

Board of Education Regular Meeting

Monday, October 16, 2023 6:00 PM

Remote Session

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

- III.A. Meeting minutes from the September 20, 2023 Weston Board of Education Executive Session
- III.B. Meeting minutes from the September 27, 2023 Weston Board of Education Executive Session
- III.C. Meeting minutes from the October 5, 2023 Weston Board of Education Executive Session

IV. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

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

V. PUBLIC COMMENT

VI. OLD BUSINESS

- VI.A. Discussion and vote on the revised Board of Education 2023-2024 regular meeting calendar
- VI.B. Weston Board of Education Policies, Regulations, and Bylaws (second read)
 - VI.B.1. Discussion and vote on 5131.911: Bullying Prevention and Intervention

VII. NEW BUSINESS

- VII.A. Weston Board of Education Policies, Regulations, and Bylaws (first read)
 - VII.A.1. Discussion of 4112.4: Health Examinations for Employees
- VII.B. Recognition
 - VII.B.1. Acceptance of the WHS PTO donation for a 3-day self-defense training for all WHS seniors to be conducted during their physical education class. This donation has a value of \$2,000.00
- VII.C. 2023-2024 District Improvement Plan (DIP)
- VII.D. Discussion and vote on 2024-2025 WPS District Calendar
- VII.E. Discussion and vote on approval of a Performing Arts field trip to Nashville, TN.
- VII.F. Recognition of Melissa Walker for her years of service.
- VII.G. Vote on Superintendent's incentive compensation for the 2022-2023 school year
- VII.H. Vote on the Superintendent's term of employment for the period July 1, 2023 to June 30, 2025.

VIII. **DISTRICT UPDATES**

VIII.A. Consent Agenda

VIII.B. Superintendent Report

VIII.C. Pupil Personnel Services and Special Education

VIII.D. Finance and Operations

VIII.D.1. Discussion and vote on the FY24 Monthly Financial Update (through September) Including Internal Services Fund (for Dental)

VIII.D.2. Review and Approval of the FY25 Budget Calendar

VIII.D.3. Discussion and Approval of the FY25 Budget Assumptions

VIII.D.4. Discussion on the 2023 School Competitive School Security Competitive Grant Program Award Results

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

IX.A. Communications Committee

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

IX.C. Cooperative Educational Services (CES)

IX.D. Curriculum Committee

IX.E. Educational Optimization Committee (EOC)

IX.F. Finance & Operations Committee

IX.G. Negotiations Committee

IX.H. Policy Committee

IX.I. Weston Education Foundation (WEF)

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

X.A. There will be a special meeting of the Weston Board of Education on December 4, 2023 at 6:00 PM to discuss enrollment projections. This meeting will be remote and will be live streamed.

X.B. The next regular session of the Weston Board of Education will be December 18, 2023 at 6:00 PM. This meeting will be remote and will be live streamed.

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

XI. **ADJOURNMENT**

Weston Board of Education Executive Session

Wednesday, September 20, 2023 6:00 PM

Remote Session

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

I. Call to Order, Verification of Quorum

The meeting was called to order at 6:02 PM

Move that the Weston Board of Education begin the September 20, 2023 Executive Session. Carried with a motion by Ezzes, Steven and a second by Kingsley, Bernie.

Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad

Hoepfner: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea

Yea: 6, Nay: 0

II. Matters pertaining to the evaluation of the Superintendent of Schools

III. Adjournment

The meeting adjourned at 8:20 PM.

Move that the Weston Board of Education adjourn the September 20, 2023 Executive Session. Carried with a motion by Ferraro, Sharon and a second by Gordon, Peter.

Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad

Hoepfner: Yea, Bernie Kingsley: Yea, Melissa Walker: Yea

Yea: 6, Nay: 0

Respectfully submitted by: Bernadette Kingsley

Chairperson

Superintendent

Weston Board of Education Executive Session

Wednesday, September 27, 2023 8:00 PM
Remote Session

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

I. Call to Order, Verification of Quorum

The meeting was called to order at 8:02 PM

Move that the Weston Board of Education begin the September 27, 2023 Executive Session. Carried with a motion by Ezzes, Steven and a second by Kingsley, Bernie.

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

Yea: 7, Nay: 0

II. Matters pertaining to the evaluation of the Superintendent of Schools

III. Adjournment

Meeting adjourned at 10:46 PM.

Move that the Weston Board of Education adjourn the September 27, 2023 Executive Session. Carried with a motion by Ezzes, Steven and a second by Kingsley, Bernie.

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

Yea: 7, Nay: 0

Respectfully submitted by: Bernadette Kingsley

Chairperson

Superintendent

Weston Board of Education Executive Session

Thursday, October 5, 2023 9:00 PM

Remote Session

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

- I. Call to Order, Verification of Quorum
The meeting began at 9:02 PM.

- II. Matters pertaining to the evaluation of the Superintendent of Schools

- III. Adjournment
The meeting adjourned at 11:01 PM

Respectfully submitted by:

Bernadette Kingsley

Chairperson

Superintendent



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

Date	Time	Location
Monday, September 18, 2023	6:00 PM	In-person (WMS)
Monday, October 16, 2023	6:00 PM	Remote
Monday, November 20, 2023	6:00 PM	Remote
Monday, December 18, 2023	6:00 PM	Remote
Tuesday, January 16, 2024*	6:00 PM	In-person (WMS)
Monday, February 12, 2024	6:00 PM	Remote
Monday, March 18, 2024	6:00 PM	In-person (WMS)
Monday, April 22-24, 2024**	6:00 PM	Remote
Monday, May 20, 2024	6:00 PM	Remote
Monday, June 17, 2024	6:00 PM	In-person (WMS)

Third Monday of the month unless otherwise noted.

*Moved to Tuesday due to holiday on Monday, January 15, 2024

**Changed due to April Recess and Passover.

*Dates through December 2023 approved at the June 20, 2023 Board of Education meeting.
January through June meeting dates will be revisited and adjusted when finalized*

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

Series 5000 Students

BULLYING PREVENTION AND INTERVENTION POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal References:

- Public Act 21-95
- Conn. Gen. Stat. § 10-145a
- Conn. Gen. Stat. § 10-145o
- Conn. Gen. Stat. § 10-220a
- Conn. Gen. Stat. § 10-222d
- Conn. Gen. Stat. § 10-222g
- Conn. Gen. Stat. § 10-222h
- Conn. Gen. Stat. § 10-222j
- Conn. Gen. Stat. § 10-222k
- Conn. Gen. Stat. § 10-222l
- Conn. Gen. Stat. § 10-222q
- Conn. Gen. Stat. § 10-222r
- Conn. Gen. Stat. §§ 10-233a through 10-233f

Series 5000 Students

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

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

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

II. Definition of Bullying

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

III. Other Definitions

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

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

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

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

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

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

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

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

B. Safe School Climate Specialist

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

V. Development and Review of Safe School Climate Plan

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

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

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

B. The Committee shall:

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

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

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

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

VI. Procedures for Reporting and Investigating Complaints of Bullying

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

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

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

VII. Responding to Verified Acts of Bullying

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

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

E. Notice to Law Enforcement

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

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

VIII. Teen Dating Violence

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

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

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

IX. Documentation and Maintenance of Log

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

X. Other Prevention and Intervention Strategies

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

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

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

- (1) Non-disciplinary interventions

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

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

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

- (2) Disciplinary interventions

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

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

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

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

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

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

(4) General prevention and intervention strategies

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

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

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

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

XI. Improving School Climate

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

XII. Annual Notice and Training

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

XIII. School Climate Assessments

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

Legal References:

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

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

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

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

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

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

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

5/1/2023

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

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

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

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

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

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

Was the report verbal or written?

Proposed Solution:

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

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

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



[SAMPLE FORM C]

WESTON PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Employee report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ____ No ____

Remedial Action(s) Taken: _____

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

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

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

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

Date of Meetings:

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

Y N

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

5/1/2023

Health Examinations for Employees Health Examination Regulation

I. ~~Initial Hiring or~~ Returning from Leaves of Absence: all Certified and Non-Certified Staff

~~Upon initial hiring, all certified and non-certified employees shall be screened for tuberculosis, have their immunizations reviewed, and be screened for physical capability when applicable. This examination shall be provided by the school district in conjunction with the Westport/Weston Health District. Vaccines and Immunizations that are not complete are required to be updated and shall be made available through the Health District.~~

~~All employees returning to regular employment after Medical Leaves of Absence must present to Human Resources an acceptable health statement from a licensed medical physician that the employee is able to perform the duties of his/her position..~~

~~These screenings and/or examinations are a condition of employment. Verification of completion must be provided at the superintendent's office in a timely manner prior to the commencement of employment with the Weston Public Schools. In the event that a tuberculosis test is positive, the employee must have a licensed physician submit a statement that the employee is free from communicable tuberculosis.~~

II. ~~Examinations for Food Service Workers~~

~~Food service workers shall undergo tuberculosis screening annually. This screening shall be provided by the school district. Hepatitis A vaccine is recommended and will be made available through the Westport/Weston Health District.~~

III. ~~Ongoing Employees~~

~~Standard adult immunizations are required to be updated as needed and shall be available from the Health District. Personal physicians have discretion to require additional tuberculosis screening.~~

IV-II. Superintendent May Require Examinations

The Superintendent may require a physical or psychological examination by a licensed physician of any certified or non-certified employee whenever the Superintendent has grounds to believe that the performance of the employee is adversely affected and may involve illness of any kind. The cost of the examination shall be borne by the school district. All exams shall be conducted in the manner consistent with state and federal law, including the American with Disabilities Acts.

V-III. Examination Results

~~Results of all health examinations will only be released to the employee, his/her family physician and the school physician. All records will be kept in the Central Office. All records will be kept in a confidential location at Central Office. When the protection of an employee's health or that of the pupils' requires employee absence or some other~~

Health Examinations for Employees

Health Examination Regulation

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These screenings and/or examinations are a condition of employment. Verification of completion must be provided at the superintendent's office in a timely manner prior to the commencement of employment with the Weston Public Schools. In the event that a tuberculosis test is positive, the employee must have a licensed physician submit a statement that the employee is free from communicable tuberculosis.

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Standard adult immunizations are required to be updated as needed and shall be available from the Health District. **Personal physicians have discretion to require additional tuberculosis screening.**

IV. Superintendent May Require Examinations

The Superintendent may require a physical or psychological examination by a licensed physician of any certified or non-certified employee whenever the Superintendent has grounds to believe that the performance of the employee is adversely affected and may involve illness of any kind. The cost of the examination shall be borne by the school district. All exams shall be conducted in the manner consistent with state and federal law, including the American with Disabilities Acts.

V. Examination Results

Results of all health examinations will only be released to the employee, his/her family physician and the school physician. All records will be kept in the Central Office. When the protection of an employee's health or that of the pupils' requires employee absence or some other adjustment, the school system's medical advisor, acting in consultation with the employee's physician, shall indicate to the superintendent the necessary action.

VI. Exceptions

Exceptions shall exist for employees who, for religious and/or medical reasons, do not receive immunizations or other treatments as is required by law. Such employees shall provide verification of their religious affiliation.

Regulation: Revised :April 18, 2006

WESTON PUBLIC SCHOOLS
Weston, Connecticut



Gifts, Grants and Bequests Approval Form

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

Gift Value:

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

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

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

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

School/Building: HES WIS WMS WHS CO

Name of Donor: *Weston High School PTO*

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

Description: *3-Day Self Defense training for all WHS Seniors during their Physical Education classes, taught by Gus Botazzi, Krav Magra instructor (description attached).*

Barbieri

X [Signature]
Principal Signature

X [Signature]
Superintendent Signature

Date:

Date:

Board of Education Approval

Not required

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

No



Monica Zarba <monicazarba@westonps.org>

[EXTERNAL] Re: Philanthropy Request

1 message

Livia Berardinelli Ruggiero <liviab71@gmail.com>

Tue, Oct 3, 2023 at 10:45 AM

To: MaryFaith Zanghi <maryfaithzanghi@westonps.org>

Cc: Meghan Conetta <meghanconetta@westonps.org>, Monica Zarba <monicazarba@westonps.org>, Christine Harris <crizpto@yahoo.com>, Mona Sharma <monasharma1@gmail.com>

Dear Mary Faith,

I'm happy to let you know that the request below has been approved today during our General Board Meeting. I am copying here Mona Sharma, who is our Treasurer. Please let her know if you prefer the PTO to send a check to the instructor or if the school will pay directly and the PTO will reimburse the school. Either way is acceptable.

I am attaching for your reference a copy of the approved request.

Have a great day,

Livia

Livia Berardinelli Ruggiero
Cell. 914 349 2963

On Sep 19, 2023, at 9:06 AM, MaryFaith Zanghi <maryfaithzanghi@westonps.org> wrote:

Hi Livia,

Attached is a Philanthropy Request. The PE department is requesting support to bring in a guest presenter to our Senior PE classes to teach our students self-defense. Please feel free to reach out if you have any questions.

Best,

MaryFaith Zanghi

CONFIDENTIALITY(NOTICE):

This is a staff email account managed by Weston Public Schools. This e-mail message from the Weston Public Schools, including any attachments, is for the sole use of the intended recipient(s) and may contain information that is privileged, confidential and/or exempt from disclosure under applicable law. If you are not the intended recipient or authorized to receive information for the recipient, you are hereby notified that any review, use, disclosure, distribution, copying, printing, or action taken in reliance on the contents of this email is strictly prohibited. If you receive this communication in error, please, immediately contact the sender and destroy the material in its entirety. Please note that messages to or from the Weston Public Schools domain may be subject to the Freedom of Information Act (Conn. Gen. Stat. sections 1-200 et seq.) and/or the Federal Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99). Thank you.



2023-10-03 Seniors Self-defense Training Approved Request.pdf

993K

2023-2024 Weston High School PTO Philanthropy Request Form

Name(s): MaryFaith Zanghi and the HS PE Department Date: 9/14/2023

E-Mail(s): maryfaithzanghi@westonps.org Voice Mail(s): 4310

Please reach out through email so we can set up a phone call if needed. It is easier to connect through email. Thank you for understanding.

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

We are requesting financial assistance to provide a 3-day Self-Defense training program for all of our Seniors at WHS during their PE classes. This would occur during Quarter two, which occurs from the start of November to mid-January.

Our main focus of our PE and Health classes during Senior year is to help prepare our students for their Life After Weston. One of our units of instruction revolves around the concept of self-defense. It is an unfortunate reality in our society that people should be ready to protect themselves. Since many of our students will be going off on their own after graduating WHS, to locations that they are not familiar with, it is important that they have strategies and skills to protect themselves. In the past, we have had the Weston PD and school SRO provide a one-day training to our students that briefly introduced basic self-defense techniques. The program that we are requesting will provide 3 days of training from a trained Krav Maga instructor. Having additional days to learn and practice the skills will provide time for repetition and a better understanding. Here is a link that provides further information about the program. We are looking to have a modified Essentials Introduction course. On the website, the instructor Gus Botazzi explains that his daughter was attacked 3 times and due to the skills she learned from him, she was able to fight off her perpetrators. Thank you so much for considering our request.

Who will benefit? This 3-day training program will be provided to every Senior at Weston High School during the students' Physical Education Classes.

Please list any previous history regarding this request: N/A

The amount being requested is \$2,000. Please note: This is a highly discounted rate from Gus Botazzi, the Krav Maga Instructor. We will need him to be in our classes for a total of 24 hrs. His motivation and desire to help keep our students safe is his main concern and he was willing to forgo his typical hourly rate.

I/we plan to purchase these items from:

The amount requested will pay for the instructor from Corporate Krav Maga to provide the 3-day training program to our Seniors in PE class.

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following month. Please contact:
Livia Berardinelli-Ruggiero at (914-349-2963) or liviab71@gmail.com with any questions.

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

Approved by:

Principal: *[Signature]* Date: 09/27/2023
PTO President: *Christine Harris* Date: 09/29/2023
Philanthropy: *Kiva Botzschmidt* Date: 09/29/2023
Members At Large: APPROVED BY
WHS PTO GEN. BOARD Date: 03/10/2023

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

revised 08/21

WESTON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2023-2024

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.



www.westonps.org



24 School Road Weston, CT 06883

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2023-2024 DISTRICT STRATEGIC GOALS

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- 08 Develop highly proficient readers who understand content & are skilled at critical thinking

- 10 Elevate students’ interests in science preparing them for college, career, & citizenship

- 11 Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcome and valued.

- 14 Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

- 15 Support every newly hired teacher in meeting district expectations

- 16 Ensure that students & staff feel physically safe and secure throughout our campus

- 17 Integrate a culture of sustainability across all schools

- 18 Determine a plan for our campus in collaboration with the Town of Weston

WPS DISTRICT AND SCHOOL IMPROVEMENT PLANS



The 2023-2024 District Improvement Plan (DIP) specifies nine initiatives that are at the core of our work this school year. They serve as the foundation for the four schools' improvement plans as well as the staff's professional goals. All of this work is woven together with intentionality and purpose providing a through line directly to the student and classroom. Our improvement plans have specific action steps, data points, and evidence indicators of success. We believe that if we implement these plans with fidelity, we will strengthen teaching and learning at

scale across our schools.

It is important to note that our work includes collecting both quantitative and qualitative data that serve as evidence indicators of success. There are specific achievement and growth goals in the areas of math, language arts, and science in the district and school plans. However, the perception that teachers are "teaching to the test" is erroneous because the district and schools use standardized measures as outcomes. WPS teachers are committed to providing rigorous student-centered instruction. School improvement plans and teachers' goals reflect data collected from a variety of indicators including student projects, performance tasks, formative assessments, and daily work.

The WPS administrative team shares the DIP with the Board of Education in the fall. In addition, there are two presentations in the winter and spring to report progress in meeting our goals. All plans and presentations are posted on the [Weston Public Schools Website](#).

RATIONALE BEHIND THE GOALS



Ensure that all students see themselves as capable mathematicians

The ability to think critically about the world around us is essential. Students need strong analytical and reasoning skills to solve problems and look for solutions in this rapidly changing global world. This year our teachers will focus on embedding student-centered learning in the mathematics

classroom. They will actively engage in ongoing professional development and coaching revitalizing how math is taught in our district. Students will learn to make sense of the math, to explain their thinking, to ask questions, and to persevere, through open-ended problems developing a mathematical growth mindset that will serve them well.

Develop highly proficient readers who understand content & are skilled at critical thinking

Our new elementary reading program is centered on direct, explicit, and systematic instruction in phonemic awareness, phonics and word recognition, vocabulary, fluency, and comprehension. The first phase of implementation is grades K-2, which will set the foundation. Elementary teachers will be trained and coached in this new integrated approach to reading for the next two years. As students continue through their middle and high school years, they will become strong readers able to comprehend, interpret, and evaluate different texts, as well as strong writers. At the secondary level teachers will continue to create and revise units reflective of the Portrait of the Graduate Competencies and incorporate effective strategies to engage and address the needs of all learners in the classroom.

Elevate students’ interests in science preparing them for college, career, & citizenship

Scientific literacy is critical to making sense of our complex world regardless of whether students pursue a STEM career. All students need a solid K-12 science education rich in content and practice to develop habits and skills that scientists and engineers use every day. Our teachers will continue to review the curriculum to ensure that the learning progressions within the Next Generation Science Standards (NGSS) are embedded appropriately and that the student-centered tasks offer choice to promote a higher level of curiosity and engagement. The goal is for our graduates to be able to understand and make informed decisions as global citizens based on their understanding of cross-cutting concepts that link different scientific domains.

Strengthen connections and a sense of belonging between students, staff, & families

This school year as we continue to focus on social and emotional well being, our commitment is to strengthen connections between and among our students, staff, and families. We will accomplish this through intentionality and a personalized approach.



Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

For the next two years, our district will focus on enhancing the integration of The International Society for Technology Education (ISTE) standards into our K-12 classrooms at scale. Library media specialists will lead

this collaborative work with teachers building their professional capacity to leverage these standards in their lesson designs. Our goal is for all students to be empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators.

Support every newly hired teacher in meeting district expectations

Our district team spends considerable time recruiting and hiring the best teachers for our schools. This year our new Director of Human Resources revitalized our August teacher induction program so that teachers had a clear understanding of our district expectations. This year a new Teacher Academy will provide teachers new to Weston a variety of professional development opportunities and operational meetings throughout the year to ensure their success. Sessions include an overview of Weston’s Teacher Evaluation Plan, professional goal setting, unit and lesson planning, and technology integration.

Ensure that students & staff feel physically safe and secure throughout our campus

The Weston Public Schools takes the safety of our students and staff very seriously. Students must feel physically safe first above all else. Our new Director of Safety and Security is reviewing all protocols and procedures, building a new security team, and studying our physical infrastructure needs with the Weston Police including our two School Resource Officers.



Integrate a culture of sustainability across all schools

All students need to develop an understanding of sustainability and how it improves the quality of their lives, protects our ecosystem and preserves natural resources for future generations. Starting in our elementary schools, our students learn how to make small changes that help our planet. This school year our key focus is to implement a composting program in our school cafeterias beginning at Weston High School this fall. This is a student-led initiative and speaks to the power of our district green teams.

Determine a plan for our campus in collaboration with the Town of Weston

The Weston Public schools is committed to working with the Town of Weston on a cohesive, integrated plan for schools and town government space. This will involve reviewing facility priorities and costs, creating a timeline through the lens of both district and town needs, analyzing enrollment projections, and setting priorities regarding curriculum and instruction, sustainability, and safety as they relate to facilities design.

Section 1: ACADEMIC EXCELLENCE: TEACHING & LEARNING

1A: MATHEMATICS



Goal: Ensure ALL students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they see themselves as capable mathematicians.

Achievement Goals:

By June 2024,

- a minimum of 80% of our students, grades K-2, will meet or exceed the 50th achievement percentile as measured by the NWEA Map Math Assessment. (Fall 2023 Avg. 50th%ile for 1&2=73%)
- a minimum of 79% of our students, grades 3-8, will meet or exceed Level 3 as measured by the Spring 2024 Smarter Balanced Assessment. (76% = 2023)
- a minimum of 75% of our ninth-grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Math Assessment. (72% = 2023)
- a minimum of 74% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the Math SAT School Day Assessment. (71%=2023)

Growth Goals:

By June 2024,

- 59% of students in grades 1-9, will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (2023=55% met or exceeded their projected growth target)
- 55% of students with disabilities in grades 1-9, will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (2023=51% met or exceeded their projected growth target)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Establish a district-wide definition of student-centered learning in the mathematics classroom	November 2023	June 2024	WPS Teaching & Learning Intranet, district documentation
Revitalize the district math curriculum to develop a coherent scope and sequence for math K-9 which includes grade-level pacing guides and individual unit plans for Grades K-6 and Algebra 2	Summer 2023	June 2025	Summer Curriculum Academy '23, '24,'25 WPS Curriculum Intranet Scope and sequence,

			<p> pacing guides, unit plans in WPS Intranet</p>
<p>Provide training to the K-12 CIL math and science teams to design and implement effective coaching structures, cycles and strategies</p>	<p>August 2023</p>	<p>June 2024</p>	<p>Training Schedules and Attendance, Coaching Schedules, Staff Surveys, Coaching Cycle Documents</p>
<p>Provide professional development to all math teachers and school leaders to build their capacity to design, implement and monitor a guaranteed and viable curriculum for all students</p>	<p>August 2023</p>	<p>June 2024</p>	<p>Summer Curriculum Academy Status, District PD Calendar, Classroom observations</p>
<p>Provide training to all school leaders and staff regarding the development and implementation of growth goals to support future district and school based goal setting</p>	<p>Summer 2023 October 2023</p>	<p>June 2024</p>	<p>Building and district PD schedules, faculty meetings, grade level meetings, dept meetings</p>
<p>Evaluate the access to an evidence-based mathematics program for all students, including students with special needs, to determine effective approaches.</p>	<p>August 2023</p>	<p>June 2024</p>	<p>IEP goals and objectives in CT-SEDS PM data of Intervention Students Classroom Observations Curriculum Documents</p>

Resources: [Tri-State Report 2023](#), [EdReports.org](#), [NEASC Report 2023](#), [MTSS Tier 1](#)

1B: ENGLISH LANGUAGE ARTS



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

Achievement Goals:

By June 2024,

- a minimum of 75% of our grade K-2 students will meet or exceed the grade level benchmarks as measured by composite score on the DIBELS8 assessment. (Fall 2023 baseline collection=72%)
- a minimum of 83 % of our students, grades 3-8, will meet or exceed level 3 as measured by the Spring 2023 Smarter Balanced Assessment. (2023=80%)
- a minimum of 80% of our ninth-grade students will meet or exceed the 61st achievement percentile as measured by the NWEA Map Reading Assessment. (2023=70%)
- a minimum of 94% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the EBR/W SAT School Day assessment. (2023=91%)

Growth Goals:

By June 2024,

- 56% of students in grades 3-9 will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Reading assessment. (2023=52%)
- 53% of students with disabilities in grades 3-9 will meet or exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Reading assessment. (2023=49%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Establish a district-wide definition of student-centered learning in the Literacy Classroom	November 2023	January 2024	WPS Teaching & Learning Intranet
Revitalize the district ELA curriculum to ensure a coherent scope and sequence for ELA K-12, the development of grade level pacing guides, and individual unit plans	Summer 2023	Summer 2025	Summer Curriculum Academy '23, '24, '25 WPS Curriculum Intranet Scope and sequence, pacing guides, unit plans in WPS Intranet
Provide training to the K-12 CIL, ELA and social studies teams, to design and implement effective coaching structures, cycles and strategies	August 2023	June 2024	Training Schedules and Attendance, Coaching Schedules, Staff Surveys,

			Coaching Cycle Documents
Provide professional development to all ELA teachers and school leaders to build their capacity to design, implement and monitor a guaranteed and viable curriculum for all students	August 2023	June 2024	Summer Curriculum Academy Status, District PD Calendar, Classroom observations
Provide training to all school leaders and staff regarding the development and implementation of growth goals to support future district and school-based goal-setting	August 2023 October 2023	June 2024	Building and district PD schedules, faculty meetings, grade level meetings, dept meetings
Evaluate the access to an evidence-based ELA program for all students, including students with special needs, to determine effective approaches.	August 2023	June 2024	IEP goals and objectives in CT-SEDS PM data of Intervention Students Classroom Observations Curriculum Documents

Resources: [NEASC Report 2023](#), [MTSS Tier 1](#)

1C: SCIENCE



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

Achievement Goal:

By June 2024,

- 86% of students in grades 5, 8, and 11 will meet or exceed the achievement level as measured by the NGSS-CT assessment. (2023=83%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Refine ways to collect and analyze student performance data on NGSS practices throughout the year	October 2023	June 2024	Classroom observations NGSS Instructional Platform
Revitalize the district Science curriculum to ensure a coherent scope and sequence for Science K-10, the development of grade-level pacing guides, and individual unit plans	August 2023	June 2024	Curriculum documents, Classroom Observations, WPS Summer Curriculum Academy Progress
Pilot a standardized assessment tool to measure the SEP and CCC of NGSS standards	December 2023	June 2024	Meeting Minutes; teacher feedback; assessment data; curriculum review

Resources: [NGSS Standards](#)

Section 2: DISTRICT CULTURE AND CLIMATE



Goal: Enhance students’ social and emotional well being by building connections and creating a sense of belonging between and among students, staff, and community stakeholders

Performance Goals: Student District/School Climate Survey data

By June 2024,

- WPS will increase the number of elementary students who report having a connection with at least one adult member of the school community to 85% (May 2023: 77.5%)
- WPS will increase the number of middle/high school students who report having a connection with at least one adult member of the school community to 75% (May 2023: 67.5% “all the time” and “most of the time”
- WPS will decrease the number of elementary students in grades K-5 who are absent from school more than 9 days by 10% as measured by district absentee report. (2022-23 HES: 60% and 45% WIS)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
<ul style="list-style-type: none"> ● HES: Continue to integrate our social-emotional learning into our PBIS program with a focus on areas identified in the climate survey. 	September 2023	June 2024	School Climate Survey results and lessons
<ul style="list-style-type: none"> ● WIS: Continue to provide social emotional professional development to all staff to ensure consistent implementation of our RULER approach and PBIS programs to strengthen relationships and connections within and across the school. 	September 2023	June 2024	School Climate Survey results/ PD calendars and lessons
<ul style="list-style-type: none"> ● WMS: Revise CONNECT advisory program designed to strengthen connections between students and staff through specific times time in the schedule opposite FLEX time 	September 2023	June 2024	Revised advisory program
<ul style="list-style-type: none"> ● WHS: Create the scope and sequence for the PACT curriculum to strengthen connections between students and staff 	September 2023	June 2024	Scope and sequence

Goal: Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcome and valued.

Performance Goal: Staff District/School Climate Survey data

By June 2024,

- WPS will increase the number of staff who believe staff morale is high to 70% (May 2023: 65%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Implement gratitude practices during faculty and team meetings	October 2023	June 2024	Gratitude activities on meeting agendas, staff surveys regarding the efficacy of the practice, resources folder on WPS Intranet
Implement mindfulness practices in school communications (i.e., Week Ahead)	October 2023	June 2024	Mindfulness practices in school communications, staff surveys regarding the efficacy of the practice, resources folder on WPS intranet
Recognize the contributions of members of the school communities	October 2023	June 2024	Thank you notes, emails, staff announcements, school communications
Establish a district team to participate in the Sacred Heart University (SHU) Teacher Leader Fellowship Academy (TLFA) to implement strategies for building connections and creating a sense of belonging	Oct, Nov, Feb, March, May	June 2024	Attendance, faculty meetings, PD sessions, student staff, and parent climate surveys

Resources: [Teacher Leader Fellowship Academy](#)

Goal: Build connections and create a sense of belonging between and among students, staff, and community stakeholders so that all members of the community feel welcome and valued.

Performance Goal: Community Stakeholders District/School Climate Survey data

By June 2024,

- WPS will increase the response rate for family/guardian surveys to 35% (May 2023: 28%)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Increase opportunities for parents to be part of school-community events and activities	October 2023	June 2024	Calendar of events Parent Attendance Survey Data Spring 2024
Partner with school PTOs and Town of Weston to promote PTO and community events	October 2023	June 2024	Calendar of events Parent Attendance Survey Data Spring 2024
Increase parent informational sessions throughout the school year (special education/PPS, curriculum, attendance, etc.)	October 2023	June 2024	Calendar of events Parent Attendance Survey Data Spring 2024
Partner with the Town of Weston and groups including ADAP to strengthen the role of the Weston Coalition in our community	September 2023	June 2023	Town programs ADAP and district sponsored events



Section 3: INFORMATION LITERACY/TECHNOLOGY

Goal: Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-12 learning environment.

Performance Goal:

- Increase the integration of the ISTE/AASL Standards in K-12 content-specific areas.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Strengthen the partnerships between library media specialists and classroom teachers to enhance the integration of the ISTE/AASL standards into K-12 classroom learning design.	October 2023	June 2025	Unit plans and lesson plans, classroom observations, classroom schedules; student projects
Collaborate with staff to develop a comprehensive understanding of generative Artificial Intelligence and its practical application in a school setting.	December 2023	June 2025	Professional development workshops, meeting attendance, rolling agendas
Identify units of study within the K-12 LMS curriculum and create an articulated scope and sequence to meet the Computer Science standards.	November 2022	June 2025	WPS Teaching & Learning Intranet; Summer Curriculum Academy 2024 & 2025

Resources: [ISTE Standards](#)

Section 4: HUMAN RESOURCES

Goal: To ensure every newly hired teacher is supported during the onboarding process and school year to meet the needs of their students.

Performance Goal:

By June of 2024,

- 100% of newly hired teachers will meet the district expectations and continue their employment.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Review, plan, and implement a new teacher orientation to provide newly hired teachers the support needed to be successful to begin the school year.	September 2023	May 2024	Post-implementation survey/exit ticket
Review, plan, and implement a new teacher academy to provide newly hired teachers the support during the school year.	Summer 2023	June 2024	Teacher Academy workshops, agendas, attendance
Review and revise the onboarding process and systems to improve efficiencies and alignment with state statutes.	September 2023	December 2023	Updated onboarding processes and forms

Section 5: SAFETY AND SECURITY

Goal: To ensure that every member of our district community experiences a safe learning and working environment

Performance Goals: Student & Parent/Guardian District Climate Survey data

By June 2024,

- WPS will increase the number of parents, pre K-grade 5, who report that the school is physically safe most or all of the time to 90%. (May 2023: 86.4% baseline)
- WPS will increase the number of parents, grades 6-12, who report that the school is physically safe most or all of the time to 97%. (May 2023: 94% baseline)
- WPS will increase the number of students in grades 1-5 who report feeling safe in school most of the time to 85%. (May 2023: 78% baseline)
- WPS will increase the number of middle/high school students who report feeling safe in school most of the time to 93%. (May 2023: 90% baseline)

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Review and revise the emergency protocols, systems, equipment and plans including: <ul style="list-style-type: none"> ● access control, visitor management, and IP cameras (Alertus, Raptor, Navigate) ● Equipment - radios and cameras, window films ● Mass notification systems ● Evacuation sites ● Reunification plan - students are reunited with families, full accountability (I love you guys plan) 	August 2023	June 2025	Documented protocols and plans including All Hazards Safety Plan Collection of data to be reported to the state including students emotional reactions to drills Installation of hardware and software upgrades
Complete District Security Assessment in partnership with the Weston Police	July 2023	August 2023	Documented assessment
Enhance the capacity of staff to respond appropriately through the lens of multilayered approach including situational awareness strategies	August 2023	June 2024	Threat Assessment Training Faculty meetings Workshops & Drills
Strengthen the partnership between school and Weston Police, Fire, and EMS	September 2023	June 2024	Collaborative meetings Attendance at drills

Section 6: SUSTAINABILITY

Goal: Ensure that there is a culture of sustainability across all schools by spreading awareness and reinforcing positive classroom and school-wide behaviors that support green initiatives

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Implement a student-led recycling and composting program.	October 2023	June 2024	Student public service announcements, Composting practices in all schools
Identify and document sustainability initiatives in the operating budget	November 2023	June 2024	2025 Budget Document
Create and implement school-based action plans on sustainability efforts by green teams.	September 2023	June 2024	Student work and programs

Section 7: FUTURE PLANNING - BOARD OF ED & WPS ADMINISTRATION & TOWN OF WESTON

Goal: To determine a plan for our campus that reflects our district vision, mission, BOE beliefs and goals, and the aspirations of the Town of Weston.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATORS
Understand the future-ready (Agile) schools framework to be used as a lens for this work (Admin/BOE)	August 2023	November 2023	Future Ready Schools Framework
Review top facilities priorities/costs for four schools. Create a timeline for capital projects that need to be addressed in the next 5 years	September 2023	December 2023	Capital improvement plan
Research and identify exemplary schools and visit sites when possible	October 2023	March 2024	Schedule of events
Partner with the Town of Weston to develop a cohesive design for schools and town government space	November 2023	June 2024	Draft of Plan
Set priorities regarding curriculum and instruction as a part of the future planning process	November 2023	March 2024	Curriculum documents
Determine safety and security specifications needed	Winter 2023	Spring 2024	Safety specifications
Analyze enrollment projections through the lens of grade configurations & section numbers and academic cohorts	October 2023	January 2024	Enrollment Projection Report

Resources: [Future Ready Schools Framework](#)



WPS 2024-2025 District Calendar
DRAFT 10.03.2023

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

July 4: Independence Day

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

Aug 22-26: PD
 Aug 27: First Day of School

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

Sept 2: Labor Day

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

Oct 3: Rosh Hashanah
 Oct 11: Early Dismissal (PD)
 Oct 14: Columbus / Indigenous People Day

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

Nov 5: Election Day/PD
 Nov 6: Delayed Opening K-5 Conference
 Nov 7: Early Dismissal K-5 Conference
 Nov 8: Early Dismissal K-5 Conference
 Nov 27-29: Thanksgiving Recess

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

Dec 20: Early Dismissal
 Dec 23-Jan 1: Winter Recess

January 2025 (21/21)						
Su	Mo	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 1: New Year's Day
 Jan 20: Martin Luther King Jr. Day

February 2025 (14/15)						
Su	Mo	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Feb 3: Early Dismissal (PD)
 Feb 17: Presidents' Day
 Feb 17-21: February Recess
 Feb 24: PD

March 2025 (20/21)						
Su	Mo	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mar 12: Delayed Opening K-5 Conference and 9-12 POG
 Mar 13: Delayed Opening K-5 Conference and 9-12 POG
 Mar 14: Early Dismissal K-5 Conference and 9-12 POG
 Mar 21: PD

April 2025 (17/17)						
Su	Mo	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Apr 14-16: Inclement Weather Make-up Days

May 2025 (21/21)						
Su	Mo	Tu	W	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 16: Early Dismissal (PD)
 May 26: Memorial Day

June 2025 (10/11)						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June 12: Early Dismissal
 June 13: Early Dismissal Projected Student Last Day
 June 16: Projected Teacher / 10-Month Staff Last Day
 June 19: Juneteenth

- School in Session
- Inclement Weather Make-up Days
- Professional Development (PD)
- Projected Teacher/10-Month Staff Last Day

- * The Weston Board of Education reserves the right to modify this calendar. Approved by the Weston Board do Education on _____, 2023.
- * There are 5 inclement weather days built into the 2024-2025 calendar. In the event additional make-up days are needed, the District will use them in the following order: Monday, April 14; Tuesday, April 15; Wednesday, April 16; Thursday, April 17.
- * The last day for teachers and 10-month staff is the day after the last day of school for students.
- * The graduation date will be set the first week of April and will take place on the last day of school.

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

Students: 180 Days
 Teachers: 187 Days

Academic and Performance Travel

Specializing in Student Travel

September 14, 2023

Weston High School
115 School Road
Weston, CT 06883

2023-2024 Nashville Trip

Exact Date: February 29- March 3, 2024

Thurs., Feb. 29

ARRIVAL DAY/Nashville Discovery

Morning Arrival

Depart for Nashville, TN

Arrive Nashville, TN and Meet **Academic and Performance Travel Rep.**

Sightseeing of Nashville, TN. Long before Nashville got its name, it was a promised land for pioneers and idealists of varying genre. A place for talented, hard-working, passionate folks to stake their fortunes not only in music and the arts, but medicine, high tech, academia and even candy. Explore some fantastic photo opportunities at the Parthenon, Bicentennial Capitol Mall State Park, Riverfront Park, Nissan Stadium, and the John Siegenthaler Pedestrian Bridge.

Lunch on Own

Transfer to Local High School

Exchange Concert Groups will rehearse and perform with other high school students. This is a great way for the students to see how other groups practice and perform.

Transfer to Hotel Check-In **Gaylord Opryland Hotel**

Dinner Included (\$30 budgeted)

Fri., March 1

Nashville Discovery

8:00 a.m.

Breakfast Included at Hotel

9:00 a.m.

Transfer to Vanderbilt University

Vanderbilt University (informally Vandy) is a private University in Nashville, Tennessee. Founded in 1873, it was named in honor of shipping and rail magnate **Cornelius Vanderbilt**, who provided the school its initial \$1 million endowment despite having never been to the South. Programs are offered through the College of Arts and Science, the School of Engineering, the Peabody College and the Blair School of Music.

Clinics at Vanderbilt University. Groups will rehearse with a Vanderbilt University music director and learn about what it takes to perform at the college level.

Lunch on Own

12:45 p.m.

Campus Tour of Vanderbilt University. Students will meet with a Vanderbilt University admissions officer and then take a tour of the University.

2:30 p.m.

Transfer to the Country Music Hall of Fame

The **Country Music Hall of Fame and Museum** is the definitive home of America's music, safeguarding more than 2.5 million priceless artifacts, including countless recordings and photographs, numerous costumes, musical instruments and more.

Walk across the street to the **Music City Walk of Fame**

Academic and Performance Travel

Specializing in Student Travel
Weston High School
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Fri., March 1

Nashville Discovery

Explore **Music City Walk of Fame**

The **Music City Walk of Fame** on Nashville's **Music Mile** is a landmark tribute to those from all genres of music who have contributed to the world through song or other industry collaboration and made a significant contribution to the **music** industry with connection to **Music City**.

4:00 p.m.

Transfer to the **Grand Ole Opry House for Back Stage Tour**

There's nothing like a backstage tour of the **Grand Ole Opry House**; it's a must-see for everyone in Music City! Walk in the footsteps of country's music superstars and get an exclusive look at what happens behind the scenes of the show that made country music famous! Your knowledgeable guide will share stories about the Opry and country music great, past and present- from Minnie Pearl to Carrie Underwood, you might say-show you photos from the Opry's biggest moments in history, and take you to the artist entrance where legends, new artists, and superstars alike walk into the Opry House on the night of an Opry show. You may even get the chance to step on stage and into the famed wooden circle as generations of artists have done.

5:00 p.m.

Walk to Hotel

Prepare for Evening Activity

Dinner Included (\$30 Budgeted)

6:30 p.m.

Walk to the **Grand Ole Opry**

7:00 p.m.

Grand Ole Opry Show

The Grand Ole Opry House is an iconic and legendary country-music stage and concert hall located in the vibrant city of Nashville, Tennessee. With weekly country music performances, the Grand Ole Opry House hosts notable and up and coming artists and bands, both local, national, and international. The Grand Ole Opry House is the ultimate music venue in the city of Nashville, Tennessee. No visit to Nashville is complete without catching a show at the Grand Ole Opry House!

9:00 p.m.

Walk to Hotel

Sat., March 2

Nashville Discovery

8:00 a.m.

Breakfast Included at Hotel

9:30 a.m.

Transfer to the **Ryman Auditorium**

Tour the **Ryman Auditorium**. You'll take a self-guided tour of the Ryman Auditorium, a National Historic Landmark and must see for anyone visiting Nashville. Most famous as the home of the Grand Ole Opry from 1943-1974, its history as Nashville's premier theater and central gathering place started even before construction was complete in 1892.

Lunch on Own

1:00 p.m.

Transfer to **RCA Studio B**

Arrive at **RCA Studio B** Load in of instruments

Academic and Performance Travel

Specializing in Student Travel
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Sat., March 2

Nashville Discovery

1:30 p.m.

Guided tour of RCA Studio B

Take a guided tour of RCA Studio B. Historic RCA Studio B is one of the world's most important and successful recording studios. More than 35,000 songs were brought to life by the Studio B magic, including more than 1,000 American hits, 40 million-selling singles, and over 200 Elvis Presley recordings (by far more than any other studio). Step into the house of the hit makers and discover the legend of this Music Row landmark.

Recording Session at RCA Studio B

3:00 p.m.

Transfer to Hotel

Change and Prepare for Nighttime Activities

5:30 p.m.

Transfer to the Nashville's Honky Tonk District

Experience live music on the streets of Nashville

6:45 p.m.

Walk to the **Ole Red Restaurant**

Dinner Included at Ole Red We are friendly for groups of all ages. Here there's a strict no-holds-barred-policy, where you have permission to forget the world outside and get lost —IN the music, ON the dance floor, or WITH the taste of our award-winning BBQ. Here you'll become part of the show, not just part of the audience. Because Here there's little distinction between dance floor and stage door. We're one of those places where you're encouraged to dance the line, not walk it. Here you're unleashed!

9:30 p.m.

Transfer to Hotel

Sun., March 3

Nashville Discovery/Departure Day

7:00 a.m.

Breakfast Included at Hotel

Load Luggage

Transfer to **The Hermitage, Home of President Andrew Jackson**

Explore the **The Hermitage, Home of President Andrew Jackson**

This is one of the largest and most visited presidential homes in the United States, and recently named the #1 historic house in Tennessee. Today, The Hermitage is a 1,120-acre National Historic Landmark with over 30 historic buildings, that welcomes some 200,000 annual visitors, including 30,000 schoolchildren, from all 50 states and many foreign countries. Visit Andrew Jackson's Hermitage to witness "The Duel: The Art of the Southern Gentleman." This 30-minute visitor experience will answer questions about dueling followed by an ACTUAL demonstration by our historic re-enactors. "The Duel" takes place every Thursday through Sunday throughout the day, free with paid admission.

Lunch on Own

Transfer to Airport

Flight Departs for Home

Please Note: Some changes may occur in the itinerary due to crowd flow, group size, weather, traffic, parks hours, availability and scheduling.

Academic and Performance Travel

Specializing in Student Travel

Dear Parent/Guardian:

Listed above is the customized program designed for **the Weston High School Music Department** by Academic and Performance Travel. The following is a summary of what is included in the program:

- Round-trip transportation from Weston H.S. to Airport and back.
- Round-trip Airfare
- Daily round-trip transfers while on trip to all scheduled activities on itinerary.
- Meals as noted on above itinerary
- 3 nights lodging at OPRYLAND Hotel
- Private Nighttime Hall Monitor for group
- All admissions to attractions, gratuities and programs as noted on itinerary.
- Professional tour director assigned specifically to the group
- Nashville Tour T-shirt
- Rental cost will be covered for (approx. 11-14 large instruments)
- 24-hour Experienced Academic and Performance Travel Staff accessibility.
- Students will be in Quad Occupancy
- Promotional Materials and Application Forms.

~~*\$1175- \$1925 Per Student (Quad Occupancy)~~

***1775- \$2075 Per Student (Double Occupancy)**

***Airfare is budgeted in the price above at \$300.00-\$600.00 per person**

The initial deposit will be \$ 250.00. Please see attached enrollment application for cancellation policy. All participants must be paid in full **60** days prior to travel date or you will be canceled from the program. Please see attached application for details.

Please contact your school's Music Director with any questions you have about the trip.

Sincerely,
Academic and Performance Travel

SUPERINTENDENT'S AGREEMENT

BOARD OF EDUCATION OF WESTON, CONNECTICUT

The Board of Education of the Town of Weston, Connecticut (hereinafter referred to as the "Board") hereby agrees to employ Ms. Lisa Barbiero (hereinafter referred to as the "Superintendent") as Superintendent of Schools under the terms and conditions hereinafter set forth.

1. Duties

The Superintendent of Schools is the chief executive officer of the Board. In harmony with the policies of the Board, state and federal laws, and State Board of Education regulations, the Superintendent has executive authority over the school system and the responsibility for its supervision. She has the general authority to act at her discretion, subject to later approval by the Board, upon all emergency matters and those as to which her powers and duties are not expressly limited or are not particularly set forth. She advises the Board on policies and plans that the Board takes under consideration and takes the initiative in presenting to the Board policy and planning issues for the Board's attention.

The Superintendent or her designee, as approved by the Board, shall have a seat at the Board table, attend all meetings of the Board, and participate in all Board deliberations except as directed by the Board. The Superintendent shall receive notice of all Board Committee meetings and she or her designee may attend such meetings.

2. Outside Professional Activities

By prior agreement with the Board, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing or other professional duties and obligations provided such activities do not interfere with the meeting of her responsibilities as Superintendent.

3. Term

The term of employment under this Agreement is July 1, 2023 through June 30, 2025. After the completion of the evaluation as provided in Section 7 below for the period July 1, 2023 through June 30, 2024 but in no event later than September 1, 2024, the Board shall vote on a new term of employment for the Superintendent, and upon such vote the Board and the Superintendent may agree upon a new contract.

4. Base Salary

- A. The annual base salary of the Superintendent for the period July 1, 2023 through June 30, 2024 shall be the sum of (a) Two Hundred Eighty-Six Thousand, Six Hundred Twenty-Four Dollars (\$286,624.00), and (b) an additional amount of Thirteen Thousand, Three Hundred Twelve Dollars (\$13,312.00), to be paid to the Superintendent as to which amount the Superintendent will arrange to have an elective deferral deducted from her salary on a pre-tax basis as permitted under Section 403(b)(12)(A)(ii) of the Internal Revenue Code, as amended, including the applicable catch-up limit of Section 414(v) of the Internal Revenue Code, and then contributed toward the purchase of a 403(b) annuity with a tax sheltered annuity company she chooses from the Board's list of approved 403(b) vendors pursuant to the Board's 403(b) plan available to Board employees in accordance with Section 403(b) of the Internal Revenue Code, as amended. The annual base salary set forth in (a) and (b) above shall be paid in equal installments with a frequency in accordance with the policy of the Board governing payment of other professional staff employees of the Board.
- B. The Superintendent may elect each year to reduce her annual salary as specified in (A) above by having elective deferrals (including the amount in (A)(b) above) deducted from her salary on a pre-tax basis as permitted under Section 403(b)(12)(A)(ii) of the Internal Revenue Code, as amended, up to the applicable dollar limit set forth in Section 403(b) of the Internal Revenue Code, including any "catch-up" contribution, pursuant to a legally binding salary reduction agreement, under the plan available to Board employees in accordance with Section 403(b) of the Internal Revenue Code, as amended. Section 403(b) elective deferral contributions made by the Superintendent to the 403(b) Plan shall not reduce her annual salary that is reported to the Connecticut Teachers' Retirement Board.
- C. The Board agrees to provide an eligible deferred compensation plan ("457 Plan") in accordance with Section 457 of the Internal Revenue Code in which the Superintendent may participate and contribute annual deferrals, up to the applicable dollar limit in effect for Section 457(b) of the Internal Revenue Code, including any "catch-up" contributions, pursuant to a legally binding salary reduction agreement. Any such Section 457 contributions made by the Superintendent to the 457 Plan shall not reduce her annual salary that is reported to the Connecticut Teachers' Retirement Board. Distributions to the Superintendent from the 457 Plan will be governed by the terms of said plan and the requirements of Section 457 of the Internal Revenue Code.
- D. For purposes of reporting the Superintendent's annual salary to the Connecticut Teachers' Retirement Board and determining the amount of the Superintendent's mandatory contributions paid to the Connecticut Teachers' Retirement Board, the Board shall include the full amount of the total annual base salary specified in (A)(a)

and (A)(b) above (subject to applicable Connecticut Teachers' Retirement Board and IRS limits), notwithstanding any 403(b) elective deferral or Section 457 contributions made by her pursuant to (B) and (C) above.

- E. The base salary for the period July 1, 2024 through June 30, 2025 shall be negotiated between the parties, but shall not be less than the salary for the preceding year of the contract. Such negotiations shall include the extent to which the Superintendent may receive an increase in her base salary in recognition of her performance, including such customary factors as changes in the cost of living and increases granted to other administrators in the school system. Any adjustment in salary made during the life of this contract shall be in the form of an amendment and shall become part of this Agreement, but any such amendment shall not be considered a new contract with the Superintendent or an extension of the termination date of the existing contract.

5. Fringe Benefits and Working Conditions

- A. The Board of Education agrees to pay for the Superintendent's memberships in the Connecticut Association of Public School Superintendents, the American Association of School Administrators, and the Southern Fairfield County Superintendents' Association and up to \$3,500 for costs incurred related to attendance at professional meetings and/or conferences upon prior agreement with the Board Chairperson.
- B. The Board shall pay for the Superintendent and her eligible dependents the medical and health benefits in effect under the then-current collective bargaining agreement between the Board and the Weston Administrators' Association. To be eligible to receive these benefits, the Superintendent must submit a written wage deduction authorization permitting the Board to deduct from her salary the share of the cost of benefits set forth above at a percentage equal to that paid by members of the Weston Administrators' Association. The Superintendent may forego or withdraw from full coverage rather than pay her share of the cost of benefits. If she forgoes or withdraws from full coverage rather than pay her share of the cost of benefits, she must satisfy any existing re-entry conditions and/or limitations of the Plan.

Subject to law, including the rules and regulations of the Internal Revenue Service and independent of the requirement that the Superintendent contribute to the cost of medical benefits and pay deductibles, the Board shall implement and maintain a "Section 125" Plan and Section 125 Salary Reduction Agreement which shall be designed to permit exclusion from taxable income the Superintendent's share of the health and medical contributions and deductibles to be paid.

The superintendent upon retirement will be eligible to receive medical and health benefits for the superintendent and spouse until the age of seventy (70). The Superintendent will be required to pay for the premium cost share of the medical and

health benefits set forth in the current collective bargaining agreement between the Board and the Weston Administrators' Association.

- C. Life Insurance. The Board shall provide and pay for group term life insurance with a death benefit equal to three times annual salary for the Superintendent. The insurance shall include additional benefits for accidental death or dismemberment as set forth in the Plan as of July 1, 2023.
- D. Disability Insurance. The Board shall provide and pay for group disability insurance for the Superintendent providing monthly income equal to sixty percent (60%) of the base monthly salary, beginning three (3) calendar months after such disability and continuing until age sixty-five (65). The Superintendent will have the option to purchase additional group disability coverage at the group rate, up to seventy-five percent (75%) of the base monthly salary. The Board will honor the sick day provision of this Agreement as a secondary contributor. The primary contributor under these circumstances will be the contributory and non-contributory coverage provided by one insurance carrier. The combined payments of the insurance carrier and the Board of Education will be no more than 100% of salary. The specific terms and conditions of the disability plan are set forth in the plan document on file at the central office as of July 1, 2023.
- E. Sick Leave. The Superintendent will receive an allowance of eighteen (18) days per year, which may be accumulated to a maximum total of 200 days, which accumulation shall include days earned by the Superintendent in her previous employment with the Board. Such sick leave shall be for the personal illness of the Superintendent, and unused days shall not be paid out upon resignation, retirement or termination. During the course of any paid or unpaid leave granted for medical reasons, the Board may periodically require the Superintendent to provide a statement from her physician indicating the anticipated date that she will return to work, the nature of the illness or disability, and her fitness to return to work. The Board may require that she undergo an examination by a Board-appointed physician, at Board expense, to verify this information.
- F. Personal Leave. Up to five (5) days annually for a personal leave may be granted to the Superintendent.
- G. Holidays. All holidays set each year by the school calendar shall be granted to the Superintendent plus the summer holidays of July 4th and Labor Day.
- H. Religious Holidays. The Superintendent shall be allowed up to two (2) days with pay per year for observance of religious holidays when these days come on a scheduled workday.
- I. Vacation Days. The Board shall provide the Superintendent with thirty (30) vacation days annually (exclusive of legal holidays). The Superintendent may carry up to five (5) unused vacation days into the succeeding year to be used in that same year. Upon

retirement or termination of employment, the Superintendent will be paid for unused vacation days at the daily rate of one-half (0.5) of the annual base salary set forth in Section 4(A) above times the number of accumulated days.

- J. Pursuant to and congruent with Connecticut General Statute § 10-235, the Board agrees to indemnify the Superintendent in damage suits and expenses of litigation.
- K. The Superintendent shall be entitled to the reimbursement for reasonable and legitimate out-of-pocket school district business expenses, upon presentation of receipts or other acceptable documentation. Presentation of such documentation will be consistent with existing Board practice for such reimbursement, as may be amended or modified for the school system.
- L. The Board shall provide the Superintendent with technology for use at her home office which the Parties mutually agree is current and appropriate to fulfill the job responsibilities of the position. All equipment shall be returned to the District at the end of the term of this Agreement or any extension thereof.
- M. The Board agrees to provide the Superintendent a monthly stipend of Two Hundred Dollars (\$200) to reimburse the Superintendent for her travel expenses incurred during the performance of her duties under this Agreement.

6. Evaluation Format

The Board shall evaluate in writing the performance of the Superintendent annually. The evaluation shall be reasonably related to the goals and objectives of the District for the year in question, and each year it shall set forth specific goals for the Superintendent, which the Board shall consider in setting the base salary for the subsequent year in accordance with Section 4(E), above. Either the Board or the Superintendent may insist on a written evaluation.

The Superintendent shall submit to the Board a recommended format for evaluating the Superintendent's performance, which the Board, in its discretion, may use all or part of in determining the evaluation format.

The evaluation format shall be reasonably objective, related to the job description, and shall contain at least the following criteria: Board Superintendent relations, community relations, personnel relations, educational program, business matters, professional leadership, and personal qualities. The evaluation format shall not include a written individual evaluation by, and or from, each individual Board member, but a final evaluation shared by the Board Chair.

7. Evaluation Process

The Board shall evaluate the Superintendent in executive session no later than thirty (30) days after the end of each year of this Agreement. During the month of January each year, the Board shall meet with the Superintendent to conduct and share with the Superintendent an interim review of her performance, the results of which the Board shall consider in the year-end evaluation of her performance. In the event that the Board determines that the performance of the Superintendent is deficient in any respect, it may describe any such performance concern verbally or in writing in reasonable detail, indicating specific instances where appropriate, said deficient performance. The evaluation shall include recommendations as to areas of improvement.

A copy of any written evaluation shall be delivered to the Superintendent within thirty (30) days of its completion. The Superintendent may make a written response to the written evaluation, which shall become part of the Superintendent's personnel file. Within thirty (30) days of delivery of the written evaluation to the Superintendent, the Board shall meet in executive session with the Superintendent to discuss the evaluation.

8. Termination

- A. The parties may, by mutual written consent, terminate this Agreement at any time.
- B. The Superintendent shall be entitled to terminate this Agreement upon written notice of ninety (90) days.
- C. The Board may terminate this Agreement during its term for one or more of the following reasons:
 - (1) Inefficiency or incompetence;
 - (2) Ineffective performance;
 - (3) Insubordination;
 - (4) Moral misconduct;
 - (5) Disability;
 - (6) Other due and sufficient cause.

In the event the Board seeks to terminate this Agreement for one of the above reasons, it shall serve on the Superintendent written notice that termination of her Agreement is under consideration. Such notice shall be accompanied by a written statement of reasons. Within fifteen (15) days after receipt from the Board of written notice that Agreement termination is under consideration, the Superintendent may file with the Board a written request for a hearing before the Board which shall be held within twenty (20) days after receipt of such request. The Board shall render its decision within fifteen (15) days of such hearing and shall send a copy of its written decision setting forth the reasons and evidence relied on to the Superintendent. The Board's decision shall be based on the evidence presented at the hearing.

Subject to law, such hearing may be in executive or public session, at the option of the Superintendent. The Superintendent shall have the right to legal counsel at her own expense.

Any time limits established herein may be waived by mutual written agreement of the parties.

9. General Provisions

- A. If any part of this Agreement is invalid, it shall not affect the remainder of said Agreement, but said remainder shall be binding and effective against all parties.
- B. This Agreement contains the entire agreement between the parties. It may not be amended orally but may be amended only by an agreement in writing signed by both parties. Commencing upon signing, it supersedes all prior agreements between the parties.
- C. This Agreement shall be governed and construed in accordance with the laws of the State of Connecticut, and the parties consent to the exclusive jurisdiction of the appropriate state or federal court in Connecticut.
- D. As a condition precedent to this Agreement taking full force and effect, the Superintendent shall hold and present to the Board a valid certificate issued by the State of Connecticut enabling her to serve as Superintendent. Failure to provide said certificate shall make this Agreement null and void. Should any such certification terminate and the Superintendent not otherwise hold valid certification or be otherwise permitted by law to serve as Superintendent of Schools, this Agreement shall terminate immediately by its terms.

IN WITNESS WHEREOF, the undersigned have executed this Agreement on the dates hereinafter set forth.

Date _____

Lisa Barbiero
Superintendent of Schools

Date _____

Steven Ezzes
Chairperson, Weston Board of Education

INTEROFFICE MEMORANDUM

To: Lisa Barbiero

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

Subject: Consent Agenda – BOE MTG 10/16/2023

Date: 10/11/2023

NEW HIRES:

- Nicole Stefan (1.0) Occupational Therapist/Physical Therapist (OT/PT) Long Term Substitute. Effective October 10, 2023 through the beginning of February.
- Alexandra Cerrati (0.8) Physical Therapist (OT/PT). Effective September 18, 2023

RETIREMENTS:

- None

RESIGNATIONS:

- None

REDUCTION IN FORCE (RiF):

- None

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/16/23

Information Only

Action Requested

Agenda Item Subject: Approval of the September 2023 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the third FY24 (September 2023) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.



October 13, 2023

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: September Financial Report for FY 23-24

Transfers

There are four transfers totaling \$440,523.98 for approval.

Transfer 1 - Salary increases, \$260,067, that were pending union (AFSCME) negotiations.

Transfer 2 - \$40,000 - HR Director salary adjustment (\$40,000), the position was budgeted for an HR manager. The former manager vacated the position in the middle of FY 22-23. We discussed the need for the position to be held by a Director and that there would be an associated salary increase.

Transfer 3 - \$80,193 – A change from a guidance counselor at the WIS to a Social Worker. This mirrors the model currently in place at HES.

Transfer 4 - \$59,723.98 – Academic Assistant change.

FY2023-24 BUDGET TRANSERS

<i>Transfer 1:</i>				
TO	Nurses		\$ 6,981.00	
TO	Occupational/Physical Therapists		\$ 6,384.60	
TO	Administrative Support		\$ 53,676.99	
TO	Para-Educators		\$ 141,928.40	
TO	Technicians		\$ 13,923.60	
TO	Vocational Specialist		\$ 1,914.79	
TO	Safety Monitors		\$ 5,340.80	
TO	Custodians		\$ 17,225.20	
TO	Maintenance Mechanics & Grounds		\$ 13,231.62	
FROM	Salary Differential			\$ 260,607.00
	<i>Salary Increase that were pending union negotiations.</i>			
<i>Transfer 2:</i>				
TO	Administrators		\$ 40,000.00	
FROM	Salary Differential			\$ 40,000.00
	<i>HR Director Salary adjustment</i>			
<i>Transfer 3:</i>				
TO	Social Worker		\$ 80,193.00	
FROM	Guidance Counselor			\$ 80,193.00
	<i>Social Worker Model Change at the WIS to Mirror HES</i>			
<i>Transfer 4:</i>				
TO	Academic Assistant		\$ 59,723.98	
FROM	Talented & Gifted			\$ 59,723.98
Grand Total			\$ 440,523.98	\$ 440,523.98

Financial Summary

Below is the year- to-date financial summary for the period ended September 30, 2023.

FY -2023-24 CATEGORY SUMMARY						
Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Projected Expenditures	Available Balance
Salaries (1000's)	35,291,095	4,918,353	28,358,374	1,682,085	34,958,812	332,283
Benefits (2000's)	10,267,746	2,905,260	5,180,563	2,187,159	10,272,983	(5,237)
Professional Services (3000's)	1,561,743	183,564	1,446,002	227,194.04	1,856,760	(295,017)
Property Services (4000s)	2,143,534	410,149	1,335,426	397,959.74	2,143,534	-
Other Services (5000s)	6,721,993	2,664,291	3,692,777	399,092	6,756,160	(34,167)
Supplies (6000s)	2,848,163	711,194	1,516,908	620,061	2,848,163	-
Equipment (7000s)	182,091	183,754	204,626	(206,289)	182,091	-
Other Objects (8000s)	123,195	62,562	42,488	18,145	123,195	-
Revenue (9000s)	(1,194,505)	(190,117)	8,300	(1,012,688)	(1,194,505)	-
Total	\$ 57,945,055	\$11,849,010	\$ 41,785,463	\$ 4,312,720	\$ 57,947,193	(\$2,138)

Salaries – 332,283

- There is favorable \$120,737 net turnover savings.
- Degree level change is unfavorable by **(\$7,016)**.
- For fiscal year 2024, a third party provider will provide our behavioral support services. In addition, we will also be using a third party provider for speech support. The total savings in these object codes, \$315,956, will offset the unfavorable balance in the contracted services object code, **(\$295,017)**.
- At the end of fiscal year 2022-23, we discussed adding a Security Supervisor to oversee the district's security needs. As the position was added after the budget was approved, the object code (1210) will be unfavorable. It should be noted that in the aggregate, this will not negatively impact the salary category.

FY 2023 -24 Salary Variance		
Description	Amount (\$)	
Turnover Savings- Actual	290,737	
Turnover Savings- Budgeted	(170,000)	
<i>Net Turnover Savings</i>		120,737
Degree Level Change - Actual	(51,406)	
Degree Level Change - Budgeted	44,390	
<i>Net Degree Level Change</i>		(7,016)
Position to covered by third party provider		315,956
Post budget approved position		(97,395)
Total Variance		\$ 332,284

Benefits – (\$5,237)

- The annual premium increase for workers’ compensation was a little more than anticipated.

Other Services - (\$34,167)

- Transportation (\$43,319) – We have students attending the Regional Center for the Arts (RCA) at CES. We are providing the transportation to and from the program. The estimated transportation cost is \$43,319. We are actively exploring options to reduce this cost.
- The combined LAP insurance renewal premium was less than anticipated, \$9,760, while the renewal premium for athletic insurance was (\$608) more than budgeted. The net savings will offset the increased workers compensation premium.

Internal Services Fund

Dental claims and fees are currently trending below the two-year average and will be within budget.

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

Fiscal Year Ended	2024
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance -July 1, 2023	\$ 418,466
Revenues:	
General Fund	\$ 434,330
Reimbursements	\$ -
Total Contributions	\$ 434,330
Total Revenues (A)	\$ 434,330
Actual Claims:	
Delta Dental:	
Claims	\$ 411,980
Administrative Fees	\$ 22,350
Total Dental Claims (B)	\$ 434,330
Net Change (A-B)	\$ -
Projected Fund balance June 30, 2024	\$ 418,466
Dental- Actual Claims & Fees	
Month	Claims & Fees
July	25,520
August	36,985
September	26,403
Total	\$ 88,908
Actual YTD Spend Rate	20.5%
Theoretical YTD Spend Rate	25.0%
<i>YTD Theoretical variance %</i>	-4.5%

WESTON PUBLIC SCHOOLS

FY24 FINANCIAL REPORT

As of September 30, 2023

Period: 3 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Salaries & Wages (1000s)</i>								
2,721,241	2,881,354	2,854,614	1110	Administrators	3,289,372	40,000	3,329,372	752,192	2,577,181	-	3,329,372	-
13,925,352	14,465,388	14,827,266	1111	General Ed. Teachers	15,410,044	-	15,410,044	1,837,847	13,383,258		15,221,105	188,939
2,372,055	2,303,563	2,522,780	1112	Special Ed. Teachers	2,419,305	-	2,419,305	307,795	2,111,692		2,419,487	(182)
1,031,899	983,206	1,021,018	1113	Guidance	1,071,301	(80,193)	991,108	110,740	837,583		948,323	42,785
503,136	468,881	397,172	1114	Psychologist	418,788	-	418,788	48,322	370,466		418,788	-
162,383	202,927	353,558	1115	Social Worker	382,038	80,193	462,231	54,328	407,903		462,231	-
555,781	543,134	539,131	1116	Speech & Hearing	605,719	-	605,719	67,542	455,320		522,862	82,857
1,046,642	1,184,208	887,328	1117	Academic Assistants	1,207,351	59,724	1,267,075	126,942	1,123,006	17,126	1,267,075	-
210,287	169,686	110,854	1118	Talented & Gifted	119,448	(59,724)	59,724	6,891	52,833	-	59,724	-
412,193	403,577	400,239	1119	Library/Media	430,504	-	430,504	39,592	418,618	-	458,209	(27,705)
47,413	46,587	57,886	1135	Transition Coordinator	66,427	-	66,427	7,665	58,762	-	66,427	-
785,011	832,301	847,138	1139	Certified Stipends	952,246	-	952,246	100,450	180,268	671,528	952,246	-
577,980	574,562	651,668	1140	Academic Leader (CIL's)	1,011,911	-	1,011,911	119,881	869,645	-	989,526	22,385
1,779	2,650	1,852	1141	Mentor Teacher	3,000	-	3,000	50	-	2,950	3,000	-
277,908	187,872	113,090	1142	Behavioral Analyst	233,099	-	233,099	-	-	-	0	233,099
45,069	45,835	58,267	1145	English Language Learner	83,614	-	83,614	5,513	64,991	-	70,504	13,110
\$ 24,676,129	\$ 25,295,731	\$ 25,643,861		Sub-Total Certified Salaries	\$ 27,704,167	\$ 40,000	\$ 27,744,167	\$ 3,585,749	\$ 22,911,526	\$ 691,604	\$ 27,188,880	555,287
					8.03%			12.9%	82.6%	2.5%	98.0%	2.0%
				<i>Other Certified Salaries</i>								
28,996	45,700	40,788	1131	Homebound Tutor	44,500	-	44,500	4,244	-	40,256	44,500	-
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
164,963	278,078	246,814	1137	Substitute Teacher	178,801	-	178,801	3,455	-	175,346	178,801	-
243,990	212,521	189,064	1138	Summer Work -Certified Staff	180,408	-	180,408	127,053	-	53,355	180,408	-
106,600	99,315	127,403	1143	Building Substitutes	203,175	-	203,175	7,930	154,310	40,935	203,175	-
608,730	295,291	385,336	1144	Long term Substitute	118,000	-	118,000	2,713	8,595	106,692	118,000	-
-	-	-	1160	Turnover Savings	(170,000)	-	(170,000)	-	-	-	0	(170,000)
\$ 1,153,278	\$ 930,904	\$ 989,404		Sub-Total Other Certified Salaries	\$ 599,274	\$ -	\$ 599,274	\$ 145,395	\$ 162,905	\$ 416,584	\$ 724,884	\$ (125,610)

WESTON PUBLIC SCHOOLS

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Period: 3 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
								24.3%	27.2%	69.5%	121.0%	-21.0%
				<i>Non-Certified Salaries</i>								
373,111	381,506	413,013	1210	Non-Cert. Supervisors	399,263	-	399,263	110,079	386,579	-	496,658	(97,395)
234,060	223,520	213,706	1211	Nurses	231,336	6,981	238,317	29,998	208,319	-	238,317	-
297,217	306,924	247,373	1215	Occupational & Physical Therapists	318,970	6,385	325,355	29,120	296,234		325,355	-
1,199,438	1,140,104	1,156,839	1221	Administrative Support	1,245,726	53,677	1,299,403	239,660	1,056,421	3,321	1,299,403	-
1,837,631	1,767,360	1,697,360	1231	Para Educators	1,754,083	141,928	1,896,012	241,655	1,607,586	46,771	1,896,012	-
129,307	146,862	156,413	1234	Bus Aides	147,297	-	147,297	10,019	-	137,278	147,297	-
600,663	485,773	495,877	1235	Technicians	495,836	13,924	509,760	109,488	400,271	-	509,760	-
61,157	61,996	65,017	1237	Vocational Specialist	63,818	1,915	65,733	4,137	61,595	-	65,733	-
246,331	247,175	262,406	1241	Safety Monitors	292,184	5,341	297,525	38,726	258,799	-	297,525	-
509,851	506,491	513,999	1251	Custodians	515,130	17,225	532,355	106,357	425,998	-	532,355	-
492,769	460,027	477,370	1261	Maintenance Mechanics & Grounds	531,335	13,232	544,567	108,809	435,236	522	544,567	-
74,781	84,861	90,458	1269	Athletic Support Staff	114,325	-	114,325	9,309	55,843	49,173	114,325	-
182,698	197,442	192,939	1280	Non Certified Stipends	197,155	-	197,155	17,052	85,578	94,525	197,155	-
\$ 6,239,015	\$ 6,010,040	\$ 5,982,771		Sub-Total Non-Certified Salaries	\$ 6,306,458	\$ 260,607	\$ 6,567,065	\$ 1,054,410	\$ 5,278,460	\$ 331,590	\$ 6,664,460	\$ (97,395)
				<i>Other Non-Certified Salaries</i>				16.1%	80.4%	5.0%	101.5%	-1.5%
28,910	47,199	39,524	1213/12 23/1233	Non-Certified Substitutes	47,500	-	47,500	527	5,483	41,490	47,500	-
135,970	176,085	199,553	1212/22/ 38/42/52 /62	Overtime	203,700	-	203,700	33,023	-	170,677	203,700	-
104,948	127,252	114,912	1268	Summer Work-Non-Cert.	129,388		129,388	99,248	-	30,140	129,388	-
-	-	-	1270	Salary Differential	300,607	(300,607)	-	-	-	-	-	-
\$ 269,828	\$ 350,536	\$ 353,988		Sub-Total Other Salaries	\$ 681,195	\$ (300,607)	\$ 380,588	\$ 132,799	\$ 5,483	\$ 242,306	\$ 380,588	\$ -
								34.9%	1.4%	63.7%	100.0%	0.0%
\$ 32,338,250	\$ 32,587,211	\$ 32,970,025		TOTAL SALARIES	\$ 35,291,095	-	\$ 35,291,095	\$ 4,918,353	\$ 28,358,374	\$ 1,682,085	\$ 34,958,812	\$ 332,283
					7.04%			13.9%	80.4%	4.8%	99.1%	0.9%

WESTON PUBLIC SCHOOLS

FY24 FINANCIAL REPORT

As of September 30, 2023

Period: 3 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Benefits (2000's)</i>								
8,324,773	8,412,125	9,202,598	2000	Health Insurance	8,789,192	-	8,789,192	2,543,837	6,189,651	55,705	8,789,192	-
(1,437,860)	(1,508,844)	(1,705,489)	2022	Premium Cost Share	(1,437,949)	-	(1,437,949)	(198,322)	(1,123,989)	(115,638)	(1,437,949)	-
562,991	540,802	548,959	2001	Social Security	433,234	-	433,234	92,598	-	340,636	433,234	-
464,653	465,667	471,544	2002	Medicare	560,567	-	560,567	68,071	-	492,497	560,567	-
175,279	175,275	175,214	2003	Workers Compensation	175,214	-	175,214	180,451	-	-	180,451	(5,237)
56,973	25,494	14,660	2004	Unemployment Compensation	60,000	-	60,000	-	35,000	25,000	60,000	-
468,582	149,718	130,080	2005	Early Retirement Incentive	-	-	-	-	-	-	-	-
1,072,998	1,177,822	1,328,122	2007	Pension Contributions	1,489,387	-	1,489,387	201,458	30,615	1,257,315	1,489,387	-
75,005	83,227	91,124	2010	Tuition Reimbursement	85,500	-	85,500	-	-	85,500	85,500	-
63,528	63,952	63,051	2011-12	Life & Disability Insurance	67,600	-	67,600	17,168	49,287	1,145	67,600	-
86,591	105,506	56,400	2014	Sick Bank	45,000	-	45,000	-	-	45,000	45,000	-
\$9,913,513	\$9,690,744	\$10,376,262		TOTAL BENEFITS	\$10,267,746	\$-	\$10,267,746	\$2,905,260	\$5,180,563	\$2,187,159	\$10,272,983	(\$5,237)
					-1.05%			28.3%	50.5%	21.3%	100.1%	-0.05%
				<i>Professional & Technical Services (3000s)</i>								
174,773	545,611	504,232	3210	Contracted Services Educational	285,176	-	285,176	39,670	540,523	-	580,193	(295,017)
139,888	128,921	149,405	3220-21	Consulting Services	174,835	-	174,835	37,040	90,366	47,429	174,835	-
89,901	123,549	75,937	3235	Testing	94,270	-	94,270	23,689	14,342	56,239	94,270	-
210,355	6,158	106,990	3239	Other Pupil Services	292,400	-	292,400	21,228	258,772	12,400	292,400	-
220,134	64,991	66,056	3303	Management Services	47,243	-	47,243	16,154	16,344	14,745	47,243	-
2,015	1,775	2,064	3304	License Fees-Facilities	3,500	-	3,500	1,355	1,540	605	3,500	-
204,996	245,731	232,999	3306	Legal Fees-SPED	240,000	-	240,000	26,008	213,993	-	240,000	-
164,948	167,193	187,860	3306	Legal Fees- Districtwide	150,000	-	150,000	5,370	134,630	10,000	150,000	-
83,425	95,138	106,091	3308	Police/Fire	117,799	-	117,799	-	103,104	14,695	117,799	-
72,208	67,382	67,685	3309	Professional Technical Services	102,978	-	102,978	13,050	18,846	71,082	102,978	-
21,917	49,966	41,996	3310	Sports Officials	53,542	-	53,542	-	53,542	-	53,542	-
\$ 1,384,560	\$ 1,496,415	\$ 1,541,315		TOTAL PROF. & TECH SERVICES	\$ 1,561,743	\$-	\$ 1,561,743	\$ 183,564	\$ 1,446,002	\$ 227,194	\$ 1,856,760	(\$ 295,017)
								11.8%	92.6%	14.5%	118.9%	-18.9%

WESTON PUBLIC SCHOOLS

FY24 FINANCIAL REPORT

As of September 30, 2023

Period: 3 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Property Services (4000s)</i>								
848,529	859,036	907,204	4200	Cleaning Services	979,576	-	979,576	242,294	726,882	10,400	979,576	-
39,855	48,405	50,825	4202	Rubbish Removal	67,547	-	67,547	11,787	40,010	15,750	67,547	-
68,301	122,591	82,370	4302	Equipment Repairs	165,551	-	165,551	12,422	29,761	123,368	165,551	-
155,864	164,029	184,530	4400	Equipment Rental	164,217	-	164,217	25,973	137,456	789	164,217	-
121,171	74,770	213,171	4500	Repair Allowance	150,000	-	150,000	3,530	23,250	123,220	150,000	-
64,302	29,913	30,182	4514	Fire Alarm System	32,000	-	32,000	30,430	6,000	(4,430)	32,000	-
167,812	172,720	201,994	4518	Sewer System Plant Maintenance	144,795	-	144,795	2,468	142,328	-	144,795	-
145,229	171,669	205,809	4520	Service Contracts	166,899	-	166,899	66,473	88,592	11,834	166,899	-
58,389	61,247	93,203	4530	Parks & Recreation	77,759	-	77,759	-	62,000	15,759	77,759	-
12,703	16,959	39,271	4540	Athletic Facilities Repairs	59,500	-	59,500	2,345	31,385	25,770	59,500	-
151,315	186,270	195,029	4541	Contracted Services	89,300	-	89,300	12,428	11,872	65,000	89,300	-
53,702	122,304	109,755	4600	Special Projects	-	-	-	-	-	-	-	-
9,450	2,366	11,275	4604	Snow Plowing	10,500	-	10,500	-	-	10,500	10,500	-
81,552	138,631	35,888	4701	Security System Monitoring	35,890	-	35,890	-	35,890	-	35,890	-
\$ 1,978,173	\$ 2,170,908	\$ 2,360,505		TOTAL PROPERTY SERVICES	\$ 2,143,534	\$ -	\$ 2,143,534	\$ 410,149	\$ 1,335,426	\$ 397,960	\$ 2,143,534	\$ -
								19.1%	62.3%	18.6%	100.0%	0.0%

WESTON PUBLIC SCHOOLS

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As of September 30, 2023

Period: 3 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Other Services (5000's)</i>								
1,509,158	1,589,157	1,592,600	5100	Regular Transportation	1,687,804	-	1,687,804	1,660,988	70,135	-	1,731,123	(43,319)
490,473	729,788	843,911	5101	SPED Transportation	1,010,779	-	1,010,779	215,796	758,792	36,191	1,010,779	-
54,105	96,953	218,024	5104	Athletic Transportation	175,062	-	175,062	2,422	47,578	125,062	175,062	-
-	1,537	12,802	5105	Extra-Curricular Transportation	15,497	-	15,497	-	-	15,497	15,497	-
67,457	104,190	160,181	5112	Diesel & Gasoline	115,670	-	115,670	-	115,670	-	115,670	-
89,784	103,321	128,142	5200	General Liability Insurance	142,980	-	142,980	136,003	-	-	136,003	6,977
16,650	15,525	14,400	5202	Athletic Insurance	14,400	-	14,400	15,008	-	-	15,008	(608)
97,536	100,707	104,154	5205	Property Insurance	109,362	-	109,362	106,579	-	-	106,579	2,783
87,620	89,975	87,714	5300	Communications	94,106	-	94,106	14,282	72,151	7,673	94,106	-
30,801	30,990	27,469	5400	Postage	29,383	-	29,383	8,607	16,590	4,185	29,383	-
2,592	4,440	853	5500	Advertising	4,000	-	4,000	668	300	3,032	4,000	-
14,386	17,176	16,962	5501	Printing	24,437	-	24,437	6,753	6,080	11,604	24,437	-
1,528,352	2,007,688	2,367,437	5600	Out of District Tuition	2,335,763	-	2,335,763	425,049	1,641,767	268,947	2,335,763	-
1,044,742	923,345	1,063,918	5601	Tuition Settlements	903,461	-	903,461	51,585	953,126	(101,250)	903,461	-
286,110	-	-	5605	Tuition - ESS Contract	-	-	-	-	-	-	-	-
29,716	15,346	41,076	5800	Travel & Conference	42,227	-	42,227	19,870	4,676	17,681	42,227	-
6,106	3,163	3,803	5801	Mileage Reimbursement	10,430	-	10,430	600	1,800	8,030	10,430	-
3,190	2,349	5,684	5900	Other Purchased Services	6,632	-	6,632	81	4,111	2,439	6,632	-
\$ 5,358,780	\$ 5,835,649	\$ 6,689,130		TOTAL OTHER SERVICES	\$ 6,721,993	\$ -	\$ 6,721,993	\$ 2,664,291	\$ 3,692,777	\$ 399,092	\$ 6,756,160	\$ (34,167)
								39.6%	54.9%	5.9%	100.5%	-0.5%
				<i>Supplies & Materials (6000's)</i>								
418,014	395,832	884,656	6110	Materials	547,140	-	547,140	93,159	201,635	252,347	547,140	-
17,064	22,091	36,390	6120	Office Materials	32,908	-	32,908	2,499	20,123	10,286	32,908	-
136,447	184,684	174,050	6130	Maintenance Materials	181,624	-	181,624	25,584	96,117	59,923	181,624	-
37,883	71,587	95,137	6131	Custodial Materials	78,348	-	78,348	19,692	44,210	14,446	78,348	-
12,891	16,815	21,943	6132	Security Materials	17,184	-	17,184	3,797	13,774	(387)	17,184	-
489,133	522,319	517,581	6140	Software	566,868	-	566,868	494,425	60,594	11,849	566,868	-
324,134	196,324	98,833	6410	Books	103,552	-	103,552	25,293	36,054	42,206	103,552	-
358,623	388,111	325,229	6510	Heating Oil	454,796	-	454,796	16,460	405,644	32,693	454,796	-
705,182	722,884	482,463	6520	Electricity	862,742	-	862,742	30,285	635,958	196,499	862,742	-
1,431	2,079	2,890	6530	Propane	3,000	-	3,000	-	2,800	200	3,000	-
\$ 2,500,801	\$ 2,522,725	\$ 2,639,172		TOTAL SUPPLIES & MATERIALS	\$ 2,848,163	\$ -	\$ 2,848,163	\$ 711,194	\$ 1,516,908	\$ 620,061	\$ 2,848,163	\$ -
								25.0%	53.3%	21.8%	100.0%	0.0%

WESTON PUBLIC SCHOOLS

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Period: 3 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2022-2023							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Equipment (7000's)</i>								
629,991	541,176	192,826	7300	Equipment	182,091	-	182,091	183,754	204,626	(206,289)	182,091	-
\$ 629,991	\$ 541,176	\$ 192,826		TOTAL EQUIPMENT	\$ 182,091	\$ -	\$ 182,091	\$ 183,754	\$ 204,626	(\$206,289)	\$ 182,091	\$ -
								100.9%	112.4%	-113.3%	100.0%	0.0%
				<i>Other Objects (8000's)</i>								
80,424	87,211	87,938	8100	Dues, Fees and Memberships	97,850	-	97,850	54,510	25,443	17,897	97,850	-
20,110	24,317	32,434	8900	Other Objects	25,345	-	25,345	8,053	17,045	248	25,345	-
\$ 100,534	\$ 111,528	\$ 120,372		TOTAL OTHER OBJECTS	\$ 123,195	\$ -	\$ 123,195	\$ 62,562	\$ 42,488	\$ 18,145	\$ 123,195	\$ -
								50.8%	34.5%	14.7%	100.0%	0.0%
				<i>Revenue Offset (9000's)</i>								
(22,498)	(29,042)	(29,462)	9200	Technology Revenue	(29,903)	-	(29,903)	(29,903)	-	-	(29,903)	-
(61,920)	(73,800)	(74,800)	9201	Participation Fees, Athletics	(63,761)	-	(63,761)	-	8,300	(72,061)	(63,761)	-
-	(18,350)	(21,689)	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	-	-	(14,000)	(14,000)	-
(134,377)	(77,445)	(89,987)	9204	Transportation Credits	-	-	-	-	-	-	-	-
(859,340)	(812,440)	(928,213)	9205	Excess Cost SPED	(787,045)	-	(787,045)	-	-	(787,045)	(787,045)	-
(74,625)	(79,561)	(121,242)	9206	Pre School Tuition SPED	(64,062)	-	(64,062)	(65,000)	-	938	(64,062)	-
(76,283)	(75,981)	(119,873)	9207	Regular Ed. Tuition	(87,478)	-	(87,478)	(73,430)	-	(14,048)	(87,478)	-
(37,813)	(19,878)	(61,203)	9208	Revenue from Town for Fields	(42,681)	-	(42,681)	-	-	(42,681)	(42,681)	-
(11,000)	(40,000)	(30,800)	9209	Parking Fees	(31,050)	-	(31,050)	-	-	(31,050)	(31,050)	-
(14,161)	(46,050)	(42,223)	9210	Theater Receipts	(51,025)	-	(51,025)	-	-	(51,025)	(51,025)	-
-	-	-	9212	Facility Use Rental	(17,500)	-	(17,500)	-	-	(17,500)	(17,500)	-
(6,815)	(4,768)	(14,336)	9215	Medicaid Revenue	(6,000)	-	(6,000)	(21,785)	-	15,785	(6,000)	-
(\$1,298,832)	(\$1,277,316)	(\$1,533,828)		Total Revenue Offset	(\$1,194,505)	\$ -	(\$1,194,505)	(\$190,117)	\$8,300	(\$1,012,688)	(\$1,194,505)	\$ -
								15.9%	-0.7%	84.8%	100.0%	0.0%
\$ 52,905,769	\$ 53,679,039	\$ 55,355,779		GRAND TOTAL	\$ 57,945,055	\$ -	\$ 57,945,055	\$ 11,849,010	\$ 41,785,463	\$ 4,312,720	\$ 57,947,193	(\$2,138)
								20.45%	72.11%	7.44%	100.00%	0.00%

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/16/23

Information Only

Action Requested

Agenda Item Subject: Approval of the FY25 Budget Calendar

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a draft of the FY25 Budget Calendar. We are recommending approval of the calendar.

Weston Public Schools
Budget Calendar -- FY 2025 DRAFT

KEY:

- **Board of Education Meetings are underlined.**

10/4/23 (Wed.)	Leadership Team receives draft copy of Budget Calendar.
10/13/23 (Fri.)	Board of Education Finance Committee Meeting Review of Budget Calendar.
10/16/23 (Mon.)	<u>Board of Education Meeting</u> Board reviews and votes on Budget Calendar.
10/18/23 (Wed.)	Director of Finance and Operations opens MUNIS budget module to schools and departments.
10/13-20/23	Schools and departments work on budgets and meet with the Director of Finance and Operations if necessary.
11/1/23 (Wed.)	Leadership Team Budget Discussion: Framing the Work, (2:15 – 5:15)
11/10/23 (Fri.)	School and program budget requests are due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available).
11/13-11/16/23	Schools and Programs meet individually with Superintendent, Asst. Superintendent and Director of Finance.
11/15/23 (Wed.)	Building principals and central office Administrators discuss budget drafts, (2:15-4:15)
11/16/23 (Thurs.)	Central Office Leadership Team discusses budget, (8:30 – 10:30)
11/17/23 (Fri.)	Board of Education Finance Committee Meeting
12/6/23 (Wed.)	District Leadership Team finalizes budget request and prepares presentation, (3:30-5:00)
12/15/23 (Fri.)	Board of Education Finance Committee Meeting
1/24-2/24	Superintendent and Building Administrators meet with school staff. (Meetings to be scheduled.)
1/2/24 (Tue.)	Budget request delivered to Board of Education.

- 1/4/24
(Thurs.) Board of Education Meeting (6:00 p.m.) – Google Meeting
Formal Presentation of Requested Operating & Capital Budgets.
- 1/5/24
(Fri.) BOE Workshop to discuss Budget Request (9am to 1pm) - Google Meeting
- 1/8/24
(Mon.) BOE questions submitted to Superintendent by end-of-day.
- 1/10/24
(Wed.) BOE Meeting - Public Forum #1 with Administration on Budget Request (6:00 p.m.)
This will be an open forum for parents and the community to share comments and ask questions regarding the Requested Budget.
- 1/11/24
(Thurs.) BOE Workshop to discuss Budget Request (9am to 12pm) – Google Meeting
- 1/12/24
(Fri.) Board of Education Finance Committee Meeting – Google Meeting
- 1/16/24
(Tues.) BOE Monthly Meeting (6:00 p.m.) – can be used for budget meeting
on this date, or moved to later in the month – Google Meeting
- 1/17/24
(Wed.) Deadline for all written responses to Board of Education questions distributed.
- 1/18/24
(Thurs.) BOE Meeting - Public Forum #2 with Administration on Budget Request (6:00 p.m.)
This will be an open forum for parents and the community to share comments and ask questions regarding the Requested Budget.
- 1/22/24
(Mon.) BOE Workshop to discuss Budget Request (9am to 11am) – Google Meeting
- 1/23/24
(Tues.) Board of Education Meeting (6:00 p.m.) – Google Meeting
Approval and Adoption of FY 2024 Recommended Operating and Capital Budgets.
- 1/25/24
(Thurs.) Board of Education Meeting – if necessary (6:00) – Google Meeting
Approval and Adoption of FY 2024 Recommended Operating and Capital Budgets, if Necessary.
- 1/26/24
(Fri.) Board of Education transmits Operating and Capital Budgets request to the Board of Selectmen (Charter requires by February 3rd).
- 2/7/23
(Tues.) Board of Selectmen reviews Board of Education budget recommendation.
6:00 P.M.
- 2/14/23
(Tues.) BOS votes on and transmits First Selectwoman’s and Board of Education budgets to Board of Finance.
Board also nominates moderator for Annual Town Budget Meeting. Regular Board of Selectmen’s meeting. 6:00 P.M.
- 3/1/23
(Wed.) Deliver Budget Books to Board of Finance – if haven’t already been delivered.
- 3/8/23
(Wed.) Board of Finance reviews Board of Education budget request
6:00 P.M.

3/14/23 (Tues.)	Board of Finance reviews Board of Education budget request (if necessary) 6:00 P.M.
3/18/23 (Sat.)	Publish Notice of Public Hearing on budget (Charter requires 10 days prior to Public Hearing)
3/28/23 (Tues.)	Board of Finance holds Public Hearing on budget request. (Charter requires at least two weeks prior to Annual Budget Meeting) 6:00 P.M.
3/30/20 (Thurs)	Board of Finance Budget Deliberation Meeting 6:00 P.M.
4/4/23 (Tues.)	Board of Finance Budget Deliberation Meeting (if necessary) 6:00 P.M.
4/15/23 (Sat.)	Publish and Post Notice of Annual Town Budget Meeting (Charter requires at least five days prior to meeting)
4/20/23 (Thurs.)	Annual Town Budget Meeting 7:30 P.M. - Weston High School Auditorium
4/29/23 (Sat.)	Proposed Referendum 12:00pm to 8:00pm
5/1/23 (Mon.)	Board of Finance meets after Town Meeting to set mill rate.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/16/23

Information Only

Action Requested

Agenda Item Subject: Approval of the FY25 Budget Assumptions

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a draft of the FY25 Budget Assumptions. We are recommending approval of the assumptions.

Weston Public Schools Budget Assumptions FY 2025

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

This mission serves as the lens by which the FY 2025 budget will be developed. The following principles will guide this process:

- Requests must align with [district goals](#), and the FY 2025 budget will continue to support this work.
- Curriculum and instruction funding allocations must lead to positive academic outcomes. Analysis of student performance and teaching and learning through multiple data points will determine appropriate funding and reallocations where necessary.
- Projected enrollment will be carefully analyzed to determine class size, course offerings, programming and staffing (see chart below).
- Certified and support staffing allocations will be analyzed.
- The Superintendent, Director of Finance, and Board of Education Chairperson will engage in discussions with the First Selectwoman and Town Administrator regarding possible opportunities for shared services.
- Operational and capital needs will be prioritized. The District Administration and Board of Education will collaborate with the First Selectwoman and town on long-term planning for the optimization of WPS facilities.
- Adhere to the costs associated with Employee Contracts & Health Insurance Benefits
 - WAA: 2.75% GWI.
 - WTA: 2.50% GWI plus step.
 - AFSCME: 2.75% GWI plus step (final increase will be determined pending negotiations)
 - The salaries for employees that are not affiliated with a union would be determined between May and June 2024. Salary increases for the un-affiliated groups typically have been aligned to the parallel bargaining unit. For planning purposes, the Recommended FY 25 Operating Budget would show district-wide administrators with a 2.75 percent GWI (the WAA increase); District-wide support staff is 2.75% (the AFSCME increase).
- The cost of consumable goods and services will be based on existing contracts or increased by 3.5%.
- Meet all Federal and State mandates that pertain to Connecticut School Districts.
- Carefully monitor and examine the immediate and long-term impact to the Weston Public Schools of any State of Connecticut adopted budget.

- Continue to maintain and monitor current Pupil Personnel Services and Special Education programs and services for their efficacy, ensuring that all students eligible for special education services receive a free and appropriate public education as mandated through the Individuals with Disabilities Education Act. The district will continue to explore ways to provide a continuum of services and new models of instructional delivery to address the academic, behavioral, and social-emotional needs of students, supporting their individual growth and progress within the district.

Current and Projected Enrollment Data

Listed below are the FY 2024 PowerSchool actual enrollment numbers as of October 1, 2023, and FY 2025 projected student enrollment figures. The FY 2025 projection is based on the comprehensive enrollment study presented to the BOE in December 2023. Our Special Education Department forecasts enrollment for all students that are placed in educational facilities outside the Weston Public Schools. Pre-school students are not included in the kindergarten through grade 12 enrollment numbers below.

Grade	Power School Enrollment October 1, 2023	SLAM Enrollment Projections 2024-25 ¹	FY 24-25 Change	2024-25 Proposed Number of Sections	Average Number of Students Per Sections
Kindergarten	148	135	(13)	7	20
Grade 1	128	141	13	8	18
Grade 2	142	155	13	7	23
Hurlbutt Elementary School Total	418	431	13	22	
Grade 3	159	157	(2)	7	23
Grade 4	163	172	9	8	22
Grade 5	141	170	29	8	22
Intermediate School Total	463	499	36	23	
Grade 6	151	149	(2)		
Grade 7	186	161	(25)		
Grade 8	182	187	5		
Middle School Total	519	497	(22)		
Grade 9	169	182	13		
Grade 10	179	163	(16)		

Grade 11	184	176	(8)		
Grade 12	175	185	10		
High School Total	707	706	(1)		
In-District Total (K-12)	2,107	2,133	26		
Pre-School	45	45	0		
Total In-District Enrollment	2,152	2,178	26		

¹ All data based on SLAM 12-5-22 medium 10 year enrollment projection

Budget class sizes are based on the following Board of Education guidelines: kindergarten and grade 1 class sizes range from 18-20, while grades 2 through 12 typically range from 20-24 per class. However, at the high school level, especially where a class may be a singleton, class sizes may exceed 24 on occasion.

Note: There are 32 students that attend our schools through the Open Choice program. These students are reflected in the enrollment numbers presented above. The decision to accept additional Open Choice students is mission driven and will be made when we determine initial class size projections and establish estimated sections. We would add four new Open Choice students across Kindergarten and First Grade. In the past, we have delayed this decision until late August, which is disruptive to school planning and to the needs of Open Choice families. As space permits, additional students might be added in August, which can increase the revenue received through the Open Choice grant. At no point would additional Open Choice students be accepted if additional classroom teachers are required.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/16/23

Information Only

Action Requested

Agenda Item Subject: Discussion on the 2023 School Security Competitive Grant Program Award Results

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following are the results of the 2023 School Security Competitive Grant Program which the Weston Public Schools Applied for.

Minutes
Financial, Facilities & Operations Committee
September 15, 2023

Present:

Steve Ezzes, Committee Chair

Melissa Walker, Committee Member

Peter Gordon, Committee Member

Lisa Barbiero, Superintendent of Schools

Phil Cross, Director of Finance and Operations

Mike DelMastro, Director of Facilities

The meeting was called to order by Mr. Ezzes at 9:00 a.m.

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

- Mr. DelMastro reported that a large number of projects were completed over the Summer, including:

Hurlbut Elementary School: lighting upgrades and ceiling tile replacement in 6 North House classrooms, removal of carpet and installation of VCT tile in the maker space off the library, installation of bottle fillers in the North and East houses, waterproofing of the North House foundation, repair of collapsed sewer drain, repair of main entrance door, and general painting.

Weston Intermediate School: draining of the entire building of all heating and cooling water, repairs of several roof leaks, repairs and replacement of fittings, valves and piping, removal of VCT tiles in all three music rooms which were replaced with sound dampening tiles, and general painting.

Weston Middle School: installation of a storm drain in rear parking, addition of three water bottle fillers, replacement of lockers in A and F wings, resealing of main boiler, installation of pumps for heating and cooling water, replacement of old gym basketball backboards on bleacher side with retractable baskets, and general painting.

Weston High School: refinishing of all gym floors, installation of smartboards, addition of cast iron drainage in old boiler room, repaving of main parking lot, addition of drainage in junior lot, installation of HVAC in the dance studio, refitting of several classrooms with LED lighting.

The Committee discussed the following items regarding an update of capital projects:

- Mr. DelMastro updated the Committee on all capital projects from FY22 through FY24 and informed them of their current status. In response to Ms. Walker's query as to if there are any major issues that should be added or planned for, Mr. DelMastro reported that long-term HVAC repairs should be a focus.

The Committee discussed the following items regarding the FY23 end of year financial report including internal services fund (for dental):

- Mr. Cross informed the Committee that FY23 ended with actual expenditures of \$54,589,143, and unliquidated encumbrances of \$696,638, for a total of \$55,285,779, or 98.04% of the budget. This resulted in a budget surplus of \$1,105,402, or 1.96% of the budget. This surplus will fund an approved \$350,000 capital appropriation for security initiatives.

The surplus is due to several factors, including salary savings resulting from turnovers, family medical leave and unfilled positions. Additional factors include savings in out of district tuition and settlement agreements, transportation fleet reduction, savings in LAP insurance, a higher than budgeted excess cost reimbursement, and a credit from First Student representing credits for runs/routes that were combined for the second half of FY22.

- Regarding the Internal Services Fund, Mr. Cross reported that FY23 ended with dental claims and fees totaling \$379,637. This is \$54,694 less than budgeted. During the past fiscal year, the District resumed funding the ISF from the operating budget, which resulted in the ending balance remaining at \$418,446. He added that there shouldn't be any unanticipated costs associated with the new health insurance plan.

The Committee discussed the following items regarding an update on unliquidated FY22 encumbrances:

- Mr. Cross reported that at the end of FY22, there were encumbrances totaling \$715,459. The District has liquidated \$483,833.82, leaving \$231,625.18 unliquidated to be returned to the Town. These unliquidated amounts represent settlement contracts that were either unsigned or for which backup documentation was never received to support payments.

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

- The Committee approved the June minutes without any changes.

The Committee discussed the following regarding other business:

- Mr. Cross informed the Committee that he will present a FY24 financial report in October. Additionally, he has been working with the Board of Finance to determine what a long-range budget projection on the high end would be. The Board of Finance will use those numbers for a town-wide analysis they are working on. Mr. Ezzes added that the Board of Education has been working collaboratively with the Board of Finance to create a long-range capital spending report.
- The Committee agreed that in order for the EOC (Educational Optimization Committee) to plan appropriately, a list of projects for each school should be discussed at the October meeting.

There being no further business to discuss, the meeting adjourned at 9:53 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations