



Board of Education Regular Meeting  
Monday, June 17, 2024  
7:00 PM  
Weston Middle School Library Learning Commons  
135 School Road  
Weston, CT 06883

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- I. CALL TO ORDER, VERIFICATION OF QUORUM
- II. PLEDGE OF ALLEGIANCE
  - A. I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all.
- III. APPROVAL OF MINUTES
  - A. Approval of meeting minutes from the May 20, 2024 Weston Board of Education Regular Meeting
  - B. Approval of meeting minutes from the June 3, 2024 Weston Board of Education Special Meeting
  - C. Approval of meeting minutes from the June 3, 2024 Weston Board of Education Executive Session
- IV. PUBLIC COMMENT
  - A. The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.

While we value and pay close attention to public comment, it is our practice not to respond substantively, or sometimes at all, during public comment. There are several reasons for this:

First, engaging in a discussion on non-agenda items could violate the Board's obligations to comply with the Freedom of Information Act.

Second, the Board or the administration may not be prepared to discuss certain matters raised in the first instance by a public comment.

Third, the Board develops its meeting agenda carefully to ensure that the Board

addresses matters that are pressing or relevant at the time of the meeting.

We encourage members of the public with specific questions, concerns, or complaints about our schools to reach out directly to Superintendent Barbiero. You may also email the Board at our email address, [boardofeducation@westonps.org](mailto:boardofeducation@westonps.org).

Additional details on Public Comment at board meetings can be found on our website: [https://www.westonps.org/608477\\_3](https://www.westonps.org/608477_3)

Meeting Conduct: Bylaws of the Board #9325 -  
<https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=ab5f2950-f792-4ecc-bc14-37a3939de003>

V. OLD BUSINESS

- A. Matter pertaining to personnel: correction to increase previously voted on at the May 20, 2024 meeting regarding 2024-2025 compensation for the following positions. The increase should have been 2.75% as these positions follow the AFSCME contract. Executive Assistant to the Superintendent, Administrative Assistant to the Assistant Superintendent, Administrative Assistant to the Human Resources Director, Administrative Assistant to the Pupil Services Director, Finance and Facilities Office Manager, Accounting Manager, Payroll and Benefits Coordinator, Accounts Payable and Accounts Receivable Coordinator, District Data Coordinator, Information Technology Manager, Data Analyst, Athletic Trainer, Vocational Specialist, District Nurse Supervisor, Food Services Director
- B. Weston Board of Education Policies, Regulations, and Bylaws (second read)
  - 1. Discussion and approval regarding 5111 Admission and Placement
  - 2. Discussion and approval regarding Generative AI (Artificial Intelligence)
  - 3. Discussion and approval regarding 6153.1 Educational Tours (sunset)
  - 4. Discussion and approval to sunset 5141.2: Student Illness
  - 5. Discussion and approval to sunset 5141.22: Students Afflicted with Communicable Disease
- C. End of Year Review of District Goals and Aligned Action Steps

VI. NEW BUSINESS

- A. Recognition
  - 1. Approval of a donation from the Weston Education Foundation (WEF) for the HES Makerspace in the amount of \$23,086.69
  - 2. Approval of a donation from the WHS PTO for Challenge Success in the amount of \$10,000
  - 3. Acceptance of a donation from the WIS PTO for a media room backdrop in the amount of \$1,450
  - 4. Recognition of a donation from the WIS PTO for a School of Distinction banner in the amount of \$500
  - 5. Recognition of a donation from the WIS PTO for the media room items in the amount of \$209.36

- 6. Approval of a donation from the Weston Education Foundation (WEF) for Challenge Success in the amount of \$5,000
- B. Discussion and approval of the 2024-2025 Board of Education regular meeting dates
- C. Discussion and approval of the SRO Memorandum of Understanding
- D. Matter pertaining to personnel: discussion and approval of the 2024-2025 contracts for Central Office unaffiliated staff; Assistant Superintendent, Director of Finance and Operations, Director of Pupil Personnel Services, Director of Digital Learning and Technology, Director of Facilities, and Director of Safety and Security.
- E. Matter pertaining to personnel: discussion and approval of the hiring of the Director of Human Resources
- F. Discussion and approval of the new WPS Leader and Educator Evaluation plans
- VII. DISTRICT UPDATES
  - A. Consent Agenda
  - B. Superintendent Update/Cell Phone Use
  - C. Pupil Personnel Services and Special Education Update
  - D. Finance and Operations Update
    - 1. Discussion and approval of the May 2024 Financial Report
- VIII. COMMITTEE REPORTS (committee chair update, if any)
  - A. Communications Committee
  - B. Connecticut Association of Boards of Education (CABE)
  - C. Cooperative Educational Services (CES)
  - D. Curriculum Committee
  - E. Education Optimization Committee (EOC)
  - F. Finance & Operations Committee
  - G. ~~Negotiations Committee~~ (committee not active at this time)
  - H. Policy Committee
  - I. Weston Education Foundation (WEF)
- IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION
  - A. The next regular session of the Weston Board of Education will be in September 2024. Date/time/location to be determined. Meeting dates will be posted on the WPS website and district calendar.
  - B. Review of Pending Agenda Items for Next Meeting
- X. ADJOURNMENT

**Board of Education Regular Meeting**

Monday, May 20, 2024

7:00 PM

Weston Middle School Library Learning Commons

135 School Road

Weston, CT 06883

**Present:** Steven Ezzes, David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Chad Hoepfner, Bernie Kingsley. Present: 7.

I. **CALL TO ORDER, VERIFICATION OF QUORUM**

The meeting was called to order at 7:02 PM.

**Additional Attendees:**

Lisa Barbiero, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Facilities; Tracy Edwards, Director of Pupil Personnel Services; Dan DiVito, Director of Digital Learning & Technology; Paul Rasmussen, Director of Human Resources; Michael DelMastro, Director of Facilities; Dan Doak, Patricia Falber, Laura Kaddis, Building Principals; Jianna Blunski and Nivedita Morris, WHS Student Representatives; Antonia Ciaverella and Jeff Wyszynski, Tecton Architects

II. **PLEDGE OF ALLEGIANCE**

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

III. **APPROVAL OF MINUTES**

A. **Meeting minutes from the April 8, 2024 Weston Board of Education Regular Meeting**

Move that the Weston Board of Education approve the April 8, 2024 meeting minutes. Carried with a motion by Ferraro, Sharon and a second by Guido, Michael.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

B. **Meeting minutes from the May 15, 2024 Weston Board of Education Special Meeting**

Move that the Weston Board of Education approve the May 15, 2024 meeting minutes. Carried with a motion by Ferraro, Sharon and a second by Felton, David.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

IV. **STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS**

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

Gianna Blunski and Nivedita Morris gave an overview of events at Weston High School. The prom took place last Friday, and it was a great event for everyone. Today was the first day of senior internships and the band and choir concerts took place last week and that was a lot of fun. The pollinator garden in the courtyard has been completed and it's really nice. Everyone is excited for graduation on June 13. Superintendent Barbiero thanked Gianna and Nivedita for their time this past year and wished them well.

V. **PUBLIC COMMENT**

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A. **The Board welcomes the opportunity to hear from members of the public about matters concerning Weston Public Schools. Public comment is an important chance for the Board to receive input and feedback from our school community. We listen attentively to all comments shared.**

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Prior to the start of public comment, a motion was made to suspend the 20-minute maximum per subject matter during public comment.

Move that the Weston Board of Education per bylaw 9314 suspend, for this meeting on May 20th, the 20-minute maximum per subject matter during public comment.

Motion made by Steven Ezzes/Second by David Felton, Yay: 7; Nay 0

The following individuals spoke at public comment:

Maria Rowbotham - Kettle Creek Road  
Amy Sanborn - Old Hyde Road  
Lyn Kimberly - Broad Street  
Iryna Akolzina - Timber Mill Lane  
Craig Brownell - White Birch Ridge  
Armando Llaza - Hidden Spring Drive  
Alex Staehely - Lords Highway  
Ellen Crafts - Norfield Road  
Kellie James - Bernhard Drive  
Gus Christensen - Norfield  
Susan Baron - Old Hyde Road  
Stephanie Feingold - Pink Cloud Lane  
Annalise Cottone Ferrara - Lyons Plain Road  
Kate Worrell - Birch Hill Road  
Chris Kimberly - Broad Street  
Tom Socha - Deer Run Trail  
Travis Worrell - Birch Hill Road  
Kerry Quimi - Calvin Road

VI. **NEW BUSINESS**

A. **Discussion with Tecton regarding Weston Middle School project**

Jeff Wyszynski and Antonia Ciaverella, from Tecton Architects, provided an overview of the Middle School project and the grant application process. A discussion among board members then took place.

B. **Discussion and vote to move the Weston Middle School Project forward**

The board members took a vote on whether to move the Weston Middle School Project forward.

BE IT RESOLVED, that the Weston Board of Education recommends that the Weston Board of Finance recommend that the Weston Board of

Selectmen prepare and establish a date for a referendum for the authorization of an appropriation, in an amount not to exceed \$111,873,907 for the school building project for the construction of a new Weston Middle School building and that the Town finance said appropriation by issuing bonds or notes in an amount not to exceed \$111,873,907, or so much as may be necessary after deducting grants therefor. Carried with a motion by Kingsley, Bernie and a second by Hoepner, Chad.

David Felton: Nay, Michael Guido: Nay, Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 5, Nay: 2

BE IT FURTHER RESOLVED, that the Weston Board of Education anticipates applying for a school building project grant from the State of Connecticut Commissioner of Administrative Services to receive a state grant for the Project to be used to pay for the costs of the Project, if such application is authorized by the Weston Board of Selectmen. Carried with a motion by Kingsley, Bernie and a second by Hoepner, Chad.

David Felton: Nay, Michael Guido: Nay, Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 5, Nay: 2

BE IT FURTHER RESOLVED, that the Weston Board of Education hereby approves the Educational Specifications for the New Weston Middle School Project. Carried with a motion by Kingsley, Bernie and a second by Hoepner, Chad.

David Felton: Nay, Michael Guido: Nay, Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 5, Nay: 2

### C. Recognition

a. **Approval of the HES PTO donation to replace the North House playground in the amount of \$102,000.00**

Move that the Weston Board OF education approve the HES PTO donation in the amount of \$102,000.00 to replace the Hurlbutt North House playground Carried with a motion by Felton, David and a second by Guido, Michael.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

b. **Approval of the Sustainable CT, Inc. grant in the amount of \$4,000.00 in support of the WHS Pollinator Courtyard**

Move that the Weston Board of Education approve the Sustainable CT, Inc. grant in the amount of \$4,000.00 in support of the WHS Pollinator Courtyard Carried with a motion by Felton, David and a second by Hoepner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,

Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea,  
Bernie Kingsley: Yea  
Yea: 7, Nay: 0

c. **Acceptance of the WHS PTO donation in the amount of \$1,500.00 for flexible seating in a Spanish classroom**

Move that the Weston Board of Education accept the WHS PTO donation in the amount of \$1,500.00 for flexible seating in a Spanish classroom Carried with a motion by Felton, David and a second by Hoepner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,  
Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea,  
Bernie Kingsley: Yea  
Yea: 7, Nay: 0

d. **Acceptance of the WHS PTO donation in the amount of \$1,194.13 to purchase reception/special event materials for WHS**

Move that the Weston Board of Education accept the WHS PTO donation in the amount of \$1,194.13 to purchase reception/special event materials for WHS Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,  
Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea,  
Bernie Kingsley: Yea  
Yea: 7, Nay: 0

e. **Acceptance of the WHS PTO donation in the amount of \$1,200.00 to help fund the Courtyard Pollinator Native Garden project as part of the Sustainable Solutions course.**

Move that the Weston Board of Education accept the WHS PTO donation in the amount of \$1,200.00 to help fund the Courtyard Pollinator Native Garden project as part of the Sustainable Solutions course. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,  
Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea,  
Bernie Kingsley: Yea  
Yea: 7, Nay: 0

f. **Approval of a \$6,000 award given by Connecticut DMV-Travellers Insurance for first place in their annual video contest.**

Move that the Weston Board of Education approve the \$6,000 award given by Connecticut DMV-Travellers Insurance for first place in their annual video contest. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea,  
Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea,  
Bernie Kingsley: Yea  
Yea: 7, Nay: 0

g. **Acknowledgment of a \$500 donation from The Counties Assemblies to Weston High School**

D. **Weston Board of Education Policies, Regulations, and Bylaws (first read)**

a. **Discussion regarding 5111 Admission and Placement**

This is the first read on this revised policy. Tina Henckel asked the board if they had any questions and to review prior to the second vote at the next board meeting.

b. **Discussion regarding Artificial Intelligence Policy**

This is the first read on this revised policy. Tina Henckel asked the board if they had any questions and to review prior to the second vote at the next board meeting.

c. **Discussion regarding 6153.1 Educational Tours (sunset)**

A request is being made to sunset this policy. Tina Henckel explained the details of this policy have been rolled up into another policy and this policy is no longer relevant. A vote will be requested at the next board meeting.

d. **Discussion to sunset 5141.2: Student Illness**

A request is being made to sunset this policy. It is no longer relevant. . A vote will be requested at the next board meeting.

e. **Discussion to sunset 5141.22: Students Afflicted with Communicable Disease**

A request is being made to sunset this policy. It is no longer relevant. . A vote will be requested at the next board meeting.

E. **Personnel Matter - Discussion and vote regarding 2024-2025 compensation for the following positions: Executive Assistant to the Superintendent, Administrative Assistant to the Assistant Superintendent, Administrative Assistant to the Human Resources Director, Administrative Assistant to the Pupil Services Director, Finance and Facilities Office Manager, Accounting Manager, Payroll and Benefits Coordinator, Accounts Payable and Accounts Receivable Coordinator, District Data Coordinator, Information Technology Manager, Data Analyst, Athletic Trainer, Vocational Specialist, District Nurse Supervisor, Food Services Director**

A request was made by Superintendent Barbiero for salary increase for 2024-2025 school year for the referenced positions.

Move that the Weston Board of Education approve a 2.5% general wage increase for the 2024-2025 school-year for the following positions: Executive Assistant to the Superintendent, Administrative Assistant to the Assistant Superintendent, Administrative Assistant to the Human resources Director, Administrative Assistant to the Pupil Services Director, Finance and Facilities Office Manager, Accounting Manager, Payroll and Benefits Coordinator, Accounts Payable and Accounts Receivable

Coordinator, District Data Coordinator, Information Technology Manager, Data Analyst, Athletic Trainer, Vocational Specialist, District Nurse Supervisor, Food Services Director Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**F. Discussion and vote on overnight field trip to Disney (February 2025)**

Tina Henckel made a request to approve the overnight field trip in February 2025 to Disney. This trip was previously vetted during the Curriculum Committee meetings.

Move that the Weston Board of Education approve the overnight field trip to Disney in February 2025. Carried with a motion by Felton, David and a second by Hoepner, Chad.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**VII. DISTRICT UPDATES**

**A. Consent Agenda**

The board was asked to approve the consent agenda as presented. Move that the Weston Board of Education accept the consent agenda as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**B. Superintendent Report**

Superintendent Barbiero talked about her podcasts and encouraged everyone to listen, and she reminded everyone about the Memorial Day Fair and 5K Memorial Day Road Race.

**C. Pupil Personnel Services and Special Education**

Tracy Edwards provided a brief update on Pupil Personnel Services. The final parent meeting of the school-year will be held on Wednesday May 22 at 8:30 and will be virtual. The topics to be discussed are the extended school year and inclusive practices in the district. In addition, the planning for ESY is in full swing and the PPS department has begun the hiring process for the upcoming school year.

**D. Finance and Operations**

**a. Discussion and vote on April 2024 Financial Report**

Phillip Cross went through the April 2024 financial report and

asked the board to approve the report as presented.  
Move that the Weston Board of Education approve the April 2024 Financial Update as presented. Carried with a motion by Felton, David and a second by Guido, Michael.  
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**b. Out of District Transportation Recommendation and Approval**

Phillip Cross discussed the out of district transportation bidding process and asked the board to approve the recommendation as presented.

Move that the Weston Board of Education approve the transportation recommendation as presented. Carried with a motion by Felton, David and a second by Guido, Michael.  
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**c. Cleaning Services Award Recommendation and Approval**

Phillip Cross discussed the cleaning services bidding process and asked the board to approve the recommendation as presented.

Move that the Weston Board of Education approve the cleaning services recommendation as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.  
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**d. Approval of FY25 Pre-School Tuition Rates**

Phillip Cross discussed how the cost for the FY25 pre-school tuition cost was derived and asked the board to approve the recommendation as presented.

Move that the Weston Board of Education approve the FY25 preschool tuition rates as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.  
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

**e. Approval of the FY25 Tuition Rates for Non-Residents**

Phillip Cross discussed how the cost for the FY25 tuition rates for non-residents was derived and asked the board to approve the recommendation as presented.

Move that the Weston Board of Education approve the FY25 tuition rates for non-residents as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.  
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 7, Nay: 0

f. **Approval of the FY25 Building/Facility Use Hourly Rates**

Phillip Cross discussed how the cost for the FY25 building/facility use hourly rates were derived and asked the board to approve the recommendation as presented.

Move that the Weston Board of Education approve the FY25 building/facility use hourly rates as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon. Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea

Yea: 7, Nay: 0

g. **Discussion of RFP (Request for Proposal) Waivers**

Security and inclusion was rolled under one umbrella. This discussion related to the waiver of an RFP process and continue using the current provider. Mr. Cross explained that this is a cohesive operation and no other vendor was able to do that for us. No vote is needed, this is a capital project and will move forward to the Board of Finance.

h. **Discussion on Indoor Air Quality Inspection Results**

Phillip Cross presented the results of the recent indoor air quality reports to the board.

**VIII. COMMITTEE UPDATES (by committee chair)**

A. Communications Committee

B. Connecticut Association of Boards of Education (CABE)

C. Cooperative Educational Services (CES)

D. Curriculum Committee

E. Education Optimization Committee (EOC)

F. Finance & Operations Committee

G. ~~Negotiations Committee~~ (committee not active at this time)

H. Policy Committee

I. Weston Education Foundation (WEF)

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

A. The next regular session of the Weston Board of Education will be June 17, 2024 at 7:00 PM. This meeting will be in-person in the Weston Middle School Library.

B. Review of Pending Agenda Items for Next Meeting

X. **ADJOURNMENT**

The meeting adjourned at 10:53 PM.

Move that the Weston Board of Education adjourn the May 20, 2024 meeting. Carried with a motion by Felton, David and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Chad Hoepner: Yea, Bernie Kingsley: Yea

Yea: 7, Nay: 0

Respectfully submitted by:

Jod Sacchetta, Board Clerk

**Weston Board of Education Special Meeting**

Monday, June 3, 2024

6:00 PM

Remote Session

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

I. **Call to Order, Verification of Quorum**

The meeting was called to order at 6:01 PM.

**Additional Attendees:**

Lisa Barbiero, Superintendent of Schools; Phillip Cross, Director of Finance and Operations; Dan DiVito, Director of Digital Learning & Technology

Move that the Weston Board of Education begin the June 3, 2024 special meeting. Unseconded with a motion by Ezzes, Steven.

II. **Discussion and approval on In-District Transportation Recommendation**

Phillip Cross and Steven Ezzes led the discussion regarding the in-district transportation contract. The board discussed the bid process, cost and familiarity of switching companies, as well as the importance of how children interact with school bus drivers. Phillip Cross made his recommendation to approve First Student as the provider, based on their strong commitment to Weston and their innovative electric vehicle infrastructure. Steve Ezzes added that the process was handled effectively, resulting in cost savings from the initial bid to the final one.

Move that the Weston Board of Education award the in-district transportation contract to First Student as recommended. Carried with a motion by Ferraro, Sharon and a second by Gordon, Peter.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 6, Nay: 0

III. **Adjournment**

The meeting adjourned at 6:18PM.

Move that the Weston Board of Education adjourn the June 3, 2024 special meeting. Unseconded with a motion by Ezzes, Steven

Respectfully submitted by:

Jodi Sacchetta, Board Clerk

**Weston Board of Education Executive Session**

Monday, June 3, 2024

6:30 PM

Remote Session

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

I. **Call to Order, Verification of Quorum**

**Additional Attendee:**

Lisa Barbiero, Superintendent of Schools

Move that the Weston Board of Education begin the June 3, 2024 executive session. Carried with a motion by Felton, David and a second by Ezzes, Steven.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 6, Nay: 0

II. **Discussion relating to matters of personnel: central office administrator contracts**

Steven Ezzes made a motion to invite Lisa Barbiero to the executive session in order to facilitate the discussion regarding central office administrator contracts.

Move that the Weston Board of Education invite Superintendent Barbiero to join the June 3, 2024 Executive Session Unseconded with a motion by Ezzes, Steven.

III. **Adjournment**

The meeting adjourned at 8:01 PM.

Move that the Weston Board of Education adjourn the June 3, 2024 executive session Carried with a motion by Ferraro, Sharon and a second by Kingsley, Bernie.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Chad Hoepfner: Yea, Bernie Kingsley: Yea  
Yea: 6, Nay: 0

Respectfully submitted by:

Bernadette Kingsley

**P-5111**

**Students**

**Admission/Placement**

The schools shall be open to all Weston children who reach, or are older than, five years of age on or before January 1. Children who apply for initial admission to the district's schools by transfer from non-public schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal. After such observations and evaluation have been completed, the principal will determine the final grade placement of the children.

Legal References:

- Conn. Gen. Stat. 10-261 Definitions
- Conn. Gen. Stat. 10-15 Towns to Maintain Schools
- Conn. Gen. Stat. 10-15c School Attendance by Five Year Olds
- State Board of Education Regulations
- Conn. Gen. Stat. 10-76d-7 Admission of Student Requiring Special Education (Referral)
- Conn Gen. Stat. 184, Duties of Parents, School Attendance Age Requirements
- Conn. Gen. Stat. 10-220, Duties of Boards of Education

Policy References: 5111.12, Change of Resident Status

Administrative Regulations 5111.12, Change of Resident Status  
 5112, Ages of Attendance  
 5118, Non-Resident Attendance and Tuition Fees

Policy Adopted: October 1, 1990  
 Policy Reviewed: January 20, 2009  
~~December 16, 2013~~

WESTON PUBLIC SCHOOLS  
 Weston, Connecticut

**Students**

**Admission/Placement**

A. Future Residents – Purchase of Residence

A family that is in the process of purchasing property in Weston for a residence may be allowed by the Superintendent to enroll a student in the Weston schools, at no cost, on the following conditions:

1. The family furnishes a copy of a fully executed construction contract or sales contract of the prospective residence in Weston indicating a closing date no later than sixty (60) calendar days after the date of enrollment of the student.
2. If the student does not become a legal resident within sixty (60) days of the date the student is enrolled, then the parents/guardians of the enrolled student will be required to pay per diem regular tuition from the date of expiration of the sixty (60) day period to the date on which legal residence is established. In addition, the parents/guardians of the enrolled student will reimburse the Weston Public Schools for the full cost of any special education and/or any other special services and costs beyond the regular education program from the date of expiration of the sixty day period to the date legal residence is established.
3. At the time of registration, parents/guardians of the enrolling student will be required to sign an agreement accepting the obligation to pay all calculated tuition and the cost of any special education and/or any other special services and costs beyond the regular education program as described in section A(2) in the event that the sixty (60) day period described above lapses without legal residency having been established.
4. Transportation is the responsibility of the family until legal residence is established.
5. If the student is permitted to enroll, and does not become a legal resident of Weston within the sixty (60) day period described above, the Superintendent may commence proceedings to deny further school accommodations to the student until such time as the student establishes legal residency in Weston.

~~B. Future Residents – Lease of Residence ¶¶~~

~~A student whose parents or guardians have leased property in Weston for a residence, but who have not yet moved into Weston, may be allowed by the Superintendent and the Board of Education to enter Weston schools on the following conditions: ¶¶~~

- ~~1. If the parents or guardians established a bona fide Weston residence before October 15 the pupil may be enrolled tuition free. ¶¶~~

- ~~2. If the residence is not established until after October 15, the parents or guardians shall pay prorated tuition from the first day of school, until the date bona fide residence is established.¶~~

### C. Unforeseen Circumstances and Renovations

In the event that a family has become “homeless” as defined by the McKinney-Vento Homeless Education Assistance Improvements Act, the affected student will be permitted to remain enrolled in Weston schools as required by federal and state law. A family that has been displaced from the Weston residence that they own due to a natural disaster, fire or other catastrophic circumstance, or due to planned home renovations, but is not “homeless” as described above, will be allowed by the Superintendent to enroll a student in the Weston schools, at no cost, on the following conditions:

1. Within sixty (60) days of being displaced due to a natural disaster, fire or other catastrophic circumstance, the family furnishes a copy of a fully executed, valid construction/renovation contract indicating an estimated date of completion no later than twelve (12) months from the date of having been displaced. In extraordinary circumstances, the Superintendent may permit a longer period for the estimated date of completion in his/her sole discretion.
2. Within thirty (30) days prior to being displaced due to planned renovations, the family furnishes a copy of a fully executed construction/renovation contract indicating an estimated date of completion no later than twelve (12) months from the date the renovations are scheduled to begin.
3. If the student does not become a legal resident within twelve (12) months from the date of displacement, or such longer period as may be permitted by the Superintendent as stated in paragraph 1 above, then the parents/guardians of the enrolled student will be required to pay per diem regular tuition from the date of expiration of the twelve (12) month period to the date legal residence is ultimately established. In addition, the parents/guardians of the enrolled student will reimburse the Weston Public Schools for the full cost of any special education and/or any other special services and costs beyond the regular education program from the date of expiration of the twelve (12) month period to the date legal residence is re-established. If a student is permitted to remain enrolled pursuant to the terms of this paragraph, the student’s parents/guardians will be required to sign an agreement accepting the obligation to pay the costs described in this paragraph.
4. Transportation is the responsibility of the family until legal residence is re-established.
5. If the student is permitted to enroll, and does not become a legal resident of Weston within the twelve (12) month period described above, or such longer period as may be permitted by the Superintendent as stated in paragraph 1 above, the Superintendent

may commence proceedings to deny further school accommodations to the student until such time as the student re-establishes legal residency in Weston.

## Kindergarten

Children reaching the age of five on or before ~~January 1<sup>st</sup>~~ **September 1** of any year will be eligible for kindergarten in the preceding September. Children reaching the age of five after ~~January 1<sup>st</sup>~~ **September 1** will enter kindergarten the following September.

## First Grade

Children reaching the age of six on or before ~~January 1<sup>st</sup>~~ **September 1** of any year will be eligible for the first grade in the preceding September. Children reaching the age of six after ~~January 1<sup>st</sup>~~ **September 1** will enter first grade the following September.

### 1. Exception

- A. ~~Children who apply for admission to first grade on the basis of prior satisfactory completion of kindergarten outside of the Weston Public School System will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal.¶~~
- B. Final grade placement will be determined exclusively by the observations of the classroom teacher, evaluations by the counselor, and the recommendation of the school principal to insure that only those children who are emotionally, socially, physically mature and mentally capable are allowed to enter the first grade program.

## **Placement Other Than Kindergarten**~~Other Grades~~

Children who apply for admission to grades ~~two-one~~ through twelve on the basis of prior schooling outside of Weston Public Schools shall be placed at the discretion of the school principal. Each child will be placed initially in the grade level he/she has reached elsewhere, unless it is the judgment of the school principal, after evaluation, that such child should be placed in another grade. The school principal may determine subsequently whether there should be any change in the grade placement of the child.

~~Children who apply for admission to first grade on the basis of prior satisfactory completion of kindergarten outside of the Weston Public School System will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal.~~

Legal References:

Conn. Gen. Stat. 10-261 Definitions  
Conn. Gen. Stat. 10-15, Towns to Maintain Schools  
Conn. Gen. Stat. 10-15c School Attendance by Five-Year Olds  
State Board of Education Regulations  
Conn. Gen. Stat. 10-76d-7 Admission of Student Requiring Special Education (Referral)

Conn. Gen. Stat. 10-220, Duties of Boards of Education

Conn. Gen. Stat. 10-253(f)

McKinney-Vento Homeless Education Assistance Improvement Act of 2001, 42 U.S.C. Section 11431, et. Seq.

Policy References:

Board of Education Policies 5111.12, Change of Resident Status

Administrative Regulations 5111.12, Change of Resident Status

5112, Ages of Attendance

5118, Non-Resident Attendance and Tuition Fees

Regulation Approved: October 1, 1990

Regulations Revised: January 20, 2009

December 16, 2013

WESTON PUBLIC SCHOOLS

Weston, Connecticut

## Generative AI (Artificial Intelligence)

The Board of Education is committed to providing our students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and other related technology tools.

For purposes of this policy, generative AI refers to any software that uses machine learning to produce text and/ or media. As with all educational materials as defined in Policy 6161, including technologies, users must be mindful of and adhere to all considerations ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all staff and students.

Generative AI (Artificial Intelligence) for teachers and students is aligned to the Weston Public Schools Policy 6161 and will be taken into consideration, along with the attached regulations, when making decisions to incorporate such tools into the educational environment in Weston.

While ensuring the responsible use for those interacting with and creating content from generative AI technologies, the Board underscores its commitment to fostering a dynamic and engaging learning environment that leverages the advances in AI to enhance student learning outcomes and equip students with the skills and dispositions needed for success in the digital age.

### Legal References:

### Policy References:

4118.2, Personnel - Certified  
4118.35 Employee Use of the District's Computer Systems and Electronic Communications  
5125.1, Student Privacy  
5135, Student Use of the District's Computer Systems and Internet Safety  
6010.1, Academic Honesty  
6161, Equipment, Books, and Materials

### Administrative Regulations

4118.2, Personnel - Certified  
4118.35 Employee Use of the District's Computer Systems and Electronic Communications  
5135, Student Use of the District's Computer Systems and Internet Safety

**6161, Equipment, Books, and Materials**

~~(cf. 6141.321—Student Responsible Use of the Internet)~~

~~(cf. 5121.3—Academic Dishonesty/Plagiarism)~~

~~(cf. 6162.51—Surveys of Students (Student Privacy))~~

Policy Adopted: **June TBD, 2024**

**WESTON BOARD OF EDUCATION**  
**Weston, Connecticut**

**Instruction & Personnel - Certified-Non-Certified  
Electronic Resources**

**Generative AI (Artificial Intelligence)**

The **Weston** Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process. The following considerations are offered to guide, support, and deliver on the opportunities expressed in **P5125.1/5135/6010.1/6161:P6141.3273/4118.53/4218.53**:

**Weston Public Schools uses a “team” approach when making decisions to adopt effective generative AI tools for students and teachers.** A district AI Advisory Committee, ~~comprised of~~ **including** staff and administrators **will be** charged with studying the potential advantages and challenges of AI and recommending training on the tools for teachers, students, and parents **to support** ~~Emphasize~~ the district’s commitment to using AI **ethically, fairly** responsibly and safely. Any tool that involves the use of student data must comply with the CT Student Privacy Law.

**In addition to the general policy guidelines, the following specific guidelines are set forth for greater clarification. Effective Generative AI tools for students and staff should be considered on the basis of:**

**Guidelines Considerations for Adopting Effective Generative AI Use Tools for Students:**

- ~~● Encourage a “team” approach in determining effective use and appropriate guidelines regarding AI-related practice, with a staff member with a strong understanding of how AI works, administrators, teachers, students, parents, and legal experts.~~
- **Consider establishing** ~~Before assigning an AI-required task, ensure all students have access to the tool and can~~
- **The tool must** comply with the technology’s user agreement and CT’s student privacy law.
- ~~● Review how generative Artificial Intelligence works, expectations for safe and ethical use, and the role you expect this tool to play in the completion of and approach to the assignment:~~
  - ~~○ Ensure students are provided instruction and reminders in the following areas:~~
  - ~~○ How and when to cite and provide attribution of sources~~
  - ~~○ When and where generative AI can and cannot be used~~
  - ~~○ Effective uses of generative AI~~
  - ~~○ Users assume responsibility for the results when using AI~~
  - ~~○ When permissions are required and Terms of Use followed~~
  - ~~○ What constitutes cheating? What constitutes support?~~
  - ~~○ Academic Integrity Policy and practical applications.~~

- The tool will meet the internal criteria aligned to the guidelines as put forth by the AI Advisory Committee
- The tool will support the appropriate use of Generative AI as defined in Policies P5125.1/5135/6010.1/6161
- ~~Consider requiring students to acknowledge and document how they used generative AI tools. For example, students could use Chat GPT to get feedback on their essay drafts and explain which tool suggestions they agreed with or didn't to encourage students to learn how to use the tool as a partner rather than having it do all the work for them. AI should not be allowed to replace the teacher or the student. However, it can and should be used to augment learning and instruction. Augmentation over automation.~~
- ~~Provide students with direct instruction on the limits and flaws related to generative AI technology – hallucinations, bias, inaccuracies, misinformation, etc. Remind students to think critically and fact-check using primary sources and that AI can have implicit bias and even present incorrect information.~~
- ~~Lay out potential risks and what responsible use looks like. Regularly remind students about the safety concerns related to sharing personal and private info/data with AI bots, as well as using them to invade other's privacy.~~

### **Guidelines for Adopting Effective Generative AI Tools** ~~Considerations for Teachers:~~

- The tool supports Weston's pedagogical approaches to the district's curriculum framework and expectations for lesson and activity design for students.
- The tool creates an environment for colleagues to confer, collaborate, and openly discuss and generate ideas, topics, student tasks, and other ways to enhance the curriculum implementation
- The teacher's use of the tool will follow the best practices guidelines set forth by the AI Advisory Committee, which highlight the value of teacher expertise
- ~~When the need arises to limit the use of generative AI, one may look to the following pedagogical approaches:~~
  - ~~Create lessons/assignments that would be challenging to complete with these tools.~~
  - ~~Allow students to complete assignments in class.~~
  - ~~Ask students to give oral presentations, or have them integrate the narrative of their search into their research/writing.~~
  - ~~Encourage project-based learning/assignments.~~
- ~~Confer with colleagues on what writing assignments look like in an era when students can simply employ chatbots to generate prose for them.~~
- ~~Consider ways schools, teachers, and students can use bots effectively and creatively.~~
- ~~Openly discuss the complex ethical questions, such as whether or not it is considered cheating when a student asks generative AI to fabricate a rough draft they then can revise themselves.~~
- ~~Use generative AI programs as smart search engines that present information in ways that are easy to understand.~~
- ~~Use AI to generate ideas, topics, writing assignments, and other materials for engaging lessons.~~

Perhaps ~~The~~ only certainty that exists in the area of AI technology is it will continue to **evolve**

and be more impactful in all of our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above “guidelines” are provided with the hope of initiating healthy and productive discussions and advancing higher levels of critical thinking and cognitive engagement.

**Legal References:**

Regulation adopted: **June TBD,2024**

**WESTON BOARD OF EDUCATION**  
**Weston, Connecticut**

## Instruction

### Educational Tours

#### School Sponsored Tours

1. The participants on the tour, employees, and students, must show evidence of accident and health insurance. The principal will have on file the documents which indicate that each participant of the tour has insurance and include the policy numbers when necessary.
2. The students and adults participating in the tour must be responsible for their own travel expenses and living expenses while on the tour. No school funds or educational funds will be utilized for any expenses incurred on such tours.
3. The principal will be responsible to see that all Board of Education policies and administrative procedures are followed.
4. The respective principal will be responsible for reviewing tours that will require more than one school day and/or be held out of state and will forward a recommendation concerning all suggested tours to the Superintendent for review.

#### Non-School Sponsored Tours

1. The teacher acting as a private agency must advise the school of intent to plan such tours.
2. Students will not be contacted during regular school hours. The principal shall approve a limited number of meetings related to the proposed educational tour to be held in the school building.
3. No pressure of any kind will be exerted on students to influence their participation.
4. Clear and definitive statements from agents must accompany all materials and literature advising the principal that the school is not in any way sponsoring or participating in the educational tour activity.
5. The teacher acting as a private agency must file a list of participants ten days in advance of the intended trip in order to afford the school an opportunity to advise parents that the school is not sponsoring or participating in the educational tour.

Regulation approved: March 5, 1991

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

StudentsIllness

School health personnel work under the supervision and direction of the school physician for all matters pertaining to school health.

The school nurse is on duty during the school day to treat any accident, illness or injury. If treatment other than first aid is required, the school notifies the parent. In the absence of a parent, the family physician, school physician, or emergency contact may be called.

For the health safety of other children, parents are requested to keep their children with colds home for at least the first 48 hours. Children complaining of sore throats, coughing, sneezing, vomiting, skin eruption or fever should remain home until the symptoms disappear. Children with encrusted red lesions of the skin, especially around the nose, mouth and ear lobes may be excluded from school by the school nurse. Readmission will be allowed after lesions have cleared or by a physician's written statement, following personal diagnosis, that the condition is not contagious.

Contagious Disease

If, in the opinion of the school nurse, a child appears to have a communicable disease or is reasonably considered to be a carrier of a communicable disease, the school nurse may require the exclusion of such child from school, either until the child no longer appears to be contagious, or until the child is certified as being non-contagious by a treating physician.

Parents are requested to notify the school health office if their child has a contagious disease. The following is an exclusion schedule for communicable diseases:

1. Chicken Pox: Until blisters are well crusted - approximately one week.
2. German Measles: Until no rash or fever for 2 days - approximately one week.
3. Measles: Until no rash or fever for 2 days - approximately one week.
4. Mumps: Until no swelling, tenderness or fever for 72 hours.
5. Scarlet Fever: Two days after institution of penicillin therapy provided temperature is normal for 24 hours.

IllnessContagious Diseases (continued)

6. Strep Throat: After 48 hours of antibiotic treatment.
7. Whooping Cough: Until no fever and no cough. Note of readmission from doctor is required.
8. Pink-Eye or Conjunctivitis: Note of readmission from doctor is required.
9. Common Cold: From onset for a minimum of 48 hours.
10. Impetigo: Until lesions start to dry. Readmission note from doctor is required.
11. Ringworm: Until lesions start to dry. Readmission note from doctor is required.
12. Head Lice: After special head lice shampoo and removal of all nits.

Policy adopted: October 1, 1990

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

StudentsStudents Afflicted with Communicable Disease

The Weston Board of Education recognizes that children afflicted with a communicable disease have a right to receive an education. to accommodate the interests of students with communicable diseases and the interests of parents, other students and employees, the Board directs the administration to establish regulations which ensure that:

1. Any student with a communicable disease receives a public education in accord with the requirements of current law.
2. Any student with a communicable disease will have his/her right to privacy preserved with only specified staff or government officials, as required by law, alerted to the student's health condition.
3. Specific information and training will be provided to all personnel involved in the education of students with a communicable disease.

An identified case of communicable disease will be reported by the medical advisor or designee to government officials as required by law. Director of Special Services or designee shall request that government officials provide the school system with any relevant information pertaining to any citizen with a communicable disease who has either directly or indirectly had contact with the school's students and/or employees.

This policy will be revised periodically to the extent required by legal requirements and/or medical developments.

Legal References: Connecticut General Statutes

10-76b State suspension of special education programs and services

10-76d-15 Duties and powers of boards of education to provide special education

10-207 Duties of medical advisors

10-210 Notice of disease to be given parent or guardian

19a-221 Quarantine of certain persons

Students Afflicted with Communicable Disease

Legal Reference: Connecticut General Statutes (continued)

Education for all Handicapped Children Act, 20 U.S.C. 1400,  
et seq.

Section 505 of the Rehabilitation Act of 1973, 29 U.S.C.  
706(7)(B)

Policy adopted: October 1, 1990

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

StudentsStudents Afflicted with a Communicable Disease

The following regulations outline the procedures to be followed whenever a student is identified as being afflicted with a communicable disease.

1. Students presently in the school system or those seeking entry into the school system identified as having a communicable disease will initially be placed in an alternative educational program if deemed necessary by the school medical advisory to protect against transmission. The medical advisor will then refer the student's case to the Communicable Disease Team.
2. A Communicable Disease Team may convene upon appropriate medical advice. The convention of such team will be within ten (10) school days of receiving information regarding the student's condition. Participants on this team will include the child's parents or guardian, the Director of Special Services, the building principal, the school nurse, the school medical advisor, the child's physician, and appropriate school staff.
3. In determining whether a student's condition warrants exclusion from the regular school program the following factors shall be applied:
  - A. Current medical condition.
  - B. Current medical knowledge.
  - C. Social and emotional development.
  - D. Behavior patterns.
  - E. Expected interaction with other children and staff.
  - F. Special education statutes.
  - G. Other factors as required by law.
4. A Program Team comprised of appropriate school staff will meet within a period of ten (10) school days to determine an appropriate alternative educational program in the event the Communicable Disease Team determines that the student's condition warrants exclusion from the normal school program.

Students Afflicted with a Communicable Disease

In cases involving a previously identified special education student or a student deemed by the Communicable Disease Programming Team to be a special education student, the Communicable Disease Programming shall refer such student to the Planning and Placement Team. The Planning and Placement Team will have primary responsibility for planning an educational program for such a student.

5. The privacy rights of students with a communicable disease shall be strictly observed by school staff. Information regarding a student's health condition will be provided only to personnel involved in providing direct services to the student, and to government officials, as required by law. The Communicable Disease Programming Team shall determine which personnel will be informed.
6. Staff responsible for providing an educational program to students with a communicable disease will receive information and training from appropriate medical and administrative staff. This training will include necessary information concerning the student's medical condition, methods to ensure against transmission of the disease, and appropriate instructional strategies.
7. A review of the student's medical condition shall be required and reported to the Communicable Disease Programming Team by the medical advisor at least every ninety (90) days or whenever a significant change in the child's medical condition occurs.
8. The Communicable Disease Programming Team will review the educational program of each student afflicted with a communicable disease at least every ninety (90) days.

Regulation approved:      October 1, 1990

WESTON PUBLIC SCHOOLS  
Weston, Connecticut



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# **Charting Weston's *Excellence in Education*: End of Year Review of District Goals and Aligned Action Steps**

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Board of Education Meeting  
June 17, 2024

# Areas of Focus

## Section 1: Academic Excellence: Curriculum and Instruction

1A: Math

1B: ELA/Reading

1C: Science

## Section 2: School Climate and Culture

## Section 3: Information Literacy/Technology

## Section 4: Human Resources & Finance

## Section 5: Safety and Security

## Section 6: Sustainability

## Section 7: Future Planning - Board of ED & WPS Administration



# Agenda

- What are our areas of celebration relative to our district and school goals?
- What were the high-leverage action steps that led to our greatest achievements during this academic school year?
- How will we utilize our summer months to leverage our work moving forward?



# Math

## 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.

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# Section 1: Academic Excellence



## 1A: Math - NWEA Progress

\*Growth corresponds to the % of students who have met or exceeded their projected growth targets

NWEA Math: By June 2024,				
Achievement Goals	Fall	Winter	Spring	Target
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.	73%	82%	91%	80%
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.	N/A	N/A	TBD	79%
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.	83%	84%	83%	75%
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.	N/A	N/A	62%	74%
Growth Goals				
Growth Goals	Fall	Winter	Spring	Target
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%)	N/A	66%	82%	59%
55% of students with disabilities in grades 1-9, will meet or <sup>38</sup> exceed their projected growth targets from Fall to Spring as measured by the NWEA Map Math assessment. (2023=51%)	N/A	63%	73%	55%

# Section 1: Academic Excellence



## 1A: Math - NWEA Progress

\*Growth corresponds to the % of students who have met or exceeded their projected growth targets

NWEA Math - Students with Disabilities (SwDs)	Subgroup Growth *% of students who met their growth projections from Fall to Spring	Target
1-2: % of SWDs who met or exceeded their projected growth targets	81%	55%
3-5: % of SWDs who met or exceeded their projected growth targets	88%	67%
6-8: % of SWDs who met or exceeded their projected growth targets	63%	59%
9: % of SWDs who met or exceeded their projected growth targets	64%	50%



ELA



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# Section 1: Academic Excellence



## 1B: ELA NWEA Progress

\*Growth corresponds to the % of students who have met or exceeded their projected growth targets

NWEA ELA: By June 2024,				
Achievement Goals	Fall	Winter	Spring	Target
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.	72%	81%	92%	75%
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.	N/A	N/A	TBD	83%
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.	81%	82%	75%	80%
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.	N/A	N/A	91%	94%
Growth Goals	Fall	Winter	Spring	Target
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%)	N/A	53%	56%	56%
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%)	N/A	47%	48%	53%



# Section 1: Academic Excellence



## 1A: ELA Progress - DIBELS8 & NWEA

\*Growth corresponds to the % of students who have met or exceeded their projected growth targets

DIBELS8 & NWEA - Students with Disabilities (SwDs)	Subgroup Growth *% of students who met their growth projections from Fall to Spring	Target
K-2: % of SwDs who met or exceeded their projected growth targets	65%	50%
3-5: % of SwDs who met or exceeded their projected growth targets	57%	63%
6-8: % of SwDs who met or exceeded their projected growth targets	39%	44%
9: % of SwDs who met or exceeded their projected growth targets	54%	46%



# Science



**WESTON PUBLIC SCHOOLS  
DISTRICT IMPROVEMENT  
PLAN  
2023-2024**

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# Section 1: Academic Excellence



## 1C: Science

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

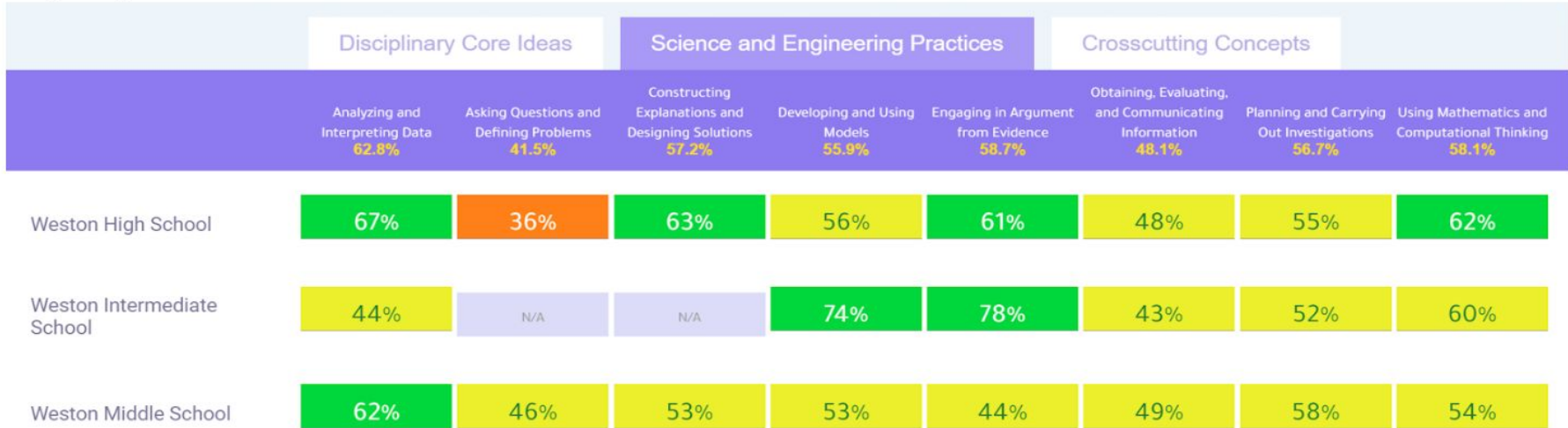
### Performance Target(s):

- By June 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%)

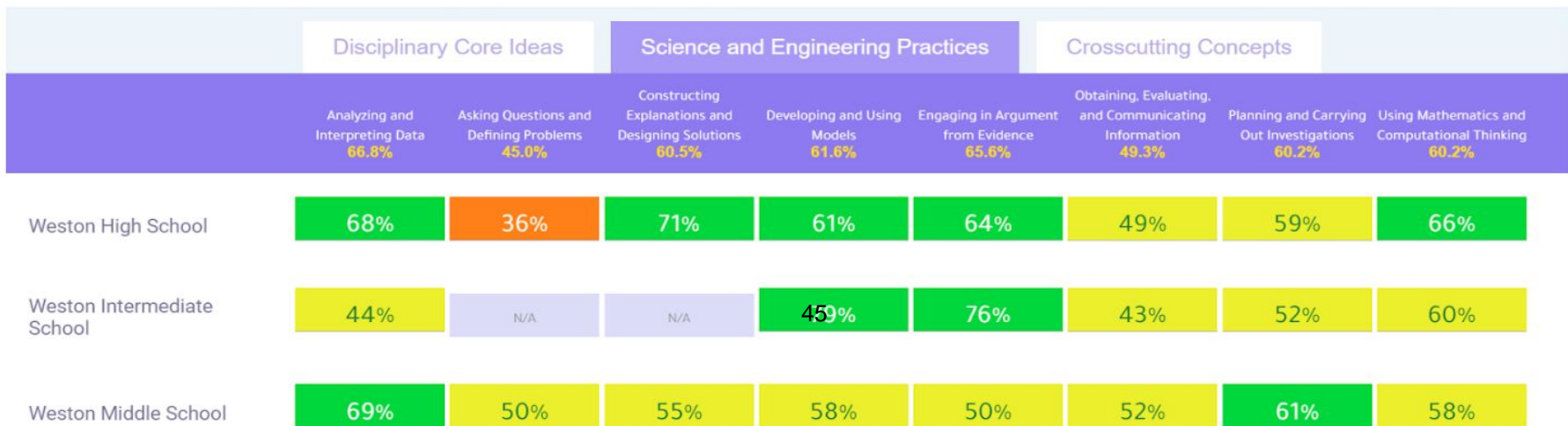


# Formative Science Data: InnerOrbit

Fall (SEP's)



Spring (SEP's)



# School Climate



**WESTON PUBLIC SCHOOLS  
DISTRICT IMPROVEMENT  
PLAN  
2023-2024**

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# Section 2: District Culture & Climate



## District Improvement Plan Goals (Student Data):

- 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%)
  - **May 2024 Actual: 82.2%**
- 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 of the time” and “most of the time”)
  - **May 2024 Actual: 69.7%**



# Section 2: District Culture & Climate



## District Improvement Plan Goals (Staff Data):

- WPS will increase the number of staff who believe staff morale is high to 70% (May 2023: 65%)
  - **May 2024 Actual: 68.2%**

## District Improvement Plan Goals (Parent Data):

- WPS will increase the response rate for family/guardian surveys to 35% (May 2023: 28%)
  - **May 2024 Actual: 20%**



# Section 2: District Culture & Climate



## Goal(s):

**STUDENTS:** Enhance students' social and emotional well being by building connections & creating a sense of belonging between and among students, staff, & community stakeholders

## School Action Step Highlights

### HES:

- Increased communication with families about attendance (emails)
- Increased number of social emotional learning lessons and activities (Affirmation Station example)
- Increase in climate goal focus area to 88% (at least one adult I can go to for help) Goal 85%



# Section 2: District Culture & Climate



## WIS:

- Week of Kindness in February
- All-School Assemblies focused on kindness and gratitude
- Increased student leadership opportunities - library interns, WIS daily news team, student council
- Increased class lessons on friendship, coping skills, positive social communication skills
- Increase in climate goal focus area to 79% (at least one adult I can go to for help) Goal 73.5%
- Trauma-Informed Care training for the staff



# Section 2: District Culture & Climate



## WMS:

- “Connect” Advisory Activities that focus on Student/Staff Connections and School Spirit
- Increased opportunities for Parent Involvement (Art Jam, Warrior Day, Career Day, PTO sponsored student socials, Staff Appreciation Events)
- 130 Spotlight students, 120+ positive postcards, 180+ Thank you notes to Career Day Speakers
- Holocaust Remembrance Day



# Section 2: District Culture & Climate



## School Action Step Highlights (con't):

### WHS

- Improved Student-Counselor connections using PACT
- Increased programming in our Library Learning Commons
  - Career Speakers
  - Holocaust Remembrance Day
- Enhanced Website & Family Communications
- Link Crew (doubled the number of link leader applications)
- Increase in climate goal focus area to 73.6% (at least one adult I can go to for help) from last year 68.2%



# 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.

## **HES School Action Step Highlights from LMS:**

- Led faculty meeting on which ISTE Standards for students were introduced and discussed
- Collaborated with teachers at each grade level to integrate ISTE/AASL standards into the new ARC curriculum
- Students participated in digital citizenship lessons tying school theme of how to be safe, kind and responsible when using technology



# Section 3: Information Literacy/Technology

## WIS School Action Step Highlights from LMS:

- Integrated lessons with all 4th-grade Social Studies on the ethical use of digital sources and content
- Integrated lessons with all 5th-grade ELA on media literacy and website evaluation
- Integrated lessons with 3rd-grade ELA on the ethical use of digital content



# Section 3: Information Literacy/Technology

## WMS School Action Step Highlights from LMS:

- Collaborated with teachers across all grades to teach students how to use digital tools for critically evaluating and curating resources, making meaningful connections, and building new knowledge
- Students received direct instruction on digital citizenship, supported by PSA reminders on the WMS morning show. A series of digital citizenship summer reminders were given in June



# Section 3: Information Literacy/Technology

## WHS School Action Step Highlights from LMS:

- Taught lessons on digital literacy and citizenship to students in Grade 9-12 through English, Social Studies, Health and World Language courses
- Worked with the 9th grade students on their capstone projects for World History and provided direct instruction on source selection and citations
- Collaborated with English and Social Studies teachers on embedding ISTE and AASL standards in curriculum documents in courses



# Section 4: Human Resources & Finance

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

## District Action Step Highlights:

- Supported new teachers with TEAM modules.
- Collaborated with assistant superintendent on the new leader and teacher evaluation plan
- Wrote and submitted WPS Diversity Recruitment Plan Draft to CSDE



# Section 5: Safety & Security

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

## **District Highlights:**

- 2025 Capital Budget Request- \$330,000 approved
- Camera servers, new cameras & replacements and licensing project to begin in July of 2024
- Reunification Plan to be finalized after June 2024 site visits
- NIMS - Incident Command System(ICS) training for August 2024 leadership retreat



# 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

## **District Action Step Highlights:**

- HES Recycling program and teaching assembly
- WIS composting & recycling program, Monarch Butterfly program
- WMS Plastic utensil reduction, composting and recycling
- WHS Newtown Courtyard & Composting



# Section 7: Future Planning - EOC

**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.



## District Action Step Highlights:

- WMS Project webpage on district website houses historical and current presentations, documents, plans, and video links
- Educational Specifications written in collaboration with WMS staff.
- Proposal presented and approved by BOE May 20
- Project paused by First Selectwoman May 23
- Awaiting next steps by town government



# HES ACCOMPLISHMENTS/CELEBRATIONS

- Implemented new recycling practices in cafeteria and PBIS lesson on recycling
- Filled the Honeyhive 10 times (PBIS)
- North House Playground Renovation Project launched and will be installed this summer!
- Makerspace Redesign in process. Ready for use in August!
- Kindergarten led project collected 176 bags of food for the Weston Food Pantry
- Play Based learning review started this year
- Increased Instagram presence with 319 posts and 579 followers to date
- Implemented new reading program K-2
- Piloted Math programs. Roll out grade 2 next year with Illustrative Math



# WIS ACCOMPLISHMENTS/CELEBRATIONS

- WIS recognized as a School of Distinction by the state for growth and achievement in reading and math
- 450 students received books during “Caught Being Kind” Initiative
- Implemented new Composting Program and updated Recycling Programs
- Production Studio renovation - new recording space, upgraded recording equipment, and new interview studio
- School production of “Cinderella - If the Shoe fits”
- Over 250 students participated this year in our music ensembles
- School Store - Gift to school



# WMS ACCOMPLISHMENTS/CELEBRATIONS

- Recycling and Composting in the Cafeteria
- Campaign to Reduce Plastic Utensils
- Thrills and Trills “Superior Rating” for Jazz Ensemble, Chamber Singers, and Chamber Orchestra
- SpongeBob Musical
- Monthly Coffee with Counselors
- Increased Number Parent Volunteers (Warrior Day, Robotics, Mock Trial, Classroom)
- Holocaust Speakers
- Author Visit
- United Nations Day



# WHS

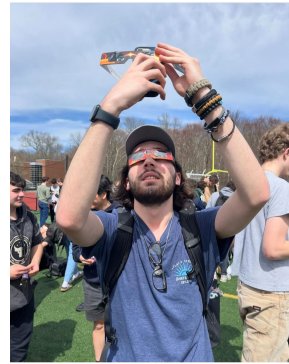
## ACCOMPLISHMENTS/CELEBRATIONS

- Challenge Success Partnership
- Inaugural Year of Link Crew
- Continuation of Challenge Success Partnership into 24-25
- Workshops: Well-being, College Process
- Increase Communication Tools
- Students produced & directed Spotlight
- Student Directed Fall Play
- Boys' Swim State Champions
- Boys' and Girls' Ski SWC Champions
- Boys' Ski State Open Champions
- Boys' and Girls' Tennis SWC Champions
- Girls' Lacrosse State Runner Up Class M



# Summer Curriculum Academy ('24)

- June 19 Phase 2 Begins: Full team training grounded in research led by CIL Team
  - Review Weston's Curriculum Framework & Design Templates
  - Review how to make decisions around standards and content using the
    - Understanding by Design (Grant Wiggins & Jay McTighe) &
    - Universal Design for Learning (Why, What, How)
  - Focus on quality assessment and standards alignment
- June 19-23, 2024
  - Allocation of days range from 2 to 5 full days per team
- Who is working and how will they be organized?
  - Approximately 64 teachers
  - 33 different teams across K-12
  - 8 different content areas
- **Targeted curriculum based** tasks to be completed per team
  - K-12 Scope and Sequence
  - Pacing Guide per grade
  - Unit 1 Planner and beyond
  - Assessment Design





**Gifts, Grants and Bequests Approval Form**

**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: Hurlbutt Elementary School

Name of Donor: Weston Education Foundation (WEF)

Value of gift(s) being donated): \$ \$ 23,086.69

Description (enter description or see attached, and include back up):

This gift will fund the redesign and equipment needed to transform the computer lab into a Makerspace. The Makerspace will be a room used for our students to create, produce and be inspired. They will work collaboratively with peers to solve problems, pursue interests and learn new skills. The space which will be known as "The Hive" will lay foundational skills and experiences for students to build upon throughout their years in the Weston Public Schools culminating in the Portrait of a Graduate experience.

Signature/Approval:

*Laura Kaddis*

X

Principal Signature

X

Superintendent Signature

Date: 5/24/24 Date:     /    /    

**Board of Education Approval**

Not required

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

No



Gifts, Grants and Bequests Approval Form

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: WHS


Name of Donor: Weston High School PTO

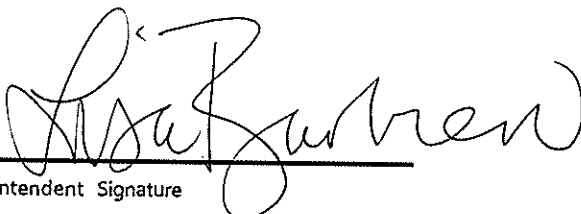
Value of gift(s) being donated): \$10,000.00

Description (enter description or see attached, and include back up):

A donation has been made by the Weston High School PTO in the amount of \$10,000.00 to continue our partnership with the Challenge Success organization as well as further evaluate our school systems, supports and services. The goal is to increase student voice in the overall programs and practices at Weston High School. We will assess the needs of students and teachers in the post-COVID climate and use research-based interventions to address these needs. With these funds, we will purchase a one-year coaching program from Challenge Success. This will benefit all Weston High School students and families with improvements in overall school climate, student engagement and positive impact on classroom environments.

Signature/Approval:

  
Principal Signature

  
Superintendent Signature

Date: 6/5/24

Date:     /    /    

Board of Education Approval

Not required

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

No



Gifts, Grants and Bequests Approval Form

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.

School/Building:  HES  WIS  WMS  WHS  CO

Name of Donor: PTO

Value of gift(s) being donated): \$ 1,450.00

Description (enter description or see attached, and include back up):  
Backdrop for the WIS Media Room

Signature/Approval:

X *Robin Jacob*  
Principal Signature

X *Lisa Jurew*  
Superintendent Signature

Date: 5/28/24

Date:    /   /   

Board of Education Approval

Yes (If yes, date of Board of Education Approval: \_\_\_/\_\_\_/\_\_\_)

No



Team Fitz Graphics  
 11320 Mosteller Rd  
 Cincinnati, OH 45241  
 (855) 356-8550 (toll free)  
 (513) 771-5009 (fax)  
[www.teamfitzgraphics.com](http://www.teamfitzgraphics.com)

Prepared For

Account Name Weston Intermediate School  
 Bill To CT

Contact Name Shelly Rinas  
 Email shellyrinas@westonps.org

Quantity	Product	Unit Size	Sales Price	Total Price
1.00	Media Backdrop Carrying Case	n/a	\$50.00	\$50.00
1.00	Media Backdrop/Table Throw Combo	SEE PROOF	\$1,340.00	\$1,340.00
1.00	Shipping - UPS Standard Ground	n/a	\$60.00	\$60.00

Totals

Subtotal \$1,450.00  
 Grand Total \$1,450.00

*\*Rush Orders Available, Fee Will Apply*  
*\*\*Installation by Owner unless otherwise noted*  
*\*\*\*LTL Limited Access fee is defined as any non-commercial delivery site*  
*\*\*\*\*Sales tax is not included and may be added at time of order if applicable*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PO Number (if applicable): \_\_\_\_\_

By my signature, I confirm the final design, authorize production, and agree to pay the above amount in full upon receipt of invoice.



Gifts, Grants and Bequests Approval Form

Gifts Valued Under \$1,000:

1. 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.
2. The Superintendent should be informed of all gifts.
3. 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

School/Building:  HES  WIS  WMS  WHS  CO

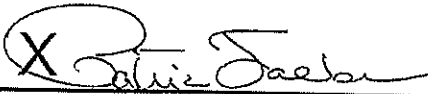
Name of Donor: WIS PTO

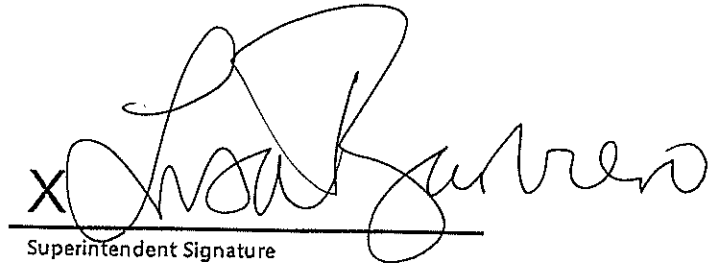
Value of gift(s) being donated): \$ 500.00 approx.

Description (enter description or see attached, and include back up):

School of Distinction banner

Signature/Approval (if necessary):

  
 \_\_\_\_\_  
 Principal Signature

  
 \_\_\_\_\_  
 Superintendent Signature

Date: 6/12/24

Date: \_\_\_/\_\_\_/\_\_\_

Board of Education Approval

- Not required
- Yes (If yes, date of Board of Education Approval: \_\_\_/\_\_\_/\_\_\_)
- No



Patricia Falber <pattiefalber@westonps.org>

**[EXTERNAL] PHILANTHROPY REQUEST- School of Distinction Banner**

1 message

Shannon Seymour <philanthropy@wispto.com> Mon, May 20, 2024 at 11:35 AM  
 To: Weston Intermediate School PTO <mariarowbotham@gmail.com>, Patricia Falber <pattiefalber@westonps.org>, Chris Bryant <christopher\_bryant@usa.net>, Stephanie Feingold <stephanie.feingold@gmail.com>, Alexandra Cercone <alexandra.cercone@gmail.com>, Jenny Plant <barker\_jenny@hotmail.com>, Kellie James <Kelliepjames@gmail.com>, Mona Shahbazi <mona.shahbazi@gmail.com>, Debbie DeLong <debbie.10.d@gmail.com>, Cheryl Churchill <cherylchurchill@westonps.org>

Hello All,

I met with Pattie last week to discuss sizing and placement of a banner to commemorate the WIS School of Distinction award.

The cost will run between \$400-500. I am asking for up to \$500. Please find my request below.

If we could approve this via email, I can present it for final approval at our last General Board meeting this Wednesday.

Thank you so much!  
Shannon

----- Forwarded message -----

From: **Weston Intermediate School PTO** <notify@membershiptoolkit.com>  
 Date: Mon, May 20, 2024 at 11:22 AM  
 Subject: COPY: Receipt for Form Submission #07412-12079038 from Weston Intermediate School PTO  
 To:  
 Cc: <philanthropy@wispto.com>

\*\*\*\* COPY \*\*\*\*

original sent to shannoneseymour@gmail.com

## Weston Intermediate School PTO

Thank you for your submission! Your receipt is below.

Please direct questions or replies to mariarowbotham@gmail.com.

### Information Receipt

REFERENCE NO: 07412-12079038  
 DATE: 5/20/2024 11:22 am

**Shannon Seymour Michl**  
 shannoneseymour@gmail.com



Gifts, Grants and Bequests Approval Form

Gifts Valued Under \$1,000:

1. 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.
2. The Superintendent should be informed of all gifts.
3. 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

School/Building:  HES  WIS  WMS  WHS  CO

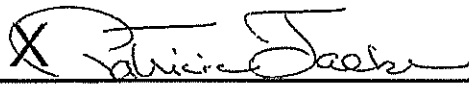
Name of Donor: WIS PTO

Value of gift(s) being donated): \$ 209.36

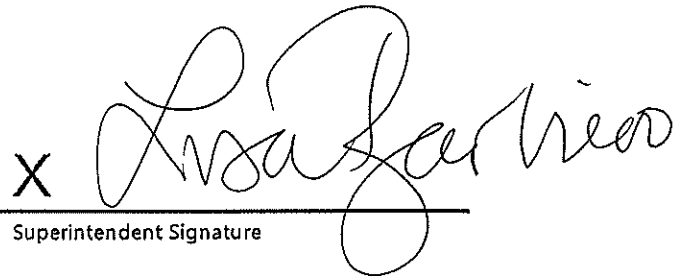
Description (enter description or see attached, and include back up):

Additional items for Media Room update

Signature/Approval (if necessary):

X 

Principal Signature

X 

Superintendent Signature

Date: 6/12/24

Date: \_\_\_/\_\_\_/\_\_\_

Board of Education Approval

Not required

Yes (If yes, date of Board of Education Approval: \_\_\_/\_\_\_/\_\_\_)

No

Delivering to Newtown 06470  
Update location

All Search Amazon



EN Hello, sign in Account & Lists Returns & Orders

0

- All Medical Care Groceries Best Sellers Amazon Basics New Releases Prime Music Customer Service Today's Deals
- Your Lists Gift Finder Baby Registry Birthday Gift List Wedding Registry Amazon Gift Cards Custom Gift List Lists Help

## Your Lists Your Friends

List help

Hello. Please sign in.

### Recording Studio Add-Ons

More

Search this list

Filter & Sort

Total w/Shipping \$209.36



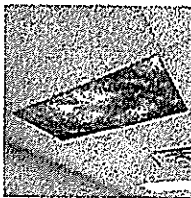
**Inspirational Wall Decor**  
 Quotes for Boy Girl Room  
 Decor for Teen Girl Living  
 Room Bedroom Classroom  
 Playroom Nursery Girls Boys  
 Room Wall Decals  
 Decorations (Play, Create,  
 Explore, Love, Dream, Smile)  
 by SUPANT (Kitchen)

6

\$16.99 FREE Shipping on ord...

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**OCTO LIGHTS Magnetic**  
 Fluorescent Light Covers for  
 Ceiling Lights Classroom 2x4 -  
 Magnetic Classroom Light  
 Filters - Improve Focus,  
 Eliminate Headaches &  
 Eyestrain - Astronomy 024  
 by OCTO LIGHTS

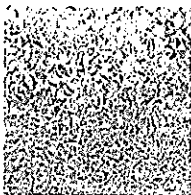
62

\$39.99 & FREE Shipping  
Color : Purple Nebula

Add to Cart

Buying this gift elsewhere?

> Needs 2 has 0



**DOWELL Window Privacy**  
 Film, Rainbow Window Film,  
 Decorative Stained Glass  
 Window Clings, Static Cling  
 Window Sticker, Non-  
 Adhesive Window Decals for  
 Home UV Protection, 17.5 x  
 157.5 inches  
 by DOWELL

5,630

\$22.99 FREE Shipping on ord...  
Size : 17.5" x 157.5" Color : Clear

Add to Cart

Buying this gift elsewhere?

> Needs 3 has 0



Gifts, Grants and Bequests Approval Form

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: WHS

Name of Donor: Weston Education Fund

Value of gift(s) being donated): \$5,000.00

Description (enter description or see attached, and include back up):

A donation has been made from the Weston Education Fund for \$5,000.00 to continue our partnership with the Challenge Success organization as well as further evaluate our school systems, supports and services. The goal is to increase student voice in the overall programs and practices at Weston High School. We will assess the needs of students and teachers in the post-COVID climate and use research-based interventions to address these needs. With these funds, we will purchase a one-year coaching program from Challenge Success. This will benefit all Weston High School students and families with improvements in overall school climate, student engagement and positive impact on classroom environments.

Signature/Approval:

X [Signature]  
Principal Signature

X [Signature]  
Superintendent Signature

Date: 6 / 5 / 24

Date:     /    /    

Board of Education Approval

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



**WESTON PUBLIC SCHOOLS**  
**BOARD OF EDUCATION MEETINGS**  
**2024-2025 REGULAR MEETINGS**

<b>Date</b>	<b>Time</b>	<b>Location</b>
Monday, September 16, 2024	7:00 PM	In-person (WMS)
Monday, October 21, 2024	7:00 PM	Remote
Monday, November 18, 2024	7:00 PM	Remote
Monday, December 16, 2024	7:00 PM	In-person (WMS)
Tuesday, January 21, 2025*	7:00 PM	Remote
Monday, February 10 or 24, 2025**	7:00 PM	Remote
Monday, March 17, 2025	7:00 PM	In-person (WMS)
Monday, April 21, 2025	7:00 PM	Remote
Monday, May 19, 2025	7:00 PM	Remote
Monday, June 16, 2025	7:00 PM	In-person (WMS)

*Third Monday of the month unless otherwise noted.*

*\* January meeting date moved due to holiday on January 20*

*\*\* February meeting date moved due to February Recess*

**MEMORANDUM OF UNDERSTANDING  
BY AND BETWEEN  
THE WESTON BOARD OF EDUCATION  
AND THE WESTON POLICE DEPARTMENT**

**School Resource Officer Program**

This Memorandum of Understanding (“Agreement”) is made and entered into this \_\_\_\_ day of \_\_\_\_\_, 2024 by and between the Weston Board of Education and the Weston Public Schools (together, the “School District”) and the Weston Police Department and Weston Board of Police Commissioners (together, the “Department”).

**I. Introduction**

The School Resource Officer (“SRO”) Program involves the placement of a law enforcement officer within the education environment. The SRO is an employee of the Department assigned by the Department to serve as liaison between the school community and the Department and to support the school administration and staff in maintaining a safe, secure, and positive school environment. Any individual hired by the Department to work as an SRO shall be a sworn police officer.

The Department and the School District shall review and adhere to the requirements and principles set forth in Conn. Gen. Stat. § 10-233m, including but not limited to the implementation of a graduated response model for student discipline; training related to social-emotional learning and restorative practices; and the reporting of investigations or behavioral interventions of challenging behavior or conflict that are conducted by an SRO and escalate to violence or constitute a crime.

This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to clarify the role of law enforcement in school disciplinary matters and reduce involvement of police and court agencies for misconduct at school and school-related events.

This Agreement is founded on the following principles:

- The vast majority of student misconduct can and should be addressed through classroom and in-school strategies and by maintaining a positive school climate.
- The response to school disruptions should be reasonable, consistent, and fair, with appropriate consideration of relevant factors, such as the age of the student and the nature and severity of the incident.
- The School District and the SRO Program will utilize a graduated response model, described in Section VI of this Agreement, which provides increasingly more serious consequences for continued student misconduct. As such, disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of police involvement or court referral.

- Establishment of clear and consistent guidelines for school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of students, the school system, law enforcement and the community at large.

When determining consequences for a student's disruptive behavior, the following factors shall not be considered: (1) the student and/or family's race, ethnicity, gender, gender identity or expression, sexual orientation, religion, national origin and/or membership in any other protected class, and (2) the economic status of the student and family.

## **II. Supervision of SROs**

The Department agrees to provide two (2) SROs for the District. The SROs will be primarily based at Weston Middle School and Weston High School but may be assigned to assist at other schools within the District.

The Department, in consultation and agreement with the Superintendent of Schools, will determine who will assume the role and responsibilities of the SRO. If the Department conducts interviews for the assignment to such position, the Superintendent or designee will be invited to attend the interviews.

The SRO shall remain an employee of the Department and shall not be an employee of the School District. As such, the Department agrees to provide fully uniformed and armed SROs to the School District, and the Department shall bear the costs of the SRO Program during school days when the SRO is present in the schools. The Department agrees to fund and provide all required, as well as advanced, ongoing training to ensure SROs are current in best law enforcement practices. Whenever possible, such training will take place when school is not in session.

The School District acknowledges that the SRO will remain subject to the administration, supervision and control of the Department. However, while acting in the capacity of an SRO, the SRO shall work cooperatively with the Superintendent or designee with the exception that, while in the performance of law enforcement duties, the SRO will follow protocols established by the Department and its Chief of Police.

## **III. Appointment, Term, and Schedule**

An SRO will be appointed by the Department to each of the schools listed above, after consultation and upon agreement with the Superintendent of Schools. The Department, in partnership with the Superintendent of Schools, will assign each SRO's workdays and shifts. The SRO's duty hours shall, whenever possible, conform to the school day.

In the performance of their duties, SROs shall coordinate and communicate with school administration. It is understood and agreed that in the event of an emergency in the community, an SRO may be ordered by the Department to leave school during normal duty hours and to perform other services for the Department.

In the event an SRO must be absent from work, the SRO shall notify the Department supervisor and the school principal(s) at the building(s) to which the SRO is assigned.

The Superintendent or designee shall contact the SRO's supervisor at the Department to request SRO attendance at after-school and evening school activities. If such attendance requires overtime, it shall be subject to approval by the SRO's supervisor at the Department. No overtime assignment at an after-school or evening school event will be approved unless the Department has first conferred with the Superintendent.

#### **IV. Uniform and Equipment, Including Firearms**

The SRO will wear the SRO's approved uniform with appropriate logos and name badges depending on the type of school activity and program and/or the request of the school principal(s) at the building(s) to which the SRO is assigned.

It is understood that the SRO will carry a Department-approved duty firearm and other Department-issued equipment. The SRO is responsible for carrying such equipment or otherwise storing and securing such equipment, including firearms and ammunition, in accordance with police protocols and applicable law. Such duty firearm and other Department-issued equipment shall only be used when law enforcement intervention is necessary and then shall only be used in accordance with the policies and standards of the Department and applicable law.

Body-worn recording equipment shall not be turned on by the SRO while acting in the capacity of an SRO with respect to educational responsibilities or typical interactions with students, staff, or other members of the public in the school setting. The SRO will use Department-issued body-worn recording equipment only when acting in a law enforcement capacity and as required by Department policy and in accordance with applicable law and guidelines. The Department and the Superintendent of Schools shall jointly set expectations and resolve any disputes in this area.

If body-worn recording equipment is turned on for any reason during the school day in the school setting, the SRO shall promptly notify the building principal(s) at the building(s) to which the SRO is assigned or the principal's designee. Unless designated otherwise, all video recordings captured by the body camera shall be the property of the Department, and the School District shall not be responsible for their storage, maintenance, release, or disposal.

Upon request of the building principal(s) at the building(s) to which the SRO is assigned or the Superintendent of Schools or designee, the Department may permit such individuals to view and review any video recording captured by the SRO while performing official SRO duties as outlined in this Agreement, subject to the requirements of the Freedom of Information Act, other applicable law, and the approval of the Chief of Police. Such recording shall be considered a law enforcement record.

#### **V. Duties and Responsibilities of the SRO**

- The SRO will complete, while in the performance of the SRO's duties as a school resource officer and during periods when such SRO is assigned to be at the school, any

separate training specifically related to social-emotional learning and restorative practices that is provided to certified employees of the school(s) to which the SRO is assigned.

- The SRO will work proactively to develop positive relationships with students and staff and be available to students, parents and staff who want to discuss concerns.
- The SRO will collaborate with school administrators, as well as local law enforcement, fire service, public safety and emergency management agents, as may be appropriate, in emergency crisis planning and building security matters. Among other things, the SRO will assist the school administration in conducting crisis drills and offer suggestions regarding how to maintain and improve school safety in all schools.
- The SRO will confer with the building principal(s) at the building(s) to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.
- The SRO will provide educational programs, as requested by the Superintendent or designee, to students, parents and faculty concerning topics such as substance abuse, violence prevention and diffusion, conflict resolution, crime prevention, Internet safety, cyberbullying, and other issues relevant to the student population.
- The SRO will attend meetings of parent and faculty groups to communicate about the goals and role of the SRO Program, as requested by the principal(s) at the building(s) to which the SRO is assigned.
- The SRO has no role in ordinary school discipline or enforcement of school rules, although an SRO may provide assistance to school personnel at the request of a school administrator. The SRO will work collaboratively with the Superintendent to determine the goals and priorities for the SRO Program and the parameters for SRO involvement in school matters, consistent with the Graduated Response Model described in Section VI, below.
- An SRO shall only use physical restraint on a student as an emergency intervention to prevent immediate or imminent injury to the student or to others. Any use of force by an SRO to restrain any student must be the least amount necessary to detain the student, reasonable in light of the totality of the circumstances, and in compliance with their law enforcement training, Department protocols, and all applicable laws.
- The SRO will abide by applicable law and the Department's general orders concerning investigations, interviews and searches of students or staff on school property or at school functions under the jurisdiction of the School District. Any such activity will be conducted in accordance with Section VII of this Agreement. At no time will the SRO direct or demand that school personnel interview or search a student.
- The SRO will consult with and coordinate activities through the Superintendent or building principal(s) at the building(s) to which the SRO is assigned. Except in

emergency situations, the SRO will not take any official law enforcement action without notifying the school administration in accordance with Section VII, below.

- The SRO will act swiftly and cooperatively when responding to emergencies at school, including but not limited to disorderly conduct by trespassers and the possession and/or use of weapons on school grounds, consistent with Department policy and protocols.

## **VI. Graduated Response Model**

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations and violations of classroom rules. SROs should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives, and moving seats. The teacher should initiate parental contact.

School Administration Intervention - Classroom interventions are supported by school administrators and other school staff who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level may include, but are not limited to: repetitive patterns, defacing school property; truancy; threatening; and other behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privileges, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school services may be appropriate. This intervention is managed by the school administrator or a student assistance team. Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment may be examples that belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on JRBs.

Law Enforcement Intervention – Only when classroom, school and community options have been found ineffective, or when deemed appropriate by the administration or in an emergency, should the school involve the police in a specific student intervention, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Law enforcement options may include, but not be limited to, verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court. In appropriate circumstances, law enforcement options may include arrest.

Absent an emergency, any such arrest will be conducted in accordance with Section VII, below.

## **VII. Law Enforcement Professionals/SRO Activity at Schools**

The parties agree that employees of the Department and/or the assigned SRO (“Law Enforcement Professionals”) need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

Except in an emergency, all Law Enforcement Professionals seeking to conduct formal police interviews, interrogations, and/or arrests of any student on School District property or at school-sponsored activities shall be referred to the building principal. When making such request, SROs shall be aware of the potential disruption to the educational process that their action may cause and consider the necessity of such action based on the (1) the potential danger to persons; (2) the likelihood of destruction of evidence or other property; and (3) the ability to conduct the investigation, arrest or search elsewhere. As such, Law Enforcement Professionals will work to minimize the potential for disruption through a coordinated effort with the schools.

When taking a student into custody, officers should make reasonable efforts to avoid making arrests or taking students into custody on school premises or at a school-sponsored activity. Whenever possible and except in the event of an emergency, students should be taken into custody out of sight and sound of other students.

## **VIII. Police Access to Images from School Cameras**

In the event of a criminal investigation, the Department or other law enforcement agencies may request access to School District video images, live or recorded, by making a request for access to the Superintendent. Access may be granted by the Superintendent or other such certified administrator as designated by the Superintendent only when determined by the Superintendent to be appropriate under state and federal law. If access is granted, the Department shall abide by its policies and procedures with respect to evidence, juvenile records, and personally identifiable information.

In the absence of express permission from the Superintendent, the Department may only access School District live streaming video and/or recorded images from school cameras in emergency circumstances, including an emergency alarm originating from one of the school facilities or grounds or a 911 call pertaining to a school facility/grounds. Any such access by the Department shall be only be made for the purpose of the Department and other law enforcement or first responders aiding in the public safety emergency response to a school facility.

A virtual private network will be used for live viewing by the Department when authorized by this Agreement. Other than system tests conducted by the Chief of Police or designee(s), conducted on a periodic basis at times when students are not present in the building, the Department will not routinely view School District video images, live or recorded, to monitor the schools or grounds.

Notwithstanding the above, the SRO will have access to live video images captured at the school at which the SRO is assigned, during the days and hours in which the SRO is performing such assignment, in order to help maintain school security.

#### **IX. Reporting of Investigations and Behavioral Interventions**

In accordance with state law requirements, each SRO shall submit a report to the Chief of Police for each investigation or behavioral intervention of challenging behavior or conflict that (1) is conducted by the SRO and (2) escalates to violence or constitutes a crime, no later than five school days after conducting such investigation or behavioral intervention. An "investigation or behavioral intervention" is "a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts."

The SRO's report shall include: (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of the SRO, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (a) searched, (b) apprised of such student's constitutional rights, (c) issued a citation or a summons, (d) arrested, or (e) detained, including the amount of time such student was detained. The SRO shall not include student names on the report.

All SROs shall use and complete Form A, attached hereto and incorporated herein. SROs and/or the Department shall not substitute their own form(s) for Form A and shall not submit any supplemental or additional documents in connection with Form A, unless required by law or mutually agreed upon by the parties in writing.

On a monthly basis, the Chief of Police shall compile and provide to the Superintendent of Schools all Form A documents completed by the SROs during the prior month. In the event there were no Form A documents completed by the SROs during any given monthly period, the Chief of Police shall notify the Superintendent of Schools in writing as follows: "During the month period consisting of \_\_\_\_ to \_\_\_\_, the SROs did not engage in any investigation or behavior intervention of challenging behavior or conflict that escalated to violence or constituted a crime."

#### **X. Duties of the School District**

The School District shall provide to the SRO the following materials and facilities which are deemed necessary to the performance of the SRO.

- An air-conditioned office at the school to which the SRO is primarily assigned.
- A desk with drawers, a chair and filing drawers.
- A computer and phone.
- Assigned parking space(s).

- Access to inspect and copy public records maintained by the school to the extent allowed by law.
- Training specifically related to social-emotional learning, restorative practices, and physical restraint and seclusion that is provided to certified employees of the school.

**XI. SRO and SRO Program Review Processes**

In the event school administration feels that an SRO is not effectively performing the SRO’s duties or responsibilities, the administrator shall contact the Superintendent of Schools. Within a reasonable amount of time, the Superintendent shall notify the Chief of Police. A meeting shall be conducted with the SRO to resolve any problems. If the issue cannot be resolved, the Superintendent shall request that the Chief of Police assign a different officer to the SRO position. In such an event, the Chief of Police will recommend an SRO candidate to the Superintendent of Schools for approval.

**XII. Term**

The term of this Agreement shall be three (3) years from the date of execution. Notwithstanding, this Agreement may be terminated by both parties at any time by mutual written agreement, or by either party providing written notice of termination to the other party prior to March 31<sup>st</sup> of any year, with such termination to be effective the following July 1<sup>st</sup>.

This Agreement constitutes a final written expression of all terms of this Agreement and is a complete and exclusive statement of those terms. This Agreement may be modified in writing by consent of the parties.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be signed by their authorized officers. \_\_\_\_\_.

\_\_\_\_\_  
Chair  
Weston Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools  
Weston Public Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair  
Weston Board of Police Commissioners

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief of Police  
Weston Police Department

\_\_\_\_\_  
Date

**FORM A**  
**Weston Public Schools**  
**School Resource Officer (SRO) Report on Investigations and Behavioral Interventions**

*This form must be completed and provided to the Weston Chief of Police within five (5) school days of conducting an investigation and/or behavioral intervention of 1) challenging behavior that escalates to violence or constitutes a crime, or 2) conflict that escalates to violence or constitutes a crime.*

*“Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.*

*“Investigation or behavioral intervention” means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.*

***The SRO may only report investigations and/or behavioral interventions of challenging behavior or conflict that escalate to violence or constitute a crime. If the conduct did not escalate to violence or constitute a crime, it may not be reported in this form.***

**Name of School Resource Officer:** \_\_\_\_\_

**Badge Number:** \_\_\_\_\_ **School Affiliation:** \_\_\_\_\_

*Investigation and/or Behavioral Intervention Information:*

**Date of Investigation/Intervention:**

\_\_\_\_\_

**Time of Investigation/Intervention:**

\_\_\_\_\_

**Location of Incident:**

\_\_\_\_\_

**The reason for and nature of such investigation and/or behavioral intervention:**

\_\_\_\_\_

**The disposition of such investigation or behavioral intervention (check all that apply):**

- Referral to administration for possible discipline
- Restorative practices implemented
- Peer mediation
- Referral to student support services
- Other: \_\_\_\_\_
- Citation or summons issued
- Arrest of student(s)
- Search of student(s) by SRO
- Management of crisis or emergency

**Form A**  
**School Resource Officer**  
**Report on Investigations and Behavioral Interventions**

Please complete the following section for *each* student involved in the investigation and/or behavioral intervention. **Do not include student names.** Identify additional students, if applicable, as “Student B,” “Student C,” etc. Demographic information for each student will be collected by the School District from the school’s information system and shared with the SRO for the limited purpose of complying with state reporting requirements.

	Age	Gender	Race/Ethnicity (check all that apply)	Does the student have a known disability?	During the investigation and/or behavioral intervention, was the student....
<b>Student A</b>	_____	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Searched by SRO <input type="checkbox"/> Apprised of constitutional rights <input type="checkbox"/> Issued a citation or a summons <input type="checkbox"/> Arrested <input type="checkbox"/> Detained <sup>1</sup> (if detained, note how long the student was detained: _____)
<i>Insert additional rows for Students B, C, D, as applicable</i>					

<sup>1</sup> Detained, for the purposes of this form, means detained by the SRO as a law enforcement action or placed under the direct supervision of the SRO by a responsible administrator.

**Form A**  
**School Resource Officer**  
**Report on Investigations and Behavioral Interventions**

**This report was completed on:** \_\_\_\_\_.

**By signing below, I certify that the information I have provided in this report is true and accurate to the best of my ability and recollection. I have not maintained a copy of this report and I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.**

\_\_\_\_\_  
School Resource Officer

\_\_\_\_\_  
Date

---

**I, the Weston Police Department Chief of Police, received this report on:** \_\_\_\_\_ .  
**I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.**

\_\_\_\_\_  
Print

\_\_\_\_\_  
Signature

cc: Superintendent of Schools



# **WESTON PUBLIC SCHOOLS**

## **LEADER EVALUATION, GROWTH, & SUPPORT PLAN**

Empowering each student to achieve success and contribute to our global society

# Weston Public Schools



**March 2024**

## Weston Board of Education Members

Steven Ezzes, Board Chairman  
Peter Gordon, Vice Chairman  
Bernadette Kingsley, Secretary  
David Felton  
Sharon Ferraro  
Chad Hoepfner  
Michael Guido

**Lisa Barbiero, Superintendent**

## Professional Development and Evaluation Committee

### Evaluation Subcommittee:

Dr. Tina Henckel, Asst. Superintendent  
Dr. Paul Rasmussen, Director of Human Resources  
Juliane Givoni, Assistant Principal  
Evan Grace, Teacher  
Martine King, Teacher  
Dan Passarelli, Teacher  
Sharon Rodko, Teacher  
Janet Smith, Teacher  
Amy Speiser, Assistant Director of PPS (4-8)  
Laura Kaddis, Principal

### PDEC:

Dr. Tina Henckel, Asst. Superintendent  
Erin Barlow  
Alex Bluestein  
Alison Brett  
Kelly DelVecchio  
Dr. Jessica DiBuono  
Daniel DiVito  
Dan Doak  
Tracy Edwards  
Pattie Falber  
Mercedes Fernandes  
Leslie Ford  
Juliane Givoni  
Sharon Huynh  
Beth Lancaster  
Jessica Miller

Elizabeth Morris  
Benjamin Neumann  
Andrea Noble  
Kate O'Keefe  
Matthew Paylor  
Allison Pregman  
Douglas Pregman  
Riley Rapoport  
Dr. Paul Rasmussen  
David Rodrigues  
David Rosvally  
Amy Speiser  
Kara Swezey  
Nicholas Torres  
Lori Wolvek  
MaryFaith Zanghi

## Table of Contents

<b>Overview for Leaders</b> .....	<b>1</b>
Vision.....	1
Mission.....	1
Development of Weston’s Evaluation Plan.....	1
Guiding Principles.....	1
Connecticut Guidelines for Educator and Leader Evaluation and Support Plan 2023 Components: Reimagining Educator and Leader Evaluation and Support.....	2
Standards and Criteria for Leaders.....	2
The Role of the Professional Development and Evaluation Committee (PDEC).....	2
<b>Leader Standards</b> .....	<b>4</b>
Professional Learning Standards and Structures.....	4
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement.....	4
<b>Leader Continuous Learning Process</b> .....	<b>6</b>
Evaluation Orientation (Link to Form).....	7
Goal(s) Setting (Completed by November 1) (Link to Form).....	7
Midyear Check-in (Completed by March 1): (Link to Form).....	7
End-of-Year Reflection/Summative Review (Completed by June 30) (Link to Form).....	8
Definition of Cohorts - Leaders.....	8
Observation of Professional Practice, Site Visits and Leader Feedback.....	8
Growth Criteria.....	9
Tiered Support.....	10
Tier 1.....	10
Tier 2.....	10
Tier 3.....	10
Corrective Support.....	10
Dispute Resolution.....	11
Process and Timeline.....	11
Local and State Reporting.....	11
<b>Appendices — Leader</b> .....	<b>12</b>
Appendix A: Sample Reflection Questions – Leader.....	13
Appendix B: Definition of Cohorts – Leader.....	15
Appendix C: Growth Criteria and Sources of Evidence – Leader.....	16
Appendix D: Glossary – Leader.....	17
Appendix E: Continuous Learning Process – Leader.....	21
Appendix F: Observation/Site Visit Forms – Leader.....	26
Appendix G: Sample Corrective Support Plan – Leader.....	30
<b>Overview for Educators</b> .....	<b>34</b>
Vision.....	34
Mission.....	34
Development of Weston’s Evaluation Plan.....	34
Guiding Principles.....	34

Connecticut Guidelines for Educator and Leader Evaluation and Support Plan 2023 Components: Reimagining Educator and Leader Evaluation and Support.....	35
Standards and Criteria for Educators.....	35
The Role of the Professional Development and Evaluation Committee (PDEC).....	35
<b>Educator Standards.....</b>	<b>37</b>
Professional Learning Standards and Structures.....	37
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement.....	37
<b>Educator Continuous Learning Process.....</b>	<b>39</b>
Evaluation Orientation (Link to form).....	40
Goal(s) Setting (Completed by mid-October) (Link to form).....	40
Midyear Check-in (Completed by mid-February) (Link to form).....	40
End-of-Year Reflection/Summative Review (Completed by June 1) (Link to forms).....	40
Definition of Cohorts-Educators.....	41
Professional Practice and Educator Growth.....	41
Growth Criteria.....	42
Tiered Support.....	43
Tier 1.....	43
Tier 2.....	43
Tier 3.....	43
Corrective Support.....	43
Dispute Resolution.....	44
Process and Timeline.....	44
Local and State Reporting.....	44
<b>Appendices — Educator:.....</b>	<b>46</b>
Appendix H: Sample Reflection Questions – Educator.....	47
Appendix I: Definition of Cohorts – Educator.....	49
Definition of Cohorts-Educators.....	49
Appendix J: Growth Criteria and Sources of Evidence – Educator.....	50
Appendix K: Dispute Resolution Flow Chart.....	51
Appendix L: Glossary – Educator.....	52
Appendix M: Continuous Learning Process – Educator.....	56
Appendix N: Observation Forms – Educator.....	62
Appendix O: Sample Corrective Support Plan – Educator.....	66
Corrective Support Plan Template.....	66
Bibliography.....	68

# Overview for Leaders

## Vision

The Weston Professional Development and Evaluation Committee (PDEC), which includes school and district leaders and staff, aims to guide the professional growth of all Weston educators as they engage in continuous professional learning, collaboration, and reflection to deepen their expertise and help all students achieve high standards of learning and development, aligned with the district mission statement.

## Mission

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.

## Development of Weston's Evaluation Plan

The sub committee spent a year conducting a crosswalk between Weston's current evaluation plans and principles and how they related to the recommended CT state model. The committee reviewed and evaluated different rubrics associated with a high quality evaluation system to allow for greater feedback to support leader growth and development. Committee members engaged in a series of state workshops to better understand single point rubrics, the link between the evaluation model and professional learning and considered and discussed the various roles of different professionals within the school system to ensure the plan is most applicable to their roles within the district. Members worked to ensure the plan was comprehensive and that promoted a true growth model, therefore aligning to the guiding principles below.

## Guiding Principles

The Weston Public Schools (WPS) Leader Evaluation, Growth, and Support Plan is grounded in transformational design which seeks to accelerate teacher growth to advance student learning in support of student achievement, and is aligned to the Connecticut State Frameworks and [Future Ready Framework](#) outcomes. The WPS Leader Evaluation, Growth, and Support Plan is based on the following guiding principles that uses high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Connect to best practices aimed at the development of the whole child** (*including, but not limited to, academic, social, emotional, and physical development*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).
- **Focus on educator growth and agency** (*meaningfully engage professionals and provide tools for continuous improvement by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- **Cyclical Feedback** (*specific, timely, accurate, actionable, and reciprocal feedback to improve practice and ensure regular, comprehensive, meaningful, and fair evaluations*).
- **Allow for differentiation of roles** (*for leaders: principals, assistant principals, directors, assistant directors*).
- **Validate and recognize** (*celebrate the contributions and accomplishments of the professional staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).

# **Connecticut Guidelines for Educator and Leader Evaluation and Support Plan 2023 Components: Reimagining Educator and Leader Evaluation and Support**

The design of the Weston Public Schools Leader Evaluation, Growth, and Support Plan is aligned with the [Connecticut Guidelines for Educator Evaluation and Support 2023](#) (CT Guidelines 2023). The plans are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

## **Standards and Criteria for Leaders**

One of the primary goals of the leader evaluation, growth, and support system is to ensure the growth and development of their staff so they, in turn, may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The PDEC subcommittee created single-point rubrics aligned to CCL-CSLS and the PSEL standards which serves as a support for self-evaluation, dialogue, and feedback. In addition, the single point rubric is used to provide focus for high leverage goal(s) setting and professional learning. This system recognizes the personal nature of growth and is designed to provide options for professional growth. It is essential that the educational leader maintains a personal commitment to his or her own continuous professional growth and accepts personal responsibility for professional improvement.

## **The Role of the Professional Development and Evaluation Committee (PDEC)**

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> <li>• Paraeducator (required)</li> <li>• Behavior Specialist</li> <li>• Parent and Family Liaison</li> <li>• Technology Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• CTE Teacher</li> <li>• Library Media Specialist</li> <li>• Reading Interventionist</li> <li>• Math Interventionist</li> <li>• Curriculum &amp; Instructional Leader</li> <li>• Special Education Teacher</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Assistant Directors of PPS</li> <li>• Director of PPS</li> <li>• Assistant Superintendent</li> <li>• Director of Human Resources</li> <li>• Director of Technology</li> </ul>

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The Leader and Educator Evaluation and Support Plan program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model Leader and Educator Evaluation and Support Plan program adopted by the State Board of Education and may, through mutual agreement, adopt such model Leader and Educator Evaluation and Support Plan programs.

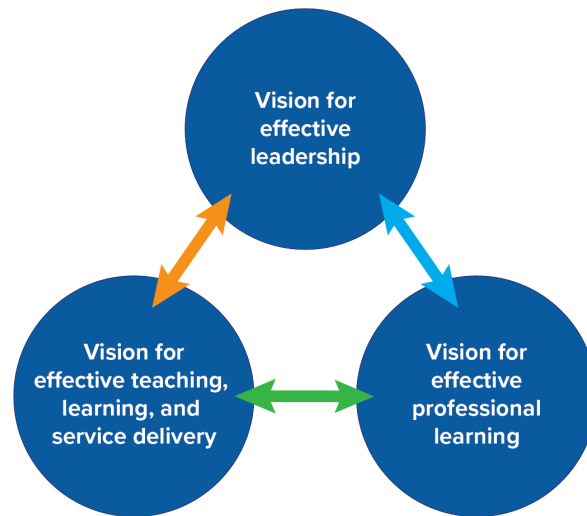
If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education’s model program, then the local or regional board of education shall adopt and implement an Leader and Educator Evaluation and Support Plan program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

# Leader Standards

1. [Indicators of Effective Practice for Leaders](#) (Based on CT Leader Evaluation & Support Rubric)
2. [Professional Learning Standards \(Learning Forward, 2022\)](#)

## Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



## The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation, growth, and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations, site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to

standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school’s mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

*The graphic below, adapted from Learning Forward’s Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.*



# Leader Continuous Learning Process

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

## Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



## Goal Setting

Completed by November 1

### **Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

### **Goal(s), Rationale, Alignment, and Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

### **Goal Setting Conference**

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional needs and support

## Mid-year Check-in

Completed by March 1

### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

### **Mid-Year Conference**

- Discuss evidence, written reflection
- Adjust and revise as needed
- Evaluator provides written feedback

## End-of-Year Reflection

Completed by June 30

### **End-of-Year Reflection and Feedback Process**

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

### **End-of-Year Conference/ Summative Feedback and Growth Criteria**

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

### **Evaluation Orientation ([Link to Form](#))**

Orientation on the leader evaluation, growth, and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

### **Goal(s) Setting (Completed by November 1) ([Link to Form](#))**

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals ([see appendix B](#)). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations/site visits by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

### **Midyear Check-in (Completed by March 1): ([Link to Form](#))**

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

## End-of-Year Reflection/Summative Review (Completed by June 30) ([Link to Form](#))

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

### Definition of Cohorts - Leaders

#### **Cohort 1**

**Who:**

- New to school/district leadership (40 months)
- New to Weston with previous administrator tenure (20 months)
- New leadership role within Weston from previous leadership role (20 months)

**What:**

- Three formal observations of professional practice and/or site visits
  - Includes pre and post meetings
- Collaborative dialogue within *five* school days to take place at the post meeting
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

#### **Cohort 2**

**Who:**

- Leaders who have successfully completed Cohort 1 in Weston

**What:**

- Two observations of professional practice and/or site visits
  - Includes post meetings
- Collaborative dialogue within *five* school days to take place at the post meeting
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

### Observation of Professional Practice, Site Visits and Leader Feedback

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal.

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue; base such feedback on evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement; and ensure timely access to support ([see appendix B](#)). ([Folder to Professional Observation/Site Visit Forms](#))

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Feedback based on evidence, standards, and the educator's goal(s) will be provided within five school days.

## **Growth Criteria**

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

[See appendix C for further detail.](#)

## **Tiered Support**

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. At any time, a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, based on the standards of practice outlined in the single-point rubric, should lead to advancing levels of support. All three tiers of support must be implemented prior to the development of a corrective plan.

### **Tier 1**

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources will be identified through a goal setting process by mutual agreement.

### **Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. The start date and duration of time a leader is receiving this level of support will be clearly documented.

### **Tier 3**

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have documented areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The area(s) of focus, as well as start date and duration of time a leader is receiving this level of support will be clearly documented (see [Appendix G](#)).

## **Corrective Support**

If tiered support has not been successful, then a leader will be placed on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

[See appendix G](#) for a Corrective Support Plan form and example.

## Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation, growth, and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

### Process and Timeline

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. The parties will discuss the dispute and seek common understanding of the issues in an attempt to resolve the matter informally.

As a result, the evaluator may choose to adjust the report, but they are not obligated to do so. If the dispute persists, the leader may, within **five school days**, provide a rebuttal statement to be included in their file. Alternatively, the educator may elect, within **five school days**, to proceed to step 2.

2. In the event that a leader disagrees with the determination resulting from step 2, the leader may choose to continue the dispute resolution process in writing to the superintendent or designee. Upon receipt of written notice, the superintendent or designee will meet with relevant parties, review applicable evidence, and provide a final determination in writing within **ten school days**, which shall be binding.

## Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before July 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

**Appendices — Leader:**  
**Information and Resources to Support Effective  
Implementation**

## **Appendix A: Sample Reflection Questions – Leader**

### **Self-Reflection Sample Questions**

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of the Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

### **Professional Learning and Action Questions**

#### **Indicators of success**

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

#### **Determine Evidence**

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

### **Analysis of Evidence**

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

### **Learning Reflection and Next Steps**

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

### **Reflect on the Feedback Process**

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

## Appendix B: Definition of Cohorts – Leader

Definition of Cohorts - Leaders	
<p><b><u>Cohort 1</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"><li>• New to school/district leadership (40 months)</li><li>• New to Weston with previous administrator tenure (20 months)</li><li>• New leadership role within Weston from previous leadership role (20 months)</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Three formal observations of professional practice and/or site visits<ul style="list-style-type: none"><li>◦ Includes pre and post meetings</li></ul></li><li>• Collaborative dialogue within <i>five</i> school days to take place at the post meeting</li><li>• Written feedback must be provided within <i>ten</i> school days or prior to the next observation, whichever comes first</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>	<p><b><u>Cohort 2</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"><li>• Leaders who have successfully completed Cohort 1 in Weston</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Two observations of professional practice and/or site visits<ul style="list-style-type: none"><li>◦ Includes post meetings</li></ul></li><li>• Collaborative dialogue within <i>five</i> school days to take place at the post meeting</li><li>• Written feedback must be provided within <i>ten</i> school days or prior to the next observation, whichever comes first</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>

# Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
<p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>Information from site visits</li> <li>Strategic plans</li> <li>Learning walk/instructional rounds</li> <li>Self-reflection (e.g., journals, learning logs)</li> <li>Leader created professional learning materials</li> <li>Operational artifacts (e.g., schedules, procedural revisions)</li> <li>Educator learning outcomes</li> <li>Policy updates</li> </ul>
<p><b>Impact on the Organization</b></p> <ul style="list-style-type: none"> <li>The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning</li> </ul>	<ul style="list-style-type: none"> <li>Community communications</li> <li>Constituent feedback</li> <li>Program development and implementation</li> <li>Quantitative measure of whole child</li> </ul>
<p>and their own changes in practice.</p> <p><b>Impact on Community</b></p> <ul style="list-style-type: none"> <li>The leader can demonstrate how they worked effectively with colleagues/families/community.</li> </ul>	<p>development (including, but not limited to, academic, social, emotional, and physical development)</p> <ul style="list-style-type: none"> <li>Systems and structures</li> </ul>

## Appendix D: Glossary – Leader

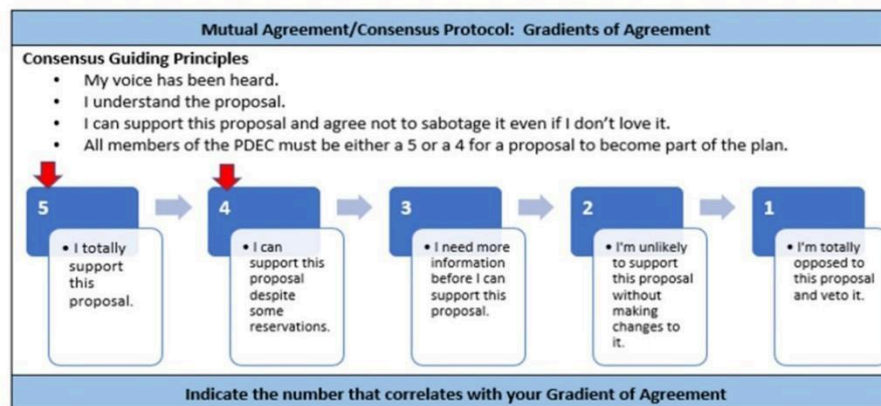
**check-ins:** Formal or informal meetings or conferences that provide an opportunity for the leader and evaluator to engage in reciprocal dialogue regarding what is happening in one’s practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district).

**coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

**cohort:** Division/distinction amongst groups according to shared characteristics.

**community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district.

**consensus protocol:** Consensus decision-making is a creative and dynamic way of reaching agreement in a group. WPS elects to utilize the Seeds for Change protocol when engaging in collaborative decision-making through the Professional Development and Evaluation Committee.



From *Consensus decision making*. Seeds for Change. (n.d.).  
<https://www.seedsforchange.org.uk/consensus>

**continuous learning process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.

**Corrective Support Plan:** If tiered support has not been successful, then a leader will be placed on a Corrective Support Plan, which must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

See page 13 of this document for a detailed description.

**crosswalk:** Mapping or identifying similar information across multiple sets of data (plans of evaluation).

**dispute resolution:** A process for resolving disputes in cases in which the evaluator and the leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan, or other outcomes of the evaluation process.

**evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

**feedback:** “Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal
- is written and/or verbal

From Killion, J. (2019). *The Feedback Process: Transforming Feedback for Professional Learning. Learning Forward.*

**formal observation:** A formal observation is a structured and planned process of watching, assessing, and evaluating a leader’s performance which includes observations of professional practice or site visits and pre- and post- observation/visit conferences followed by written feedback.

**growth criteria:** Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the leader’s new learning had on their practice/goal, organizational health, educator growth, and/or student learning/growth, along with a reflection on challenges and next steps.

**high leverage goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of the graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

**informal observation:** An informal observation is an unplanned observation of professional practice or site visit intended to evaluate leader performance and includes a post- observation/visit conference followed by written feedback provided to the leader.

**job-embedded:** Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

**leader:** A leader is defined as someone who has attained the 092 certification and is serving in the role of administrator. This may include assistant superintendent, principal, assistant principal,

director, and assistant director. This is not an exhaustive list, and may encompass other roles.

**mentoring:** A relationship between a less experienced leader and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

**mutual agreement:** An agreement or condition that is reciprocal or agreed upon by all involved parties.

**organizational health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

**peer observation:** An opportunity for educators to observe each in professional practice. Educators may want to observe peers to see a new strategy in action, learn a new protocol, or analyze processes and procedures.

**PDEC (Professional Development and Evaluation Committee):** The Professional Development and Evaluation Committee serves as the collaborative decision-making body to create, revise, and monitor the evaluation, growth, and support program for the district, as well as the district's professional learning plan.

**professional learning:** Professional learning is an “integral part of school and district strategy for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education; and is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused” (Learning Forward, 2024).

**professional learning goal:** A high leverage goal based on professional practice standards that clearly aligns with district, school, and/or certified staff goals (departments, grade-level teams, or collaborations) and improves the collective effectiveness of practice.

**professional practice standards:** Evidence-based indicators to guide leaders' professional practice.

**review of practice:** A review of practice is a non-classroom observation that may include, but is not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, or review of leader or educator work.

**rubric:** A rubric is a tool used to communicate the standards for performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement.

**single point competency:** A description of a standard of behavior or performance that is framed only as a single set of desired outcomes, rather than laid out across a rating or scale of performance.

**site visit:** A site visit provides an opportunity for observation of and dialogue with the leader that includes but is not limited to leader engagement with educators, families, or other partners in the work with a focus on the leader's goal.

**stakeholder:** A person with interest in the school/district outcomes; typically includes students, staff, families, local educational authorities, and community leaders.

**student outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

**tiered support:** A series of supportive strategies, advancing as needed, to assist in growth toward the identified standards of professional practice.

**walkthroughs:** A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

## Appendix E: Continuous Learning Process – Leader

### Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

*Non-negotiable Process Element of the CT Guidelines (2023)*

#### Download these forms:



[Leader Orientation](#)



[Leader Goal-Setting Form](#)



[Leader/Site Visit Form](#)



[Leader Mid-Year Check-In Form](#)



[Leader End-of-Year Self-Reflection Form](#)



[Leader End-of-Year Conference Form](#)



[Leader Corrective Support Plan Form](#)

## Leader Information

 [Download this form](#)

Name:		Location:	
<b>Select One:</b> <ul style="list-style-type: none"> <li>• <a href="#">Cohort 1</a> <i>*New to leader role or first three years in LEA</i></li> <li>• <a href="#">Cohort 2</a> <i>*Years 4 (in LEA)</i></li> </ul>	<b>Select One:</b> <ul style="list-style-type: none"> <li>• Individual goal</li> <li>• Collaborative goal</li> </ul> <p><i>Decided upon mutual agreement.</i></p>	<b>Select One:</b> <ul style="list-style-type: none"> <li>• 1-year goal</li> <li>• 2-year goal</li> <li>• 3-year goal</li> </ul> <p><i>Decided upon mutual agreement.</i></p>	<b>Select One:</b> <ul style="list-style-type: none"> <li>• PSEL Rubric</li> </ul>

 [Download this form](#)

<b>Beginning-of-the-Year Goals and Planning</b>	
<b>Self-Reflection</b> <i>Completed by Leader</i> <a href="#">See Sample Reflection Questions</a>	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking.  <a href="#">See Examples of Evidence Types</a>	
<b>Goal, Rationale, Alignment and Professional Learning Plan</b> <i>Completed by Leader</i>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?  <i>See <a href="#">professional learning and action questions</a> to guide your plan.</i>	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

<b>Goal Setting Conference</b> <i>Completed by Evaluator</i> <b><u>Date</u></b>	
<b>Notes:</b>	<b>Supports Required/Suggested</b> <ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Tier 2 (Link to Examples of Supports)</li> <li>• Tier 3 (Link to Examples of Supports)</li> </ul>

 [Download this form](#)

**Planned Site Visit/Observation of Professional Practice**

*Non-negotiable Process Element of the CT Guidelines (2023)*

[Observation of Professional Practice/Site Visit #1 - Required](#)

**Midyear Check-in: Reflection, Adjustment(s), and Next Steps**

*Completed by Leader*

*Non-negotiable Process Element of the CT Guidelines (2023)*

[See Sample Reflection Questions and Professional Learning and Action Questions](#)

What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?

**Self-Reflection:**

**Links to Evidence:**

**Midyear Conference**

*Completed by Evaluator*

*Date*

**Feedback to Leader** (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

[Observation of Professional Practice/Site Visit #2 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

## End-of-Year Reflection and Feedback Process

*Non-negotiable Process Element of the CT Guidelines (2023)*

### Self-Reflection

*Completed by Leader*

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

#### **Self-Reflection:**

#### **Links to Evidence:**

<h2 style="margin: 0;">End-of-Year Conference</h2> <p style="margin: 0;"><i>Completed by Evaluator</i></p> <p style="margin: 0;"><u>Date</u></p>	
<h3 style="margin: 0;">Summative Feedback and Growth Criteria</h3> <p style="margin: 0;"><i>Completed by Evaluator</i></p> <p style="margin: 0;"><a href="#">See appendix for full description</a></p>	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
<b>Successful Completion of the Evaluative Cycle</b>	<ul style="list-style-type: none"> <li>• Yes    • No</li> </ul>
<b>Supports Required/Suggested</b> <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> <li>• Not applicable</li> <li>• Tier 2 (Specify below)</li> <li>• Tier 3 (Specify below)</li> </ul>	If Tier 2 and/or Tier 3, please specify strategies:
<b>For multi-year goals only:</b> <ul style="list-style-type: none"> <li>• What adjustments are needed to the goal(s)?</li> <li>• Why?</li> <li>• How might adjustments impact the timing of the goal(s)?</li> </ul>	<ul style="list-style-type: none"> <li>• Leader will continue multi-year goal.</li> <li>• Leader will adjust multi-year goal.</li> <li>• Leader completed multi-year goal. Notes:</li> </ul>
<b>Leader Signature</b>	<b>Date:</b>
<b>Evaluator Signature</b>	<b>Date:</b>

## Appendix F: Observation/Site Visit Forms – Leader

 [Download this form](#)

<b>Leader Evaluation Observation/Site Visit #1 – Required</b>		
<b>Name:</b>	<b>Location:</b>	
<b>Administrator Role:</b>	<b>Leader Goal/Observation Focus:</b>	
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation/Visit</b> <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes		
<b>Observation/Site Visit Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation/Visit Reflection</b> <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
<b>Post-Observation/Visit Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Areas of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Areas for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

<b>Leader Evaluation Observation/Site Visit #2 – Required</b>		
<b>Name:</b>		<b>Location:</b>
<b>Leadership Role:</b>		<b>Leader Goal/Observation Focus:</b>
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation/Visit</b> <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes		
<b>Observation/Site Visit Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation/Visit Reflection</b> <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>		
<b>Post-Observation/Visit Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Areas of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Areas for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

<b>Leader Evaluation Observation/Site Visit #3</b>		
<b>Name:</b>		<b>Location:</b>
<b>Leadership Role:</b>		<b>Leader Goal/Observation Focus:</b>
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation/Visit</b> <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes		
<b>Observation/Site Visit Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation/Visit Reflection</b> <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>		
<b>Post-Observation/Visit Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Areas of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Areas for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

<b>Leader Evaluation Observation/Site Visit #4</b>		
<b>Name:</b>		<b>Location:</b>
<b>Leadership Role:</b>		<b>Leader Goal/Observation Focus:</b>
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Site Visit (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation/Visit</b> <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes		
<b>Observation/Site Visit Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation/Visit Reflection</b> <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are their patterns, trends or outliers		
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>		
<b>Post-Observation/Visit Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Areas of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Areas for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

## Appendix G: Sample Corrective Support Plan – Leader

[\(Link to Form\)](#)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

### Objective:

To improve engagement with families in communities (CTEL – Domain 4) and to improve operations in management (CTEL – Domain 3)

### Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

### Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

### Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

## Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with \_\_\_\_\_ . Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

### Objective:

To improve \_\_\_\_\_  
\_\_\_\_\_ (Indicate specific standard in your objective language)

### (Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

**Timeframes:**

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

**Supportive Actions:**

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.



# **WESTON PUBLIC SCHOOLS**

## **EDUCATOR EVALUATION, GROWTH, & SUPPORT PLAN**

Empowering each student to achieve success and contribute to our global society

# Weston Public Schools



**March 2024**

## Weston Board of Education Members

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Peter Gordon, Vice Chairman  
Bernadette Kingsley, Secretary  
David Felton  
Sharon Ferraro  
Chad Hoepfner  
Michael Guido

**Lisa Barbiero, Superintendent**

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### Evaluation Subcommittee:

Dr. Tina Henckel, Asst. Superintendent  
Dr. Paul Rasmussen, Director of Human Resources  
Juliane Givoni, Assistant Principal  
Evan Grace, Teacher  
Martine King, Teacher  
Dan Passarelli, Teacher  
Sharon Rodko, Teacher  
Janet Smith, Teacher  
Amy Speiser, Assistant Director of PPS (4-8)  
Laura Kaddis, Principal

### PDEC:

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Erin Barlow  
Alex Bluestein  
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Kelly DelVecchio  
Dr. Jessica DiBuono  
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Sharon Huynh  
Beth Lancaster  
Jessica Miller

Elizabeth Morris  
Benjamin Neumann  
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Matthew Paylor  
Allison Pregman  
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David Rosvally  
Amy Speiser  
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MaryFaith Zanghi

# Overview for Educators

## Vision

The Weston Professional Development and Evaluation Committee (PDEC), which includes school and district leaders and staff, aims to guide the professional growth of all Weston educators as they engage in continuous professional learning, collaboration, and reflection to deepen their expertise and help all students achieve high standards of learning and development, aligned with the district mission statement.

## Mission

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.

## Development of Weston's Evaluation Plan

The subcommittee spent a year conducting a crosswalk between Weston's current evaluation plans and principles and how they related to the recommended state model. The committee reviewed and evaluated different rubrics associated with a high quality evaluation system to allow for greater feedback to support leader growth and development. Committee members engaged in a series of state workshops to better understand single point rubrics, the link between the evaluation model and professional learning and considered and discussed the various roles of different professionals within the school system to ensure the plan is most applicable to their roles within the district. Members worked to ensure the plan was comprehensive and that promoted a true growth model, therefore aligning to the guiding principles below.

## Guiding Principles

The Weston Public Schools (WPS) Educator Evaluation, Growth, and Support Plan is grounded in transformational design which seeks to accelerate teacher growth to advance student learning in support of student achievement, and is aligned to the Connecticut State Frameworks and [Future Ready Framework](#) outcomes. The WPS Educator Evaluation, Growth, and Support Plan is based on the following guiding principles that uses high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Connect to best practices aimed at the development of the whole child** (*including, but not limited to, academic, social, emotional, and physical development*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).
- **Focus on educator growth and agency** (*meaningfully engage professionals and provide tools for continuous improvement by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- **Cyclical Feedback** (*specific, timely, accurate, actionable, and reciprocal feedback to improve practice and ensure regular, comprehensive, meaningful, and fair evaluations*).
- **Allow for differentiation of roles** (*for educators: teachers, counselors, instructional coaches, student support professionals*).
- **Validate and recognize** (*celebrate the contributions and accomplishments of the professional staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).

# **Connecticut Guidelines for Educator and Leader Evaluation and Support Plan 2023 Components: Reimagining Educator and Leader Evaluation and Support**

The design of the Weston Public Schools Educator and Leader Evaluation, Growth, and Support Plan is aligned with the [Connecticut Guidelines for Educator Evaluation and Support 2023](#) (CT Guidelines 2023). The plans are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

## **Standards and Criteria for Educators**

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The ad-hoc PDEC committee created single-point rubrics aligned to the CCT standards and Charlotte Danielson's work which serve as a support for self-evaluation, dialogue, and feedback. In addition, the single point rubric is used to provide focus for high leverage goal(s) setting and professional learning. This system recognizes the personal nature of growth and is designed to provide options for professional growth. It is essential that the teacher maintains a personal commitment to his or her own continuous professional growth and accepts personal responsibility for professional improvement.

## **The Role of the Professional Development and Evaluation Committee (PDEC)**

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> <li>• Paraeducator (required)</li> <li>• Behavior Specialist</li> <li>• Parent and Family Liaison</li> <li>• Technology Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• CTE Teacher</li> <li>• Library Media Specialist</li> <li>• Reading Interventionist</li> <li>• Math Interventionist</li> <li>• Curriculum &amp; Instructional Leader</li> <li>• Special Education Teacher</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Assistant Directors of PPS</li> <li>• Director of PPS</li> <li>• Assistant Superintendent</li> <li>• Director of Human Resources</li> <li>• Director of Technology</li> </ul>

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The Leader and Educator Evaluation and Support Plan program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model Leader and Educator Evaluation and Support Plan program adopted by the State Board of Education and may, through mutual agreement, adopt such model Educator and Leader Evaluation and Support Plan programs.

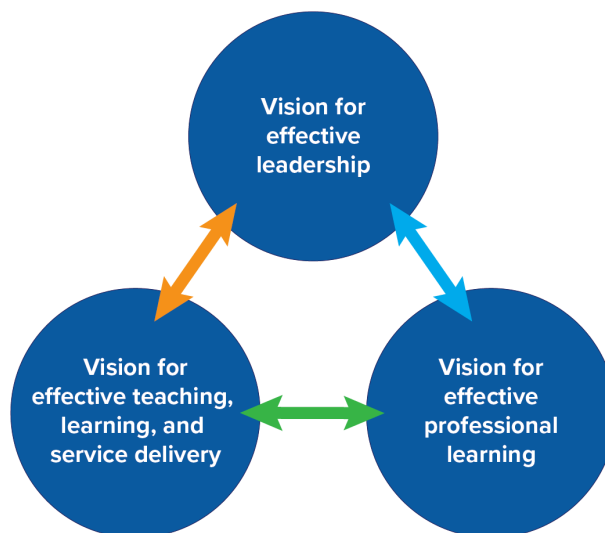
If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education’s model program, then the local or regional board of education shall adopt and implement a Leader and Educator Evaluation and Support Plan program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

## Educator Standards

1. [Indicators of Effective Practice for Teachers](#) (based on the CCT Rubric for Effective Teaching 2017)
2. [Indicators of Effective Practice for Student Support Professionals](#) (based on the CCT Rubric for Effective Service Delivery 2017)
3. [Indicators of Effective Practice for Teacher Leaders](#) (Based on the Teacher Leader Model Standards 2008)
4. [Learning Forward's Professional Learning Standards \(2022\)](#)

## Professional Learning Standards and Structures

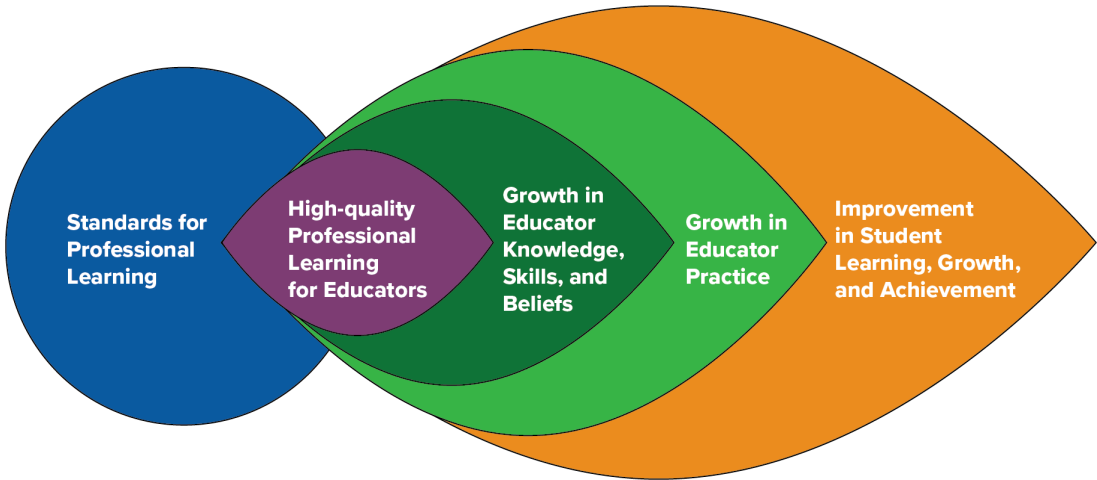
Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.



## The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.



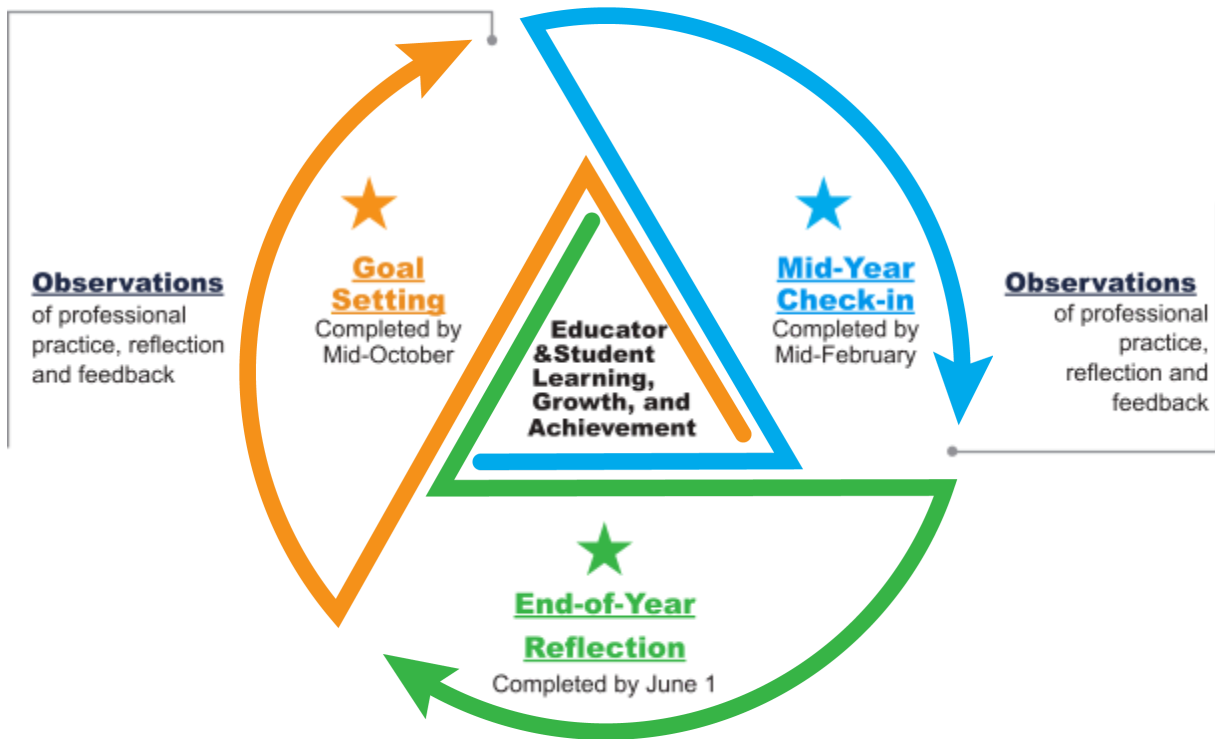
*The graphic below, adapted from Learning Forward’s Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.*

# Educator Continuous Learning Process

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092 Endorsement) who has completed comprehensive orientation on this model and relevant rubrics.

## Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



### Goal Setting

Completed by Mid-October

#### **Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

#### **Goal(s), Rationale, Alignment, Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

#### **Goal Setting Conference**

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

### Mid-year Check-in

Completed by Mid-February

#### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

#### **Mid-Year Conference**

- Discuss evidence, written reflection
- Adjust and revise as needed
- Evaluator provides written feedback

### End-of-Year Reflection

Completed by June 1

#### **End-of-Year Reflection and Feedback Process**

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

#### **End-of-Year Conference/ Summative Feedback and Growth Criteria**

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

### **Evaluation Orientation ([Link to form](#))**

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

### **Goal(s) Setting (Completed by mid-October) ([Link to form](#))**

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment ([see appendix J](#)).

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

### **Midyear Check-in (Completed by mid-February) ([Link to form](#))**

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

### **End-of-Year Reflection/Summative Review (Completed by June 1) ([Link to forms](#))**

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

## Definition of Cohorts-Educators

### **Cohort 1**

#### **Who:**

- New to profession or WPS (first four years/Non-tenured)
- New to WPS (first two years/previously tenured)

#### **What:**

- Three formal observations of Professional Practice
  - Includes the full scope of the lesson
  - Includes pre and post meetings
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

### **Cohort 2**

#### **Who:**

- Educators who have successfully completed Cohort 1 in WPS

#### **What:**

- Two informal observations of Professional Practice
  - The majority of the planned lesson is observed
  - Includes post meetings
  - One observation of professional practice may be substituted for a review of practice
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

## **Professional Practice and Educator Growth**

Evaluators will provide educators with feedback from observation and dialogue; base such feedback on evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback; and ensure timely access to support ([see appendix I](#)).

### **Observation of Professional Practice and Feedback ([Link to forms/folder](#))**

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days. ([Folder to Observation Forms](#))

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

## **Growth Criteria**

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps ([See appendix J](#)).

## **Tiered Support**

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. At any time, a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, based on the standards of practice outlined in the single-point rubrics, should lead to advancing levels of support. All three tiers of support must be implemented prior to the development of a corrective support plan.

### **Tier 1**

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources will be identified through a goal setting process by mutual agreement.

### **Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. The start date and duration of time an educator is receiving this level of support will be clearly documented.

### **Tier 3**

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have documented areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The area(s) of focus, as well as start date and duration of time an educator is receiving this level of support will be clearly documented.

## **Corrective Support**

If tiered support has not been successful an educator will be placed on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative, pursuant to C.G.S. §10-153b. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

[See appendix O](#) for a Corrective Support Plan form and example.

## Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

### Process and Timeline

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. The parties will discuss the dispute and seek common understanding of the issues in an attempt to resolve the matter informally.

As a result, the evaluator may choose to adjust the report, but they are not obligated to do so. If the dispute persists, the educator may, within **five school days**, provide a rebuttal statement to be included in their file. Alternatively, the educator may elect, within **five school days**, to proceed to step 2.

2. In the event that an educator disagrees with the determination of the informal dispute resolution outlined in step 1, the educator may request in writing, within **five school days**, that a second evaluator meet with both parties, review the circumstances, and provide an objective determination. The second evaluator shall be appointed by the Director of Human Resources and shall complete their determination within **ten school days** of appointment.

As a result, if the educator is unsatisfied with the determination above, they may choose to provide a rebuttal statement to be included in their file or the educator may elect in writing, within **five school days**, to proceed to step 3.

3. In the event that an educator disagrees with the determination resulting from step 2, the educator may choose to continue the dispute resolution process in writing to the superintendent or designee. Upon receipt of written notice, the superintendent or designee will meet with relevant parties, review applicable evidence, and provide a final determination in writing within **ten school days**, which shall be binding. ([See Appendix K](#))

## Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before July 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

**Appendices — Educator:**  
**Information and Resources to Support Effective  
Implementation**

# Appendix H: Sample Reflection Questions – Educator

## Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- How will our collaborative reflection help you move forward and apply your learning in your next steps?
- What does the evidence from today's lesson tell you?
- How does the data from today's lesson influence your planning for tomorrow and/or throughout the unit?
- If you were to redo any component of the lesson, what if anything, would you have done differently?
- Did anything surprise between what you planned and throughout the implementation of the lesson?
- How do you know your students met the objectives of the lesson?
- Did the design of the tasks and/or activities in the lesson promote the level of cognitive engagement you hoped for?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

## Professional Learning and Action Questions

### Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

### Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?

- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

### **Analysis of Evidence**

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

### **Learning Reflection and Next Steps**

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

### **Reflect on the Feedback Process**

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

## Appendix I: Definition of Cohorts – Educator

### Definition of Cohorts-Educators

#### **Cohort 1**

##### **Who:**

- New to profession or WPS (first four years/Non-tenured)
- New to WPS (first two years/previously tenured)

##### **What:**

- Three formal observations of Professional Practice
  - Includes the full scope of the lesson
  - Includes pre and post meetings
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

#### **Cohort 2**

##### **Who:**

- Educators who have successfully completed Cohort 1 in WPS

##### **What:**

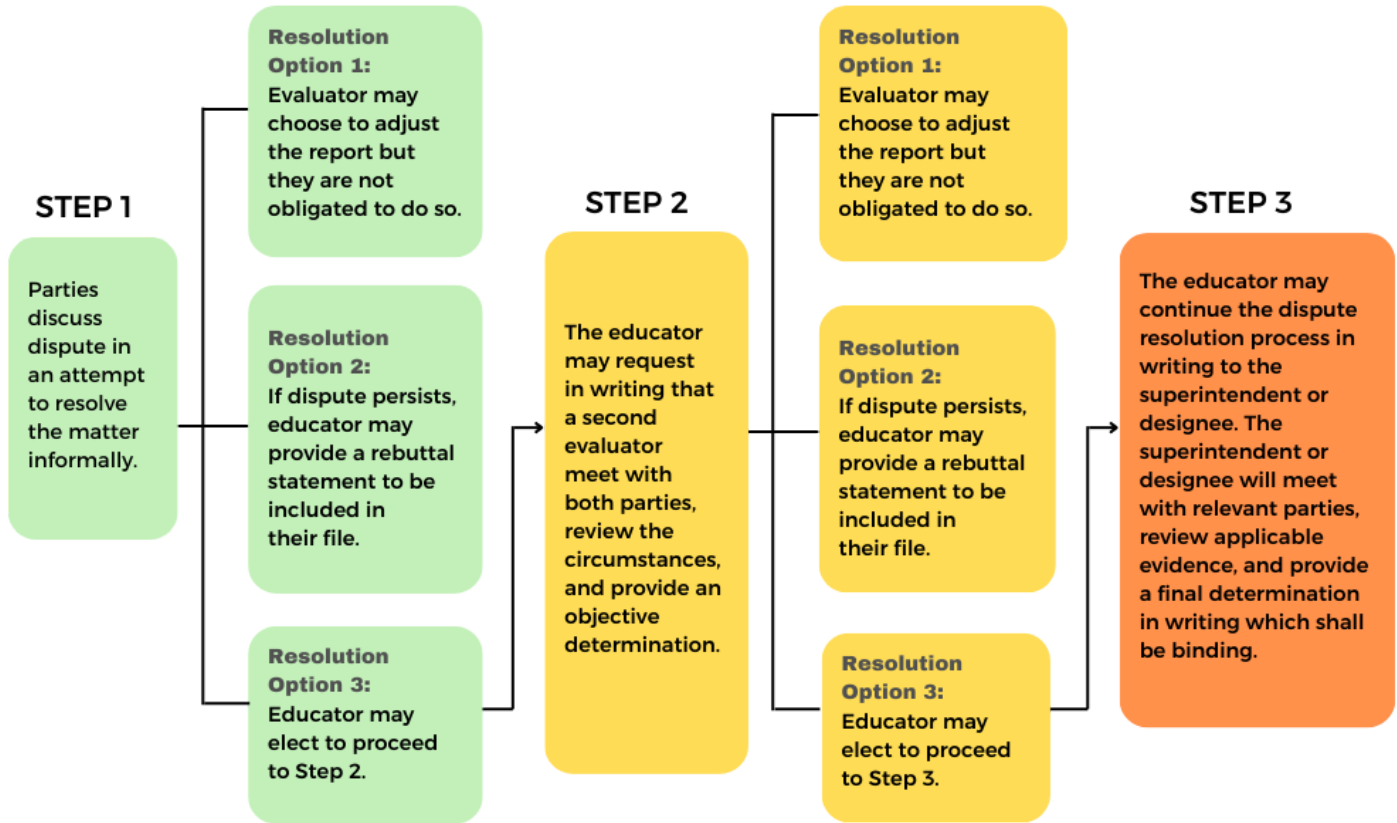
- Two informal observations of Professional Practice
  - The majority of the planned lesson is observed
  - Includes post meetings
  - One observation of professional practice may be substituted for a review of practice
- Verbal feedback provided at the post meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice or reviews of practice may be conducted as mutually agreed upon or deemed necessary

## Appendix J: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
<p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>• Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, evaluator feedback, peer observation, coaching, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus</li> </ul> <p><b>Impact on Students</b></p> <ul style="list-style-type: none"> <li>• Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Required observational evidence</li> <li>• Required student learning evidence aligned to high-leverage indicator focus</li> <li>• Implementation plans/lesson plan(s)</li> <li>• Educator learning logs/impact on practice reflection</li> <li>• Educator created learning materials</li> <li>• Evidence from Observation of Educator Practice</li> <li>• Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li> <li>• Educator and/or student self-reflection</li> <li>• Student learning artifacts</li> <li>• Mastery-based demonstrations of achievement</li> <li>• Observational evidence of students' words, actions, interactions (including quotations when appropriate)</li> <li>• Rubrics, interim or benchmark assessments, other assessments</li> <li>• Other artifacts/sources</li> </ul>

# Appendix K: Dispute Resolution Flow Chart

## DISPUTE RESOLUTION



## Appendix L: Glossary – Educator

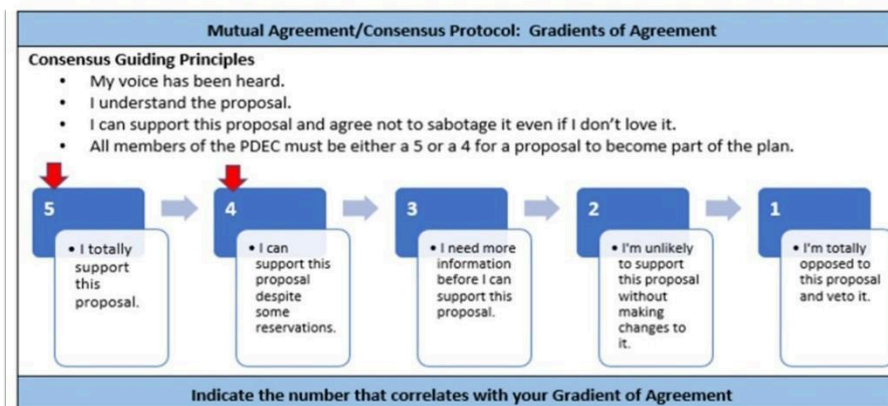
**check-ins:** Formal or informal meetings or conferences that provide an opportunity for the educator and evaluator to engage in reciprocal dialogue regarding what is happening in one’s practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district).

**coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

**cohort:** Division/distinction amongst groups according to shared characteristics.

**community:** A school community refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and includes administrators, teachers, students, and families collaborating across various schools and programs within the district.

**consensus protocol:** Consensus decision-making is a creative and dynamic way of reaching agreement in a group. WPS elects to utilize the Seeds for Change protocol when engaging in collaborative decision-making through the Professional Development and Evaluation Committee.



From *Consensus decision making*. Seeds for Change. (n.d.).  
<https://www.seedsforchange.org.uk/consensus>

**continuous learning process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.

**Corrective Support Plan:** If tiered support has not been successful, an educator will be placed on a Corrective Support Plan, which must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

See page 43 of this document for a detailed description.

**crosswalk:** Mapping or identifying similar information across multiple sets of data (plans of evaluation).

**dispute resolution:** A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan, or other outcomes of the evaluation process.

**educator:** An educator is defined as a certified educational professional serving in the role of teacher, counselor, social worker, school psychologist, library media specialist, speech and language pathologist, instructional coach, teacher leader, or other role as may be defined by the Weston Teachers' Association.

**evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

**feedback:** "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal
- is written and/or verbal

From Killion, J. (2019). *The Feedback Process: Transforming Feedback for Professional Learning. Learning Forward.*

**formal observation:** A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance, which includes pre- and post-conferences followed by written feedback.

**growth criteria:** Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educator's new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educator's new learning and practice had on student learning, growth, and or achievement, supported by evidence.

**high leverage goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of the graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

**informal observation:** An informal observation is an unplanned observation of professional practice or review of practice intended to evaluate educator performance and includes a post-conference, followed by written feedback provided to the educator.

**job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Peer visitations/observations within a school

**mentoring:** A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

**mutual agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.

**organizational health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

**peer observation:** An opportunity for educators to observe each other in professional practice. Educators may want to observe peers to see a new strategy in action, learn a new protocol, or analyze processes and procedures.

**PDEC (Professional Development and Evaluation Committee):** The Professional Development and Evaluation Committee serves as the collaborative decision-making body to create, revise, and monitor the evaluation, growth, and support program for the district, as well as the district's professional learning plan.

**professional learning:** Professional learning is an “integral part of school and district strategy for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education; and is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused” (Learning Forward, 2024).

**professional learning goal:** A high leverage goal based on professional practice standards that clearly aligns with district, school, and/or certified staff goals (departments, grade-level teams, or collaborations) and improves the collective effectiveness of practice.

**professional practice standards:** Evidence-based indicators to guide educators' professional practice.

**review of practice:** A review of practice is a non-classroom observation that may include, but is not limited to, observation of delivery of professional learning, team meetings, observations of coaching/mentoring sessions, or review of educator work or student work.

**rubric:** A rubric is a tool used to communicate the standards for performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement.

**single point competency:** A description of a standard of behavior or performance that is framed only as a single set of desired outcomes, rather than laid out across a rating or scale of performance.

**stakeholder:** A person with interest in the school/district outcomes; typically includes students, staff, families, local educational authorities, and community leaders.

**student outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

**tiered support:** A series of supportive strategies, advancing as needed, to assist in growth toward the identified standards of professional practice.

**walkthroughs:** A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

## Appendix M: Continuous Learning Process – Educator

### Evaluation Orientation

Orientation to Educator Evaluation was completed on:

Date

*Non-negotiable Process Element of the CT Guidelines (2023)*

#### Download these forms:



[Educator Orientation Form](#)



[Educator Goal-Setting Form](#)



[Educator Observation Form](#)



[Educator Mid-Year Check-In Form](#)



[Educator End-of-Year Self-Reflection Form](#)



[Educator End-of-Year Conference Form](#)



[Educator Correction Support Plan Form](#)

↓ [Download this form](#)

Name:		Location:	
<p><b>Select One:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cohort 1</a> *New to Profession (first four years) or New to Weston (first two years)</li> <li>• <a href="#">Cohort 2</a> *Educators who have successfully completed Cohort 1</li> </ul>	<p><b>Select One:</b></p> <ul style="list-style-type: none"> <li>• Individual goal</li> <li>• Collaborative goal</li> </ul> <p><i>Decided upon mutual agreement.</i></p>	<p><b>Select One:</b></p> <ul style="list-style-type: none"> <li>• 1-year goal</li> <li>• 2-year goal</li> <li>• 3-year goal</li> </ul> <p><i>Decided upon mutual agreement.</i></p>	<p><b>Select One:</b></p> <ul style="list-style-type: none"> <li>• CCT Teacher Rubric</li> <li>• CCT Service Delivery Rubric</li> </ul>

↓ [Download this form](#)

Beginning-of-the-Year Goals and Planning	
<p><b>Self-Reflection</b> Completed by Educator <a href="#">See Sample Reflection Questions</a></p>	
<p>Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. <a href="#">See Examples of Evidence Types</a></p>	
Goal, Rationale, Alignment and Professional Learning Plan	
Completed by Educator	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>	
<p>What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? <i>See <a href="#">professional learning and action questions</a> to guide your plan.</i></p>	
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	
Goal Setting Conference	
<p>Completed by Evaluator <b>Date</b></p>	

<b>Notes:</b>	<b>Supports Required/Suggested</b> <ul style="list-style-type: none"><li>• Tier 1</li><li>• Tier 2 (Link to Examples of Supports)</li><li>• Tier 3 (Link to Examples of Supports)</li></ul>
---------------	---

 [Download this form](#)

<b>Planned Observation of Professional Practice</b> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>
<a href="#">Observation of Professional Practice #1 - Required</a>
<a href="#">Additional Observation of Professional Practice</a>

<b>Midyear Check-in: Reflection, Adjustment(s), and Next Steps</b> <i>Completed by Educator</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i> <a href="#">See Sample Reflection Questions and Professional Learning and Action Questions</a>	
What has been your progress to date on your professional learning and how do you know?	<b>Self-Reflection:</b>
<b>Links to Evidence:</b>	

<b>Midyear Conference</b> <i>Completed by Evaluator</i> <b><u>Date</u></b>
<b>Feedback to Educator</b> (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

<a href="#">Observation of Professional Practice #2 - Required</a>
<a href="#">Additional Observation of Professional Practice</a>

 [Download this form](#)

## End-of-Year Reflection and Feedback Process

*Non-negotiable Process Element of the CT Guidelines (2023)*

### Self-Reflection

*Completed by Educator*

[See Sample Reflection Questions and Professional Learning and Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

#### **Self-Reflection:**

#### **Links to Evidence:**

<b>End-of-Year Conference</b> <i>Completed by Evaluator</i> <u>Date</u>	
<b>Summative Feedback and Growth Criteria</b> <i>Completed by Evaluator</i> <a href="#">See appendix for full description</a>	
Summative Feedback	
Development of new learning and impact on practice related to goal(s).	
Impact on student learning, growth, and achievement	
<b>Successful Completion of the Evaluative Cycle</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
<b>Supports Required/Suggested</b> <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> <li>• Not applicable</li> <li>• Tier 2 (Specify below)</li> <li>• Tier 3 (Specify below)</li> </ul>	If Tier 2 and/or Tier 3, please specify strategies:
<b>For multi-year goals only:</b> <ul style="list-style-type: none"> <li>• What adjustments are needed to the goal(s)?</li> <li>• Why?</li> <li>• How might adjustments impact the timing of the goal(s)?</li> </ul>	<ul style="list-style-type: none"> <li>• Educator will continue multi-year goal.</li> <li>• Educator will adjust multi-year goal.</li> <li>• Educator completed multi-year goal.</li> <li>• Notes:</li> </ul>
<b>Educator Signature</b>	<b>Date:</b>
<b>Evaluator Signature</b>	<b>Date:</b>

# Appendix N: Observation Forms – Educator

↓ [Download this form](#)

Educator Evaluation Observation #1 – Required		
<b>Name:</b>		<b>Time/Location:</b>
<b>Grade/Role:</b>		<b>Discipline/Focus:</b>
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Observation of Professional Practice (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation</b> <i>Completed by the Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes including the identified competency focus for the observation		
<b>Observation Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i> <a href="#">See Sample Reflection Questions</a> <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Evidence of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Evidence for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

<b>Educator Evaluation Observation #2 – Required</b>		
<b>Name:</b>	<b>Location:</b>	
<b>Grade/Role:</b>	<b>Discipline/Focus:</b>	
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Observation of Professional Practice (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation</b> <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes including the identified competency focus for the observation		
<b>Observation Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i> <a href="#">See Sample Reflection Questions</a> <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Evidence of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Evidence for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

<b>Educator Evaluation Observation #3</b>		
<b>Name:</b>	<b>Location:</b>	
<b>Grade/Role:</b>	<b>Discipline/Focus:</b>	
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Observation of Professional Practice (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation/Visit</b> <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>	
Pre-Conference Notes including the identified competency focus for the observation		
<b>Observation/Site Visit Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i> <a href="#">See Sample Reflection Questions</a> <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Evidence of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Evidence for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	

<b>Educator Evaluation Observation #4</b>		
<b>Name:</b>		<b>Location:</b>
<b>Grade/Role:</b>		<b>Discipline/Focus:</b>
<ul style="list-style-type: none"> <li>• Cohort 1 (Pre-/Post-Conference Required)</li> <li>• Cohort 2 (Post-Conference Required)</li> <li>• Additional Observation of Professional Practice (Pre-/Post-Conference Optional)</li> </ul>		
<b>Pre-Observation</b> <i>Completed by Leader (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes including the identified competency focus for the observation		
<b>Observation Evidence</b> <i>Completed by the Evaluator</i>		
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i> <a href="#">See Sample Reflection Questions</a> <i>(Optional/Required is TBD for the 25-26 School Year)</i>		
<b>Post-Observation/Visit Conference Feedback</b> <i>Completed by the Evaluator</i>		
<b>Evidence of Strengths</b>	<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Evidence for Growth and/or Next Steps</b>
	<i>Insert competencies</i>	
	155	

## Appendix O: Sample Corrective Support Plan – Educator

[\(Link to Form\)](#)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

### **Objective:**

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

### **(Suggested) Resources:**

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

### **Timeframes:**

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

### **Supportive Actions:**

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

## **Corrective Support Plan Template**

(Educator being evaluated) has consistently struggled with \_\_\_\_\_  
\_\_\_\_\_. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

### **Objective:**

To improve \_\_\_\_\_  
\_\_\_\_\_

(Indicate specific standard in your objective language)

### **(Possible) Resources:**

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

**Timeframes:**

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

**Supportive Actions:**

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

## Bibliography

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**INTEROFFICE MEMORANDUM**

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**To:** Weston Board of Education

**From:** Lisa Barbiero, Superintendent of Schools

**Subject:** Consent Agenda – June 2024

**Date:** 6/14/2024

**NEW HIRES:**

- Dawn Murray (1.0) (WHS) Paraeducator. Effective August 26, 2024
- Matthew Filip (1.0) (WHS) Mathematics Teacher. Effective August 22, 2024
- Amanda Duyon (0.5) (WMS) Reading Interventionist. Effective August 22, 2024
- John Macaluso (1.0) (WHS) Biology Teacher. Effective August 22, 2024
- Qing Li (0.4) (WHS) Chinese Teacher. Effective August 22, 2024

**RETIREMENTS:**

- Mae Bialik (0.8) (WMS/WHS) Chinese and MLL Teacher. Effective July 1, 2024
- Dawn Murray (1.0) Special Education Teacher. Effective June 18, 2024

**RESIGNATIONS:**

- Robert Benway (1.0) (WHS) Mathematics Teacher. Effective June 18, 2024
- Lauren Hopkins (1.0) (HES) Speech Pathologist. Effective June 18, 2024
- Paige Noonan (1.0) (WIS) Library Paraeducator. Effective June 18, 2024
- Steve Fasoli (1.0) (WHS) Band Teacher. Effective June 18, 2024
- Matthew Filip (1.0) (WHS) Assistant Principal. Effective August 16, 2024
- Meghan Stewart (0.8) WHS. (0.2) WMS Effective June 18, 2024

**WESTON BOARD OF EDUCATION**

**Weston, CT**

**Meeting Date:** 6/17/24

**Information Only**

**Action Requested**

**Agenda Item Subject:** Approval of the May 2024 Financial Report

**Submitted by:** Phillip Cross

**Document Summary/Purpose and/or Recommended Action:**

Following is the 11th FY24 (May 2024) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.

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



June 14, 2024

**TO:** BOE Finance Committee

**FROM:** Phillip Cross, Director of Finance and Operations

**SUBJECT:** FY 2023-24 Financial Report for the Period Ending May 31, 2024

**Financial Summary**

Below is the year- to-date financial summary for the period ending May 31, 2024:

FY 2023-24 CATEGORY SUMMARY								
Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Projected Expenditures	Available Balance	Previous Month Balance	Month Over Month Change
Salaries (1000's)	35,291,095	29,462,813	4,806,528	378,088	34,647,429	643,666	595,772	47,894
Benefits (2000's)	10,267,746	9,780,387	313,500	(43,526)	10,050,361	217,386	315,997	(98,611)
Professional Services (3000's)	1,561,743	1,307,909	458,779	100,642	1,867,330	(305,587)	(348,875)	43,288
Property Services (4000s)	2,143,534	1,790,760	357,142	(4,367)	2,143,534	-	-	-
Other Services (5000s)	6,721,993	5,446,386	1,313,267	47,225	6,806,877	(84,884)	(84,884)	-
Supplies (6000s)	2,848,163	2,238,215	741,531	33,364	3,013,111	(164,948)	(164,948)	-
Equipment (7000s)	182,091	193,953	55,071	-	249,024	(66,933)	(45,862)	(21,071)
Other Objects (8000s)	123,195	120,901	9,265	(6,972)	123,195	0	-	0
Revenue (9000s)	(1,194,505)	(1,324,277)	8,740	(145,344)	(1,460,881)	266,376	267,021	(645)
<b>Total</b>	<b>\$ 57,945,055</b>	<b>\$49,017,047</b>	<b>\$ 8,063,823</b>	<b>\$ 359,111</b>	<b>\$ 57,439,980</b>	<b>\$505,074</b>	<b>\$534,219</b>	<b>(\$29,145)</b>

**Month over Month Changes:**

At this point in the year, it is typical to see variability among the object codes. The actual end of year balance will not be known until the books are closed later this summer. We will provide the end of year report at our first meeting of the new school year. With that being said, the month over month change is **(\$29,145)**. This change will reduce the projected unexpended budget to \$505,074.

As a reminder, unexpended funds are returned to the Town.

The breakdown of the changes are as follows:

**Salaries - \$47,894**

- Turnover savings - \$4,802
- FMLA savings – \$33,624
- Workers Comp reimbursement - \$4,588
- Salary reclassified to the sick bank object code - \$2,734
- Unpaid days off - \$1,417
- Other - \$729

**Benefits - \$(98,611)**

- Health Insurance – This year’s OPEB Trust Fund contribution will be significantly less than budgeted. Based on our recently concluded budget discussions with the BoF, the methodology has changed. Last year’s reimbursement was based on the actuarial estimates for benefits payout. Beginning this year, the reimbursement will instead be based on actual net cost.

I have reduced the anticipated reimbursement by \$98,611. This amount represents contribution by retirees (cost share) and TRB subsidies.

**Professional Fees – \$43,288**

The change is driven by a \$42,119 reduction in the anticipated expenditures for legal fees.

- Legal fees - Based on the current year and historical trends the anticipated expenditures for both SPED and district-wide legal fees have been reduced by a combined amount of \$42,119.
- There is also a combined net reduction in several object codes totaling \$1,169.

**Equipment - \$(21,071)**

- Fitness center equipment replacement.

**Revenue Offset – \$(645)**

- Participation fee greater than budgeted - \$14,899
- Excess reimbursement - \$(18,515) – Although the state’s excess cost grant was increased it remains not fully funded. This year, statewide requests for reimbursement have exceeded available funds. Based on the new-tiered formula for reimbursement our overall reimbursement rate was slightly lower than previously anticipated.
- Theater Receipts were greater than budgeted - \$1,802
- Medicare reimbursement - \$1,694

**Internal Services Fund**

Dental claims and fees are in-line with historical averages.

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

Fiscal Year Ended	2024
<b>STATEMENT OF REVENUES AND EXPENDITURES</b>	
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
<b>Dental- Actual Claims &amp; Fees</b>	
<b>Month</b>	<b>Claims &amp; Fees</b>
July	33,350
August	40,186
September	20,239
October	28,564
November	34,292
December	26,288
January	27,039
February	34,543
March	36,821
April	27,167
May	25,188
<b>Total</b>	<b>\$ 333,677</b>
Actual YTD Spend Rate	76.8%
Theoretical YTD Spend Rate	91.7%
YTD Theoretical variance %	-14.8%

**WESTON PUBLIC SCHOOLS**

**FYE 24 FINANCIAL REPORT**

As of May 31, 2024

Period: 11 of 12

2020-2021	2021-2022	2022-2023	Object Code	Description	2023-2024							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Salaries &amp; Wages (1000s)</i>								
2,721,241	2,881,354	2,854,614	1110	Administrators	3,289,372	40,000	3,329,372	3,071,640	264,497	-	3,336,137	(6,765)
13,925,352	14,465,388	14,827,266	1111	General Ed. Teachers	15,410,044	0	15,410,044	12,695,439	2,474,562	-	15,170,000	240,044
2,372,055	2,303,563	2,522,780	1112	Special Ed. Teachers	2,419,305	0	2,419,305	1,918,214	442,522	-	2,360,737	58,568
1,031,899	983,206	1,021,018	1113	Guidance	1,071,301	(80,193)	991,108	775,178	173,145	-	948,323	42,785
503,136	468,881	397,172	1114	Psychologist	418,788	0	418,788	338,252	80,536	-	418,788	-
162,383	202,927	353,558	1115	Social Worker	382,038	80,193	462,231	349,021	62,223	-	411,244	50,987
555,781	543,134	539,131	1116	Speech & Hearing	605,719	0	605,719	476,504	34,265	-	510,769	94,950
1,046,642	1,184,208	887,328	1117	Academic Assistants	1,207,351	59,724	1,267,075	1,063,678	212,821	-	1,276,498	(9,423)
210,287	169,686	110,854	1118	Talented & Gifted	119,448	(59,724)	59,724	48,239	11,485	-	59,724	(0.09)
412,193	403,577	400,239	1119	Library/Media	430,504	0	430,504	368,916	89,293	-	458,209	(27,705)
47,413	46,587	57,886	1135	Transition Coordinator	66,427	0	66,427	46,279	5,495	-	51,774	14,653
785,011	832,301	847,138	1139	Certified Stipends	952,246	0	952,246	691,109	33,752	201,733	926,594	25,652
577,980	574,562	651,668	1140	Academic Leader (CIL's)	1,011,911	0	1,011,911	825,847	143,839	-	969,686	42,225
1,779	2,650	1,852	1141	Mentor Teacher	3,000	0	3,000	2,271	-	-	2,271	729
277,908	187,872	113,090	1142	Behavioral Analyst	233,099	0	233,099	-	-	-	-	233,099
45,069	45,835	58,267	1145	English Language Learner	83,614	0	83,614	56,435	14,070	-	70,504	13,110
<b>\$ 24,676,129</b>	<b>\$ 25,295,731</b>	<b>\$ 25,643,861</b>		<b>Sub-Total Certified Salaries</b>	<b>\$ 27,704,167</b>	<b>\$ 40,000</b>	<b>\$ 27,744,167</b>	<b>\$ 22,727,021</b>	<b>\$ 4,042,505</b>	<b>\$ 201,733</b>	<b>\$ 26,971,258</b>	<b>772,909</b>
					8.03%			81.9%	14.6%	0.7%	97.2%	2.8%
				<i>Other Certified Salaries</i>								
28,996	45,700	40,788	1131	Homebound Tutor	44,500	-	44,500	18,504	-	25,996	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	192,677	4,680	(18,556)	178,801	-
243,990	212,521	189,064	1138	Summer Work -Certified Staff	180,408	-	180,408	127,152	-	53,256	180,408	-
106,600	99,315	127,403	1143	Building Substitutes	203,175	-	203,175	132,308	20,930	49,938	203,175	-
608,730	295,291	385,336	1144	Long term Substitute	118,000	-	118,000	183,485	40,775	(106,261)	118,000	-
-	-	-	1160	Turnover Savings	(170,000)	-	(170,000)	-	-	-	-	(170,000)
<b>\$ 1,153,278</b>	<b>\$ 930,904</b>	<b>\$ 989,404</b>		<b>Sub-Total Other Certified Salaries</b>	<b>\$ 599,274</b>	<b>\$ -</b>	<b>\$ 599,274</b>	<b>\$ 654,126</b>	<b>\$ 66,385</b>	<b>\$ 4,372</b>	<b>\$ 724,884</b>	<b>\$ (125,610)</b>
								109.2%	11.1%	0.7%	121.0%	-21.0%

**WESTON PUBLIC SCHOOLS**

**FYE 24 FINANCIAL REPORT**

As of May 31, 2024

Period: 11 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Non-Certified Salaries</i>								
373,111	381,506	413,013	1210	Non-Cert. Supervisors	399,263	-	399,263	449,277	47,381	-	496,658	(97,395)
234,060	223,520	213,706	1211	Nurses	231,336	6,981	238,317	209,986	28,331	-	238,317	-
297,217	306,924	247,373	1215	Occupational & Physical Therapists	318,970	6,385	325,355	246,291	42,995	-	289,286	36,069
1,199,438	1,140,104	1,156,839	1221	Administrative Support	1,245,726	53,677	1,299,403	1,148,413	177,470	(26,480)	1,299,403	-
1,837,631	1,767,360	1,697,360	1231	Para Educators	1,754,083	141,928	1,896,012	1,644,755	188,734	62,522	1,896,012	-
129,307	146,862	156,413	1234	Bus Aides	147,297	-	147,297	126,215	-	21,082	147,297	-
600,663	485,773	495,877	1235	Technicians	495,836	13,924	509,760	457,679	47,646	-	505,325	4,434
61,157	61,996	65,017	1237	Vocational Specialist	63,818	1,915	65,733	40,307	7,407	-	47,715	18,018
246,331	247,175	262,406	1241	Safety Monitors	292,184	5,341	297,525	258,392	18,055	-	276,447	21,078
509,851	506,491	513,999	1251	Custodians	515,130	17,225	532,355	461,385	57,331	-	518,715	13,640
492,769	460,027	477,370	1261	Maintenance Mechanics & Grounds	531,335	13,232	544,567	485,151	58,893	-	544,045	522
74,781	84,861	90,458	1269	Athletic Support Staff	114,325	-	114,325	87,940	12,140	14,245	114,325	-
182,698	197,442	192,939	1280	Non Certified Stipends	197,155	-	197,155	131,504	11,255	54,397	197,155	-
<b>\$ 6,239,015</b>	<b>\$ 6,010,040</b>	<b>\$ 5,982,771</b>		<b>Sub-Total Non-Certified Salaries</b>	<b>\$ 6,306,458</b>	<b>\$ 260,607</b>	<b>\$ 6,567,065</b>	<b>\$ 5,747,295</b>	<b>\$ 697,638</b>	<b>\$ 125,766</b>	<b>\$ 6,570,699</b>	<b>\$ (3,634)</b>
				<i>Other Non-Certified Salaries</i>				87.5%	10.6%	1.9%	100.1%	-0.1%
28,910	47,199	39,524	1213/122 3/1233	Non-Certified Substitutes	47,500	-	47,500	35,067	-	12,433	47,500	-
135,970	176,085	199,553	1212/22/ 38/42/52/ 62	Overtime	203,700	-	203,700	200,055	-	3,645	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)	-	-	-	-	-	-
<b>\$ 269,828</b>	<b>\$ 350,536</b>	<b>\$ 353,988</b>		<b>Sub-Total Other Salaries</b>	<b>\$ 681,195</b>	<b>\$ (300,607)</b>	<b>\$ 380,588</b>	<b>\$ 334,371</b>	<b>\$ -</b>	<b>\$ 46,217</b>	<b>\$ 380,588</b>	<b>-</b>
								87.9%	0.0%	12.1%	100.0%	0.0%
<b>\$ 32,338,250</b>	<b>\$ 32,587,211</b>	<b>\$ 32,970,025</b>		<b>TOTAL SALARIES</b>	<b>\$ 35,291,095</b>	<b>\$ -</b>	<b>\$ 35,291,095</b>	<b>\$ 29,462,813</b>	<b>\$ 4,806,528</b>	<b>\$ 378,088</b>	<b>\$ 34,647,429</b>	<b>\$ 643,666</b>
					7.04%			83.5%	13.6%	1.1%	98.2%	1.8%

**WESTON PUBLIC SCHOOLS**

**FYE 24 FINANCIAL REPORT**

As of May 31, 2024

Period: 11 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024							
					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	8,889,814	107,000	(152,790)	8,844,024	(54,832)
(1,437,860)	(1,508,844)	(1,705,489)	2022	Premium Cost Share	(1,437,949)	-	(1,437,949)	(1,334,749)	(82,291)	-	(1,417,040)	(20,909)
562,991	540,802	548,959	2001	Social Security	433,234	-	433,234	471,438	(38,203)	-	433,234	-
464,653	465,667	471,544	2002	Medicare	560,567	-	560,567	411,742	148,826	-	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	1,644	14,208	-	15,852	44,148
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	1,072,269	162,904	-	1,235,172	254,215
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	65,399	1,056	1,145	67,600	-
86,591	105,506	56,400	2014	Sick Bank	45,000	-	45,000	22,381	-	22,620	45,000	-
<b>\$9,913,513</b>	<b>\$9,690,744</b>	<b>\$10,376,262</b>		<b>TOTAL BENEFITS</b>	<b>\$10,267,746</b>	<b>\$ -</b>	<b>\$10,267,746</b>	<b>\$9,780,387</b>	<b>\$313,500</b>	<b>(\$43,526)</b>	<b>\$10,050,361</b>	<b>\$217,386</b>
					-1.05%			95.3%	3.1%	-0.4%	97.9%	2.12%
				<i>Professional &amp; Technical Services (3000s)</i>								
174,773	545,611	504,232	3210	Contracted Services Educational	285,176	-	285,176	450,696	117,692	-	568,388	(283,212)
139,888	128,921	149,405	3220-21	Consulting Services	174,835	-	174,835	124,548	43,453	6,834	174,835	-
89,901	123,549	75,937	3235	Testing	94,270	-	94,270	80,944	28,970	-	109,914	(15,644)
210,355	6,158	106,990	3239	Other Pupil Services	292,400	-	292,400	205,908	75,092	-	281,000	11,400
220,134	64,991	66,056	3303	Management Services	47,243	-	47,243	31,823	5,829	9,592	47,243	-
2,015	1,775	2,064	3304	License Fees-Facilities	3,500	-	3,500	3,145	240	115	3,500	-
204,996	245,731	232,999	3306	Legal Fees-SPED	240,000	-	240,000	139,834	30,166	-	170,000	70,000
164,948	167,193	187,860	3306	Legal Fees- Districtwide	150,000	-	150,000	137,715	40,166	-	177,881	(27,881)
83,425	95,138	106,091	3308	Police/Fire	117,799	-	117,799	70,746	37,202	9,851	117,799	-
72,208	67,382	67,685	3309	Professional Technical Services	102,978	-	102,978	62,550	26,428	74,250	163,228	(60,250)
21,917	49,966	41,996	3310	Sports Officials	53,542	-	53,542	-	53,542	-	53,542	-
<b>\$ 1,384,560</b>	<b>\$ 1,496,415</b>	<b>\$ 1,541,315</b>		<b>TOTAL PROF. &amp; TECH SERVICES</b>	<b>\$ 1,561,743</b>	<b>\$ -</b>	<b>\$ 1,561,743</b>	<b>\$ 1,307,909</b>	<b>\$ 458,779</b>	<b>\$ 100,642</b>	<b>\$ 1,867,330</b>	<b>\$ (305,587)</b>
								83.7%	29.4%	6.4%	119.6%	-19.6%

**WESTON PUBLIC SCHOOLS**

**FYE 24 FINANCIAL REPORT**

As of May 31, 2024

Period: 11 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024							
					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	888,411	80,765	10,400	979,576	-
39,855	48,405	50,825	4202	Rubbish Removal	67,547	-	67,547	56,378	9,515	1,654	67,547	-
68,301	122,591	82,370	4302	Equipment Repairs	165,551	-	165,551	127,197	53,563	(15,209)	165,551	-
155,864	164,029	184,530	4400	Equipment Rental	164,217	-	164,217	138,649	44,249	(18,681)	164,217	-
121,171	74,770	213,171	4500	Repair Allowance	150,000	-	150,000	85,485	25,854	38,661	150,000	-
64,302	29,913	30,182	4514	Fire Alarm System	32,000	-	32,000	39,266	265	(7,532)	32,000	-
167,812	172,720	201,994	4518	Sewer System Plant Maintenance	144,795	-	144,795	110,436	38,759	(4,400)	144,795	-
145,229	171,669	205,809	4520	Service Contracts	166,899	-	166,899	212,430	21,497	(67,028)	166,899	-
58,389	61,247	93,203	4530	Parks & Recreation	77,759	-	77,759	27,563	34,437	15,759	77,759	-
12,703	16,959	39,271	4540	Athletic Facilities Repairs	59,500	-	59,500	29,304	9,376	20,820	59,500	-
151,315	186,270	195,029	4541	Contracted Services	89,300	-	89,300	34,165	38,860	16,275	89,300	-
53,702	122,304	109,755	4600	Special Projects	-	-	-	-	-	0	-	-
9,450	2,366	11,275	4604	Snow Plowing	10,500	-	10,500	6,377	-	4,124	10,500	-
81,552	138,631	35,888	4701	Security System Monitoring	35,890	-	35,890	35,100	-	790	35,890	-
<b>\$ 1,978,173</b>	<b>\$ 2,170,908</b>	<b>\$ 2,360,505</b>		<b>TOTAL PROPERTY SERVICES</b>	<b>\$ 2,143,534</b>	<b>\$ -</b>	<b>\$ 2,143,534</b>	<b>\$ 1,790,760</b>	<b>\$ 357,142</b>	<b>\$ (4,367)</b>	<b>\$ 2,143,534</b>	<b>\$ -</b>
								83.5%	16.7%	-0.2%	100.0%	0.0%

**WESTON PUBLIC SCHOOLS**

**FYE 24 FINANCIAL REPORT**

As of May 31, 2024

Period: 11 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Other Services (5000s)</i>								
1,509,158	1,589,157	1,592,600	5100	Regular Transportation	1,687,804	-	1,687,804	1,715,629	15,494	-	1,731,123	(43,319)
490,473	729,788	843,911	5101	SPED Transportation	1,010,779	-	1,010,779	829,738	111,602	-	941,340	69,439
54,105	96,953	218,024	5104	Athletic Transportation	175,062	-	175,062	92,916	16,288	22,433	131,637	43,425
-	1,537	12,802	5105	Extra-Curricular Transportation	15,497	-	15,497	3,255	1,506	10,736	15,497	-
67,457	104,190	160,181	5112	Diesel & Gasoline	115,670	-	115,670	80,888	44,816	(10,034)	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	76,888	15,292	1,927	94,106	-
30,801	30,990	27,469	5400	Postage	29,383	-	29,383	26,733	664	1,985	29,383	-
2,592	4,440	853	5500	Advertising	4,000	-	4,000	1,463	-	2,537	4,000	-
14,386	17,176	16,962	5501	Printing	24,437	-	24,437	16,419	2,738	5,280	24,437	-
1,528,352	2,007,688	2,367,437	5600	Out of District Tuition	2,335,763	-	2,335,763	1,859,225	414,519	-	2,273,744	62,019
1,044,742	923,345	1,063,918	5601	Tuition Settlements	903,461	-	903,461	443,996	685,066	-	1,129,062	(225,601)
286,110	-	-	5605	Tuition - ESS Contract	-	-	-	-	-	-	-	-
29,716	15,346	41,076	5800	Travel & Conference	42,227	-	42,227	35,801	2,936	3,490	42,227	-
6,106	3,163	3,803	5801	Mileage Reimbursement	10,430	-	10,430	3,082	-	7,348	10,430	-
3,190	2,349	5,684	5900	Other Purchased Services	6,632	-	6,632	2,763	2,346	1,524	6,632	-
<b>\$ 5,358,780</b>	<b>\$ 5,835,649</b>	<b>\$ 6,689,130</b>		<b>TOTAL OTHER SERVICES</b>	<b>\$ 6,721,993</b>	<b>\$ -</b>	<b>\$ 6,721,993</b>	<b>\$ 5,446,386</b>	<b>\$ 1,313,267</b>	<b>\$ 47,225</b>	<b>\$ 6,806,877</b>	<b>\$ (84,884)</b>
								81.0%	19.5%	0.7%	101.3%	-1.3%
				<i>Supplies &amp; Materials (6000's)</i>								
418,014	395,832	884,656	6110	Materials	547,140	-	547,140	392,734	376,765	64,985	834,484	(287,344)
17,064	22,091	36,390	6120	Office Materials	32,908	-	32,908	21,195	8,873	2,840	32,908	-
136,447	184,684	174,050	6130	Maintenance Materials	181,624	-	181,624	117,358	39,650	24,616	181,624	-
37,883	71,587	95,137	6131	Custodial Materials	78,348	-	78,348	79,059	9,789	(10,500)	78,348	-
12,891	16,815	21,943	6132	Security Materials	17,184	-	17,184	23,468	2,622	(8,906)	17,184	-
489,133	522,319	517,581	6140	Software	566,868	-	566,868	568,115	1,581	(2,828)	566,868	-
324,134	196,324	98,833	6410	Books	103,552	-	103,552	73,207	47,586	(716)	120,076	(16,524)
358,623	388,111	325,229	6510	Heating Oil	454,796	-	454,796	458,098	33,025	(36,327)	454,796	-
705,182	722,884	482,463	6520	Electricity	862,742	-	862,742	502,995	220,827	-	723,822	138,920
1,431	2,079	2,890	6530	Propane	3,000	-	3,000	1,986	814	200	3,000	-
<b>\$ 2,500,801</b>	<b>\$ 2,522,725</b>	<b>\$ 2,639,172</b>		<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>\$ 2,848,163</b>	<b>\$ -</b>	<b>\$ 2,848,163</b>	<b>\$ 2,238,215</b>	<b>\$ 741,531</b>	<b>\$ 33,364</b>	<b>\$ 3,013,111</b>	<b>\$ (164,948)</b>
								78.6%	26.0%	1.2%	105.8%	-5.8%

**WESTON PUBLIC SCHOOLS**

**FYE 24 FINANCIAL REPORT**

As of May 31, 2024

Period: 11 of 12

2020-2021 Year-End Expense	2021-2022 Year-End Expense	2022-2023 Year-End Expense	Object Code	Description	2023-2024							
					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	193,953	55,071	-	249,024	(66,933)
<b>\$ 629,991</b>	<b>\$ 541,176</b>	<b>\$ 192,826</b>		<b>TOTAL EQUIPMENT</b>	<b>\$ 182,091</b>	<b>\$ -</b>	<b>\$ 182,091</b>	<b>\$ 193,953</b>	<b>\$ 55,071</b>	<b>\$ 0</b>	<b>\$ 249,024</b>	<b>\$ (66,933)</b>
								106.5%	30.2%	0.0%	136.8%	-36.8%
				<i>Other Objects (8000's)</i>								
80,424	87,211	87,938	8100	Dues, Fees and Memberships	97,850	-	97,850	88,370	1,065	8,415	97,850	-
20,110	24,317	32,434	8900	Other Objects	25,345	-	25,345	32,531	8,200	(15,387)	25,345	-
<b>\$ 100,534</b>	<b>\$ 111,528</b>	<b>\$ 120,372</b>		<b>TOTAL OTHER OBJECTS</b>	<b>\$ 123,195</b>	<b>\$ -</b>	<b>\$ 123,195</b>	<b>\$ 120,901</b>	<b>\$ 9,265</b>	<b>(\$6,972)</b>	<b>\$ 123,195</b>	<b>\$ -</b>
								98.1%	7.5%	-5.7%	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)	(87,400)	8,740	-	(78,660)	14,899
-	(18,350)	(21,689)	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	(13,475)	-	-	(13,475)	(525)
(134,377)	(77,445)	(89,987)	9204	Transportation Credits	-	-	-	(25,495)	-	-	(25,495)	25,495
(859,340)	(812,440)	(928,213)	9205	Excess Cost SPED	(787,045)	-	(787,045)	(839,156)	-	-	(839,156)	52,111
(74,625)	(79,561)	(121,242)	9206	Pre School Tuition	(64,062)	-	(64,062)	(133,083)	-	(27,847)	(160,930)	96,868
(76,283)	(75,981)	(119,873)	9207	Non-Resident Tuition	(87,478)	-	(87,478)	(136,669)	-	(4,492)	(141,161)	53,683
(37,813)	(19,878)	(61,203)	9208	Revenue from Town for Fields	(42,681)	-	(42,681)	(23,118)	-	(19,563)	(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)	(7,935)	-	(44,892)	(52,827)	1,802
-	-	-	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)	(28,043)	-	-	(28,043)	22,043
<b>(\$1,298,832)</b>	<b>(\$1,277,316)</b>	<b>(\$1,533,828)</b>		<b>Total Revenue Offset</b>	<b>(\$1,194,505)</b>	<b>\$ -</b>	<b>(\$1,194,505)</b>	<b>(\$1,324,277)</b>	<b>\$8,740</b>	<b>(\$145,344)</b>	<b>(\$1,460,881)</b>	<b>\$ 266,376</b>
								110.9%	-0.7%	12.2%	122.3%	-22.3%
<b>\$ 52,905,769</b>	<b>\$ 53,679,039</b>	<b>\$ 55,355,779</b>		<b>GRAND TOTAL</b>	<b>\$ 57,945,055</b>	<b>\$ -</b>	<b>\$ 57,945,055</b>	<b>\$ 49,017,047</b>	<b>\$ 8,063,823</b>	<b>\$ 359,111</b>	<b>\$ 57,439,980</b>	<b>\$505,075</b>
								84.59%	13.92%	0.62%	99.13%	0.87%

**Minutes**  
**Financial, Facilities & Operations Committee**  
**May 17, 2024**

Present:

Steve Ezzes, Committee Chair  
Michael Guido, Committee Member  
Peter Gordon, Committee Member  
Phil Cross, Director of Finance and Operations  
Mike DelMastro, Director of Facilities

Absent:

Lisa Barbiero, Superintendent of Schools

The meeting was called to order by Mr. Gordon at 9:04 a.m.

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

- Mr. DelMastro reported that with two staff members returning since the last meeting, the facilities department is almost back to full strength, with only one custodian still out.
  
- Mr. DelMastro informed the Committee that the track replacement project is scheduled to begin on May 29-30, as soon as all athletics are finished for the year. Holding graduation on the field shouldn't be a problem.

The Committee discussed the following regarding the Healthy Building Initiative:

- Mr. Gordon updated the Committee on the Healthy Building Initiative and reported that in support of efforts by the WHS Green Team and other campus wide sustainability initiatives, with the aim to lower operational costs in our schools' buildings, WPS is eligible for free energy usage audits by the Connecticut Center for Advanced Technology partnering with EnergizeCT. However, the energy usage component due to lighting is a smaller part of a larger power consumption mapping of our buildings, so in order to drill down deeper, and better understand how choices of lighting affect energy costs and additionally, how choices of lighting affect student performance, the WPS bid for a free LED lighting assessment conducted by the Indoor Environment Quality in Schools Group at the Department of Energy's Lawrence Berkeley National Laboratory. This project examines benefits of adjustable track lighting, applying the appropriate color temperature LED lights based upon the type of learning in a classroom, fixture placement to optimize illumination, and education opportunities so students can learn how to use sensors and

illumination analytics. Unfortunately, WPS eventually lost out to Boston Public Schools who have invested in dedicated facility sustainability resources. Whereas WPS have not, yet. This was not unanticipated, since this gap in investment was highlighted by the BOE in the spring 2023 and the insertion of capital budget resources for both hardware and lighting expertise was discussed during the January 2024 capital budget workshops as a response, as well as during the Finance, Facilities, and Operations committee meetings, where there is now a Healthy Building agenda item monitoring how we catch up. The LED Assessment Initiative is a comprehensive step towards this aim.

The Committee discussed the following regarding the recent IAQ report:

- Mr. DelMastro reported that at the end of 2023 the State required that boards of education provide for a uniform inspection and evaluation program of the Indoor Air Quality (IAQ) within each school building. The District completed the testing in February of 2024, with all of the average levels recorded for all of the categories coming back within the suggested maximum level. Mr. DelMastro added that there were some low humidity numbers, but that is to be expected during the winter. The District may retest the areas with low humidity during the summer.

The Committee discussed the following items regarding the FY24 (through April) financial report including internal services fund (for dental):

- Mr. Cross informed the Committee that the current end of year balance is \$534,219. The month over month change since February is \$314,614, and is due to several factors, including salary savings, less than projected benefits expenditures, and the release of \$230,000 previously held for capital projects. The Board of Selectmen had approved the release of these capital funds the previous evening.
- Mr. Cross also added that dental claims and fees are in-line with historical averages.

The Committee discussed the following regarding recent RFP results:

- Mr. Cross reported that the results for the recent cleaning services and out of district transportation RFPs have been received and reviewed. For cleaning services, Mr. Cross recommended remaining with Affineco. This is based on several factors, including cost and staffing. For out of district transportation, Mr. Cross recommended dividing the runs among the three providers which submitted bids, based on cost, with the lowest bidder for each individual run being awarded that route. The one exception was for a high-need student who will stay with the current provider, despite the higher cost, as moving to a new provider would cause too much of a disruption, and the current provider is familiar with the needs of the student.

- The Committee agreed with the recommendations and agreed to move the item forward to the full Board.

The Committee discussed the following regarding FY25 pre-school tuition rates:

- Mr. Cross informed the Committee that for the past several years, the annual tuition has been increased by the approved budget percentage increase. Periodically however, the District compares its rates with other DRG A districts to ensure that the tuition rate remains competitive. Based on the recent comparison, and to align with other districts, Mr. Cross recommended that the District's tuition be raised to \$8,039, which is the DRG A average.
- The Committee agreed with the recommendation and agreed to move the item forward to the full Board.

The Committee discussed the following regarding FY25 tuition rates for non-residents:

- Mr. Cross recommended increasing the FY25 non-resident tuition rates by the approved budget percentage increase of 2.41%. The Committee agreed to the increase and agreed to bring it to the full Board for approval.

The Committee discussed the following regarding FY25 utility and user fees for facility rentals:

- Mr. Cross recommended increasing the FY25 utility and user fees by the March 2024 CPI of 3.8%. The Committee agreed to the increase and agreed to bring it to the full Board for approval.

The Committee discussed the following regarding the selling of grounds equipment:

- Mr. Cross reported that the District currently has a 2009 Jacobsen mower that has not been used by the grounds department in five years. He is recommending that the mower be sold, and the money from the sale, along with money earned from the previous sale of two small buses the District no longer uses, be used for the purchase of an additional Ventrac mower, similar to the one purchased a few years ago. The Ventrac is much more versatile than the Jacobsen, and the District is trying to move away from equipment that serves only one purpose.
- The Committee agreed with the recommendation and agreed to move the item forward to the full Board.

The Committee discussed the following regarding RFP waivers:

- Mr. Cross reported that in the past, particularly with security related assets, responsiveness from vendors has been an issue. And, with security capital projects upcoming, he is concerned that a similar situation may arise. Joe Rios, the District's Security Director, recommended Omni Data as a vendor that can consolidate several of the District's security assets. The District has been working with them already, and has found them to be very responsive. Mr. Cross would like to have a waiver to continue with Omni Data instead of issuing an RFP.
- The Committee agreed with the recommendation and agreed to move the item forward to the full Board.

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

- The Committee approved the March minutes without any changes.

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