¹ includes five competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness.

In this chapter, we will explore young people's social and emotional competence. **This section is customizable, and your organization chose the following option: An overall score for Social and Emotional Competencies along with scores for each individual competency.**

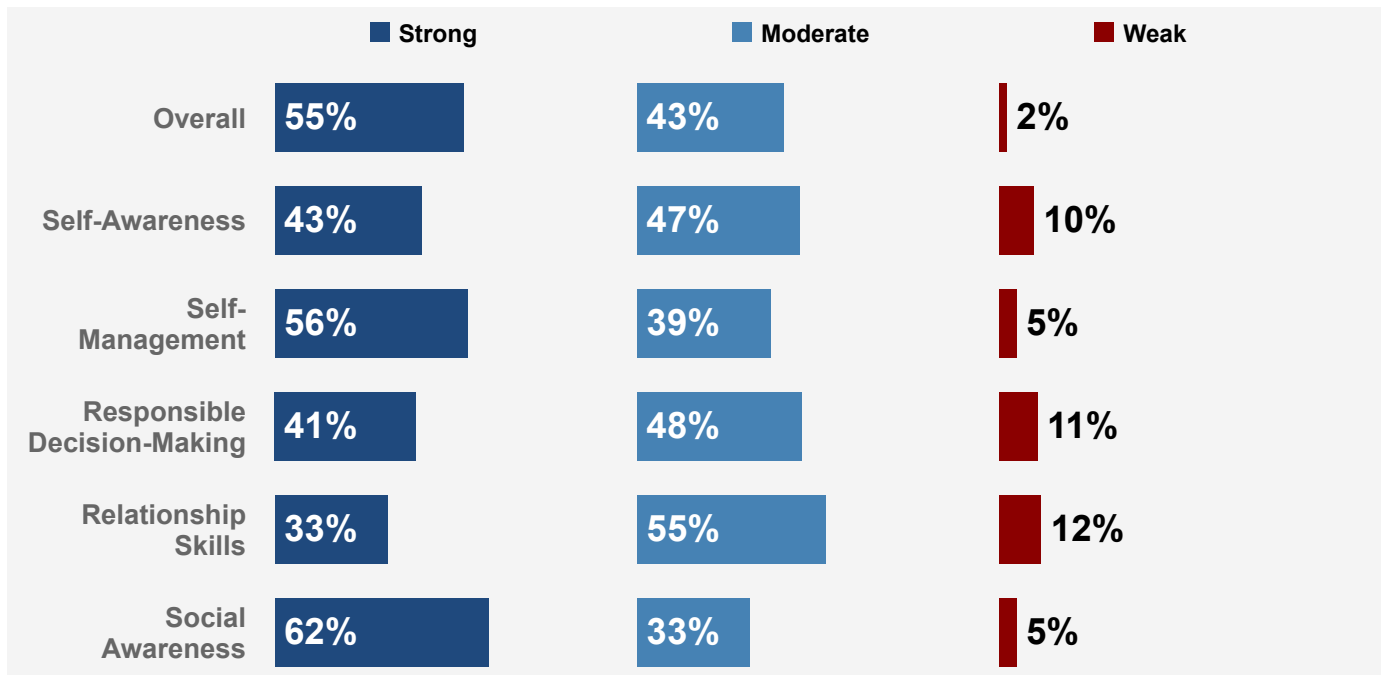
Overall, youth reported **strong** levels of social and emotional competence.



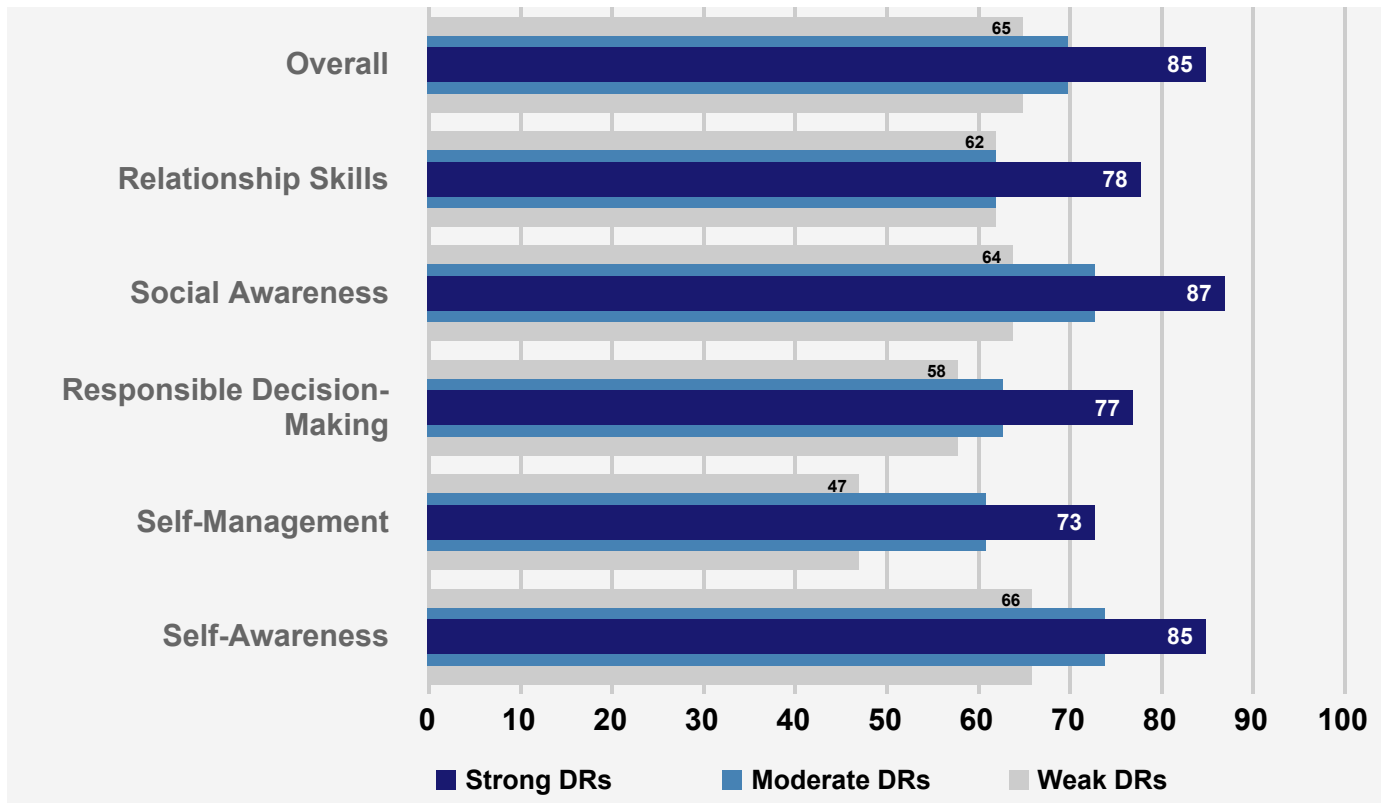
Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

¹ ©CASEL 2017. The five social and emotional learning (SEL) competencies were developed and defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). For more information, visit <https://casel.org/core-competencies/>

Overall, **55%** of youth reported strong social and emotional competence. Conversely, **2%** reported weak social and emotional competence.



Overall, youth who experienced stronger levels of developmental relationships had stronger social and emotional competence scores.

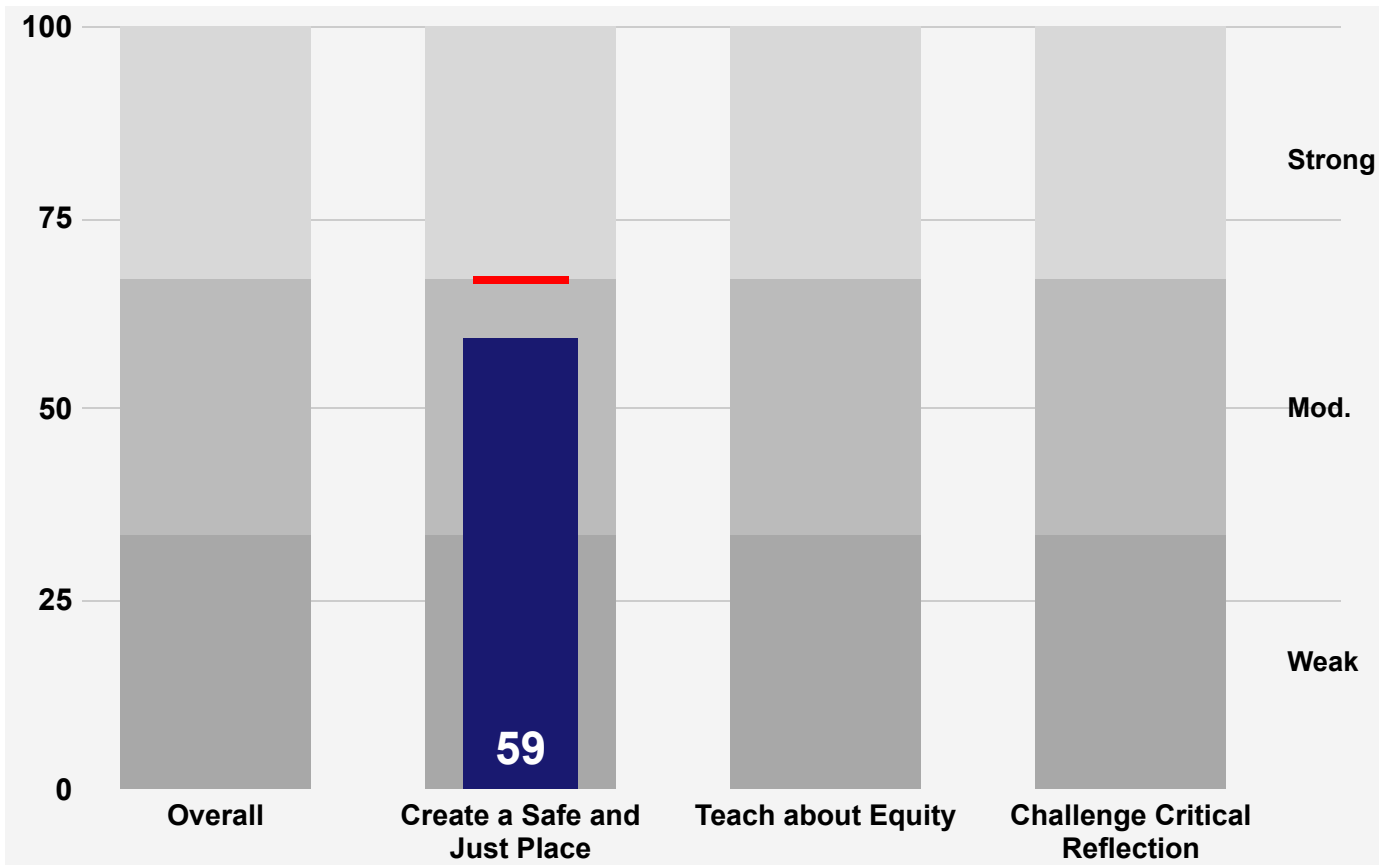


Core Measure 3: Equitable Practices

Whether young people experience their school and program culture as welcoming and inclusive has a direct impact on their experience, and the positive (or negative) repercussions of the experience. The measures in this survey examine how young people experience diversity, equity, and inclusion (DEI) in their schools, OST, and student support programs.

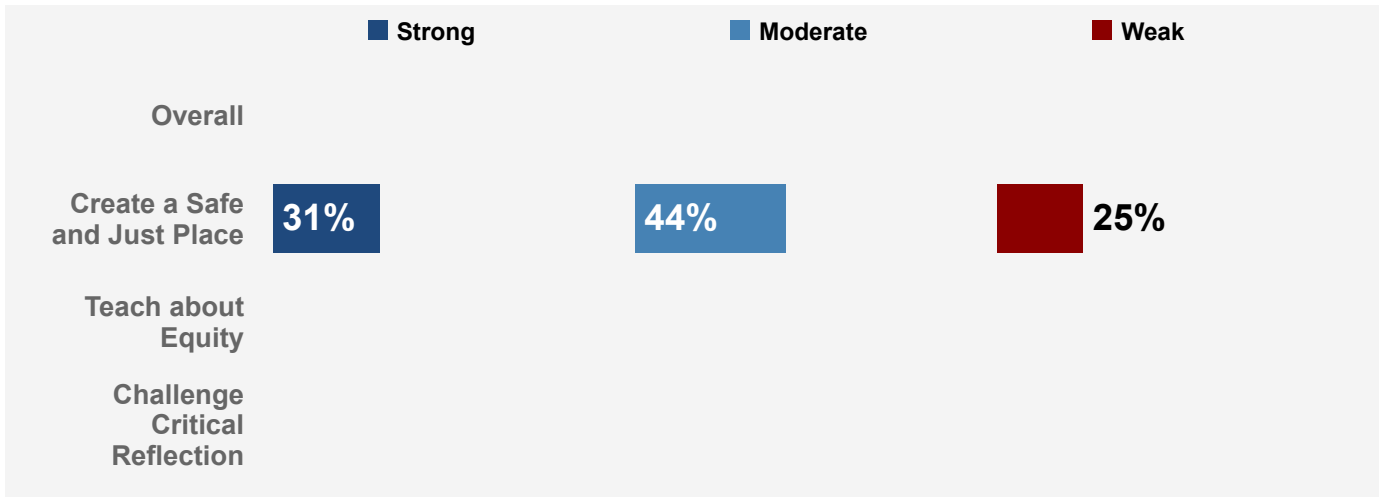
In this chapter, we will explore young people's perceptions of diversity, equity, and inclusion. This section is customizable, and your organization chose the following options: Scores for individual categories exploring Developmental Relationships' Role in Promoting Equity.

The graph below provides a summary of the promoting equity categories that were measured on your survey:



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

How young people reported they experienced developmental relationship's role in promoting equity within the three categories of strong, moderate, and weak.



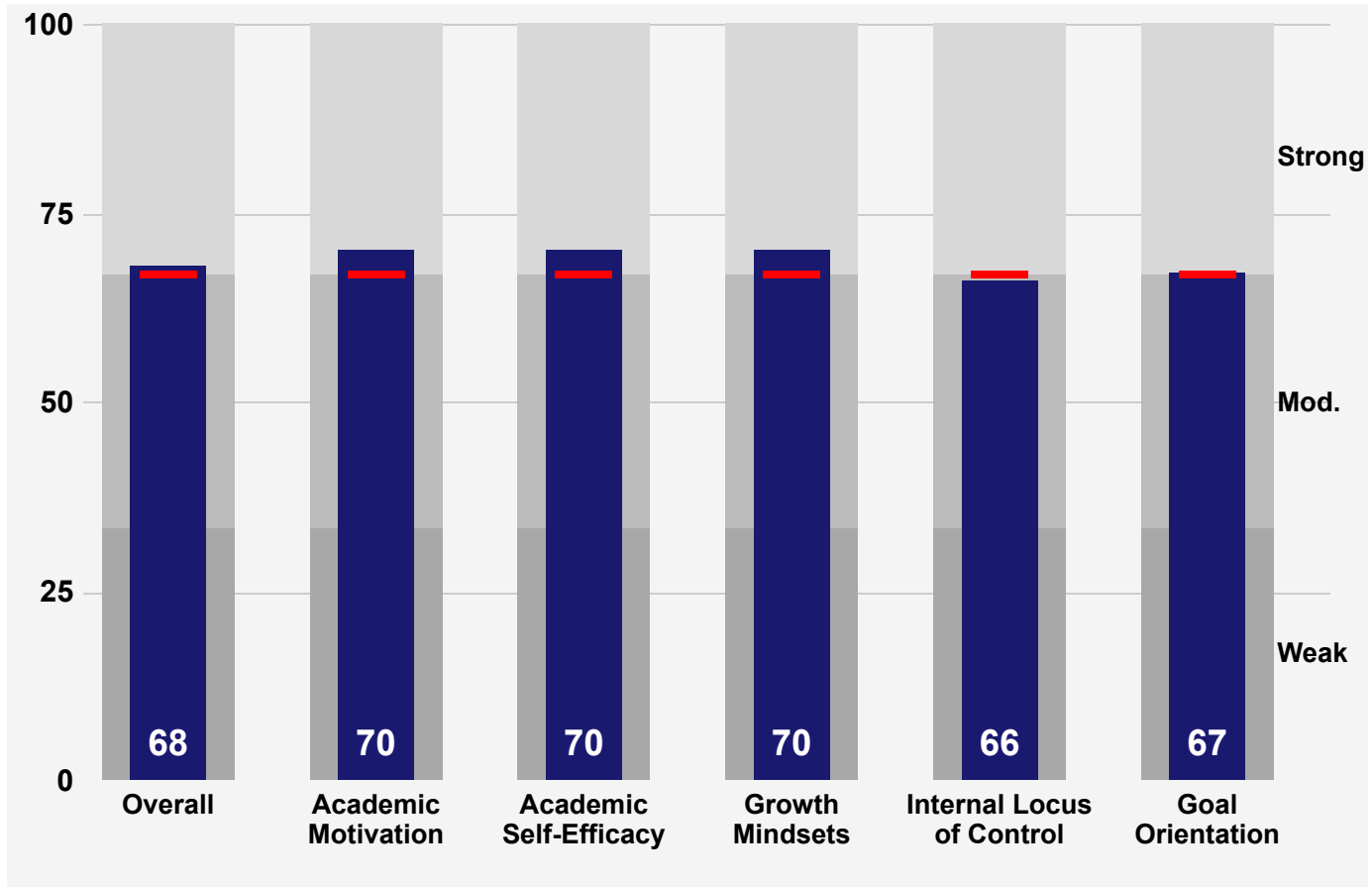
Additional Measures: Outcomes

In this chapter, we will explore the optional outcome modules that your organization opted to include. This section is customizable, and your organization chose the following options: Academic Module and Drug Free Communities – Four Core Measures.

Outcomes: Academic Module

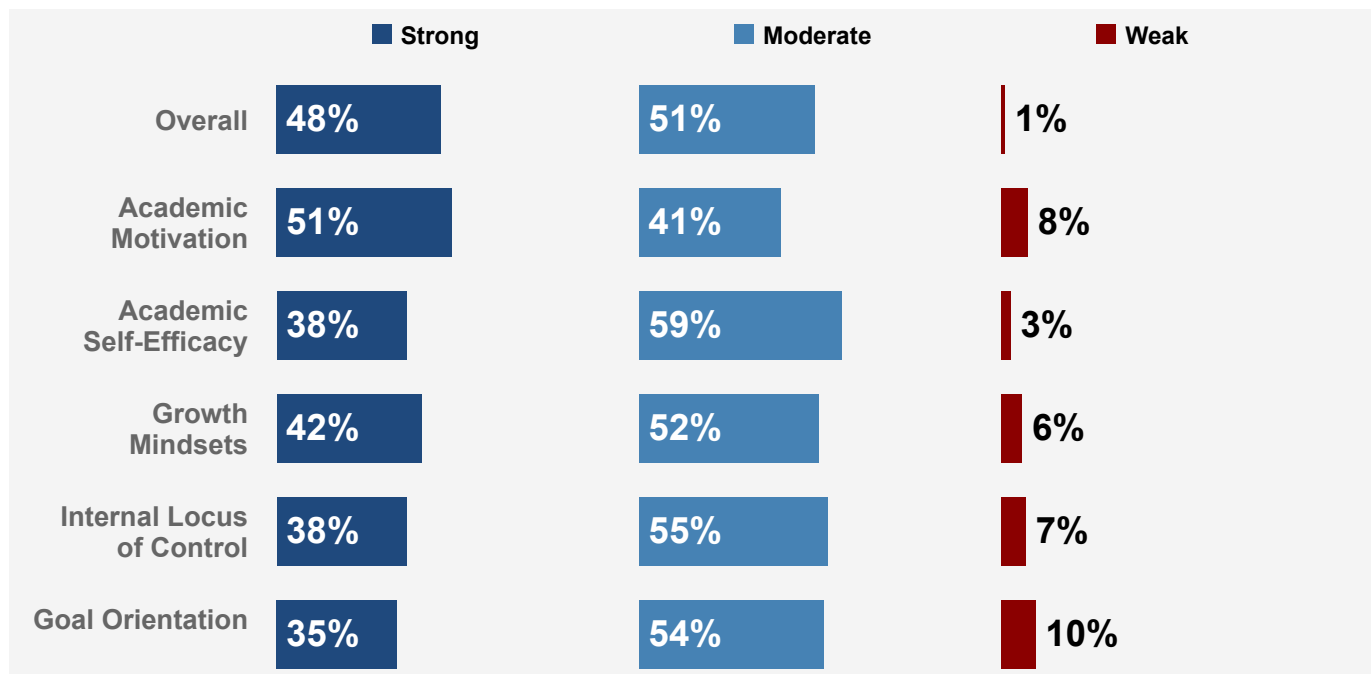
This section measures specific, actionable dimensions of student motivation and other academic skills and outcomes. These measures recognize that motivation is not just a matter of individual drive and tenacity, but that it is also shaped in social contexts and relationships. The measures included in this section are: Academic Motivation, Academic Self-Efficacy, Growth Mindsets, Internal Locus of Control, Goal Orientation, and Self-Reported Grades.

Youth generally reported experiencing **strong** levels of Academics.

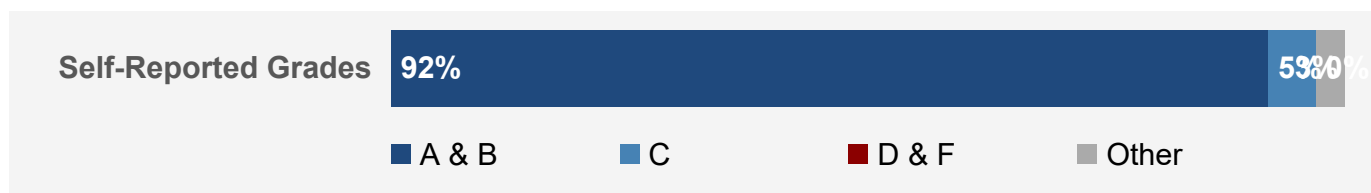


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

How young people reported their academics within the three categories of strong, moderate, and weak.



What grade do you get the most often in school?



Outcomes: DFC Four Core Measures

Drug-Free Communities – Four Core Measures

Young people are increasingly exposed to negative behaviors and opportunities for risk-taking. Those who experience low levels of developmental relationships and high levels of developmental deficit conditions are particularly vulnerable. In this section, you'll find data describing four core measures related to young people's use of alcohol, tobacco, prescription drugs, and marijuana. These data can be used to meet Drug-Free Communities (DFC) grantee reporting requirements established by the Substance Abuse and Mental Health Services Administration (SAMHSA).

This information is invaluable not only to your efforts to educate the community and develop an action plan for reducing substance use, associated risk behaviors, and deficit factors but also as a basis for strengthening protective factors critical to ensuring that your youth thrive.

The four core measures consist of:

- The percentage of youth who report using alcohol, tobacco, marijuana, or prescription drugs at least once in the 30 days immediately preceding the survey date.
- The percentage of youth who report that their parents feel that substance use is wrong.
- The percentage of youth who report that their friends feel substance use is wrong.
- The percentage of youth who think there is a risk in the use of these substances.

Past 30-Day Use of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade	
			F	M	Not 7	8
Alcohol	Used alcohol once or more in the past 30 days	11	6	11	7	13
Tobacco	Smoked cigarettes once or more in the past 30 days	2	1	0	0	3
Marijuana	Used marijuana once or more in the past 30 days	3	1	2	0	4
Prescription Drugs	Used prescription drugs not prescribed to them in the past 30 days	5	4	3	3	6
Vaping	Vaped tobacco, nicotine, or marijuana once or more in the past 30 days	4	1	2	1	6

Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade	
			F	M	Not 7	8
Alcohol	Drink regularly	95	96	96	98	93
Tobacco	Smoke tobacco	98	99	99	99	98
Marijuana	Use marijuana	98	99	98	99	98
Prescription Drugs	Used prescription drugs not prescribed to you	96	94	98	95	97
Vaping	Vape tobacco, nicotine, or marijuana	99	99	100	100	99

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade	
			F	M	Not 7	8
Alcohol	Drink regularly	87	90	88	91	84
Tobacco	Smoke tobacco	91	95	92	95	89
Marijuana	Use marijuana	90	92	93	92	89
Prescription Drugs	Used prescription drugs not prescribed to you	90	91	93	92	90
Vaping	Vape tobacco, nicotine, or marijuana	89	91	91	92	87

Youth Perception of Risk of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade	
			F	M	Not 7	8
Alcohol	Five or more drinks once or twice a week	79	79	82	80	78
Tobacco	One or more packs of cigarettes per day	92	96	93	93	94
Marijuana	Use marijuana once or twice a week	80	82	82	84	79
Prescription Drugs	Used prescription drugs that are not prescribed to them	88	88	92	88	89
Vaping	Vape tobacco, nicotine, or marijuana	88	89	89	88	90

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Four Core Measures Data Summary

		Past 30-Day Use					Perception of Risk				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
Total Sample	*%	10.9	2.1	2.9	5.3	4.1	79.1	92.3	80.5	88.1	87.9
	n	37	7	10	18	14	268	313	272	296	297
	N	341	340	339	339	339	339	339	338	336	338
Female	*%	6.3	0.7	0.7	4.2	1.4	78.9	95.8	82.4	87.9	89.4
	n	9	1	1	6	2	112	136	117	124	126
	N	144	144	144	144	144	142	142	142	141	141
Male	*%	10.6	0	1.8	3	2.4	82.4	92.9	82.2	91.7	88.8
	n	18	0	3	5	4	140	158	139	154	151
	N	170	169	168	169	168	170	170	169	168	170
Not Enrolled	*%										
	n										
	N										
4	*%										
	n										
	N										
5	*%										
	n										
	N										
6	*%										
	n										
	N										
7	*%	6.7	0	0	3.4	1.3	80.4	92.6	84.4	88.4	88.4
	n	10	0	0	5	2	119	137	124	129	130
	N	149	149	148	149	149	148	148	147	146	147
8	*%	12.9	2.8	4	6.2	5.7	78	93.8	78.5	89.2	89.8
	n	23	5	7	11	10	138	166	139	157	159
	N	178	177	177	177	176	177	177	177	176	177
9	*%										
	n										
	N										
10	*%										
	n										
	N										
11	*%										
	n										
	N										
12	*%										
	n										
	N										
Post Secondary	*%										
	n										
	N										

Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

N -- Rows marked with an upper case N report the number of students who responded to the relevant question.

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Four Core Measures Data Summary - Part 2

		Perception of Parental Disapproval					Perception of Peer Disapproval				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
Total Sample	%	95	98.2	97.9	95.8	99.1	86.6	91.3	89.9	90.5	88.8
	n	320	331	330	323	334	291	306	301	304	294
	N	337	337	337	337	337	336	335	335	336	331
Female	%	95.7	98.6	99.3	94.3	99.3	90.1	95	92.2	90.8	90.6
	n	135	139	140	133	140	127	133	130	128	126
	N	141	141	141	141	141	141	140	141	141	139
Male	%	95.9	98.8	98.2	97.6	100	88.1	92.3	92.8	93.5	90.9
	n	163	168	167	166	170	148	155	155	157	150
	N	170	170	170	170	170	168	168	167	168	165
Not Enrolled	%										
	n										
	N										
4	%										
	n										
	N										
5	%										
	n										
	N										
6	%										
	n										
	N										
7	%	98	99.3	98.6	95.2	100	91	95.2	92.4	92.4	92.3
	n	144	146	145	140	147	132	138	133	134	132
	N	147	147	147	147	147	145	145	144	145	143
8	%	92.7	97.7	97.7	96.6	98.9	84.2	89.2	88.7	90.4	86.8
	n	164	173	173	171	175	149	157	157	160	151
	N	177	177	177	177	177	177	176	177	177	174
9	%										
	n										
	N										
10	%										
	n										
	N										
11	%										
	n										
	N										
12	%										
	n										
	N										
Post Secondary	%										
	n										
	N										

Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

N -- Rows marked with an upper case N report the number of students who responded to the relevant question.

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Additional Measures: Contexts

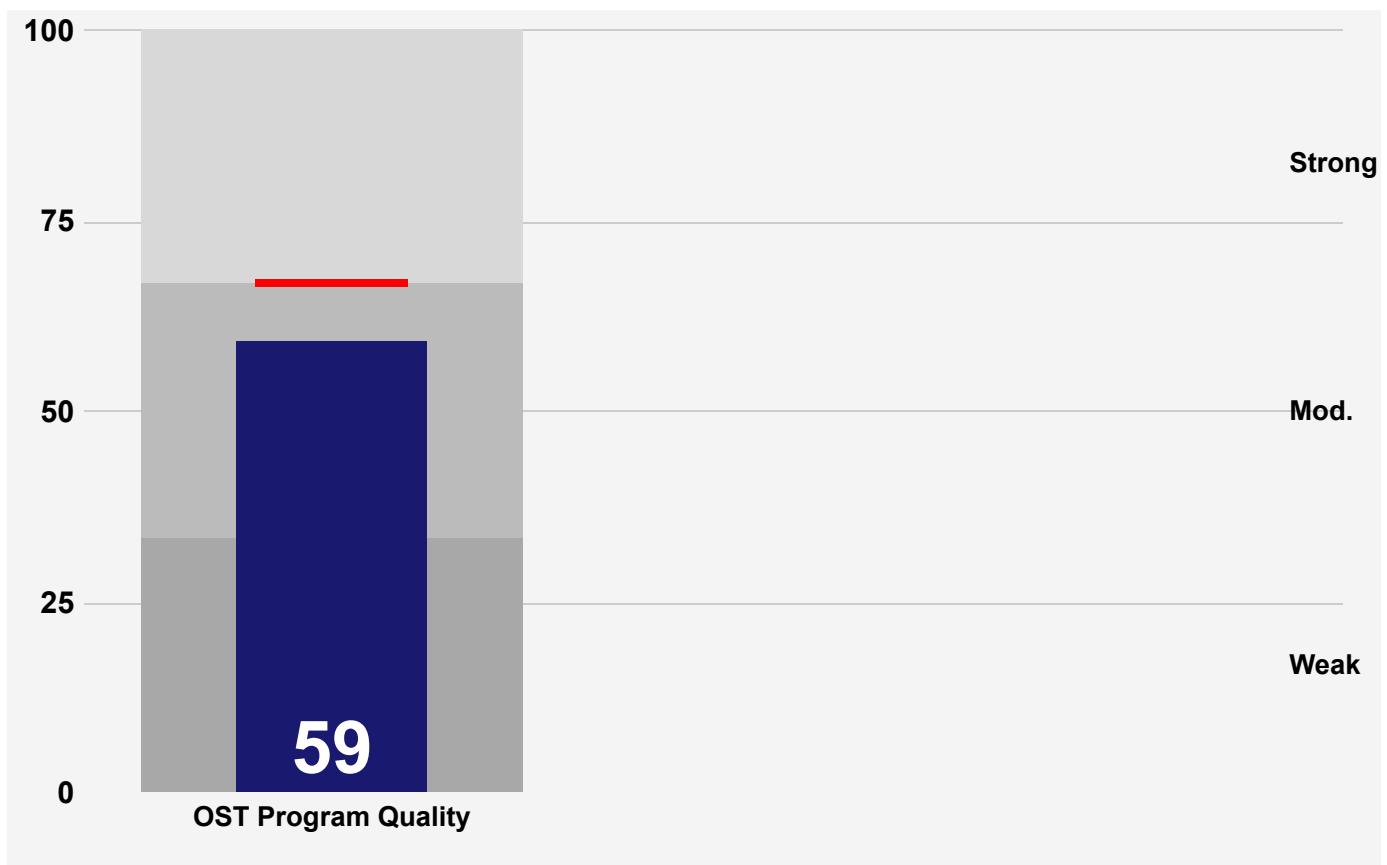
In this chapter, we will explore the optional context modules that your organization opted to include. This section is customizable, and your organization chose the following options: Organizational Quality & Participation and Expanded Relationship Module.

Contexts: Organizational Quality & Participation

Search Institute's measure of program quality is based on the framework outlined in the National Research Council's report on Community Programs for Youth (National Research Council and Institute of Medicine, 2002), and specifically, the Council's coverage of "Features of Positive Youth Development Settings."

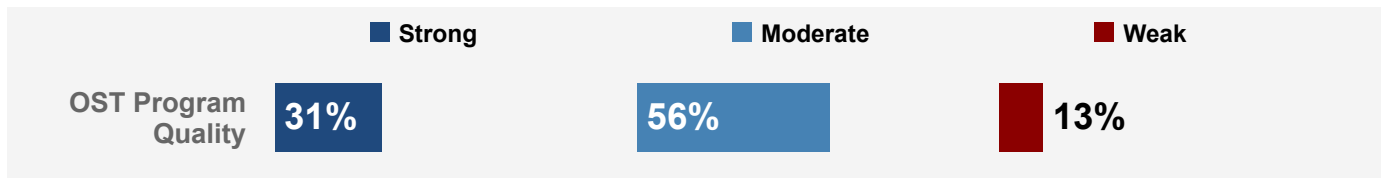
Young people who report attending high-quality OST programs are significantly more likely to report positive emotions, hopeful purpose, avoiding violence, civic engagement, and school success (Catalano et al., 2004; Every Hour Counts, 2014; National Research Council and Institute of Medicine, 2002; Vance, 2010; Wilson-Ahlstrom, Yohalem, DuBois, and Ji, 2011).

Youth generally reported experiencing **moderate** levels of Program Quality.

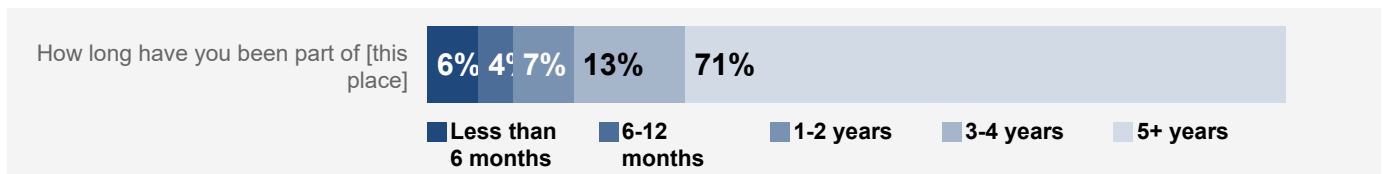
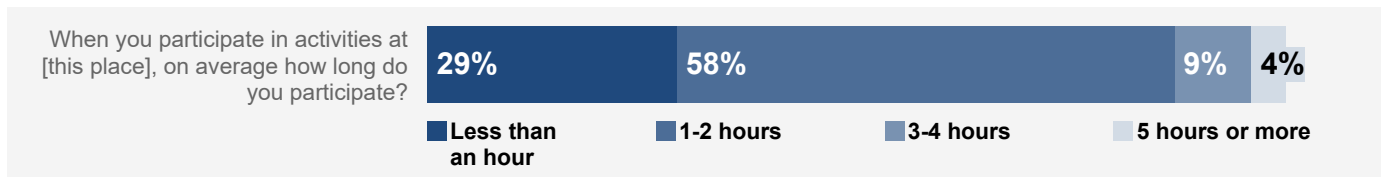
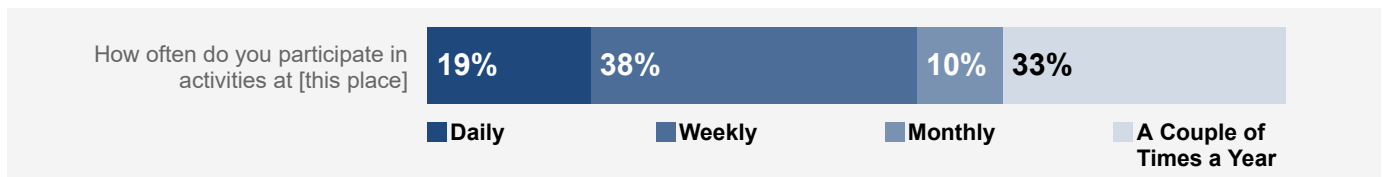


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

How young people reported program quality within the three categories of strong, moderate, and weak.



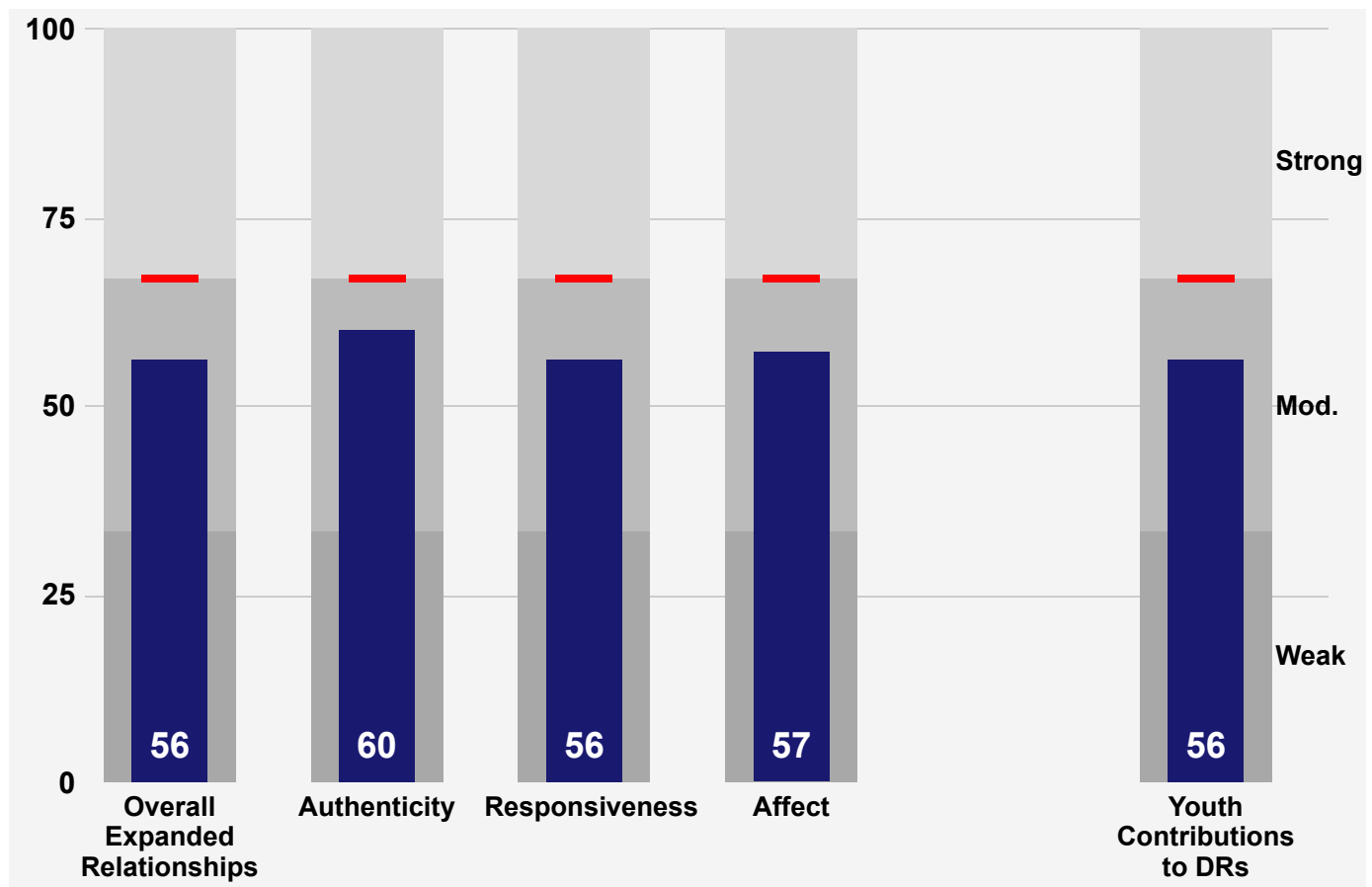
Dosage



Contexts: Expanded Relationships (Authenticity, Responsiveness, and Affect)

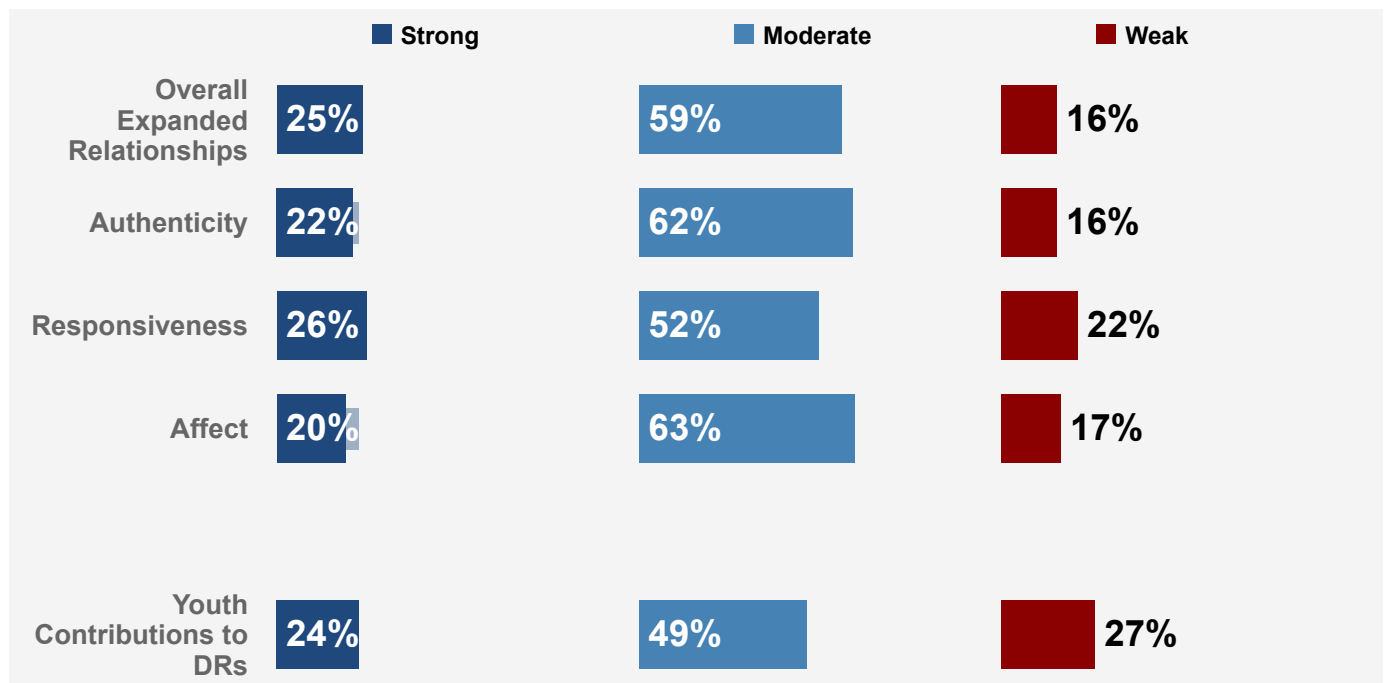
The Developmental Relationships Framework contains five key elements, which are expressing care, challenging growth, providing support, sharing power, and expanding possibilities. In addition to this Framework, there are other critical components of a strong, healthy relationship. These components include the authenticity and responsiveness of the individual, as well as how the young person feels when they are together. In addition, the Framework is bidirectional which means that young people also play a critical role in the development of these relationships between youth and adults. This section explores each of these areas under the following categories: Authenticity, Responsiveness, Affect, and Youth Contribution to Relationships.

Youth generally reported experiencing **moderate** levels of these Expanded Relationship measures.



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

How young people reported expanded relationship measures within the three categories of strong, moderate, and weak.



Filters Used in This Report

This report has been generated from a World Wide Web based system that includes the ability to filter the responses displayed based on a set of criteria selected by the viewer. When this report is printed or saved to a PDF file, it may not be clear what filtering if any has been used on the data set. That lack of clarity is what this section is designed to address. This section is shown only if filtering has reduced the number of responses shown to less than all responses available. **Currently displayed are 342 of 1005 survey responses**

Groups displayed:

Weston High School: **Excluded**

Weston Middle School: **Included** as main report data / post / time-2

Note: Checked values are included in the displayed data and unchecked values are excluded.

Identify As LGBTQ displayed:

- 0
- Unanswered
- 1

Grades displayed:

- Not enrolled
- Unanswered
- 4
- 7
- 8
- 9
- 10
- 11
- 12

Genders displayed:

- Unanswered
- Girl
- Boy
- Other

Races displayed:

- Black
- Asian
- Latinx
- Native
- White
- Other
- Unanswered
- Multiracial

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: WHS Developmental Relationships Survey Questions

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

WHS Developmental Relationships Survey Questions

The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

How old are you?

-- Please Select --

What grade are you in?

-- Please Select --

Which of these best describes you?

- Girl
- Boy
- Non-binary / Third Gender
- Prefer to Self-Describe:
- Choose not to answer

Do you identify as transgender?

- Yes
- No
- Choose not to answer
- I don't know

-
- Black, African American, or African
 - Asian or Pacific Islander
 - Hispanic, Latino/a/x, or Spanish origin
 - Native American or Alaskan Native
 - White
 - Some other race
 -
 - Choose not to answer

Do you identify as a member of the LGBTQ community?

- Yes
- No

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The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

How much are the following statements like your teachers?

	A Little Like My Teachers	Somewhat Like My Teachers	Mostly Like My Teachers	Extremely Like My Teachers
If I have a problem, I know my teachers will help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I work hard, my teachers encourage me to keep going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers expect me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers challenge me to try things that are difficult for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers hold me <u>responsible</u> for the things I do and say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I make mistakes, my teachers show me how I can learn from them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers make it clear what behaviors are acceptable and not acceptable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers teach me how to ask for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A Little Like My Teachers	Somewhat Like My Teachers	Mostly Like My Teachers	Extremely Like My Teachers

	Like My Teachers	Like My Teachers	Like My Teachers	Like My Teachers
My teachers help me figure out how to do things that are new or challenging to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am treated unfairly, my teachers say or do something to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers consider my ideas when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have challenges, my teachers work with me to find a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers give me chances to be a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers help me think of different possibilities for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers help me discover new things that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers introduce me to other adults who offer resources or support that I value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do your teachers do the following?

	Rarely	Sometimes	Often	Almost Always
My teachers really listen to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers do things that make me feel like I matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers show me they enjoy being with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

How much are the following statements like you?

	A Little Like Me	Somewhat Like Me	Mostly Like Me	Extremely Like Me
I am good at making friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share my thoughts and feelings with other people in appropriate ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with other people in a group or team to reach a goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I resolve conflicts without anyone getting hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a good listener when other people need me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an idea of what someone is feeling by looking at their face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay attention to what other people need and how they feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make safe and healthy choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take <u>responsibility</u> for my choices and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tell the truth, even when it is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about what might happen before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Like Me	Like Me	Like Me	Like Me
I have control over my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have healthy ways of managing stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I finish things on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When someone tells me to stop doing something, it is easy for me to stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who I am and what I believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what I am good at and not so good at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how my feelings impact my behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about who I will be when I am older.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

How much are the following statements like your teachers?

	A Little Like My Teachers	Somewhat Like My Teachers	Mostly Like My Teachers	Extremely Like My Teachers
My relationships with my teachers motivate me to keep showing up here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers acknowledge and respect who I am and my <u>background</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers make me feel like I can succeed here just as much as any other kid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers listen to my ideas and opinions, even when we disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

What grade do you get the most often in school?

- A
- B
- C
- D
- F
- Incompletes
- My school uses different types of grades
- My school does not give grades at all

How much are the following statements like you?

	A Little Like Me	Somewhat Like Me	Mostly Like Me	Extremely Like Me
I work hard to get good grades in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think learning is very important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I finish my school work, even if there is other stuff I would rather be doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try hard on my school work, even if it is not graded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am certain I can figure out how to do my most difficult schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am certain I can master the skills taught in school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to complete my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get smarter by working hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well I do in school depends more on how hard I work than on how naturally smart I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I work at it, there are no limits to how smart I can become.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I make a plan, I can usually make it work out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I mostly have control over what happens in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What happens in my life is up to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I want to do well in school, it is up to me to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set goals for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once I set a goal for myself, I try to find out how to reach my goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to learn skills that can help me reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If something goes wrong, I try to figure out another way to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

On how many occasions (if any) have you had more than just a few sips of alcoholic beverages (beer, wine, or hard liquor) to drink during the past 30 days?

- 0
- 1–2
- 3–5
- 6–9
- 10–19
- 20–39
- 40+

How frequently have you smoked cigarettes during the past 30 days?

- I have never smoked a cigarette
- Not at all
- Less than 1 cigarette per day
- 1 to 5 cigarettes per day
- About 1/2 pack per day
- About 1 pack per day
- About 1-1/2 packs per day
- 2 or more packs per day

During the past 30 days have you used marijuana or hashish?

- Yes
- No

During the past 30 days have you used prescription drugs not prescribed to you?

- Yes
- No

How many times during the last 30 days, if any, have you vaped tobacco, nicotine, or marijuana?

- 0
- 1
- 2
- 3–5
- 6–9
- 10–19
- 20–39
- 40+

How wrong do your parents feel it would be for you to ... ?

	Very Wrong	Wrong	A Little Bit Wrong	Not at all Wrong
Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Wrong	Wrong	Wrong	Wrong
Vape tobacco, nicotine, or marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How wrong do your friends feel it would be for you to ... ?

	Very Wrong	Wrong	A Little Bit Wrong	Not at all Wrong
Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vape tobacco, nicotine, or marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you think people risk harming themselves (physically or in other ways) if they...

	No Risk	Slight Risk	Moderate Risk	Great Risk
Have five or more drinks of an alcoholic beverage once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vape tobacco, nicotine, or marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

When I am at Weston High School ...

	A Little True	Somewhat True	Mostly True	Completely True
I am interested in the activities and what is going on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel physically safe from things like violence, bullying, or getting hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel emotionally safe from things like teasing or being called mean names.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn new skills that will be useful to me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do things that I am excited about and that give me joy and energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn about myself and what is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what the rules are and how I am supposed to treat others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults take time to talk to me one-on-one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

True True True True

There are usually few surprises.
 Examples: Rules are enforced consistently. I know the general plan for the day. I can depend on the mood to be fairly positive.

We participate in activities in our neighborhood with other community members.

How often do you participate in activities at Weston High School?

- Daily
- Weekly
- Monthly
- A Couple of Times a Year

When you participate in activities at Weston High School, on average how long do you participate?

- Less than an hour
- 1-2 hours
- 3-4 hours
- 5 hours or more

How long have you been part of Weston Public Schools?

- Less than 6 months
- 6-12 months
- 1-2 years
- 3-4 years
- 5+ years

The Developmental Relationships Survey for Youth

Show or hide the read aloud buttons

How much do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers are open and honest with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers build relationships with me because they really care about me, not just because it is their job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my teachers say something nice to me, I know they really mean it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much are the following statements like your teachers?

	A Little Like My Teachers	Somewhat Like My Teachers	Mostly Like My Teachers	Extremely Like My Teachers
My teachers pay attention to how I feel and respond in a helpful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers know what I am good at and not so good at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers make adjustments, when needed, so that I can do my personal best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Like My Teachers	Like My Teachers	Like My Teachers	Like My Teachers
When I ask for help, my teachers respond to my request.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers can sense when I am unhappy or frustrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers figure out what I need and then help me or find someone who can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I can be myself with my teachers and not fear judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers really care about the whole me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can trust my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable telling my teachers how I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationship with my teachers makes me feel good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much are the following statements like you?

	A Little Like Me	Somewhat Like Me	Mostly Like Me	Extremely Like Me
I show my teachers that they matter to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I introduce my teachers to new ideas or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make an effort to build strong, healthy relationships with my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Developmental Relationships Survey for Youth

Please click on the Submit button below to record your responses.

[Back](#)

[Submit](#)



The Developmental Relationships Survey for Youth

You did it! A BIG thank you from Weston High School for taking the time and effort to provide feedback about your time here. Your responses have been recorded.

If you have any feedback about the survey, please email us at surveys@searchinstitute.org.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: WHS Developmental Relationships Survey Results

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

WHS Developmental Relationships Survey Results

Weston High School
Grades 9-12

Developmental Relationships Survey Results for

ADAP of Weston - Weston Coalition

February 3rd, 2022



Prepared by:

Search >
INSTITUTE

Discovering what kids need to succeed

Introduction

This report is based on your young peoples' responses to the Developmental Relationships Survey. The report was prepared by Search Institute, a non-profit organization that partners with schools, youth programs, and other organizations to conduct and apply research that promotes positive youth development and advances equity. Search Institute generates new knowledge through mixed-methods studies and develops and delivers workshops, surveys, and other resources that enable practitioners and parents to understand and act on the science of youth development.

In this report, you will find actionable data on developmental relationships, social and emotional competencies, and equitable practices. We hope that these data will help you make the case that developmental relationships are the lever through which we can advance social and emotional competence and create more equitable environments where all young people are equipped to continue on their paths to thrive.



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What are Developmental Relationships

Over the past decade, Search Institute has conducted a multi-year effort to better understand the role relationships play in positive youth development. This work has led to extensive literature reviews and numerous qualitative and quantitative studies to inform our understanding of the power of relationships young people have with parenting adults, educators, and youth workers (e.g., mentors, program staff, among others). It is through this work that Search Institute has defined these high-quality relationships as “developmental relationships.” Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).






Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute’s research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

Just as a system of roots supports and nourishes trees as they develop and grow, nurturing relationships with adults provide a foundation for young people’s development by offering them guidance, encouragement, and new opportunities. Cultivating strong roots nourishes young people and supports their development and growth while creating a foundation of stability.



The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
 <p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable • Listen • Believe in me • Be warm • Encourage 	<p>Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.</p>
 <p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best • Stretch • Hold me accountable • Reflect on failures 	<p>Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.</p>
 <p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate • Empower • Advocate • Set boundaries 	<p>Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.</p>
 <p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me • Include me • Collaborate • Let me lead 	<p>Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.</p>
 <p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire • Broaden horizons • Connect 	<p>Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.</p>

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

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[Download a PDF of the framework](#)

Description of Your Study & Sample

Search Institute's Developmental Relationships Survey was used for this study. This survey is designed for young people in grades 4 through 12+ and is typically administered online independently or in a group setting. Some young people may choose to use the included audio prompts to assist with comprehension. Standardized administration procedures were provided to staff who administered the survey to enhance the quality of the data.

The specific characteristics of your survey participants are shown in the table and waffle charts on the next two pages. When reviewing demographic data in this report, it is important to note that survey participants self-reported on each of these attributes. As such, it may not entirely align with your own demographic data. Understanding who participated is vital for appropriate interpretation and application. If your sample reflects the population you seek to engage, then you can have more confidence that the results will be broadly applicable. If your sample does not match your target population, you will need to consider these differences when interpreting the findings.

This report will only show results for samples of at least 30 young people. This reduces the risk that results on particular young people will be singled out and discussed, particularly in public settings. In addition, results from very small samples of young people should not be applied more broadly, nor should assumptions be made that their perspectives are generalizable or transferrable to larger groups. Their results may be true for them, but there may not be enough young people in the sample to account for measurement and sampling errors.

Discussion Questions

- ① What worked with the survey administration? What challenges were present? How can we avoid these problems going forward?
- ① How did youth respond to being asked to complete the survey? Were staff and young people sufficiently aware of the survey's purpose?
- ① In what ways does the sample in your survey reflect (or not reflect) the young people you seek to hear from as you develop your priorities and action plans?
- ① What characteristics of the survey sample make it particularly valuable? (For example, perhaps there is a subgroup included that you haven't heard from before. Or perhaps it includes young people who participate regularly but don't always speak up.)
- ① If your study does not include all the perspectives of young people you would want to include, how might you engage those additional voices moving forward? (This might include asking them to be part of the study interpretation and planning process.)

Demographics Tables

Youth Demographics Sample Size

	Sample Size	
Total	659	
Age		
<10	0	
10	0	
11	0	
12	0	
13	9	
14	141	
15	172	
16	156	
17	141	
18	12	
19+	2	
Grade		
Not enrolled	0	
Grade 4	0	
Grade 5	0	
Grade 6	0	
Grade 7	0	
Grade 8	0	
Grade 9	167	
Grade 10	167	
Grade 11	152	
Grade 12	148	
Post-secondary	0	
Gender		
Girl	312	
Boy	302	
Other	30	
Race		
Asian/Pacific Islander	30	
Black	10	
Hispanic/Latinx	17	
Native American	2	
White	482	
Other	16	
Multiracial	75	

Demographics Charts

The following waffle charts contain additional descriptive information about your young people who participated in the survey.

No data was collected on financial strain

No data was collected on LGBTQIA+ status

No data was collected on ESL/ELL programming

No data was collected on food insecurity

No data was collected on shelter insecurity

No data was collected on Individual Education Plans

How to Read the Report & Interpret Results

This report offers unique information on your young people and their experiences with your organization. It emphasizes the relationships and equitable practices that are essential for young people to develop the social and emotional competencies critical for success in life. These data are meant to guide schools and youth-serving organizations to put in place research-informed strategies to boost their intentional practices in building developmental relationships.

This report provides information from several angles. We recommend you review your results in several stages that allow you to both see the broad context and focus on specific issues, needs, gaps, or priorities. As you do this, consider the following:

1. Examine the broadest findings, such as the overall scores for each category of developmental relationships and social and emotional competencies. This high-level review will give you an overall sense of what is happening with your young people. Note any clear patterns, surprises, or questions you see.
2. Pay attention to both averages and distribution. The report shows both average scores, which gives you a sense of your young people overall, and the “distribution” of scores, which shows the percentages of young people who scored low and high in each area. These different groups are referred to as “Weak,” “Moderate,” and “Strong” within this report.
3. Access the online dashboard to examine the data for subgroups of young people, particularly those that are most relevant to your work. Do you see surprises or meaningful differences that need further exploration?
4. Focus on data in which you and your organization have a particular stake. You may have goals related to specific indicators. Reflect on how they either align with or offer a counterpoint to the general patterns you noticed earlier.

These data are best examined in conversation with multiple stakeholders, including young people, staff, parenting adults, positional leaders, and others—all of whom will bring different perspectives to the interpretation. If you do not already have a diverse guiding team for your planning process, convene one or more groups to work together to internalize, interpret, and then use the data for change. This process will build shared understanding and commitment to actions you ultimately take based on the findings.

You will note that this report does not have “norm” data to which to make comparisons. Though it can be interesting to compare your own results to others, Search Institute’s experience in working with schools and other organizations is that it can be distracting or counterproductive. Your population can be quite different from those on which national norms are based, making it difficult to interpret differences. Furthermore, the most important context is your local context, your shared priorities, and the gaps between your current realities and your targets for growth. In other words, the most relevant comparison is to your hopes, aspirations, and goals for your young people. Thus, we encourage emphasizing the local context as a comparison point, rather than focusing on comparing your data to other organizations.

It is important to remember that these survey data represent just one source of information. No single source of information—no matter how valid—can tell the whole story about how your young people are doing. For those reasons, among others, these data should not be used for accountability purposes. It is important to review these data (like all information and data) critically and in context of other information, experience, and research. If it reinforces other data points, you can have more confidence in it. If it contradicts other findings or perspectives, dig deeper to understand the reason for the differences.

As you look at the detailed tables of data, it can be tempting to over-interpret small differences between groups of young people. A difference between scores that may look meaningful, might not reach a level of statistical significance. That is, small differences may be due to measurement error. Small differences are less likely to be significant with smaller samples.

With these general guidelines in mind, we believe you will find important results, patterns, and insights in this report that offer a fresh perspective on how young people are experiencing the essential relationships and equitable practices that matter to their success.

This report is structured into three core sections: Developmental Relationships, Social and Emotional Competencies, and Equitable Practices. Additional sections may be present depending on your organization's customizations.

How are average scores calculated?

Each survey item has four response choices, scored on a scale from 1-4. Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula $((x-1)*100)/3$ to assist with interpretation.

How are responses distributed?

Scores are shown in three levels. These three levels are: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.33 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). From this, you may identify areas where young people are either particularly high or low, which may not always be evident from the average score. In our pilot studies, young people who reported having higher developmental relationship scores typically had better youth development outcomes.

As you make meaning of the data, follow a reflective process with the following questions:

- ① What stands out? We recommend that you start by naming objective stats (e.g. Express Care was our strongest element with a score of 80).
- ② What encourages you? What discourages you?
- ③ What surprises you? What is not clear?
- ④ What is the importance of this?
- ⑤ What may have led to this result?
- ⑥ What action ideas come to mind? Note that actions may come in different forms (e.g. things we should do more often or less often; things that should be kept the same; making something more widely available or systematic).

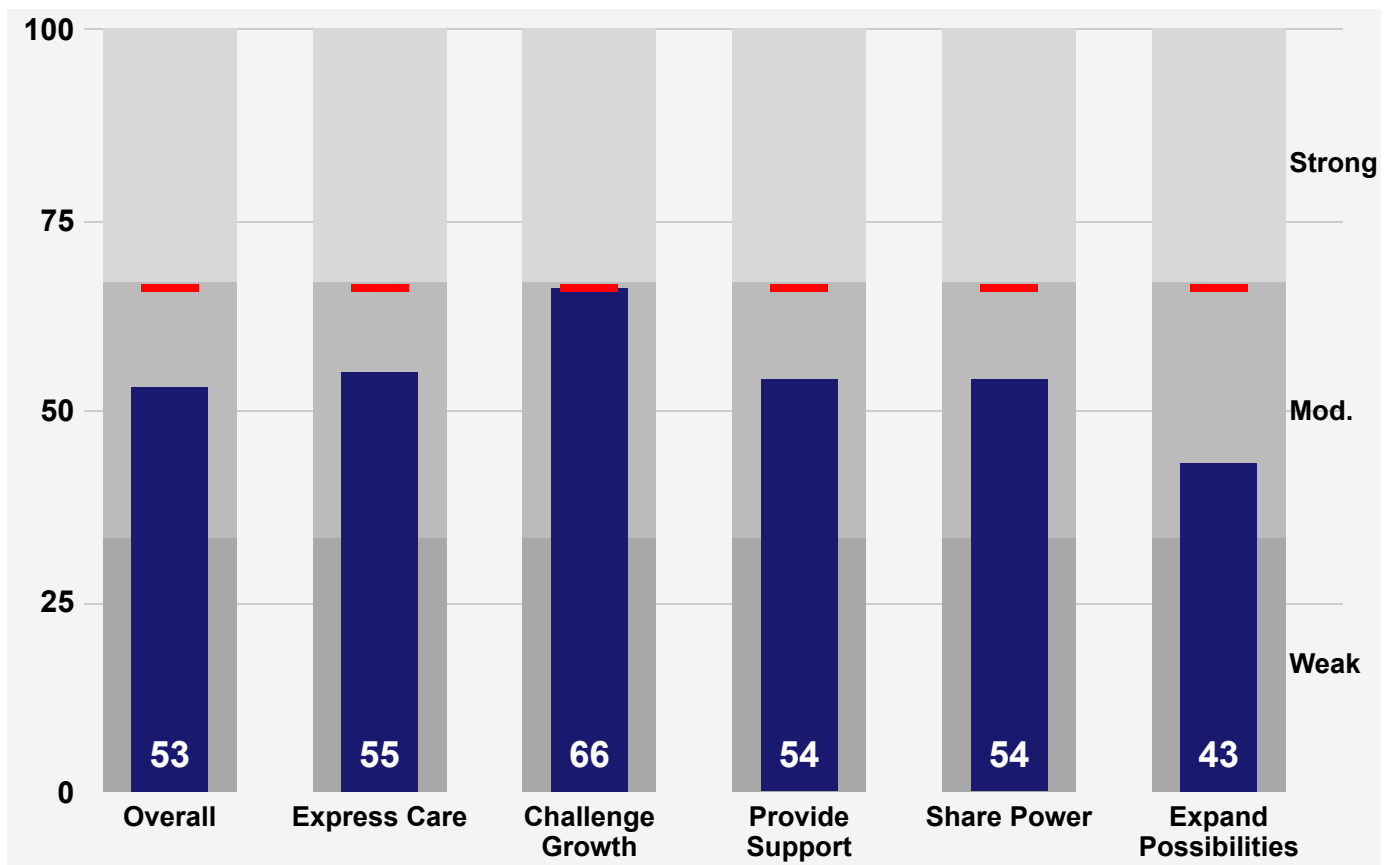
Core Measure 1: Developmental Relationships

Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).

Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute’s research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

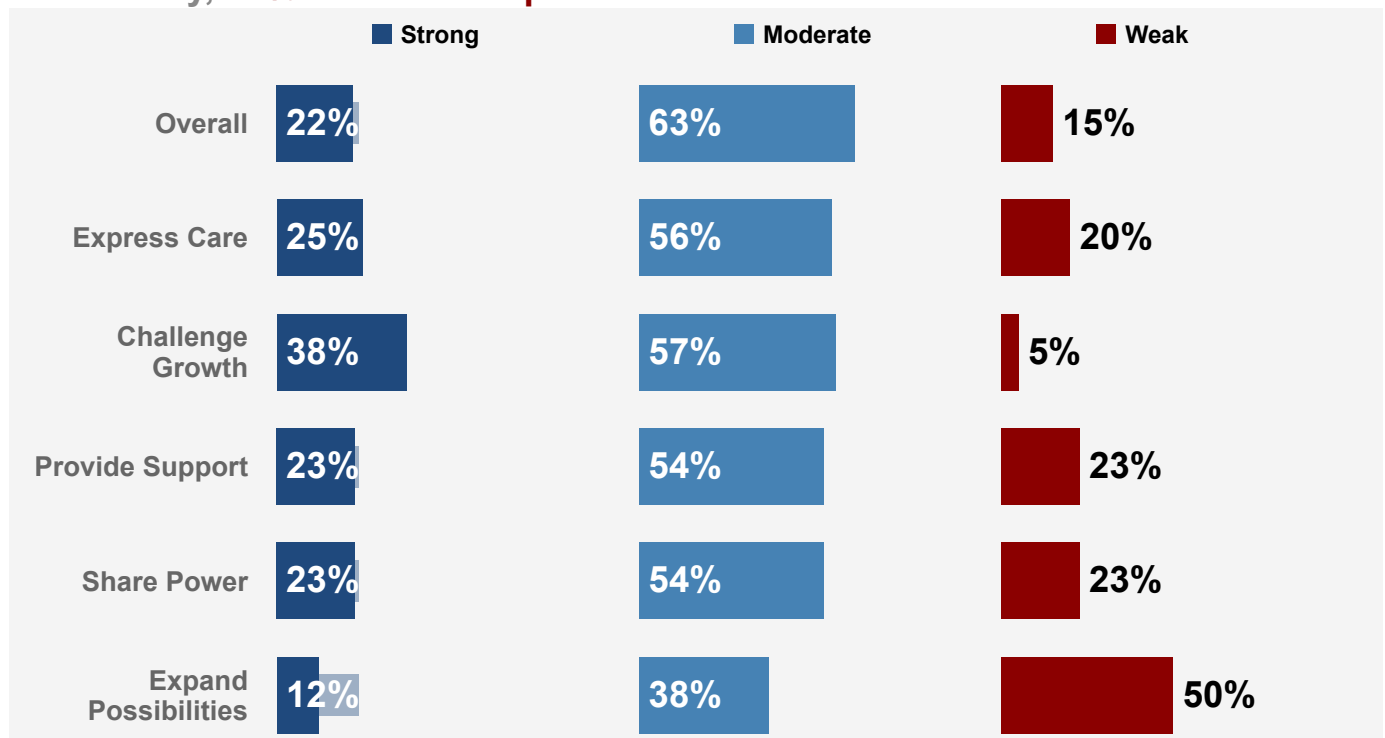
In this chapter, we will explore young people’s experiences of developmental relationships and the five elements with the adults at ADAP of Weston - Weston Coalition.

Youth generally reported experiencing **moderate** developmental relationships overall.

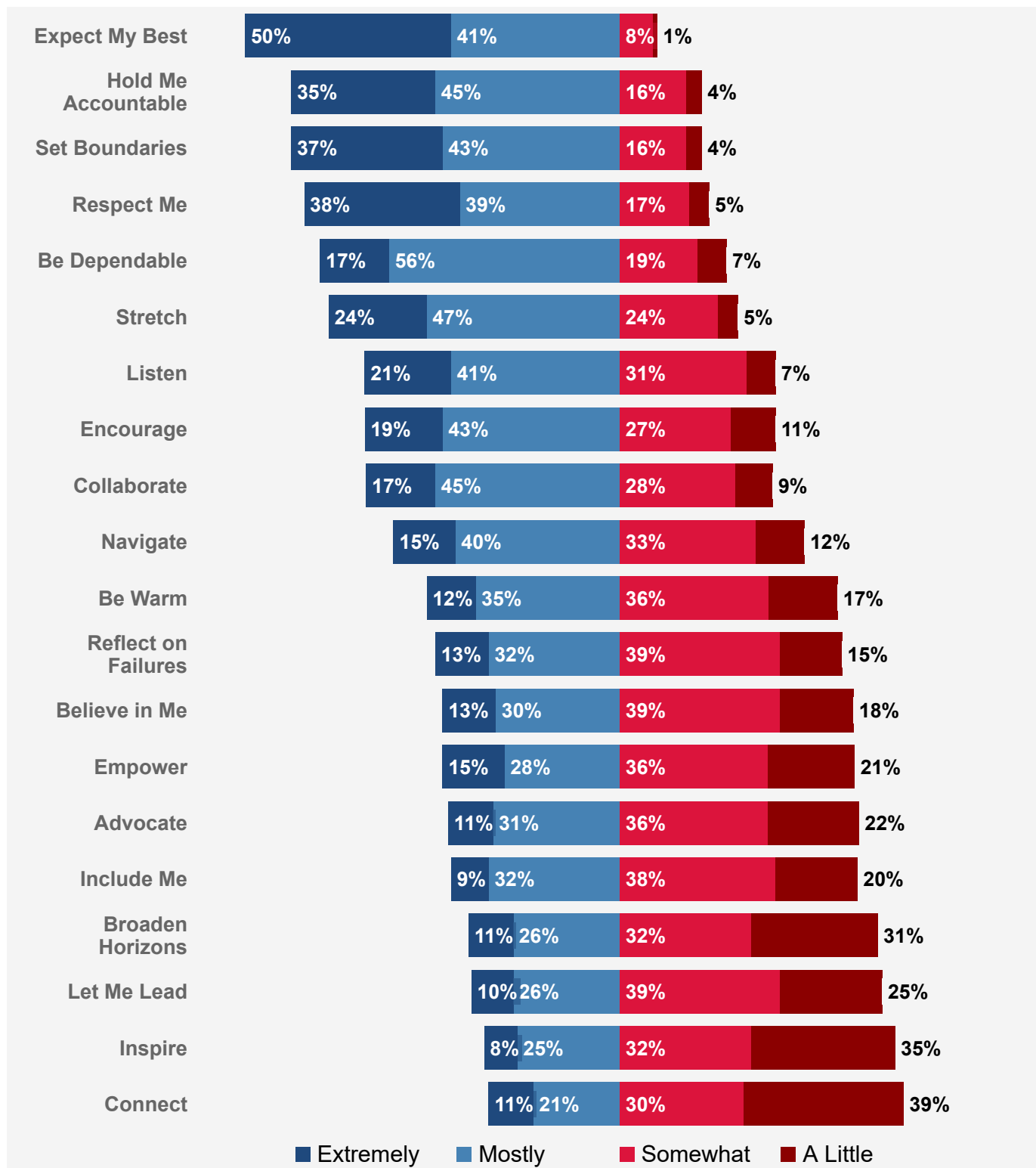


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

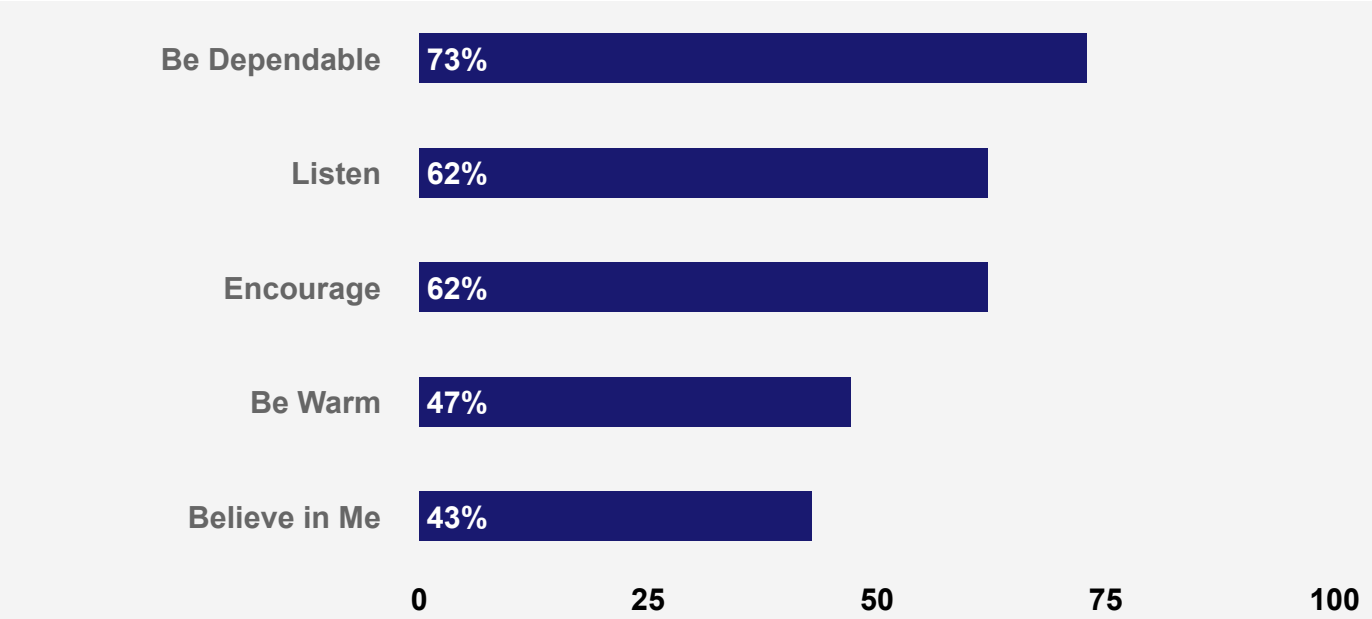
Overall, **22%** of youth had strong experiences of developmental relationships. Conversely, **15%** had weak experiences.



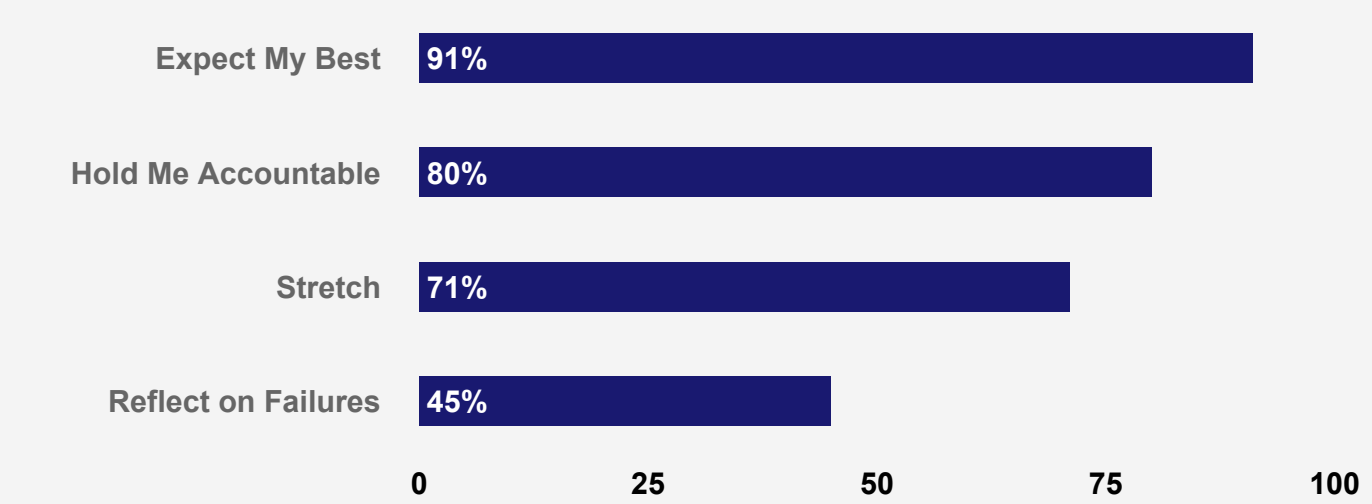
Youth reported different experiences of each of the 20 actions in the Developmental Relationships Framework.



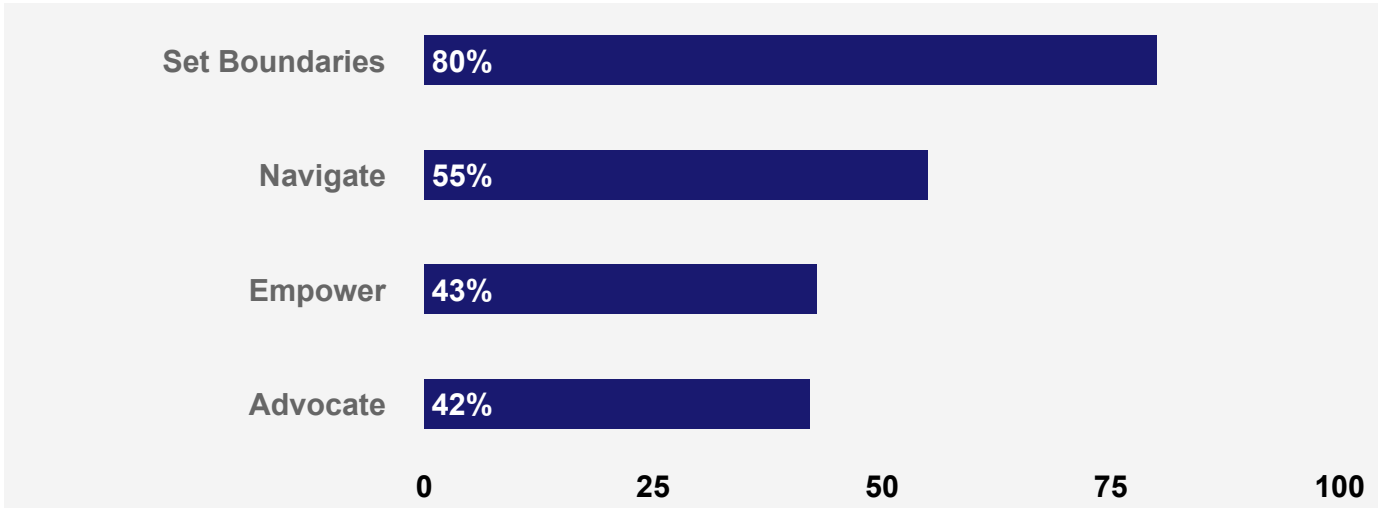
The percent of youth reporting moderate/strong Express Care actions.



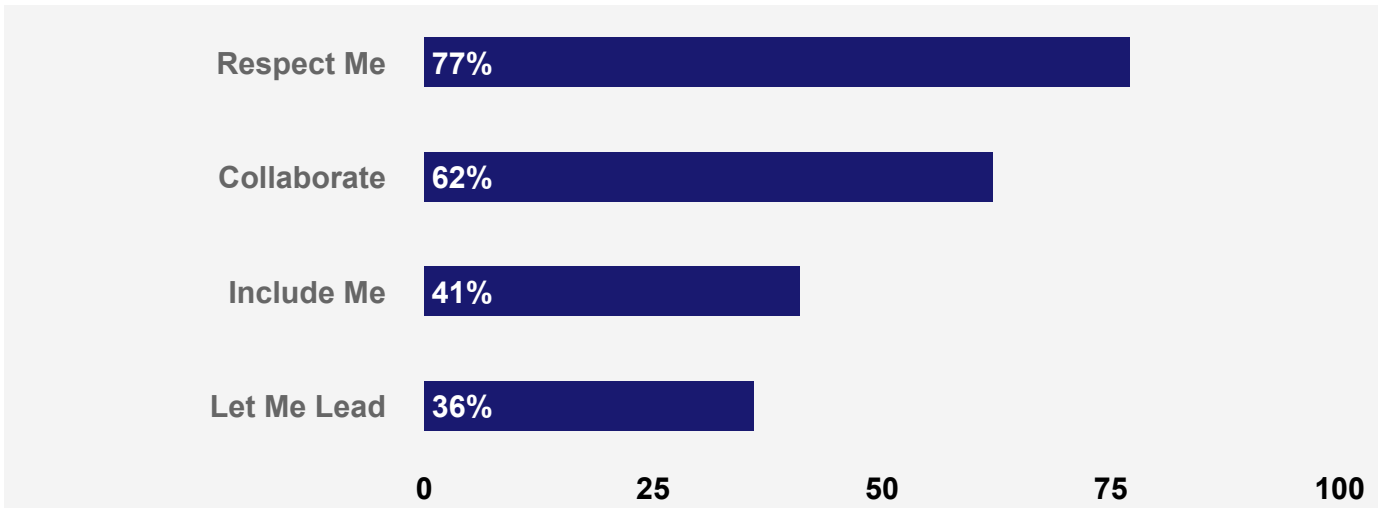
The percent of youth reporting moderate/strong Challenge Growth actions.



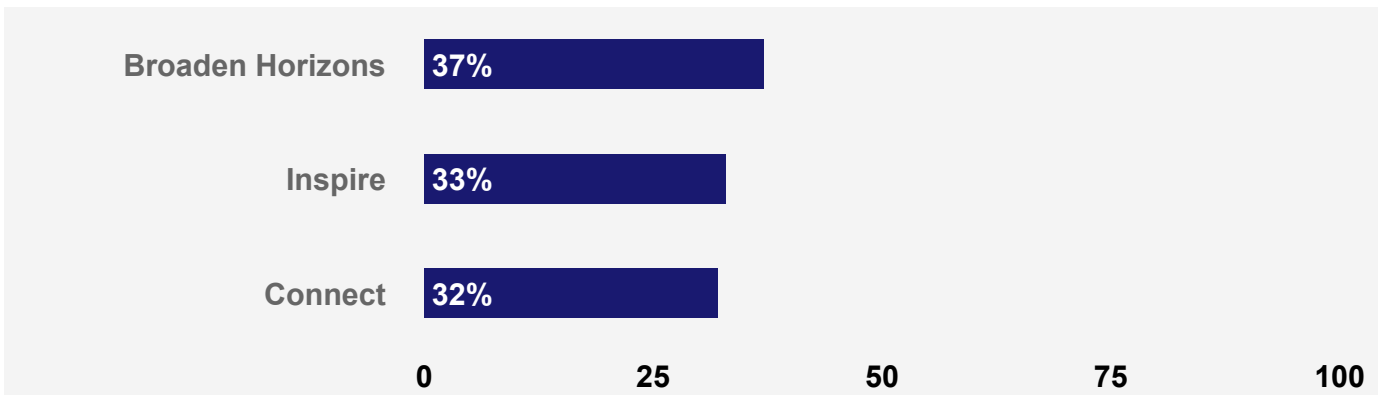
The percent of youth reporting moderate/strong Provide Support actions.



The percent of youth reporting moderate/strong Share Power actions.



The percent of youth reporting moderate/strong Expand Possibilities actions.

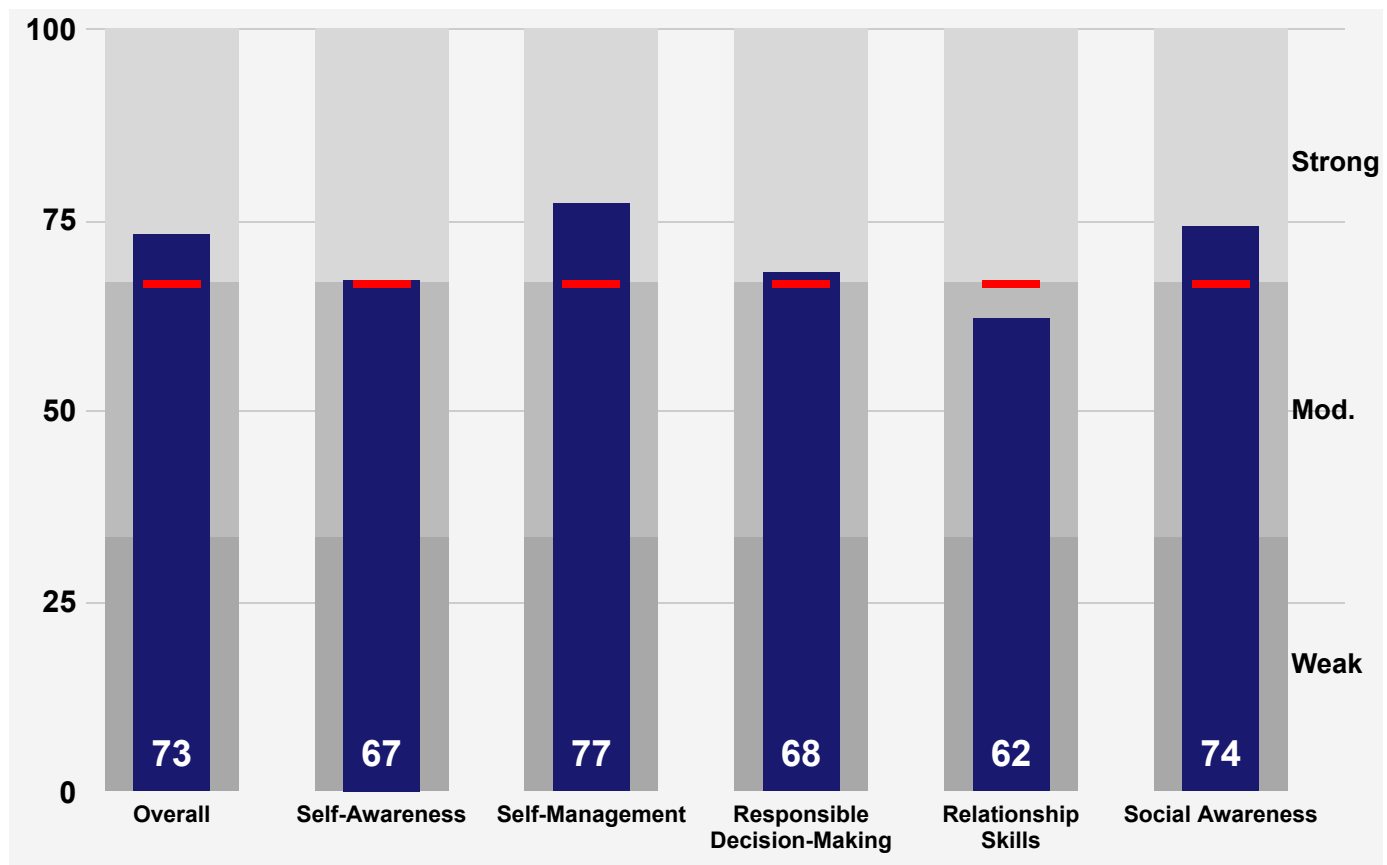


Core Measure 2: Social and Emotional Competencies

The Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) as the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). Their framework¹ includes five competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness.

In this chapter, we will explore young people's social and emotional competence. **This section is customizable, and your organization chose the following option: An overall score for Social and Emotional Competencies along with scores for each individual competency.**

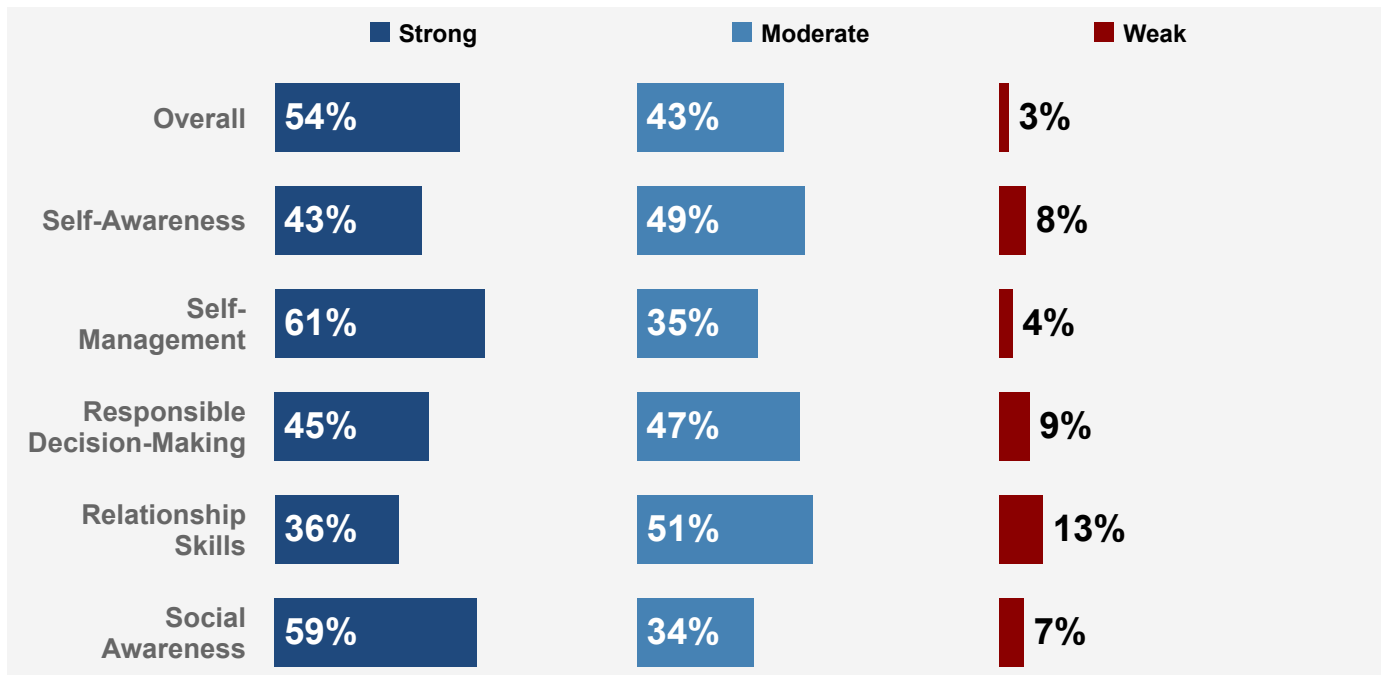
Overall, youth reported **strong** levels of social and emotional competence.



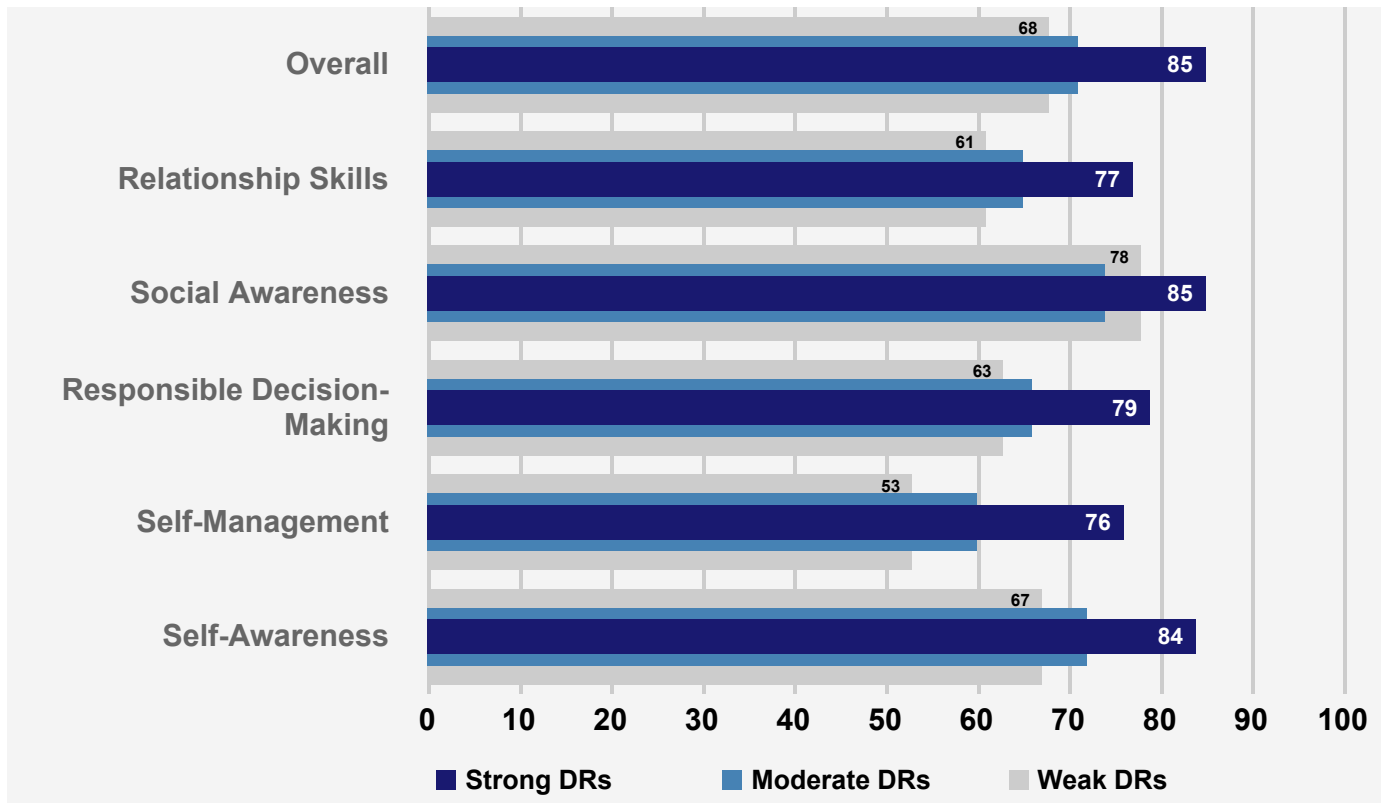
Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

¹ ©CASEL 2017. The five social and emotional learning (SEL) competencies were developed and defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). For more information, visit <https://casel.org/core-competencies/>

Overall, **54%** of youth reported **strong** social and emotional competence. Conversely, **3%** reported **weak** social and emotional competence.



Overall, youth who experienced **stronger levels of developmental relationships** had **stronger social and emotional competence scores**.

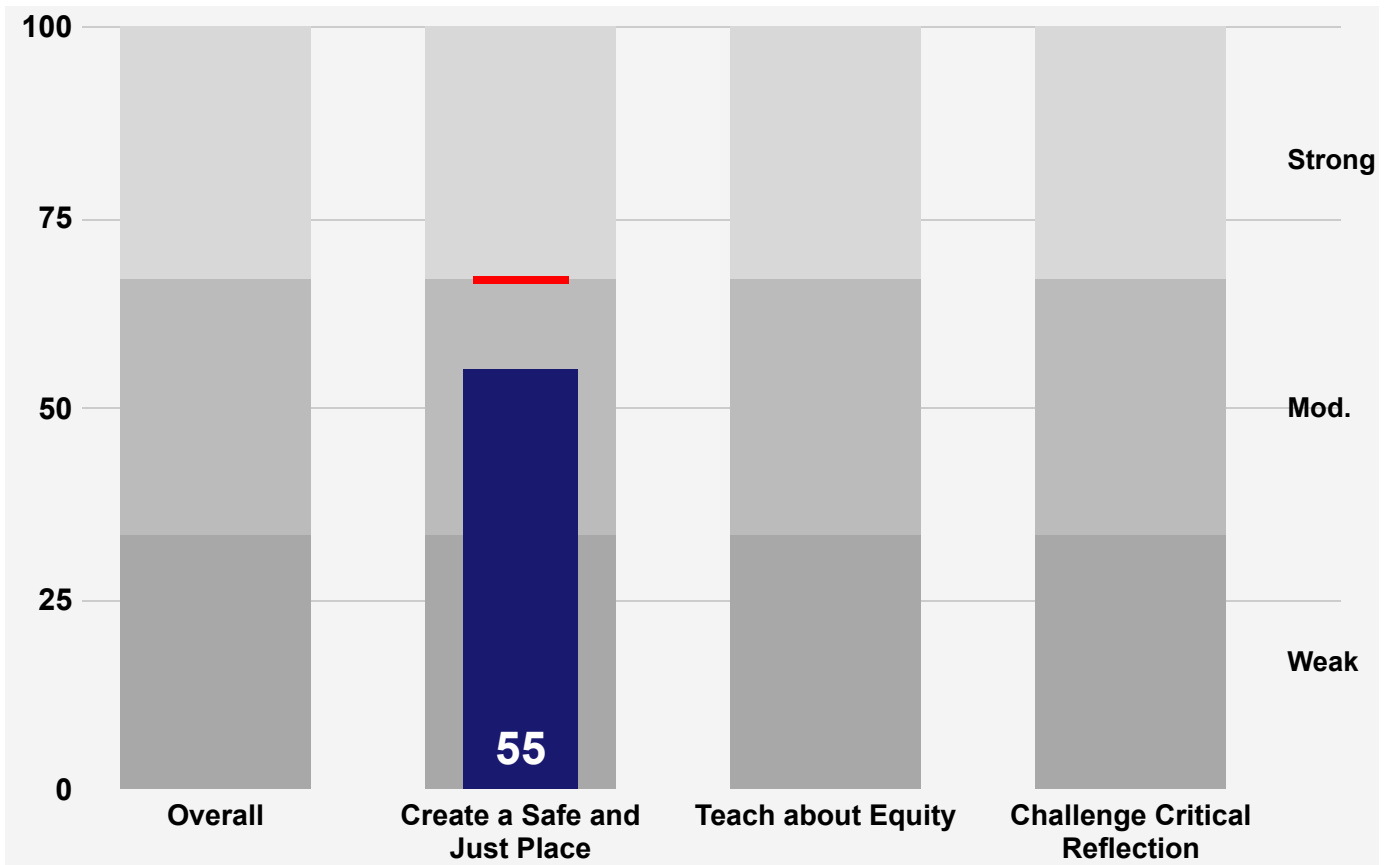


Core Measure 3: Equitable Practices

Whether young people experience their school and program culture as welcoming and inclusive has a direct impact on their experience, and the positive (or negative) repercussions of the experience. The measures in this survey examine how young people experience diversity, equity, and inclusion (DEI) in their schools, OST, and student support programs.

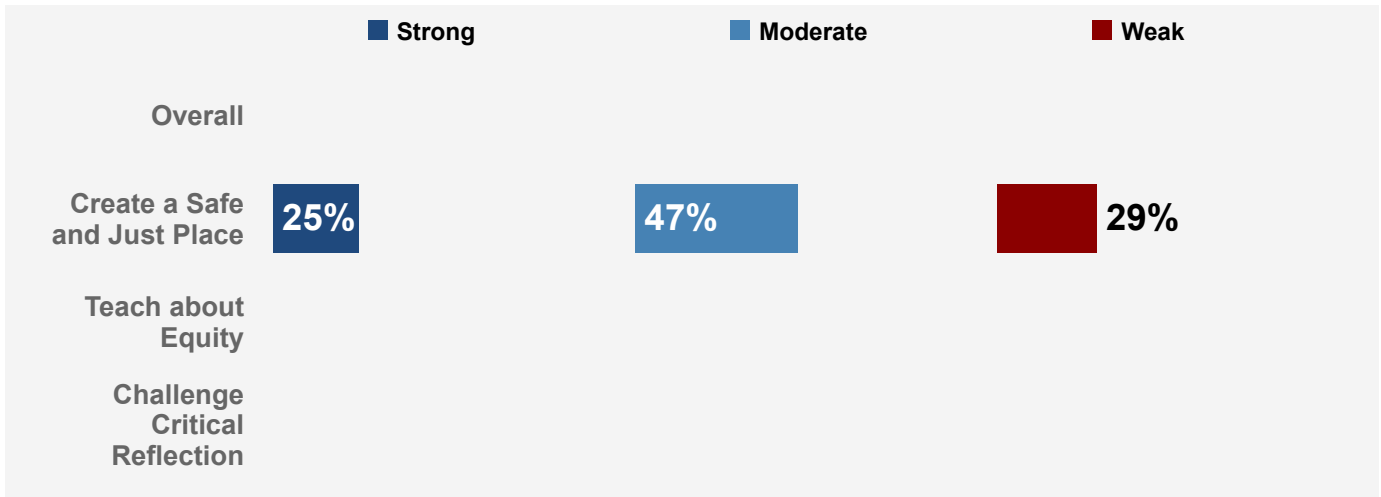
In this chapter, we will explore young people's perceptions of diversity, equity, and inclusion. This section is customizable, and your organization chose the following options: Scores for individual categories exploring Developmental Relationships' Role in Promoting Equity.

The graph below provides a summary of the promoting equity categories that were measured on your survey:



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

How young people reported they experienced developmental relationship's role in promoting equity within the three categories of strong, moderate, and weak.



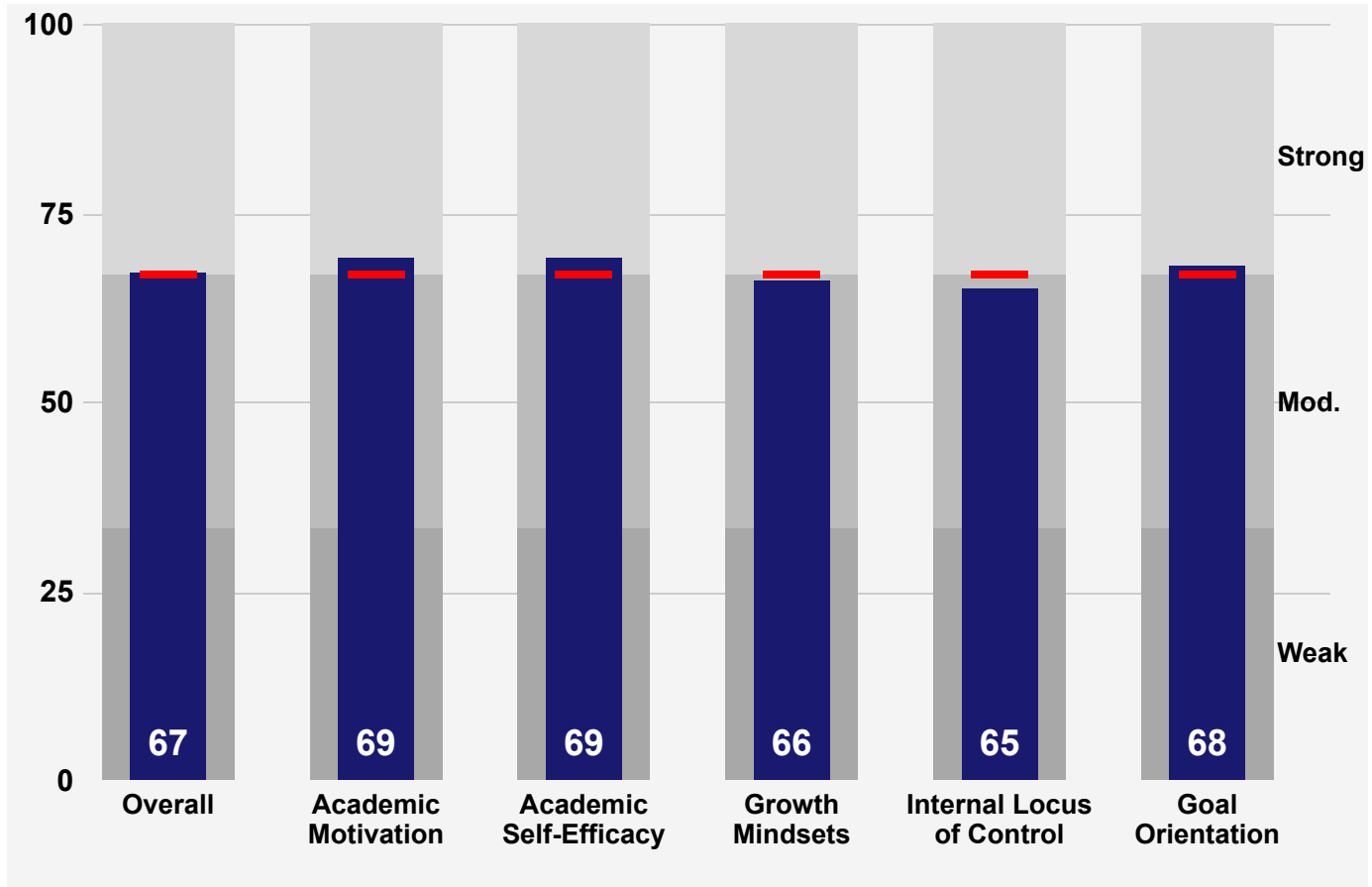
Additional Measures: Outcomes

In this chapter, we will explore the optional outcome modules that your organization opted to include. This section is customizable, and your organization chose the following options: Academic Module and Drug Free Communities – Four Core Measures.

Outcomes: Academic Module

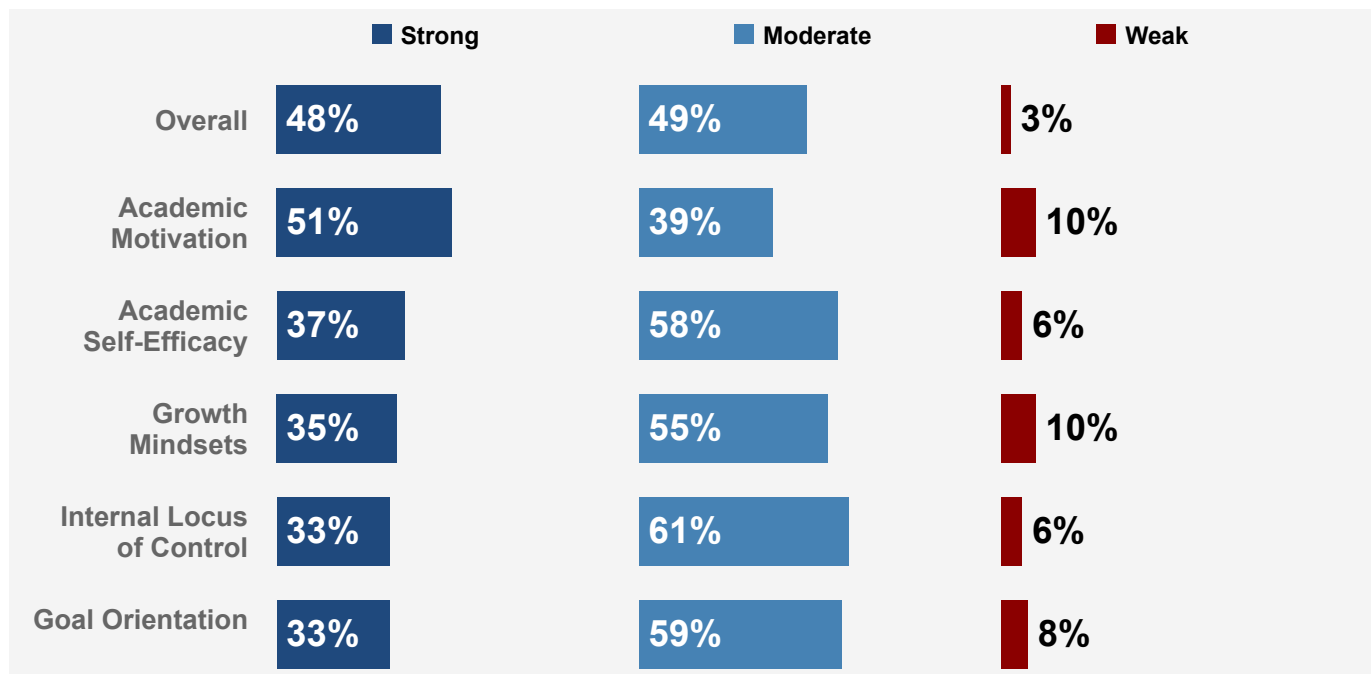
This section measures specific, actionable dimensions of student motivation and other academic skills and outcomes. These measures recognize that motivation is not just a matter of individual drive and tenacity, but that it is also shaped in social contexts and relationships. The measures included in this section are: Academic Motivation, Academic Self-Efficacy, Growth Mindsets, Internal Locus of Control, Goal Orientation, and Self-Reported Grades.

Youth generally reported experiencing **strong** levels of Academics.

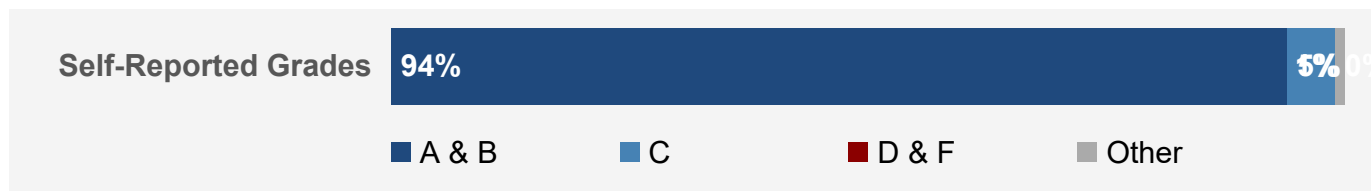


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

How young people reported their academics within the three categories of strong, moderate, and weak.



What grade do you get the most often in school?



Outcomes: DFC Four Core Measures

Drug-Free Communities – Four Core Measures

Young people are increasingly exposed to negative behaviors and opportunities for risk-taking. Those who experience low levels of developmental relationships and high levels of developmental deficit conditions are particularly vulnerable. In this section, you'll find data describing four core measures related to young people's use of alcohol, tobacco, prescription drugs, and marijuana. These data can be used to meet Drug-Free Communities (DFC) grantee reporting requirements established by the Substance Abuse and Mental Health Services Administration (SAMHSA).

This information is invaluable not only to your efforts to educate the community and develop an action plan for reducing substance use, associated risk behaviors, and deficit factors but also as a basis for strengthening protective factors critical to ensuring that your youth thrive.

The four core measures consist of:

- The percentage of youth who report using alcohol, tobacco, marijuana, or prescription drugs at least once in the 30 days immediately preceding the survey date.
- The percentage of youth who report that their parents feel that substance use is wrong.
- The percentage of youth who report that their friends feel substance use is wrong.
- The percentage of youth who think there is a risk in the use of these substances.

Past 30-Day Use of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade			
			F	M	9	10	11	12
Alcohol	Used alcohol once or more in the past 30 days	26	26	25	16	17	29	43
Tobacco	Smoked cigarettes once or more in the past 30 days	3	3	3	2	2	5	3
Marijuana	Used marijuana once or more in the past 30 days	10	10	10	5	4	13	20
Prescription Drugs	Used prescription drugs not prescribed to them in the past 30 days	2	1	2	4	2	2	0
Vaping	Vaped tobacco, nicotine, or marijuana once or more in the past 30 days	11	12	10	6	4	16	20

Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade			
			F	M	9	10	11	12
Alcohol	Drink regularly	92	93	92	93	96	94	86
Tobacco	Smoke tobacco	97	98	97	97	97	98	96
Marijuana	Use marijuana	82	83	83	90	81	81	74
Prescription Drugs	Used prescription drugs not prescribed to you	97	98	97	96	98	97	98
Vaping	Vape tobacco, nicotine, or marijuana	94	93	96	95	94	92	94

Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade			
			F	M	9	10	11	12
Alcohol	Drink regularly	75	78	73	81	75	74	70
Tobacco	Smoke tobacco	80	81	80	92	78	78	72
Marijuana	Use marijuana	57	56	60	80	58	49	40
Prescription Drugs	Used prescription drugs not prescribed to you	89	92	89	93	84	91	90
Vaping	Vape tobacco, nicotine, or marijuana	66	64	69	86	65	56	56

Youth Perception of Risk of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade			
			F	M	9	10	11	12
Alcohol	Five or more drinks once or twice a week	78	79	78	78	78	83	77
Tobacco	One or more packs of cigarettes per day	90	92	89	89	90	92	90
Marijuana	Use marijuana once or twice a week	51	56	48	58	51	53	40
Prescription Drugs	Used prescription drugs that are not prescribed to them	92	92	92	90	92	94	94
Vaping	Vape tobacco, nicotine, or marijuana	74	75	74	79	76	70	72

Four Core Measures Data Summary

		Past 30-Day Use					Perception of Risk				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
Total Sample	*% n N	26 164 631	3 19 636	10.5 66 631	2.2 14 631	11.2 71 632	78.1 491 629	90.2 569 631	50.9 320 629	91.9 576 627	74.2 467 629
Female	*% n N	26.3 79 300	2.6 8 302	10 30 300	1.3 4 299	11.7 35 300	79.2 236 298	91.6 274 299	56.2 167 297	92.3 274 297	74.7 222 297
Male	*% n N	25.1 72 287	2.8 8 290	10.1 29 287	2.1 6 288	10.1 29 288	77.7 223 287	89.2 257 288	47.9 138 288	91.7 264 288	74.3 214 288
Not Enrolled	*% n N										
4	*% n N										
5	*% n N										
6	*% n N										
7	*% n N										
8	*% n N										
9	*% n N	16 26 163	1.8 3 164	4.9 8 164	4.3 7 162	5.5 9 163	77.6 125 161	88.9 144 162	58.4 94 161	90 144 160	78.9 127 161
10	*% n N	16.9 27 160	1.9 3 161	3.8 6 160	2.5 4 161	4.3 7 161	78.5 124 158	89.9 143 159	50.6 80 158	91.7 143 156	76.4 120 157
11	*% n N	29.4 42 143	4.8 7 145	13.3 19 143	2.1 3 143	16.1 23 143	82.6 119 144	92.4 133 144	52.8 76 144	93.8 135 144	70.1 101 144
12	*% n N	42.7 61 143	3.5 5 144	20.4 29 142	0 0 143	19.6 28 143	77.1 111 144	90.3 130 144	39.6 57 144	93.8 136 145	71.7 104 145
Post Secondary	*% n N										

Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

N -- Rows marked with an upper case N report the number of students who responded to the relevant question.

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Four Core Measures Data Summary - Part 2

		Perception of Parental Disapproval					Perception of Peer Disapproval				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
Total Sample	%	92.3	96.9	82	97.3	93.9	75	80	57.1	89.4	66.3
	n	589	617	521	617	597	475	504	360	564	417
	N	638	637	635	634	636	633	630	631	631	629
Female	%	93.1	97.7	82.8	98	93.4	77.7	80.9	56	91.7	64.3
	n	283	296	250	296	283	233	241	168	275	191
	N	304	303	302	302	303	300	298	300	300	297
Male	%	92.4	97.2	83	97.2	95.8	73.4	79.9	60.3	88.5	69.4
	n	268	282	240	280	277	212	230	173	254	200
	N	290	290	289	288	289	289	288	287	287	288
Not Enrolled	%										
	n										
	N										
4	%										
	n										
	N										
5	%										
	n										
	N										
6	%										
	n										
	N										
7	%										
	n										
	N										
8	%										
	n										
	N										
9	%	92.7	97	90.2	96.3	95.1	80.9	92	79.5	93.2	86.3
	n	152	159	148	156	156	131	149	128	150	138
	N	164	164	164	162	164	162	162	161	161	160
10	%	95.7	96.9	80.9	97.5	93.8	75.2	78.3	58.1	84.5	65.2
	n	155	157	131	157	150	121	126	93	136	105
	N	162	162	162	161	160	161	161	160	161	161
11	%	93.8	97.9	81.1	97.2	92.4	74.3	78.3	49.3	90.9	55.9
	n	136	142	116	141	134	107	112	71	130	80
	N	145	145	143	145	145	144	143	144	143	143
12	%	85.5	95.8	74.3	97.9	93.8	70.1	71.8	39.6	89.6	55.9
	n	124	138	107	141	136	101	102	57	129	80
	N	145	144	144	144	145	144	142	144	144	143
Post Secondary	%										
	n										
	N										

Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

N -- Rows marked with an upper case N report the number of students who responded to the relevant question.

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Additional Measures: Contexts

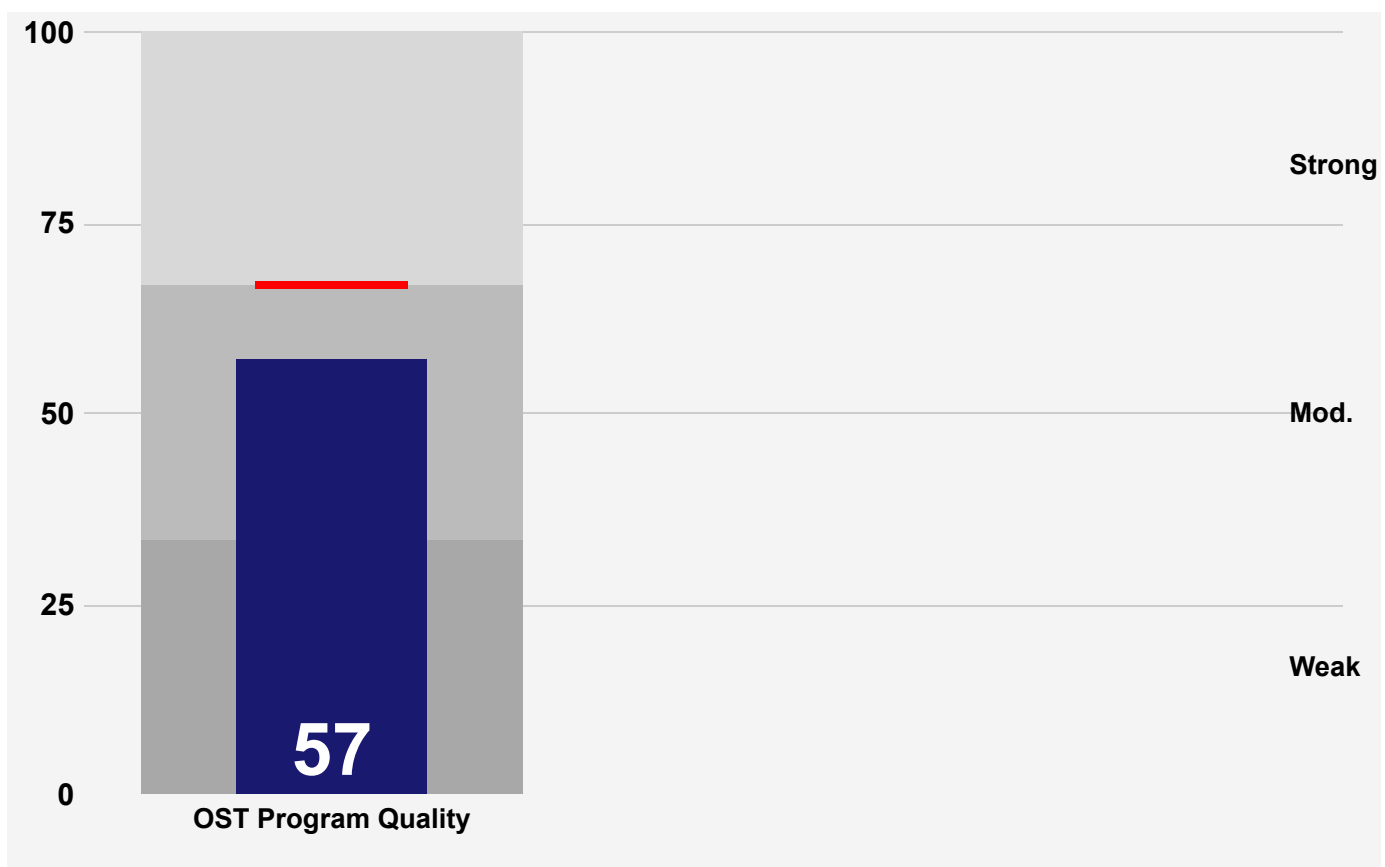
In this chapter, we will explore the optional context modules that your organization opted to include. This section is customizable, and your organization chose the following options: Organizational Quality & Participation and Expanded Relationship Module.

Contexts: Organizational Quality & Participation

Search Institute's measure of program quality is based on the framework outlined in the National Research Council's report on Community Programs for Youth (National Research Council and Institute of Medicine, 2002), and specifically, the Council's coverage of "Features of Positive Youth Development Settings."

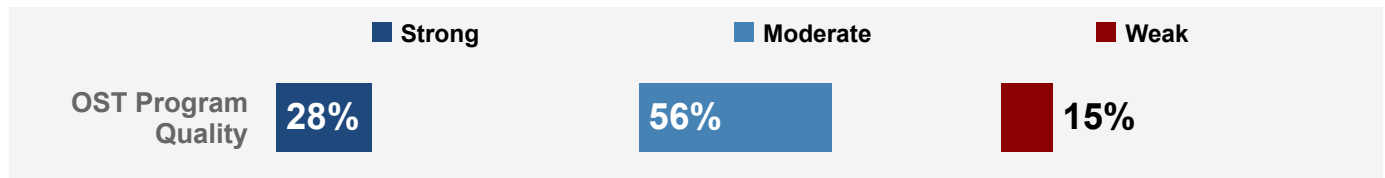
Young people who report attending high-quality OST programs are significantly more likely to report positive emotions, hopeful purpose, avoiding violence, civic engagement, and school success (Catalano et al., 2004; Every Hour Counts, 2014; National Research Council and Institute of Medicine, 2002; Vance, 2010; Wilson-Ahlstrom, Yohalem, DuBois, and Ji, 2011).

Youth generally reported experiencing **moderate** levels of Program Quality.

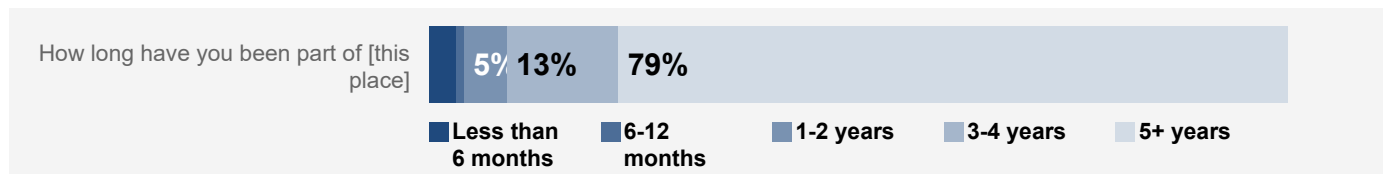
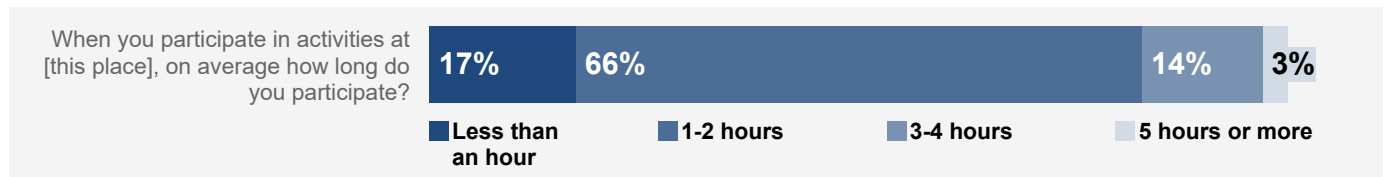
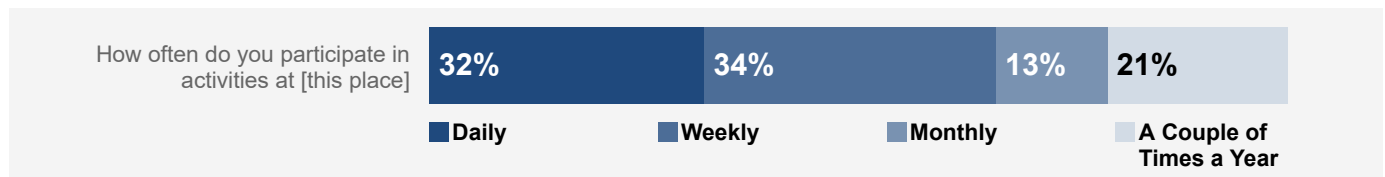


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

How young people reported program quality within the three categories of strong, moderate, and weak.



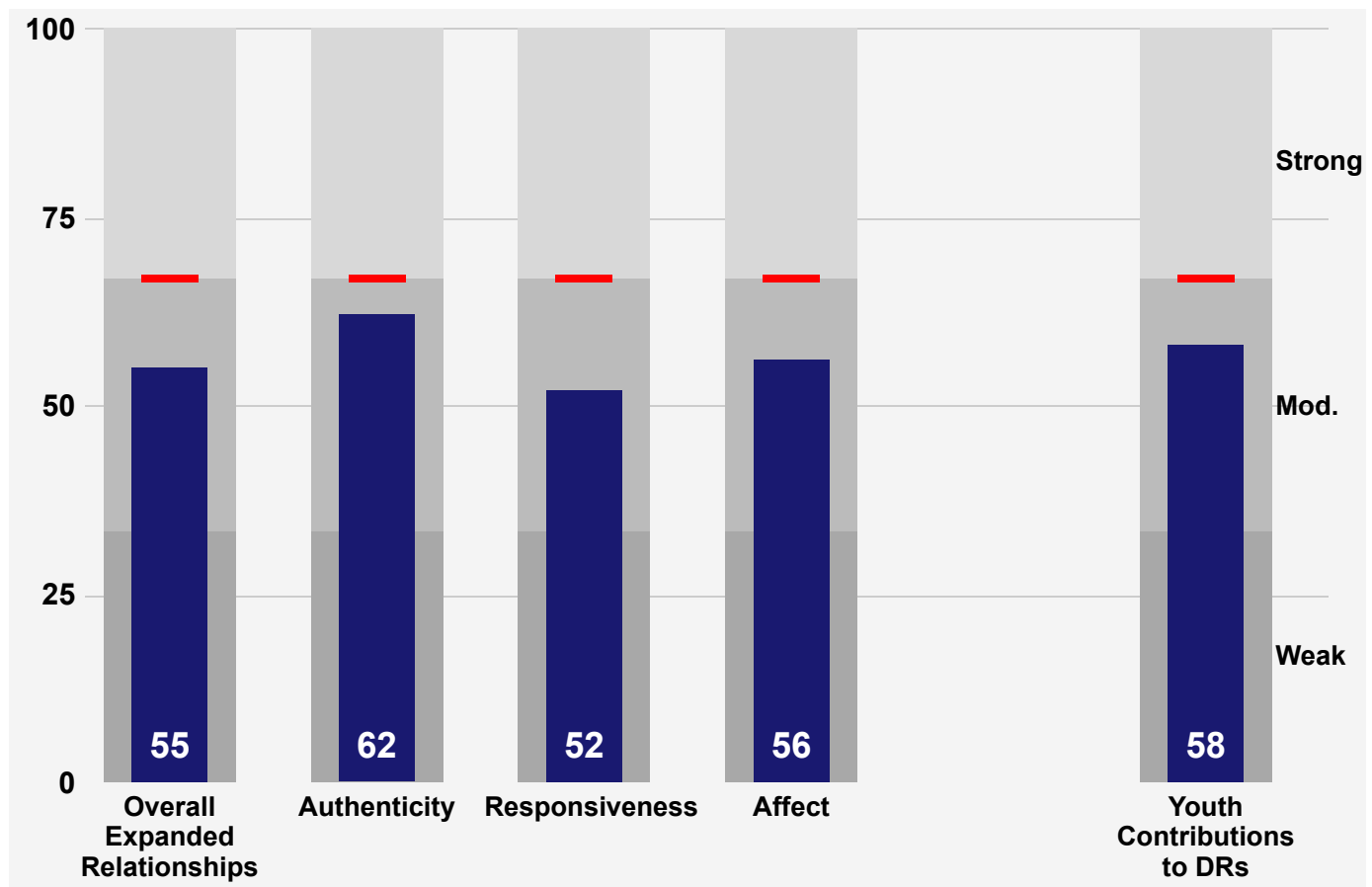
Dosage



Contexts: Expanded Relationships (Authenticity, Responsiveness, and Affect)

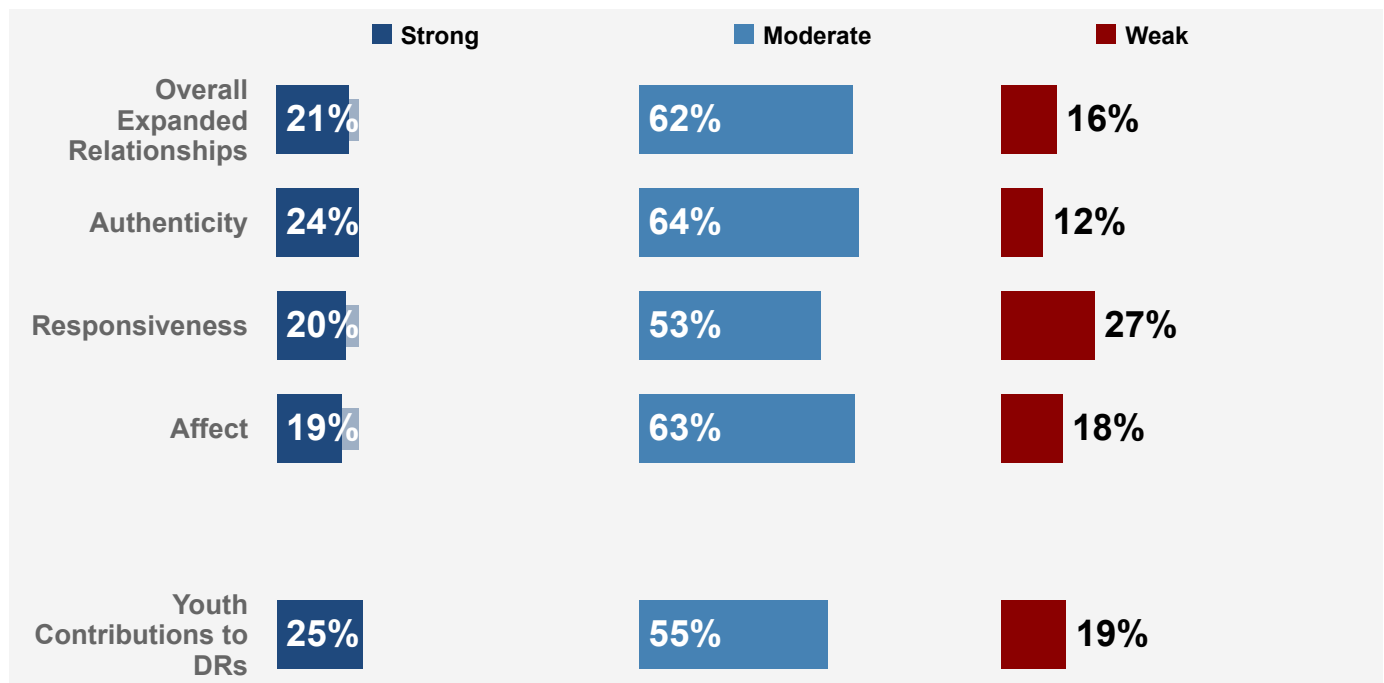
The Developmental Relationships Framework contains five key elements, which are expressing care, challenging growth, providing support, sharing power, and expanding possibilities. In addition to this Framework, there are other critical components of a strong, healthy relationship. These components include the authenticity and responsiveness of the individual, as well as how the young person feels when they are together. In addition, the Framework is bidirectional which means that young people also play a critical role in the development of these relationships between youth and adults. This section explores each of these areas under the following categories: Authenticity, Responsiveness, Affect, and Youth Contribution to Relationships.

Youth generally reported experiencing **moderate** levels of these Expanded Relationship measures.



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

How young people reported expanded relationship measures within the three categories of strong, moderate, and weak.



Filters Used in This Report

This report has been generated from a World Wide Web based system that includes the ability to filter the responses displayed based on a set of criteria selected by the viewer. When this report is printed or saved to a PDF file, it may not be clear what filtering if any has been used on the data set. That lack of clarity is what this section is designed to address. This section is shown only if filtering has reduced the number of responses shown to less than all responses available. **Currently displayed are 659 of 1005 survey responses**

Groups displayed:

Weston High School: **Included** as main report data / post / time-2

Weston Middle School: **Excluded**

Note: Checked values are included in the displayed data and unchecked values are excluded.

Identify As LGBTQ displayed:

- 0
- Unanswered
- 1

Grades displayed:

- Not enrolled
- Unanswered
- 4
- 7
- 8
- 9
- 10
- 11
- 12

Genders displayed:

- Unanswered
- Girl
- Boy
- Other

Races displayed:

- Black
- Asian
- Latinx
- Native
- White
- Other
- Unanswered
- Multiracial

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: WPS Youth Survey 2021 Longitudinal Data

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

WPS Youth Survey 2021 Longitudinal Data



**Weston Public Schools
Youth Survey 2021
Longitudinal Data**

**Prepared for WPS by Chanana Consulting, March 2022
In Collaboration with ADAP of Weston**

Contents

Data Sources	2
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Perception of Parental Disapproval	10
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Data Sources

Data reported from 2021 were compiled from the Search Institute’s Fall 2021 *Developmental Relationships Survey* collected from 7th to 12th grade students enrolled in Weston Public Schools.

When available, data from 2008, 2013, and 2017 were culled from Archie Swindell’s *2017 Youth Survey Report*. Data from 2008 and 2013 are only available for past 30-day use and perception of harm and are reported in the following groupings: 7-8th, 9th-10th, and 11th-12th. All Core Measure data is available from 2017 and included in the summary tables below.

Demographics, 2021

Grade	Respondents #	Participation %
7	150	16
8	178	19
9	167	17
10	167	17
11	152	16
12	148	15
7-8	328	34
9-12	634	66
7-12	962	100

Gender (n=973)	7-12 #	7-12 %
Girl	456	47
Boy	473	49
Chose not to respond	44	4

Race & Ethnicity (n=996)	7-12 #	7-12 %
Asian/Pacific Islander	47	5
Black	13	1
Multiracial	113	11
Native American	2	^
Other	35	4
White	719	72
Hispanic	31	3
Chose not to respond	36	4

Member of the LGBTQ community (n=991)	7-12 #	7-12 %
Yes	180	18
No	811	82

** data not available ^<.05%

Core Measures

Core measures are:

- Past 30-day Use – the percentage of youth who report using alcohol, tobacco, marijuana, prescription drugs (not prescribed to them), and vaping (tobacco, nicotine, marijuana) at least once in the past 30-days.
- Perception of Risk – the percentage of youth who report that use of alcohol, tobacco, marijuana, prescription drugs (not prescribed to them), and vaping (tobacco, nicotine, marijuana) has moderate risk or great risk.
- Perception of Parental Disapproval – the percentage of youth who report that their parents feel it would be wrong or very wrong to use alcohol, tobacco, marijuana, prescription drugs (not prescribed to them), and vaping (tobacco, nicotine, marijuana).
- Perception of Peer Disapproval – the percentage of youth who report that their peers feel it would be wrong or very wrong to use alcohol, tobacco, marijuana, prescription drugs (not prescribed to them), and vaping (tobacco, nicotine, marijuana).

Past 30-Day Use of Substances

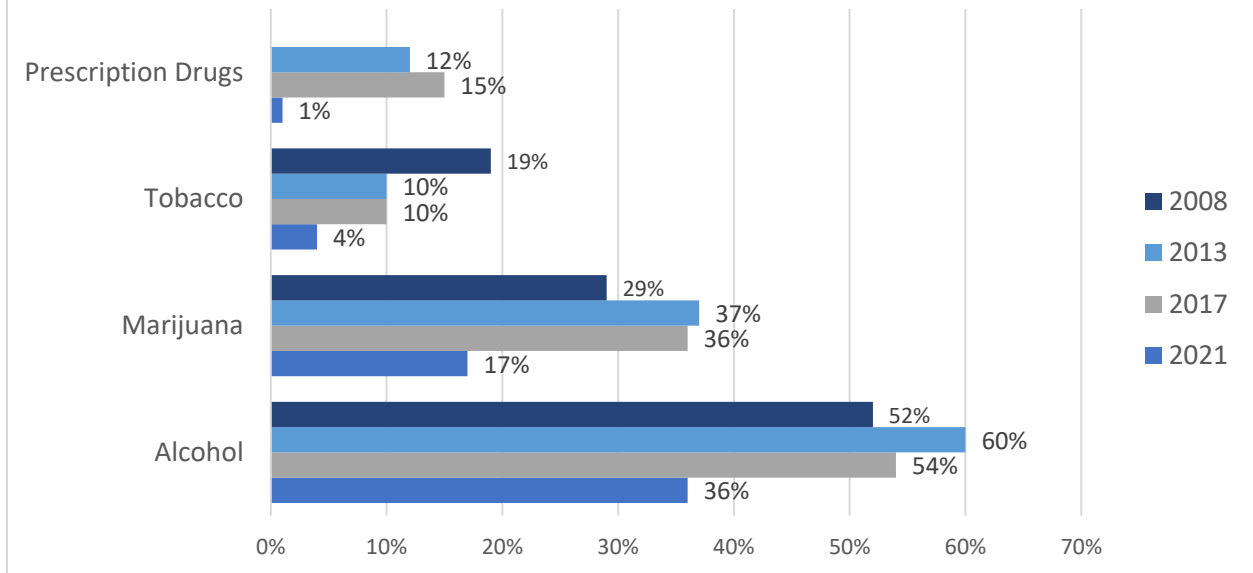
Substance use rate trends are decreasing among middle and high school youth. Overall reported use rates of alcohol, tobacco, marijuana and prescription drugs have steadily declined from 2013 to 2021. Exceptions are:

- alcohol use among 7th/8th graders in 2021 – increased from 3% to 10%
- tobacco use among 7th/8th & 9th/10th graders in 2021 – increased from less than .05% and 1% to 2%
- marijuana use among 7th/8th graders in 2021 – increase from less than .05% to 2%

Past 30-Day Use Rates, 2008 to 2021

Substance	Grade	2008 %	2013 %	2017 %	2021 %
Alcohol	7-8	10	3	3	10
	9-10	34	26	19	16
	11-12	52	60	54	36
Tobacco	7-8	1	1	^	2
	9-10	10	4	1	2
	11-12	19	10	10	4
Marijuana	7-8	2	1	^	2
	9-10	13	12	14	4
	11-12	29	37	36	17
Prescription drugs	7-8	**	3	7	5
	9-10	**	4	4	3
	11-12	**	12	15	1

30-day use rates among 11th - 12th grade youth.

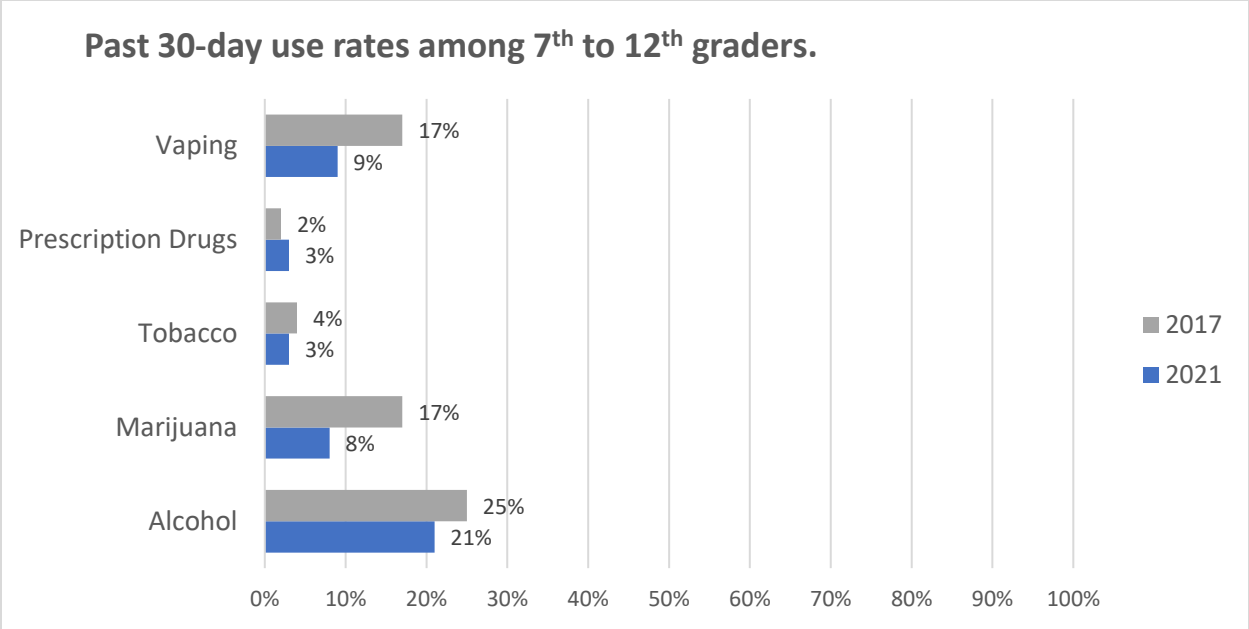


In 2021, youth reported the highest use of alcohol (21%), followed by vaping (9%) and marijuana (8%). One in four (26%) high school youth report drinking alcohol in the past 30-days of the survey administration date. Significant decreases are reported around use of marijuana and vaping when looking at changes from 2017 to 2021.

Past 30-day Use of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping, 2017 & 2021

Substance	Grade	2017 %	2021 %
Alcohol	7-8	**	10
	9-12	**	26
	All	25	21
Tobacco (smoked cigarettes)	7-8	**	2
	9-12	**	3
	All	4	3
Marijuana	7-8	**	2
	9-12	**	10
	All	17	8
Prescription drugs (not prescribed)	7-8	**	5
	9-12	**	2
	All	2	3
Vaping (tobacco, nicotine or marijuana)	7-8	**	4
	9-12	**	11
	All	17	9

** data not available ^<.05%



30-Day Use Cross Tabulations

When available, Core Measure data was disaggregated using the cross tabulation (Crosstab) function in SPSS. A cross tabulation is used to analyze the relationship between two or more variables. Generally, survey results are presented in aggregate – meaning, you only see a summary of the results, one question at a time. Cross tabulation takes this one step further and enables you to see how one or more questions correlate to each other. This type of analysis can reveal a relationship in your data that is not initially apparent.

How to interpret the following charts: When reading across the row labeled ‘Alcohol’ - the first data column represents all 7th to 12th graders who took the survey. Among this group 20.7% reported drinking alcohol in the past 30 days. Among all females that took that survey, 19.8% reported drinking in the past 30 days. Among all males who took the survey, 19.7% reported drinking in the past 30 days. Among all who chose not to respond, 30.2% reported drinking in the past 30 days. Significant differences are noted with a subscript ‘a’.

Gender by 30-Day Use Rates, 2021

Gender	ALL 7-12 %	Female %	Male %	No response* %
Alcohol	20.7	19.8	19.7	30.2
Marijuana	7.9	7.0	7.0	11.6
Vaping	8.7	8.3	7.2	16.3 ^a

*low n=43

^a denotes significant difference of column proportions at the .05 level

Race & Ethnicity by 30-Day Use Rates, 2021

Race	ALL 7-12 %	Asian* %	Multiple %	White %
Alcohol	20.7	10.6 ^a	21.8	21.3
Marijuana	7.9	2.1 ^a	8.3	7.8
Vaping	8.7	2.1 ^a	7.3	9.2

*low n=47

^a denotes significant difference of column proportions at the .05 level

LGBTQ Status by 30-Day Use Rates, 2021

LGBTQ Status	ALL 7-12 %	LGBTQ Yes %	LGBTQ No %
Alcohol	20.7	25.7	19.6
Marijuana	7.9	12.5 ^a	7.0 ^a
Vaping	8.7	15.9 ^a	7.1 ^a

^a denotes significant difference of column proportions at the .05 level

Poly Drug Use (by 30-Day Use of Alcohol), 2021

When looking at the 202 youth who reported using alcohol in the past 30-days, these teens are much more likely to report use of other substances (poly drug use) when compared to their peers who reported not drinking in the past 30 days.

How to interpret this chart: When reading across the row 'marijuana – past 30-day use rate' - Of the youth who drank alcohol in the past 30-days (n=202), 34% also reported using marijuana in the past 30-days. Of the youth who did not drink alcohol in the past 30-days (n=773), only 1% reported using marijuana in the past 30 days.

	Used Alcohol in Past 30 days % (n=202)	Did not use alcohol in the past 30 days % (n=773)
Marijuana - Past 30-day use rate	34.0	1.0
Vaping – Past 30-day use rate	36.3	1.4
Tobacco - Past 30-day use rate	12.4	0
Prescription drugs - Past 30-day use rate	9.0	1.8

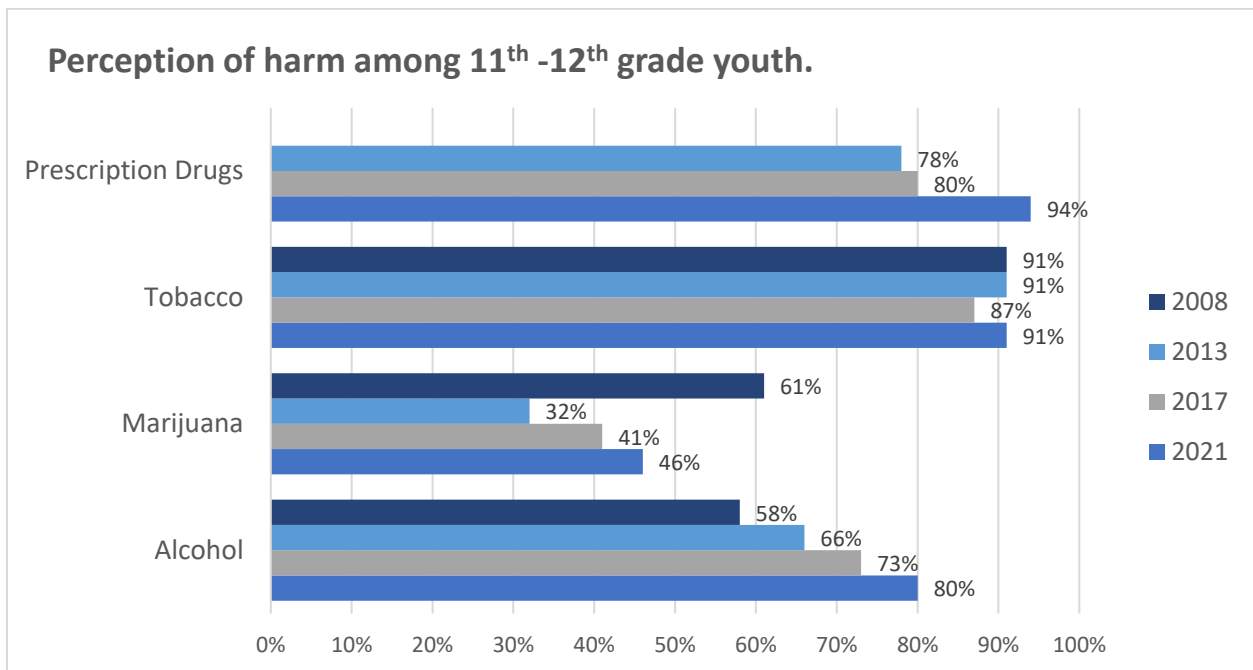
Perception of Harm of Substance Use

From 2008 to 2021, data on youth perception of harm around use of alcohol, cigarettes, marijuana and prescription drugs is generally trending up. Exceptions are:

- perception of harm around tobacco use among 7th/8th graders

Youth Perception of Risk of Alcohol, Tobacco, Marijuana, and Prescription Drug Use, 2008 to 2021

Substance	Grade	2008 %	2013 %	2017 %	2021 %
Alcohol	7-8	76	70	73	79
	9-10	61	73	76	78
	11-12	58	66	73	80
Tobacco	7-8	93	89	84	77
	9-10	90	93	87	89
	11-12	91	91	87	91
Marijuana	7-8	89	75	71	81
	9-10	68	56	51	55
	11-12	61	32	41	46
Prescription drugs	7-8	**	82	78	89
	9-10	**	83	83	91
	11-12	**	78	80	94

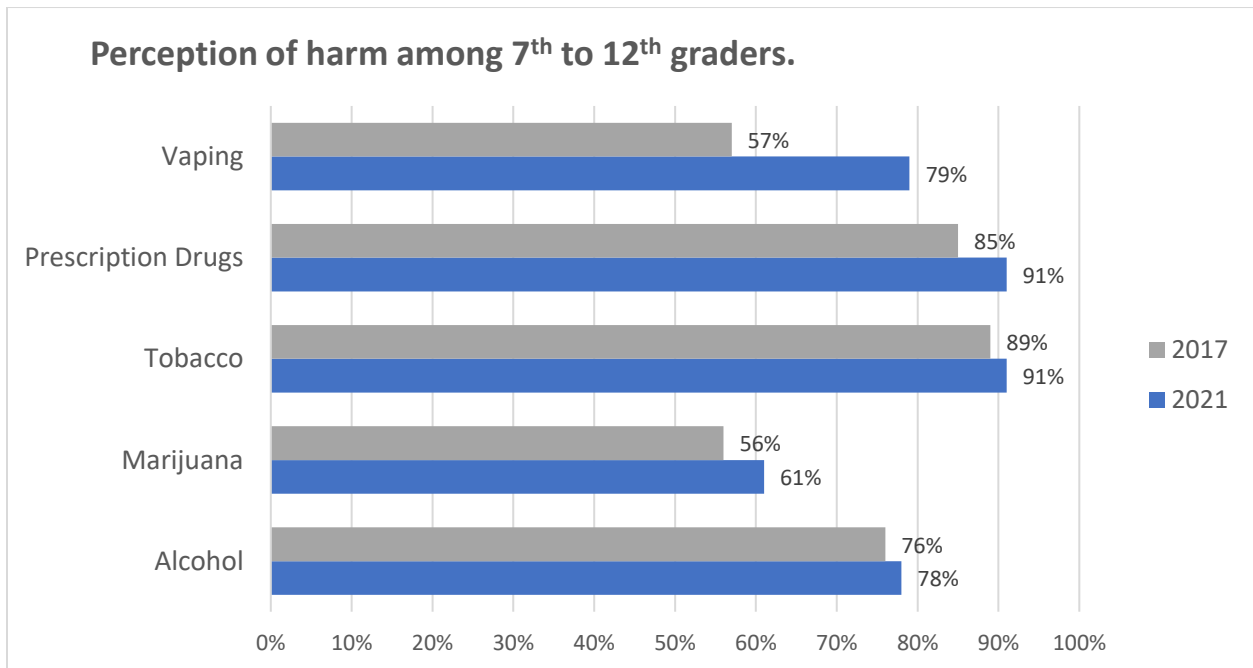


In 2021, Weston youth report lowest perception of harm around marijuana use. Highest rates are associated with use of tobacco and prescription drugs. Alcohol and vaping are moderate with 78% and 79%, respectively, reporting harm associated with use.

** data not available ^<.05%

Youth Perception of Risk of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping, 2017 & 2021

How much do you think people risk harming themselves (physically or in other ways) if they... (Moderate or Great Risk)	Grades	2017 %	2021 %
Alcohol			
Five or more drinks once or twice a week	7-8	**	79
	9-12	**	78
	Total	76	78
Tobacco			
One or more packs of cigarettes per day	7-8	**	92
	9-12	**	90
	Total	89	91
Marijuana			
Use marijuana once or twice a week	7-8	**	81
	9-12	**	51
	Total	56	61
Prescription Drugs			
Use prescription drugs that are not prescribed to them	7-8	**	88
	9-12	**	92
	Total	85	91
Vaping			
Vape tobacco, nicotine, or marijuana	7-8	**	88
	9-12	**	74
	Total	57	79



** data not available ^<.05%

Perception of Harm Cross Tabulations

How to interpret the following charts: When reading across the row labeled 'Alcohol' - the first data column represents all 7th to 12th graders who took the survey. Among this group 78% reported moderate or great risk for someone who drinks alcohol. Among all females and males that took the survey, 79% reported moderate or great risk around drinking alcohol. Among all who chose not to respond, 70% reported moderate or great risk to someone who drinks alcohol.

Gender by Perception of Harm, 2021

Gender	ALL 7-12 %	Female %	Male %	No response* %
Alcohol	78	79	79	70
Marijuana	61	65 ^a	61	33 ^a
Vaping	79	80	80	72

*low n=43

^a denotes significant difference of column proportions at the .05 level

Grade by Perception of Harm, 2021

Grade	ALL 7-12 %	7 %	8 %	9 %	10 %	11 %	12 %
Alcohol	78	80 ^a	78 ^a	78	79 ^a	83 ^a	77 ^a
Marijuana	61	84	79	58	51	53	40
Vaping	79	88 ^a	90 ^a	79	76	70 ^a	72 ^a

^a denotes significant difference of column proportions at the .05 level

Race & Ethnicity by Perception of Harm, 2021

Race & Ethnicity	ALL 7-12 %	Asian* %	Multiple %	White %
Alcohol	78	85	73	79
Marijuana	61	66	53	62
Vaping	79	85	76	80

*low n=47

LGBTQ Status by Perception of Harm, 2021

Sexual Orientation	ALL 7-12 %	LGBTQ Yes	LGBTQ No
Alcohol	78	76	79
Marijuana	61	53 ^a	63 ^a
Vaping	79	74	80

^a denotes significant difference of column proportions at the .05 level

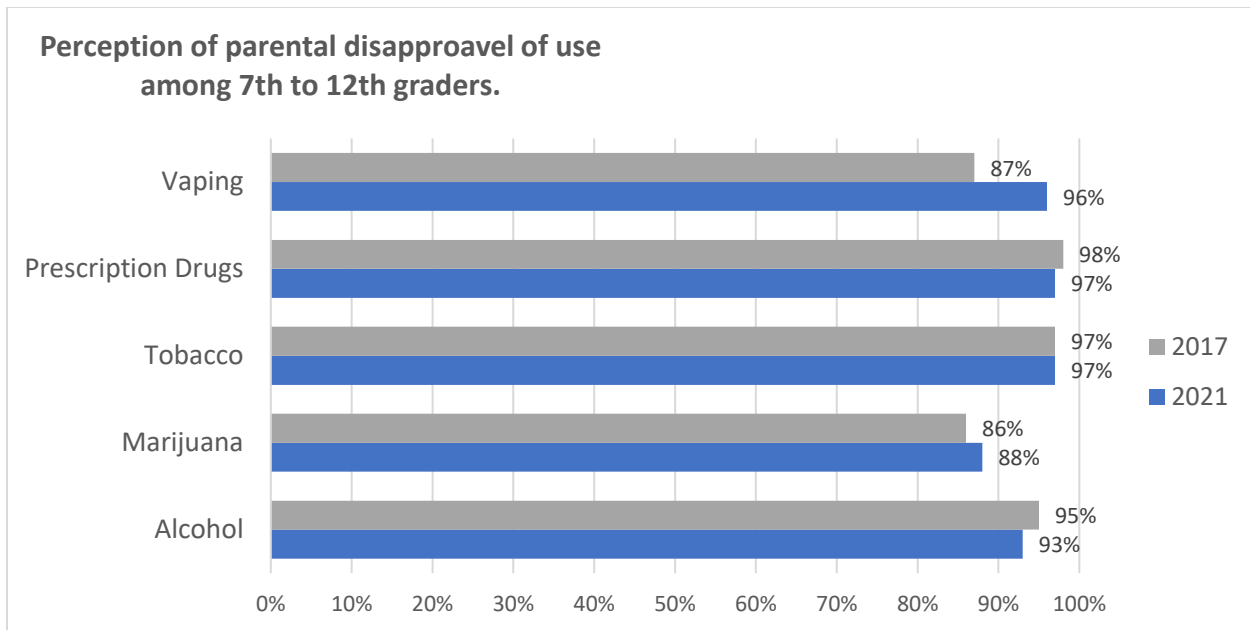
Perception of Parental Disapproval

Overall, in 2021 high rates of perceived parent disapproval were reported among all youth. The lowest perception of parent disapproval is around marijuana use. Eighty-eight percent (88%) of youth perceive that their parents would disapprove of them using marijuana.

From 2017 to 2021 there was very little shift in youth perception of parent disapproval with the exception of vaping. From 2017 to 2021, reported disapproval rates increased from 87% to 96%.

Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drug use, and Vaping, 2017 & 2021

How wrong do your parents feel it would be for you to... (Wrong or Very wrong)	Grades	2017 %	2021 %
Alcohol			
Drink regularly	7-8	**	95
	9-12	**	92
	Total	95	93
Tobacco			
Smoke tobacco	7-8	**	98
	9-12	**	97
	Total	97	97
Marijuana			
Use marijuana	7-8	**	98
	9-12	**	82
	Total	86	88
Prescription Drugs			
Use prescription drugs not prescribed to you	7-8	**	96
	9-12	**	97
	Total	98	97
Vaping			
Vape tobacco, nicotine, or marijuana	7-8	**	99
	9-12	**	94
	Total	87	96



A young person’s perception of their parent’s disapproval is associated with a young person’s choice to use substances. If teens perceive their parents believe it is wrong for them to drink or use substances, when faced with the opportunity, they are less likely to do so. When looking at youth who feel their parents disapprove of use overall 30-day use rates are lower compared to youth who believe their parents don’t really think drinking, use of marijuana, or vapes is wrong (or only a little bit wrong.)

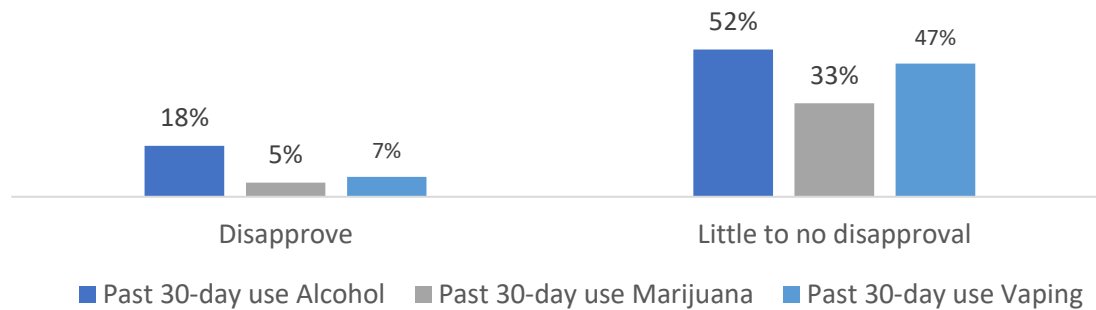
How to interpret this chart: When reading across the row labeled ‘30-day Alcohol Use’ - the first data column represents the 30-day use rates all 7th to 12th graders who took the survey. The next column indicates the alcohol use rates (18%) of only those youth who reported that their parents disapprove of alcohol use. The final column represents the alcohol use rates (52%) of those youth who report that their parents have little to no disapproval of alcohol use.

Perception of Parent Disapproval by 30 Day Alcohol, Marijuana & Vaping Use Rates, 2021

	ALL 7-12 %	Perceive parents DISAPPROVE %	Perceive Parents LITTLE TO NO DISAPPROVAL %
30-Day Alcohol Use	21	Alcohol use (n=903) 18 ^a	Alcohol use (n=66) 52 ^a
30-Day Marijuana Use	8	Marijuana use (n=845) 5 ^a	Marijuana use (n=120) 33 ^a
30-day Vaping Use	9	Vaping use (n=924) 7 ^a	Vaping use (n=43) 47 ^a

^a denotes significant difference of column proportions at the .05 level

Youth who believe their parents disapprove of substance use are less likely to use than those who do not.



Perception of Peer Disapproval

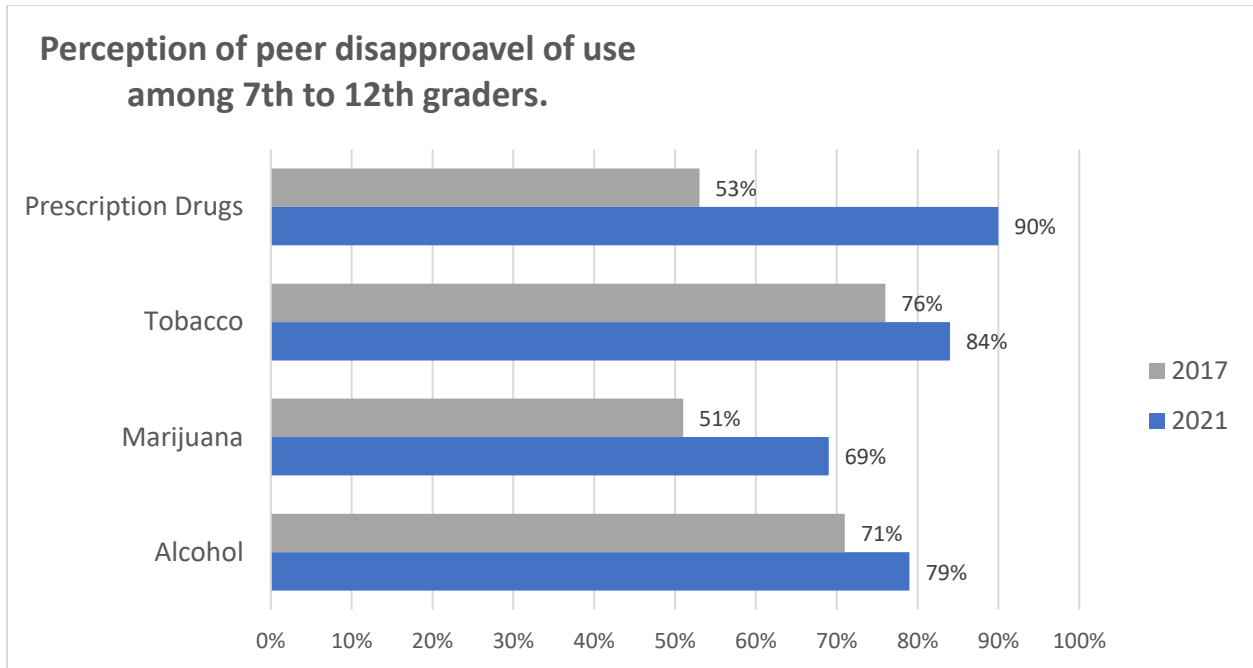
In 2021, the highest rates of perceived peer disapproval are reported around use of prescription drugs (without a prescription) and tobacco. Lowest rates of perceived peer disapproval are reported around use of marijuana (69%) and vaping (74%).

From 2017 to 2021, overall reported rates have increased. Significant increases are seen around peer disapproval of use of prescription drugs and marijuana.

Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drug use, and Vaping, 2017 & 2021

How wrong do your peers feel it would be for you to... (Wrong or Very wrong)	Grades	2017 %	2021 %
Alcohol			
Drink regularly	7-8	**	87
	9-12	**	75
	Total	71	79
Tobacco			
Smoke tobacco	7-8	**	91
	9-12	**	80
	Total	76	84
Marijuana			
Use marijuana	7-8	**	90
	9-12	**	57
	Total	51	69
Prescription Drugs			
Use prescription drugs not prescribed to you	7-8	**	91
	9-12	**	89
	Total	53	90
Vaping			
Vape tobacco, nicotine or marijuana	7-8	**	89
	9-12	**	66
	Total	**	74

** data not available ^<.05%



Like perceived parent disapproval, use rates are associated with a teen’s perception of their peer’s disapproval. If teens perceive their peers believe it is wrong for them to drink or use substances, when faced with the opportunity, they are less likely to do so. When looking at youth who feel their peers disapprove of use overall 30-day use rates are lower compared to youth who believe their peers don’t really think drinking, use of marijuana, or vapes is wrong (or only a little bit wrong.)

Perception of Peer Disapproval by 30 Day Alcohol, Marijuana & Vaping Use Rates, 2021

	ALL 7-12 %	Perceive Peers DISAPPROVE %	Perceive Peers LITTLE TO NO DISAPPROVAL %
30-Day Alcohol Use	21	Alcohol use (n=763) 15 ^a	Alcohol use (n=201) 42 ^a
30-Day Marijuana Use	8	Marijuana use (n=662) 2 ^a	Marijuana use (n=298) 22 ^a
30-day Vaping Use	9	Vaping use (n=709) 2 ^a	Vaping use (n=246) 28 ^a

^a denotes significant difference of column proportions at the .05 level

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: Social Emotional Learning – Next Steps

Submitted by: Lisa Wolak

Document Summary/Purpose and/or Recommended Action:

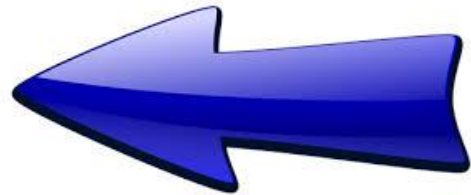
Social Emotional Learning – Next Steps Presentation



SOCIAL EMOTIONAL LEARNING Next Steps

**Weston Board of Education
April 21, 2022**







SOCIAL

EMOTIONAL LEARNING

“The processes through which children and adults acquire and effectively apply the knowledge attitudes and skills necessary to understand and manage emotions”

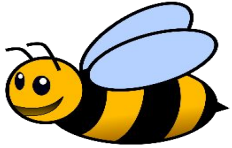
(CASEL- Collaborative for Academic, Social, & Emotional Learning)

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 differences.



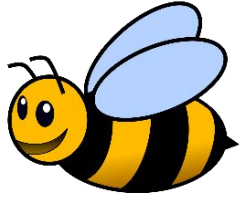
Goal: Provide targeted social emotional learning support K-12





Provide targeted social emotional learning support K-12

- **RULER - HES/WIS**
- **DIALECTICAL BEHAVIORAL THERAPY (DBT) - WMS/WHS**
- **Alternative Pathways - WHS**
- **Parent Presentation & Staff Professional Development
Workshop with Consultant Dr. Kaplan**
- **DBT Training New Staff**
- **WHS Student Workshops March SAT Day**
- **Screenagers - WMS/WHS - April**
- **Rising Freshman Forum - May**



Promote an inclusive climate

- **PBIS (Positive Behavioral Intervention Supports) Monthly Assemblies, School/Class Charters- HES/WIS**
- **Advisory Lessons- WMS/WHS**
- **American Tapestry Elective**
- **Captains' Circle Discussions - WHS**
- **Co-Curricular Programs WOW/ Youth Sports/Athletics/Clubs/ Theater**

NEXT STEPS 2022-2023

- **Curriculum Renewal Cycle Health Year 5 Evaluation Cycle / Developmental Guidance Year 1**
- **Student Forums/Programs - WMS & WHS**
- **Social Emotional Learning Component of SRBI (Scientific Research Based Intervention) Handbook**
- **Community Partnerships - ADAP / Weston Youth Services /Town Programs**
- **Enhanced Co-Curricular Connections between SEL & Inclusive Learning Environment**



2022-2023 WPS Budget



SOCIAL EMOTIONAL LEARNING

- District School Psychologist
- HES Psychologist & Social Worker
- Increased Staffing for WHS Alternative Pathways
- PBIS Coordinators
- Director of School Counseling grades 6-12
- SEL Professional Development
- Curriculum Renewal Cycle Health/Developmental Guidance

INCLUSIVE SCHOOL CLIMATE

- WMS Pure Teaming Model
- Grade Level Team Leader Stipends
- Co-Curricular/Athletic Stipends
- New Fiction & Nonfiction texts K-12



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 4/21/22

Information Only

Action Requested

Agenda Item Subject: Approval of the March 2022 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the 9th FY22 (March 2022) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.

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



April 8, 2022

TO: BOE Financial, Facilities and Operations Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: February Financial Report for FY 21-22

Below is a summary report of the FY 22 Budget through April 7, 2022.

Object Series	FY 22 Adjusted Budget	FY 22 YTD Actuals	FY 22 Encumbrance	FY 22 Anticipated	FY 22 Projected to EOY	FY 22 Balance Available	Previous Month Balance
Salaries (1000's)	33,625,349	22,895,103	9,427,658	661,764	32,984,525	640,824	415,523
Benefits (2000's)	10,005,820	7,824,986	1,951,084	3,604	9,779,675	226,146	226,146
Professional Services	1,570,858	808,845	581,546	50,000	1,440,391	130,466.62	-
Property Services	2,218,193	1,196,655	695,444	228,078	2,120,177	98,016	13,803
Other Services (5000s)	6,202,448	4,211,329	1,693,636	155,411	6,060,375	142,073	(4,781)
Supplies (6000s)	2,500,140	1,712,401	739,852	94,500	2,546,754	(46,614)	(78,928)
Equipment (7000s)	127,750	305,523	1,218	7,451	314,191	(186,441)	(186,441)
Other Objects (8000s)	122,205	95,418	9,704	17,083	122,205	-	-
Revenue (9000s)	(1,302,675)	(744,624)	8,200	(456,163)	(1,192,587)	(110,088)	(117,629)
Total	\$55,070,090	\$38,305,636	\$15,108,342	\$761,728	\$54,175,706	\$894,383	\$267,694

Month over Month Changes:

Typically, at the end of the third quarter, the projected holds are reviewed. Based on the anticipated needs through the end of the fiscal year, these amounts will be either encumbered or released.

The net month over month change is \$626,689. This will increase the projected end of year balance to \$894,383. To mitigate the FY22-23 budget, \$140,031 of this amount will be added to a non-lapsing

account. This amount will pay for the third and final installment of the ERIP. The remaining balance after ERIP payment will be \$754,352.

We anticipate, as we get closer to the year-end, that there will be fluctuations in all the categories.

Salaries - \$225,301

- Turnover Savings - \$255,010
- Transfer to Grant Title 1 - \$18,460
- Substitutes (**\$115,803**). This amount was included in the anticipated column last month.
- Other – \$67,634

Professional Services - \$130,466

Property Services - \$84,214

- Equipment Repairs – \$30,000
- Rental for graduation (chairs, stage, etc. – (**\$4,924**)
- Repair Allowance- \$100,000
- Special Projects
 - MS School Multi-Bay Art Sink Replacement (**\$18,928**)
 - Bottled Water for Schools – (**\$40,000**)
- Other -\$18,066

Other Services – \$146,853

- Tuition Settlements - \$200,000
- Travel & Conference - \$15,000
- Mileage Reimbursement - \$4,000
- Diesel – (**\$44,490**)
- Transportation – (**\$21,797**)- Unanticipated transportation need
- Other – (**\$5,860**)

Supplies & Materials- \$32,314

- Materials - \$60,000
- Textbooks Net- (**\$27,686**) – Include pre-purchase of \$83,040

Revenue Offset – \$7,540

Internal Services Fund

Continues to trend as anticipated.

WESTON PUBLIC SCHOOLS						
INTERNAL SERVICES FUND						
FOR HEALTH BENEFITS PROGRAM						
						4/8/2022
Fiscal Year Ended						2022
STATEMENT OF REVENUES AND EXPENDITURES						
Fund Balance -July 1, 2021 (Unaudited)						\$ 810,666
Revenues:						
General Fund Appropriation						\$ -
Reimbursements						\$ -
Total Contributions						\$ -
Total Revenues (A)						\$ -
Budgeted Expenditures						
Delta Dental:						
Claims						\$ 397,726
Administrative Fees						\$ 23,954
Total Health Plan Costs (B)						\$ 421,680
Net Change (A-B)						\$ (421,680)
Fund balance June 30, 2022 (Estimated)						\$ 388,986
Delta Dental- Actual Claims						
Month						Claims & Fees
July						28,735
August						32,487
September						37,735
October						27,212
November						26,204
December						47,939
January						34,334
February						28,894
March						32,352
Total						\$ 295,892
Actual YTD Spend Rate						70.1%
Theoretical YTD Spend Rate						75.0%
YTD Theoretical variance %						-4.9%
YTD Theoretical variance \$						\$ 20,452

WESTON PUBLIC SCHOOLS

FY22 FINANCIAL REPORT

As of April 7, 2022

Period: 9 of 12

2018-2019	2019-2020	2020-2021			2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Year-End	Year-End	Year-End	Object		Adopted	Budget	Adjusted	YTD			Projected	Balance
Expense	Expense	Expense	Code	Description	Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Available
				Salaries & Wages (1000s)								
2,958,120	2,940,692	2,721,241	1110	Administrators	2,884,435		2,884,435	2,267,914	645,585	-	2,913,499	(29,064)
14,000,983	14,458,759	13,925,352	1111	Regular Ed. Teachers	14,672,295		14,672,295	9,839,128	4,725,163	-	14,564,291	108,004
2,261,144	2,279,850	2,372,055	1112	Special Ed. Teachers	2,431,872		2,431,872	1,538,319	781,058	-	2,319,377	112,495
1,100,515	1,020,707	1,031,899	1113	Guidance	1,059,981		1,059,981	659,703	339,842	-	999,545	60,436
441,883	472,621	503,136	1114	Psychologist	512,216		512,216	326,576	173,677	-	500,253	11,963
146,140	193,946	162,383	1115	Social Worker	240,713		240,713	146,483	90,911	-	237,394	3,319
544,236	517,368	555,781	1116	Speech & Hearing	586,443		586,443	388,139	154,994	-	543,134	43,310
766,769	758,161	1,046,642	1117	Academic Assistants	1,237,002		1,237,002	823,798	357,486	-	1,181,284	55,717
201,820	205,471	210,287	1118	Talented & Gifted	201,026		201,026	119,122	50,564	-	169,686	31,340
508,457	399,004	412,193	1119	Library/Media	419,199		419,199	278,160	125,417	-	403,577	15,622
117,832	59,505	47,413	1135	Transition Coordinator	51,760		51,760	30,461	16,126	-	46,587	5,173
827,912	824,102	785,011	1139	Certified Stipends	864,406		864,406	546,198	58,906	259,301	864,406	-
557,734	584,428	577,980	1140	Academic Leader (CIL's)	596,640		596,640	390,882	188,274	-	579,156	17,484
1,136	371	1,779	1141	Mentor Teacher	3,000		3,000	-	-	3,000	3,000	-
260,096	272,612	277,908	1142	Behavioral Analyst	283,330		283,330	160,701	55,053	-	215,753	67,577
-	44,359	45,069	1145	English Language Learner	45,855		45,855	29,969	15,866	-	45,835	20
\$ 24,694,776	\$ 25,031,956	\$ 24,676,129		Sub-Total Certified Salaries	\$ 26,090,173	\$ -	\$ 26,090,173	\$ 17,545,554	\$ 7,778,923	\$ 262,301	\$ 25,586,778	503,395
					5.73%			67.2%	29.8%	1.0%	98.1%	1.9%
				Other Certified Salaries								
78,442	55,905	28,996	1131	Homebound Tutor	114,500		114,500	30,661	-	23,839	54,500	60,000
-	-	-	1136	Degree Level Change	63,520		63,520	-	-	-	-	63,520
235,636	147,029	164,963	1137	Substitute Teacher	178,801		178,801	178,986	-	101,484	280,470	(101,669)
174,525	185,735	243,990	1138	Summer Work -Certified Staff	164,800		164,800	202,502	-	-	202,502	(37,702)
137,378	136,838	106,600	1143	Building Substitutes	203,175		203,175	75,658	44,404	-	120,063	83,113
108,364	208,344	608,730	1144	Long term Substitute	118,000		118,000	170,490	23,154	-	193,643	(75,643)
-	-	-	1160	Turnover Savings	(115,000)		(115,000)	-	-	-	-	(115,000)
\$ 734,345	\$ 733,851	\$ 1,153,278		Sub-Total Other Certified Salaries	\$ 727,796	\$ -	\$ 727,796	\$ 658,296	\$ 67,558	\$ 125,323	\$ 851,177	(\$123,381)

WESTON PUBLIC SCHOOLS

FY22 FINANCIAL REPORT

As of April 7, 2022

Period: 9 of 12

2018-2019	2019-2020	2020-2021			2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Year-End	Year-End	Year-End	Object		Adopted	Budget	Adjusted	YTD			Projected	Balance
Expense	Expense	Expense	Code	Description	Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Available
				Non-Certified Salaries								
402,812	406,422	373,111	1210	Non-Cert. Supervisors	381,306		381,306	286,607	94,900	-	381,506	(200)
165,325	215,220	234,060	1211	Nurses	226,804		226,804	158,379	65,141	-	223,520	3,284
282,664	295,567	297,217	1215	Occupational Therapist	312,724		312,724	220,727	91,496	-	312,222	502
1,385,590	1,267,185	1,199,438	1221	Secretarial	1,302,616		1,302,616	841,202	289,718	27,724	1,158,643	143,973
1,681,669	1,761,865	1,837,631	1231	Para Educators	1,896,850		1,896,850	1,298,900	564,314	-	1,863,214	33,635
185,209	165,721	129,307	1234	Bus Aides	200,000		200,000	105,805	-	54,195	160,000	40,000
523,875	525,426	600,663	1235	Technicians	501,502		501,502	378,756	97,053	14,539	490,348	11,154
58,429	61,021	61,157	1237	Vocational Specialist	62,421		62,421	45,290	17,277	-	62,567	(146)
236,482	239,373	246,331	1241	Safety Monitors	251,742		251,742	180,581	66,594	-	247,175	4,567
483,773	476,898	509,851	1251	Custodians	511,351		511,351	378,890	128,415	-	507,305	4,046
538,862	455,850	492,769	1261	Maintenance Mechanics & Grounds	469,629		469,629	348,972	120,661	-	469,633	(4)
80,700	72,573	74,781	1269	Athletic Support Staff	91,963		91,963	58,315	17,455	16,193	91,963	-
151,098	168,675	182,698	1280	Non Certified Stipends	184,299		184,299	124,425	28,154	31,720	184,299	-
\$ 6,176,488	\$ 6,111,794	\$ 6,239,015		Sub-Total Non-Certified Salaries	\$ 6,393,207	\$ -	\$ 6,393,207	\$ 4,426,849	\$ 1,581,178	\$ 144,370	\$ 6,152,396	\$ 240,810
				Other Non-Citified Salaries				69.2%	24.7%	2.3%	96.2%	3.8%
77,702	50,209	28,910	1213/122 3/1233	Non-Certified Substitutes	47,500		47,500	22,290	-	25,210	47,500	-
217,202	163,643	135,970	1212/22/ 38/42/52 /62	Overtime	203,700		203,700	119,264	-	84,436	203,700	-
121,616	155,964	104,948	1268	Summer Work-Non-Cert.	162,974		162,974	122,850	-	20,124	142,974	20,000
-	-	-	1270	Salary Differential	-		-	-	-	-	-	-
264,365	202	-	1295	School Van Drivers	-		-	-	-	-	-	-
\$ 680,885	\$ 370,019	\$ 269,828		Sub-Total Other Salaries	\$ 414,174	\$ -	\$ 414,174	\$ 264,404	\$ -	\$ 129,770	\$ 394,174	20,000
								63.8%	0.0%	31.3%	95.2%	4.8%
\$ 32,286,495	\$ 32,247,621	\$ 32,338,250		TOTAL SALARIES	\$ 33,625,349	\$ -	\$ 33,625,349	\$ 22,895,103	\$ 9,427,658	\$ 661,764	\$ 32,984,525	\$ 640,824
					3.98%			68.1%	28.0%	2.0%	98.1%	1.9%

WESTON PUBLIC SCHOOLS

FY22 FINANCIAL REPORT

As of April 7, 2022

Period: 9 of 12

2018-2019	2019-2020	2020-2021			2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Year-End	Year-End	Year-End	Object		Adopted	Budget	Adjusted	YTD			Projected	Balance
Expense	Expense	Expense	Code	Description	Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Available
				Benefits (2000's)								
7,478,831	7,790,363	8,324,773	2000	Health Insurance	8,982,394		8,982,394	7,059,366	1,454,059	-	8,513,425	468,969
(1,302,538)	(1,361,419)	(1,438,037)	2022	Premium Cost Share	(1,599,744)		(1,599,744)	(1,072,858)	-	(418,187)	(1,491,045)	(108,699)
575,004	552,072	562,991	2001	Social Security	493,274		493,274	391,391	101,883	-	493,274	-
465,995	460,986	464,653	2002	Medicare	496,891		496,891	324,158	172,732	-	496,891	-
248,136	205,411	175,279	2003	Workers Compensation	190,868		190,868	175,275	-	-	175,275	15,594
7,395	60,043	56,973	2004	Unemployment Compensation	49,066		49,066	25,608	23,458	-	49,066	-
247,561	315,665	468,582	2005	Early Retirement Incentive	-		-	-	149,718	-	149,718	(149,718)
922,605	1,088,303	1,072,696	2007	Pension Contributions	1,200,471		1,200,471	859,663	29,903	310,906	1,200,471	-
70,000	58,565	75,005	2010	Tuition Reimbursement	80,000		80,000	-	-	80,000	80,000	-
63,868	64,926	63,528	2011-12	Life Insurance	67,600		67,600	47,822	19,330	448	67,600	-
-	24,556	86,591	2014	Sick Bank	45,000		45,000	14,563	-	30,438	45,000	-
8,776,857	\$9,259,470	\$9,913,035		TOTAL BENEFITS	\$10,005,820	\$0	\$10,005,820	\$7,824,986	\$1,951,084	\$3,604	\$9,779,675	\$226,146
		1			0.94%			78.2%	19.5%	0.0%	97.7%	
				Professional & Technical Services (3000s)								
271,992	195,184	174,773	3210	Contracted Services Educational	335,700		335,700	311,472	188,641	50,000	550,114	(214,414)
141,932	265,218	139,888	3220-21	Consulting Services	216,268		216,268	87,285	30,082	-	117,367	98,901
92,231	80,956	93,201	3235	Testing	84,250		84,250	54,833	52,173	-	107,006	(22,756)
183,616	217,617	210,355	3239	Other Pupil Services	182,085		182,085	5,783	-	-	5,783	176,302
75,010	72,230	220,134	3303	Management Services	69,370		69,370	50,301	14,982	-	65,283	4,087
4,615	2,335	2,015	3304	License Fees-Facilities	3,500		3,500	1,675	1,800	-	3,475	25
197,578	237,145	204,996	3306	Legal Fees-SPED	240,000		240,000	124,769	115,231	-	240,000	-
95,587	186,270	164,948	3306	Legal Fees- Districtwide	150,000		150,000	95,654	54,346	-	150,000	-
88,934	68,638	83,425	3308	Police/Fire	109,007		109,007	49,644	59,363	-	109,007	-
169,754	148,442	72,208	3309	Professional Technical Services	128,314		128,314	27,428	12,564	-	39,992	88,322
48,649	52,049	21,917	3310	Sports Officials	52,364		52,364	-	52,364	-	52,364	-
1,369,896	\$ 1,526,084	\$ 1,387,859		TOTAL PROF. & TECH SERVICES	\$ 1,570,858	\$ -	\$ 1,570,858	\$ 808,845	\$ 581,546	\$ 50,000	\$ 1,440,391	\$ 130,467
								51.5%	37.0%	3.2%	91.7%	

WESTON PUBLIC SCHOOLS

FY22 FINANCIAL REPORT

As of April 7, 2022

Period: 9 of 12

2018-2019	2019-2020	2020-2021			2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Year-End	Year-End	Year-End	Object		Adopted	Budget	Adjusted	YTD			Projected	Balance
Expense	Expense	Expense	Code	Description	Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Available
				Property Services (4000s)								
597,775	746,875	848,529	4200	Cleaning Services	883,031		883,031	633,626	226,063	-	859,688	23,343
49,293	40,741	39,855	4202	Rubbish Removal	49,825		49,825	19,581	30,244	-	49,825	-
106,598	95,688	68,366	4302	Equipment Repairs	151,239		151,239	40,367	32,766	48,106	121,239	30,000
386,336	260,100	150,940	4400	Equipment Rental	153,963		153,963	87,989	70,898	-	158,887	(4,924)
4,277	4,397	4,924	4401	Rental of Facilities	4,675		4,675	3,465	1,323	-	4,788	(113)
210,868	198,222	123,415	4500	Repair Allowance	200,000		200,000	21,852	4,413	73,735	100,000	100,000
571,695	122,560	70,923	4509	Septic Cleaning	-		-	-	-	-	-	-
41,369	30,540	64,302	4514	Fire Alarm System	32,000		32,000	24,574	750	6,676	32,000	-
89,579	93,262	96,889	4518	Sewer System Plant Maintenance	160,764		160,764	70,349	90,415	-	160,764	-
50,316	120,757	121,482	4520	Service Contracts	142,688		142,688	76,633	52,071	13,984	142,688	-
64,609	60,393	58,389	4530	Parks & Recreation	67,579		67,579	31,638	35,941	-	67,579	-
8,550	2,010	-	4533	Glass Replacement	-		-	-	-	-	-	-
13,330	-	-	4534	Roof Repair	12,000		12,000	-	-	12,000	12,000	-
21,020	21,756	23,746	4539	Energy Management System	24,724		24,724	24,803	-	-	24,803	(79)
12,035	153,145	13,835	4540	Athletic Facilities Repairs	29,500		29,500	6,162	8,785	14,553	29,500	-
125,157	181,299	143,652	4541-42/4550	Contracted Services	186,270		186,270	77,180	72,593	36,497	186,270	-
10,500	4,800	-	4543	Paving	9,800		9,800	-	-	9,800	9,800	-
39,151	17,370	53,702	4600	Special Projects	-		-	-	58,928	-	58,928	(58,928)
9,456	12,730	3,475	4602	Tree Service	7,500		7,500	-	-	7,500	7,500	-
-	9,032	9,450	4604	Snow Plowing	10,500		10,500	2,366	-	-	2,366	8,134
1,178	1,081	1,252	4605	Signage	1,500		1,500	802	-	698	1,500	-
334	7,398	-	4610	Playground Repairs	-		-	-	-	-	-	-
20,031	81,552	81,552	4701	Security System Monitoring	82,135		82,135	74,321	7,230	-	81,552	583
5,620	9,966	5,936	4702	Locks/Keys	8,500		8,500	948	3,024	4,528	8,500	-
2,439,077	\$ 2,275,674	\$ 1,984,614		TOTAL PROPERTY SERVICES	\$ 2,218,193	\$ -	\$ 2,218,193	\$ 1,196,655	\$ 695,444	\$ 228,078	\$ 2,120,177	\$ 98,016
								53.9%	31.4%	10.3%	95.6%	

WESTON PUBLIC SCHOOLS

FY22 FINANCIAL REPORT

As of April 7, 2022

Period: 9 of 12

2018-2019	2019-2020	2020-2021			2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Year-End	Year-End	Year-End	Object		Adopted	Budget	Adjusted	YTD			Projected	Balance
Expense	Expense	Expense	Code	Description	Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Available
				Other Services (5000s)								
1,305,393	1,252,415	1,509,158	5100	Regular Transportation	1,582,458		1,582,458	1,568,782	22,067	-	1,590,849	(8,391)
85,138	685,161	490,473	5101	SPED Transportation	778,444		778,444	526,585	265,265	-	791,850	(13,406)
90,340	61,557	54,105	5104	Athletic Transportation	101,546		101,546	55,603	36,743	9,200	101,546	-
11,237	6,816	-	5105	Extra-Curricular Transportation	17,020		17,020	51	-	16,969	17,020	-
103,121	91,051	67,457	5112	Diesel & Gasoline	83,988		83,988	49,664	87,326	-	136,990	(53,002)
93,719	70,605	89,784	5200	General Liability Insurance	103,389		103,389	103,321	-	-	103,321	68
22,529	16,650	16,650	5202	Athletic Insurance	17,483		17,483	15,525	-	-	15,525	1,958
110,645	96,485	97,536	5205	Property Insurance	102,413		102,413	100,707	-	-	100,707	1,706
115,430	91,922	87,620	5300	Communications	91,355		91,355	60,397	27,197	3,761	91,355	-
28,676	32,786	30,801	5400	Postage	33,144		33,144	23,096	7,205	2,843	33,144	-
4,099	5,964	2,592	5500	Advertising	6,000		6,000	1,960	2,500	1,540	6,000	-
14,991	16,281	14,386	5501	Printing	29,989		29,989	11,974	6,008	12,007	29,989	-
1,224,097	1,143,427	1,528,352	5600	Out of District Tuition	2,048,562		2,048,562	1,324,135	723,383	1,044	2,048,562	-
1,560,894	1,242,870	1,044,742	5601	Tuition Settlements	1,150,000		1,150,000	352,062	512,431	85,506	950,000	200,000
280,500	286,110	286,110	5605	Tuition - ESS Contract	(5,860)		(5,860)	-	-	-	-	(5,860)
41,687	44,827	29,716	5800,580									
			2-5880	Travel & Conference	44,312		44,312	14,307	100	14,905	29,312	15,000
12,868	8,258	6,106	5801	Mileage Reimbursement	11,365		11,365	2,006	-	5,359	7,365	4,000
15,172	2,528	3,190	5900	Other Purchased Services	6,840		6,840	1,153	3,411	2,276	6,840	-
5,120,537	\$ 5,155,714	\$ 5,358,780		TOAL OTHER SERVICES	\$ 6,202,448	\$ -	\$ 6,202,448	\$ 4,211,329	\$ 1,693,636	\$ 155,411	\$ 6,060,375	\$ 142,073
								67.9%	27.3%	2.5%	97.7%	
				Supplies & Materials (6000's)								
490,336	449,521	418,014	6110	Materials	482,112		482,112	271,788	107,406	42,918	422,112	60,000
26,770	21,452	17,064	6120	Office Materials	33,465		33,465	10,807	9,373	13,285	33,465	-
183,156	143,209	144,591	6130	Maintenance Materials	181,624		181,624	84,001	86,282	11,341	181,624	-
59,514	88,739	38,155	6131	Custodial Materials	78,348		78,348	57,070	5,987	15,291	78,348	-
18,616	16,200	12,891	6132	Security Materials	17,184		17,184	13,572	2,679	934	17,184	-
463,940	467,463	489,133	6140	Software	517,976		517,976	500,326	7,118	10,532	517,976	-
153,849	163,396	324,134	6410	Books	105,220		105,220	67,000	65,906	-	132,906	(27,686)
379,379	338,642	358,623	6510	Heating Oil	402,574		402,574	235,657	166,917	-	402,574	-
646,742	619,849	705,182	6520	Electricity	678,638		678,638	470,585	286,980	-	757,565	(78,927)
1,988	1,745	1,431	6530	Propane gas	3,000		3,000	1,596	1,204	200	3,000	-
2,424,290	\$ 2,310,217	\$ 2,509,218		TOTAL SUPPLIES & MATERIALS	\$ 2,500,140	\$ -	\$ 2,500,140	\$ 1,712,401	\$ 739,852	\$ 94,500	\$ 2,546,754	\$ (46,614)
								68.5%	29.6%	3.8%	101.9%	

WESTON PUBLIC SCHOOLS

FY22 FINANCIAL REPORT

As of April 7, 2022

Period: 9 of 12

2018-2019	2019-2020	2020-2021			2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Year-End	Year-End	Year-End	Object		Adopted	Budget	Adjusted	YTD			Projected	2021-2022
Expense	Expense	Expense	Code	Description	Budget	Transfers	Budget	Expended	Encumbered	Anticipated	To EOY	Balance Available
				Equipment (7000's)								
491,849	472,391	629,395	7300	Equipment	127,750		127,750	305,523	1,218	7,451	314,191	(186,441)
\$ 491,849	\$ 472,391	\$ 629,395		TOTAL EQUIPMENT	\$ 127,750	\$ -	\$ 127,750	\$ 305,523	\$ 1,218	\$ 7,451	\$ 314,191	\$ (186,441)
								239.2%	1.0%	5.8%	245.9%	
				Other Objects (8000's)								
80,845	91,658	80,424	8100	Dues, Fees and Memberships	97,310		97,310	80,324	5,153	11,833	97,310	-
25,969	21,888	20,110	8900	Other Objects	24,895		24,895	15,094	4,551	5,250	24,895	-
\$ 106,814	\$ 113,546	\$ 100,534		TOTAL OTHER OBJECTS	\$ 122,205	\$ -	\$ 122,205	\$ 95,418	\$ 9,704	\$ 17,083	\$ 122,205	\$ -
								78.1%	7.9%	14.0%	100.0%	
				Revenues (9000's)								
(124,228)	(102,106)	(22,498)	9200	Technology Revenue	(29,042)		(29,042)	(29,042)	-	-	(29,042)	-
(73,440)	(60,515)	(61,920)	9201	Participation Fees, Athletics	(67,704)		(67,704)	(82,000)	8,200	-	(73,800)	6,096
(20,127)	(15,914)	-	9202	Gate Receipts, Athletics	(14,500)		(14,500)	-	-	(14,500)	(14,500)	-
		(134,377)	9204	Transportation Credits	-		-	(77,448)	-	-	(77,448)	77,448
(578,611)	(655,410)	(859,340)	9205	Excess Cost SPED	(794,074)		(794,074)	(374,605)	-	(301,719)	(676,324)	(117,750)
(87,101)	(89,626)	(74,625)	9206	Pre School Tuition SPED	(105,000)		(105,000)	(79,561)	-	-	(79,561)	(25,439)
(28,822)	(68,171)	(76,283)	9207	Regular Ed. Tuition	(39,924)		(39,924)	(64,607)	-	(10,874)	(75,481)	35,557
(44,580)	(46,817)	(37,813)	9208	Revenue from Town for Fields	(42,681)		(42,681)	(19,878)	-	(22,803)	(42,681)	-
(30,000)	(39,600)	(11,000)	9209	Parking Fees	(45,000)		(45,000)	-	-	(40,000)	(40,000)	(5,000)
(65,983)	(24,112)	(14,161)	9210	Theater Receipts	(60,250)		(60,250)	(15,260)	-	(44,990)	(60,250)	-
(15,500)	(2,706)	-	9212	Facility Use Rental	(17,500)		(17,500)	-	-	(17,500)	(17,500)	-
(690)	(6,947)	(6,815)	9215	Medicaid Revenue	(6,000)		(6,000)	(2,222)	-	(3,778)	(6,000)	-
					(81,000)		(81,000)	-	-	-	-	(81,000)
(\$1,069,082)	(\$1,111,924)	(\$1,298,832)			(\$1,302,675)	\$0	(\$1,302,675)	(\$744,624)	\$8,200	(\$456,163)	(\$1,192,587)	(\$110,088)
51,946,733	\$ 52,248,792	\$ 52,922,852		GRAND TOTAL	\$ 55,070,089	\$ -	\$ 55,070,089	\$ 38,305,636	\$ 15,108,342	\$ 761,728	\$ 54,175,706	\$894,383
								69.56%	27.43%	1.38%	98.38%	1.62%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: April 21, 2022

Information Only

Action Requested

Agenda Item Subject: Policy/Regulation 5131.911: Bullying Prevention

Submitted by: Lisa Wolak

Document Summary/Purpose and/or Recommended Action:

First read of Policy/Regulation 5131.911: Bullying Prevention

Bullying Prevention and Intervention Policy

The Weston Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, 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 of Education.

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 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 the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at ~~one or more~~another students attending school in the same school district, that:

- 1) causes physical or emotional harm to ~~such students~~students or damage to such student's property;
- 2) places such students in reasonable fear of harm to ~~himself or herself~~themselves, or of damage to his or her property;
- 3) creates a hostile environment at school for such students;
- 4) infringes on the rights of such students at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal 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.

Consistent with the requirements under state law, the Weston Board of Education authorizes the Superintendent or ~~his/her~~ Superintendent's 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 annually 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;
- (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;

- (7) provide for the inclusion of language in student codes of conduct concerning Bullying;
- (8) require each school 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;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of Bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of Bullying;
- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of Bullying in such school and to maintain a list of the number of verified acts of Bullying in such school 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;
- (11) 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;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of Bullying;
- (13) direct the development of student safety support plans for students against whom an act of Bullying was directed that address safety measures the school will take to protect such students against further acts of Bullying;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of Bullying constitute criminal conduct;
- (15) 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 local or regional board of education, 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, (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;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (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.

Not later than January 1, 2012, the Weston Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. 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 in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Public Act 11-232, an Act Concerning the Strengthening of School Bullying Laws

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 145o

Conn Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

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

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

Policy adopted: February 10, 2003
Policy revised: November 19, 2007
Policy revised: March 15, 2010
Policy revised: November 21, 2011
Policy revised: _____, 2022

WESTON PUBLIC SCHOOLS
Weston, Connecticut

BULLYING PREVENTION AND INTERVENTION

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is 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, 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 and Retaliation

- A. 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 Board of Education.
- 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. In addition to prohibiting student acts which 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.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate 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 the repeated use by one or more students of a written, verbal or

electronic communication, such as cyberbullying, or a physical act or gesture directed at ~~another one or more~~ students attending school in the same district that:

1. causes physical or emotional harm to ~~such~~ students or damage to such student's property;
 2. places such students in reasonable fear of harm to ~~himself or herself~~ themselves, or of damage to ~~his or her~~ their property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such students at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal 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. **"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, photo electronic or photo-optical system.
- C. **"Hostile environment"** means a situation in which Bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- D. **"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.
- E. **"Outside of the school setting"** means at a location, activity or program that is not 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 a local or regional board of education.

- F. **"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 Department of Education, (2) school rules prohibiting bullying, 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 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/guardians and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions .
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individuals who, in the performance of his or her their 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 local or regional board of education.
- I. **"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 of Education.

IV. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents/guardians (~~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 administrator and/or the Safe School Climate Specialist (i.e. building principal), 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 ~~his/her~~ the Safe School Climate Specialists -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 complaints 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 complaint, 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 complaint.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school 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 Specialist shall be responsible for reviewing any anonymous ~~report~~ 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. 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. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will 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 hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken 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 also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

- 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 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~~ 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 ~~his/her~~ principal's designee) believes that any act of bullying constitutes a criminal offense, he/she 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~~ The Principal or ~~his/her~~ designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.).

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints 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 written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy, state, and federal law.

- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school 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. Given that any determination of bullying involves repeated acts, 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 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 shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior 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. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator or such bullying, 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 his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative 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:

i. 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.

ii. Disciplinary interventions

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

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her 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 of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or ~~the building Principal's designee~~ ~~other responsible program administrator~~) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a) Counseling;

- b) Increased supervision and monitoring of student to observe and intervene in bullying situations;
- 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 plan; and
- f) Restitution and/or restorative interventions.

1V. 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. 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. Such prevention and intervention strategies may include, but are not limited to:

- a) school rules prohibiting bullying, 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 is likely to occur;
- c) Inclusion of grade-appropriate bullying 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/guardians 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/Sexual harassment 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/guardian 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 safe school climate or for the

prevention of bullying, including any such program identified by the Department of Education;

- i) Respectful responses to bullying 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, with a focus in 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/guardians 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; and
 - p) Employing classroom strategies that instruct students how to work together ~~together~~ in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities ~~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."

XI. 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 shall provide all school employees with a written or electronic copy of the school 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.

Legal References:

Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws

Conn. Gen. Stat. § 10-222d

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

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

Regulations adopted: February 10, 2003

Regulations revised: October 16, 2006

Regulations revised: November 19, 2007

Regulations revised: March 15, 2010

Regulations revised: November 21, 2011

Regulations revised: _____, 2022

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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

If “yes”, please describe the behavior of concern, the approximate dates and the location:

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 Complainant

____/____/____
Date Submitted

Received By

____/____/____
Date Received

For Staff Use Only:

Has reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Y N

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/Guardians of Students Involved?

Parents' Names: _____	Date Notified: _____
Parents' Names: _____	Date Notified: _____
Parents' Names: _____	Date Notified: _____
Parents' Names: _____	Date Notified: _____

If Bullying Verified, Has Invitation to Meetings Been Held with Parents/Guardians of Students?

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

Date of Meetings:

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

Y N

| (Attach bullying complaint, witness statements, and notification to parents/guardians of students involved if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings)

8/16/11

**WESTON PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member 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: _____

For Staff Use Only:

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/Guardians of Students Involved?

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

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents/Guardians 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 Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint, witness statements, and notification to parents/guardians of students involved if bullying is verified, invitations to parent meetings, records of parent meetings).

Weston Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she/they ~~has~~ been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Weston Public Schools may need to disclose the name of your child and/or other information in connection with this investigation which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the Weston Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Weston Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

Minutes
Financial, Facilities & Operations Committee
April 8, 2022

Present:

Anthony Pesco, Committee Chair
Melissa Walker, Committee Member
Peter Gordon, Committee Member
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Absent:

Lisa Wolak, Superintendent of Schools

Guests:

Richard Wolf, Weston Building Committee

The meeting was called to order by Mr. Pesco at 9:02 a.m.

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

- Mr. DelMastro reported that the athletic fields have been being worked on and are in good shape. Diamond Landscaping began working on the fields on 3/15 and has been working hand-in-hand with the District's Grounds Department. Additional clay is going to be added to the North House Varsity softball field as well as Revson field. Stone dust is also going to be added to Revson field. Spring clean-up is on-going campus-wide.

The Committee discussed the following items regarding the Capital budget:

- Mr. DelMastro reported that he is aggressively working on getting the district-wide duct cleaning scheduled and completed by the end of July. The elementary school ducts will be completed during Spring break so there should be no issue with that school being ready for ESY. He will work closely with the cleaning company to coordinate scheduling of building cleaning in relation to the duct cleaning. Mr. Cross added that the duct-cleaning project is not really a capital project, but rather, it's a maintenance project, but the Board of Finance granted the District a waiver to fund the project as part of the capital budget. Going forward, duct cleaning will be a part of the operating budget.

- Regarding the replacement of the WHS old gym air handler units, Mr. DelMastro informed the Committee that he met with Building Committee member Jack Davidoff who approved the proposal, with slight changes, that Mr. DelMastro received for the project. Mr. DelMastro added that he has also received pricing for the installation of the new window in the nurse's office at the high school and the fire door at the intermediate school.

The Committee discussed the following items regarding the Town of Weston Optimization Committee:

- Mr. Pesco reported that Tecton presented the various options they came up with to the Board of Education. Several questions were asked about the educational pros and cons regarding each configuration, and Mr. Pesco in turn presented those questions to the Optimization Committee. Among the questions that came up included the pros and cons of fixing the middle as is, to adding a new wing to the school, the total cost of upgrading buildings over time, the possible configurations for PreK to first grade assuming that the Town needs Hurlbutt for Town Space and District Administration moves there as well, and why an addition can't be added to the intermediate school.
- Ms. Walker suggested that the Town reach out to the general public to garner additional feedback, perhaps through a survey. Mr. Wolf agreed and suggested it's time to get the community involved in face-to-face question and answer sessions.

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

- Mr. Cross informed the Committee that the current end-of-year balance is \$894,383. This is a \$626,689 increase from the previous month's report. To mitigate the FY23 budget, \$140,031 of this amount will be added to a non-lapsing account. This amount will pay for the third and final installment of the ERIP. The remaining balance after the ERIP payment will be \$754,352. Typically, at the end of the third quarter, the projected holds are reviewed. Based on the anticipated needs through the end of the fiscal year, these amounts will be either encumbered or released. There has been a lot of shifting since the previous month's report. The majority of the shifts have taken place in the Salaries, Professional Services and Other Services accounts. The majority of the salaries change has to do with turnover. The District is still not 100% staffed, with several staff members still dealing with personal issues due to COVID, and there have been several staff changes. The District was anticipating that these positions would be filled, but they have not been, and at this point they most likely will not be filled this year. Regarding the Professional services account, when the budget was developed it was thought that these services would be needed, but they will not be. Regarding property services, the District has not spent as much as anticipated in equipment repairs, so the repair allowance has been reduced. The tuition costs for out placed students are also lower than anticipated.

- Mr. Pesco clarified that there are three ways to deal with the surplus, it can be given back to the Town, a non-lapsing account can be created to cover unexpected expenses for next year, or the District can move forward with one-time costs to remove items from next year's budget, reducing the budget even further. Given the fact that the Board of Finance already approved the budget, the third option isn't feasible. The Committee was in favor of the non-lapsing account, but the final decision would be up to the Board of Finance. Mr. Pesco will speak to the Board of Finance for their input. He also suggested a comparison of actual expenses pre COVID and during COVID.

- Mr. Cross reported that the Internal Services Fund continues to trend as anticipated and the estimated fund balance for the end of the year is \$388,986.

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

- The March minutes were approved without changes.

There being no further business to discuss, the meeting adjourned at 10:03 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Policy Committee Meeting Template

Tuesday, February 1, 2022 8:30 AM

Google Meet Dial In: (413) 438-4056 PIN: 976 893 587#

Sharon Ferraro: Present

Peter Gordon: Present

Melissa Walker: Present

I. Call to Order, Verification of Quorum

Melissa Walker called the meeting to order at 8:35 AM.

Additional attendees were

Lisa Wolak, Superintendent of School

Jodi Sacchetta, Executive Assistant to the Superintendent

II. Approval of Minutes

II.A. Approval of minutes from the December 7, 2021 Policy Committee Meeting.

Move to approve the December 7, 2021 Policy Committee meeting minutes.

Carried with a motion by Sharon Ferraro and a second by Peter Gordon.

Yea: 3, Nay: 0

III. Discussion of policies, regulations, and bylaws

III.A. Discussion regarding Incorporating Inclusive Language into Board of Education Policies.

Lisa Wolak mentioned it would be overwhelming to go through every policy to make these changes. Going forward when we look at new policies, we should be mindful of inclusive language. We should look at frequently used policies and see where we can easily implement inclusive language.

Sharon Ferraro and Melissa Walker discussed the struggle with grammar in some of the changes but agreed that the goal is to do their best and make sure everyone is comfortable with the changes and incorporate the principles to make sure they makes sense.

Everyone agreed we should move forward with the bullying policies on the frequent policy list:

- Bullying Prevention and Intervention Policy - Students
- Safe School Climate
- Bullying Report Forms

Peter Gordon was in agreement stating, "that lack of precision doesn't mean lack of intent ". Consideration of language going forward is to maximize effort in the shortest time.

IV. Discussion of policies, regulations, and bylaws in future meetings.

Melissa Walker mentioned that we would use this opportunity and look to administrators as well as other board members to see if there are any policies we need to review. Lisa Wolak mentioned one policy we might need to revisit is the mask policy, depending on what directive we get from the Governor. Melissa Walker said she spoke to our counsel about this and was

advised to hold off until we hear more news, taking it one-step at a time.

V. Adjournment

The meeting was adjourned at 8:49 AM.

Move that the meeting be adjourned. Carried with a motion by Sharon Ferraro and a second by Peter Gordon.

Yea: 3, Nay: 0

Chairperson

Superintendent

Policy Committee Meeting

Tuesday, February 22, 2022 8:30 AM

Virtual Meeting

Present: Melissa Walker, Chair
Sharon Ferraro
Peter Gordon

Additional Attendees: Lisa Wolak, Superintendent

I. Call to Order, Verification of Quorum

This meeting of the Policy Committee is called to order at 8:34 AM and a quorum was present. Unseconded with a motion by Melissa Walker.

II. Approval of Minutes

A. Approval of minutes from the February 1, 2022 Policy Committee Meeting.

Move that the Policy Committee approve the February 1, 2022 meeting minutes. Carried with a motion by Sharon Ferraro and a second by Peter Gordon.
Yea: 3, Nay: 0

III. Discussion of policies, regulations, and bylaws

A. Discussion of Policy Concerning Health and Safety Protocols Related to Covid-19.

Melissa Walker went over the 7 key points from the document *Considerations for Boards of Education, District Administrators, and other Local Decision-Makers Regarding Potential Changes to School COVID-19 Policies and Practices*.

Executive Summary:

When considering changes to district COVID-19 policies and mitigation strategies, including the wearing of masks, school leaders should consider several factors in consultation with public health, education, and community stakeholders. This document provides some questions to consider when contemplating COVID-19 policy changes for schools including maintaining universal masking in schools or transitioning to "mask optional" policies.

1. What does the available data indicate regarding the community and district prevalence and transmission of COVID-19?
2. What is the risk tolerance for the possibility of increasing case numbers and necessary quarantine and isolation in your students and staff?
3. What is the current COVID-19 vaccination status of students and staff within individual schools and across the district, and what is the current COVID-19 vaccine coverage for the surrounding community?
4. What additional planning is necessary to address the needs of students and staff who may be at greater risk for adverse health outcomes?
5. What additional guidance is necessary to ensure support for students and staff who may wish to continue mask wearing?
6. What processes need to be in place for continuous risk assessment and prompt decision-making regarding COVID-19 policies and mitigation strategies (including mask use) going forward?
7. What advanced contingency planning needs to occur to prepare for potential surges and/or outbreaks?

Superintendent Wolak indicated she had an opportunity to review the document and said there are no surprises on what they are asking us to consider.

We have a weekly meeting with Laura Marks and Mark Cooper to analyze data, our COVID-19 dashboard is kept up to date with cases, and we added a link to the COVID-19 vaccine by town/age. Superintendent Wolak also indicated that 95% of our staff are vaccinated. We continue to offer vaccine clinic, one is this evening, and we continue to offer pool testing for students. We rely on the state for the vaccine statistics since some families do not share this information with us directly.

With regard to an outbreak, we are ready to implement whatever is necessary and we will follow state guidance.

Superintendent Wolak will be sending out her letter regarding the district going mask optional as of February 28. The state is providing us with more test kits and we will be sending them home with students.

Melissa Walker talked about addressing the needs of students who may be at greater risk for adverse health outcomes. Between PPTs, 504s and our homebound process, we will work with families, not against them, to meet their needs.

Superintendent Wolak mentioned masks are still required for riding the bus. We'll need to remind them that this is still in place. She also said that we're following our civility policy with regard to those that still choose to wear a mask.

Walker stated that there doesn't seem to be enough information right now to address the last two points. Superintendent Wolak mentioned that in the meantime, we would contact our medical advisors and make appropriate changes.

Peter Gordon suggested we might want to schedule another meeting in a week. It was decided that if another meeting is needed one will be scheduled

Elaina Haliulin, a member of the public, commented at the end. She appreciates all the effort that went into this. She believes schools should be in the business of educating our students and not making decisions on health protocols.

IV. Discussion of policies, regulations, and bylaws in future meetings

V. Adjournment

Meeting adjourned at 8:59 am.

Chairperson

Superintendent