



Board of Education Regular Meeting
Monday, June 16, 2025
7:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

- I. CALL TO ORDER, VERIFICATION OF QUORUM
- II. PLEDGE OF ALLEGIANCE
 - 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. May 19, 2025, Weston Board of Education Meeting: Vote to approve
- 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 Acting Superintendent Low. You may also email the Board at our email address,

boardofeducation@westonps.org.

Additional details on Public Comment at board meetings can be found on our website under Board of Education / Meeting Information / Procedures and Guidelines for Public Participation in Board Meetings: 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. CONSENT AGENDA: Vote to approve
 - A. Reappointment, Contract modifications, and Compensation: Dr. Tina Henckel, Assistant Superintendent
 - B. Appointment, Contract modifications, and Compensation: Dr. Tracy Edwards, Assistant Superintendent of Pupil Personnel Services
 - C. Appointment, Contract modifications, and Compensation: Phillip Cross, Chief Financial and Operations Officer
 - D. Reappointment, Contract modifications, and Compensation: Juliane Givoni, Director of Human Resources
 - E. Reappointment, Contract modifications, and Compensation: Daniel DiVito, Director of Digital Learning & Technology
 - F. Reappointment, Contract modifications, and Compensation: Michael DelMastro, Director of Facilities
 - G. Reappointment, Contract modifications, and Compensation: James Wiltsie, Director of Safety & Security
 - H. Reappointment, 2025-2026 Contract: Dr. Laura Marks, Medical Advisor
 - I. 2025-2026 Salaries for Central Office Unaffiliated Staff
- VI. NEW BUSINESS
 - A. Gifts, Grants and Bequests (Recognition, Acceptance or Approval)
 - 1. WHS PTO donations in the amount of \$2,600 to furnish the math lab, \$2,600 to furnish the literacy lab, \$3,200 for student lounge furniture, \$5,200 to support our partnership with Challenge Success, and a \$500 donation from County Assemblies' Charity Ball: Vote to approve/accept
 - 2. WIS PTO donation in the amount of \$3,000 for custom window film on entry doors: Vote to accept
 - B. 2024-2025 District Improvement Plan: Discuss
 - 1. Academic: Math & ELA
 - 2. District Culture & Climate
 - C. Weston High School New England Association of Schools and Colleges (NEASC) Decennial Accreditation Report: Discuss
 - D. Weston Board of Education Policies, Regulations, and Bylaws
 - 1. Restorative Practices Response Policy (second-read): Vote to approve
 - 2. Visitors and Observations (first-read): Discuss
 - 3. School Security and Safety (first-read): Discuss
 - 4. Drug and Alcohol Use by Students (first-read): Discuss

- E. Work to Combat Antisemitism - Accountability Working Group
 - 1. Anonymous Reporting System: Vote to approve
 - 2. Student Code of Conduct (Summary Chart)
 - 3. Student Code of Conduct webpage
 - 4. Next Steps
- F. Connecticut Leader Evaluation and Support Plan: Vote to adopt
- G. Weston Public Schools Educator Evaluation, Growth, and Support Plan: Vote to Adopt
- H. May 2025 Financial Report: Vote to Approve
- VII. SUPERINTENDENT UPDATE
- VIII. COMMITTEE UPDATES: Discuss
 - A. Connecticut Association of Boards of Education (CABE)
 - B. Cooperative Educational Services (CES)
 - C. Curriculum Committee
 - D. Education Optimization Committee (EOC)
 - E. Finance & Operations Committee
 - F. Policy Committee
 - G. Safety & Security Committee
 - H. Weston Education Foundation (WEF)
- IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION
 - A. 2025-2026 Board of Education Regular Meeting Schedule: Vote to approve
 - B. June 18, 2025, 6:00 PM, Via Zoom Webinar, Special Meeting (SLAM)
 - C. September 15, 2025, 7:00 PM, Weston Middle School Library Learning Commons, Monthly Meeting
 - D. Review of Pending Agenda Items for Next Meeting
- X. ADJOURNMENT



Board of Education Regular Meeting

Monday, May 19, 2025

7:00 PM

Zoom Webinar

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

Additional Attendees:

Deborah Low, Acting Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Facilities; Tracy Edwards, Director of Pupil Personnel Services; Juliane Givoni, Director of Human Resources; Daniel DiVito, Director of Digital Learning and Technology; James Wiltsie, Director of Safety & Security; Meghan Conetta, Dan Doak, Pattie Falber, Laura Kaddis: Building Principals; Jaya Sharma, Emily Kreger: WHS Student BOE Representatives

The meeting was called to order at 7:03 PM

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. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

A. WHS Student Board of Education Representatives

IV. APPROVAL OF MINUTES

A. April 21, 2025, Weston Board of Education Executive Session:
Vote to approve

The meeting minutes were approved with a change made by David Felton.

Move that the Weston Board of Education approve the minutes from the April 21 executive session Carried with a motion by Luft, Lisa and a second by Ferraro, Sharon.

David Felton: Abstain (Without Conflict), Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0, Abstain (Without Conflict): 1

B. April 21, 2025, Weston Board of Education Meeting: Vote to approve

The meeting minutes were approved without objection.

Move that the Weston Board of Education approve the April 21, 2025 meeting minutes Carried with a motion by Luft, Lisa and a second by Ferraro, Sharon.

David Felton: Abstain (Without Conflict), Steven Ezzes: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea

Yea: 5, Nay: 0, Abstain (Without Conflict): 1

V. 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.

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boardofeducation@westonps.org.

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

The following members of the public spoke:

Judith Meadows - Weston Road
Hilary Kole - White Birch Road
Jill Streisand - Cavalry Road
Jasmine Kazakov - Old Field Road
Lori Lodes - David Hill Road
Sue Rosenstock - Pent Road
Tammy Yee - Treadwell Lane

VI. NEW BUSINESS

A. Consent Agenda: Vote to approve

The consent agenda was approved without objection.

Move that the Weston Board of Education accept the consent agenda as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

B. Gifts, Grants and Bequests (Recognition, Acceptance or Approval)

1. WEF donation of \$1,500 for a No Place for Hate Committee Workshop at Weston Middle School: Vote to accept
The donation was accepted without objection.

Move that the Weston Board of Education accept the grant from WEF, as presented Carried with a motion by Luft, Lisa and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

2. WIS PTO donation of \$20,000 for playground equipment:
Vote to approve

The donation was approved without objection.

Move that the Weston Board of Education approve the WIS PTO donation, as presented Carried with a motion by Felton, David and a second by Luft, Lisa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro:
Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft:
Yea
Yea: 6, Nay: 0

3. HES PTO Donation of up to \$2,600 for installation of window film: Vote to accept
The donation was accepted without objection.
Move that the Weston Board of Education accept the HES PTO donation, as presented Carried with a motion by Felton, David and a second by Luft, Lisa.
Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

4. HES PTO Donation of up to \$12,000 for South House cafeteria refresh: Vote to approve
The donation was approved without objection.
Move that the Weston Board of Education approve the HES PTO donation, 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, Lisa Luft: Yea
Yea: 6, Nay: 0

C. Weston Board of Education Policies, Regulations, and Bylaws

1. Restorative Practices Response Policy (first-read):
Discuss
This policy is closely tied to the School Climate Policy, which had been formally adopted in the prior month. The new policy serves two key purposes: clarify the usage of restorative practices and comply with state requirements.

- D. 2024-2025 End of Year Summary: Discuss
District leaders presented a summary of progress on the District Improvement Plan with updates in three main focus areas: Digital Information Literacy & Technology, Human Resources, and Safety & Security.

1. Digital Learning & Technology
2. Human Resources

3. Safety & Security

E. April 2025 Financial Report: Vote to Approve

The April 2025 financial update was approved without objection.

Move that the Weston Board of Education approve the April 2025 Financial Update as presented. Carried with a motion by Luft, Lisa and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

F. 2025-2026 Rates and Tuition

1. FY26 Building/Facility Use Hourly Rates: Vote to Approve

The building/facility use hourly rate increase of 2.96% was approved without objection.

Move that the Weston Board of Education approve the FY26 building/facility use hourly rates, as presented. Carried with a motion by Luft, Lisa and a second by Ferraro, Sharon.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

2. FY26 Tuition Rates for Non-Residents: Vote to Approve

The non-resident tuition increase of 2.96% was approved without objection.

Move that the Weston Board of Education approve the FY26 tuition rates for non-residents, as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

3. FY26 Pre-School Tuition Rates: Vote to Approve

The preschool tuition increase of 2.96% was approved without objection.

Move that the Weston Board of Education approve the FY26 preschool tuition rates, as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.

Steven Ezzes: Yea, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Lisa Luft: Yea
Yea: 6, Nay: 0

VII. DISTRICT UPDATES

A. Superintendent

Acting Superintendent Low gave recognition to the vibrant arts and music programs across the district and highlighted the Project Challenge program at the middle school. In addition, she expressed thanks to all school PTOs for their time and energy, citing both financial support and volunteerism. In response to concerns raised during public comment about staff reductions, Ms. Low addressing staff reductions and budget context.

B. Pupil Personnel Services and Special Education

The update focused on aligning special education services with student needs, improving efficiency, and ensuring legal compliance. It emphasized student-centered support, inclusive practices, and early intervention as key strategic goals. The ELC program continues to operate with 4 classrooms: two for 3-year-olds, two for 4-year-olds. The structure aims for a 50/50 balance between students with special needs and general education peers. Emphasized that classroom size and composition are determined by special education student enrollment, which drives the number of general education slots. Staffing reductions this year included some special education positions. Clarified that these were not due to program cuts, but instead reflected shifts in student needs and enrollment.

VIII. COMMITTEE UPDATES

A. Connecticut Association of Boards of Education (CABE)

B. Cooperative Educational Services (CES)

C. Curriculum Committee

D. Education Optimization Committee (EOC)

E. Finance & Operations Committee

F. Policy Committee

G. Safety & Security Committee

H. Weston Education Foundation (WEF)

IX. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

A. June 16, 2025, 6:15 PM, Weston Middle School Main Office
Conference Room (Executive Session)

B. June 16, 2025, 7:00 PM, Weston Middle School Library
Learning Commons

C. Review of Pending Agenda Items for Next Meeting

X. ADJOURNMENT

The meeting adjourned at 8:57PM

Move that the Weston Board of Education adjourn the May 19,
2025 meeting. 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, Lisa Luft: Yea
Yea: 6, Nay: 0

Respectfully submitted by:
Jodi Sacchetta



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

Weston High School PTO

Name of Donor:

Value of gift(s) being donated): \$ 2,600

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

Funding the design of the new math lab. This would include flexible seating, white board surfaces, moveable tables and other furniture to create a dynamic, inclusive environment to support students in math.

Signature/Approval:

X [Signature]
Principal Signature

X [Signature]
Superintendent Signature

Date: 5/22/25

Date: 5/22/25

Board of Education Approval

Approval by the Superintendent and then formal acceptance by the Board of Education.

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

No

2024-2025 Weston High School PTO Philanthropy Request Form

Name(s): Kyra Fraioli
 Date: May 2, 2025
 E-Mail(s): kyrafraioli@westonps.org
 Phone(s): 516-320-5157

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

Attached is a list of items I propose for furnishing the high school math lab. These additions are designed to create a dynamic, inclusive environment that better supports students who may be struggling with math. The integration of whiteboard surfaces will encourage hands-on learning, collaborative problem-solving, and active engagement. Flexible seating and movable tables will provide students with the ability to work in ways that suit their individual learning preferences—whether that means standing, shifting into groups, or working independently—ultimately helping to improve focus, comfort, and confidence in the subject.

Who will benefit?

Students receiving math intervention support or those who visit the math lab for extra help will directly benefit from this furniture. The inviting, flexible environment it creates will encourage students to ask questions, collaborate with peers or teachers, and engage more actively in the learning process—ultimately making math feel more accessible and less intimidating.

Please list any previous history regarding this request:

N/A

The amount requested:
\$2,579.30

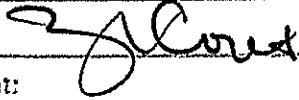
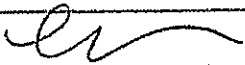
up to 2,600

I/we plan to purchase these items from:
Schoolsin.com

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request, in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following general meeting. Please contact: Laura Schlossberg at lmv.msw@gmail.com or 917.334.2222, with any questions.

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

Approved by:

Principal: 	Date: <u>5/13/25</u>
PTO President:	Date:
Philanthropy: 	Date: <u>5-8-2025</u>
Members At Large:	Date:



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

Weston High School PTO

Name of Donor:

Value of gift(s) being donated): \$ 2,600

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

Funding the design of the new language lab. This would include flexible seating, moveable tables and other furniture to support student's learning needs while improving engagement. The funding will also allow the lab to create reusable resources for enrichment and instructional support

Signature/Approval:

Principal Signature

Superintendent Signature

Date: 5/22/25

Date: 5/22/25

Board of Education Approval

Approval by the Superintendent and then formal acceptance by the Board of Education.

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

No

2024-2025 Weston High School PTO Philanthropy Request Form

Name(s): Ioanna Opidee

Date: May 5, 2025

E-Mail(s): ioanna.opidee@westonps.org

Phone(s): 203.727.0814

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

I am requesting funds in order to re-design the Literacy Lab, located in the WHS Library Learning Commons. This funding would support the purchase of flexible seating to make the space both more inviting for students and more effective in supporting their needs. Studies have shown that flexible seating can provide choice, accessibility, and functional support for students' learning needs while improving engagement. This funding would also allow us to create reusable resources for enrichment and instructional support. *(See below for more information..)*

Who will benefit?

All members of the Weston High School community will benefit from the re-designed Literacy Lab, which is a resource that will support all students, in addition to teachers and other staff.

Please list any previous history regarding this request:

The amount requested: \$2,515

up to 2,400

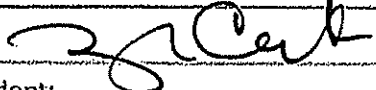
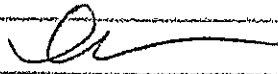
I/we plan to purchase these items from:

Amazon.com

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request, in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following general meeting. Please contact: Laura Schlossberg at lmv.msw@gmail.com or 917.334.2222, with any questions.

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

Approved by:

Principal: 	Date: <u>5/13/25</u>
PTO President:	Date:
Philanthropy: 	Date: <u>5.8.2025</u>
Members At Large:	Date:



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 Philanthropy Fund

Value of gift(s) being donated): Retail value \$3,200

Description (enter a description or see attached, and include backup):

The purchase of furniture for the student lounge by the cafeteria and athletics. The space will also be painted this summer as part of the revamp.

Signature/Approval:

X 

Meghan Conetta
Principal Signature

X 

Superintendent Signature

Date:

6/9/25

Date:

___/___/___

Board of Education Approval

Not required

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

No

2024-2025 Weston High School PTO Philanthropy Request Form

Name(s): Meghan Conetta
 Date: 5/27/25
 E-Mail(s): meghanconetta@westonps.org
 Phone(s): 203 221-6500

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

The purchase of furniture for our student lounge by the Cafeteria and athletics. The space will also be painted this summer.

Who will benefit?
All students in grades 9-12 who want to access the space

Please list any previous history regarding this request:
The students have requested an update to this space for the last few years and have been a part of the design process.

The amount requested: \$ 3,200 - Balanced to be paid by class funds

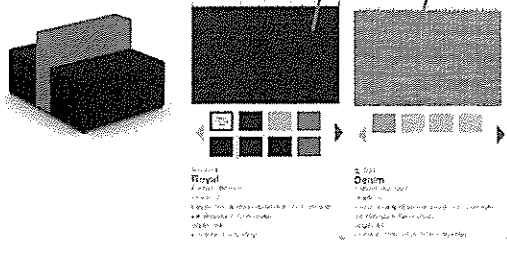
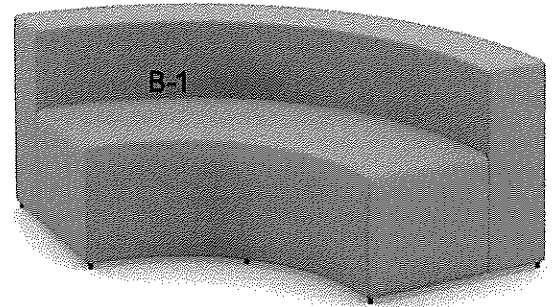
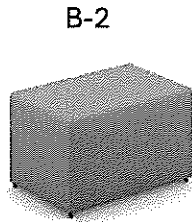
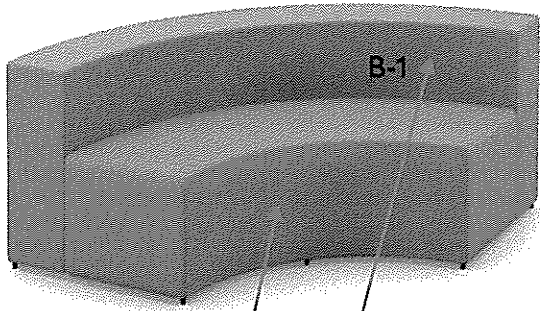
I/we plan to purchase these items from:
Virco - we have also previously priced from HON and WB Mason and this is a reasonable price for the number of pieces.

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Approved by:

Principal: <u>[Signature]</u>	Date: <u>5/27/25</u>
PTO President:	Date:
Philanthropy:	Date:
Members At Large:	Date:

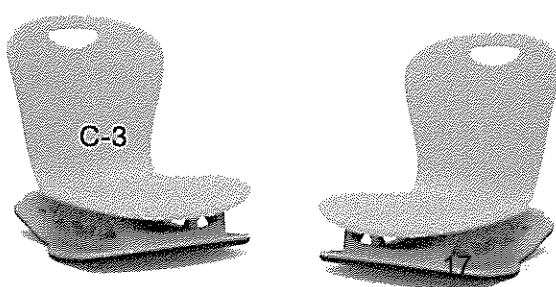


Textile 3D from Mayer Fabrics

T-2



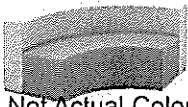




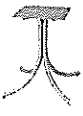



T-1





QUOTATION #8317848
r.8

Shipping To: HURLBUTT ELEMENTARY

Tag #	Description	Unit Price	Qty	Extension
B-1	 High Point #1595_IF_G4 (Color Not Selected) Not Actual Color	\$2,352.48	2	\$4,704.96
B-2	 High Point #1504_G4 (Color Not Selected) Not Actual Color	\$724.36	1	\$724.36
C-1	 Virco Inc #ZROCK18FG 8 ea Soft Plastic Seat-> Lemon Yellow (YLW45) Frame-> Silver Mist (GRY02) *Promo Price Expires 12/31/2025* Not Actual Color	\$156.78	8	\$1,254.24
C-2	 Virco Inc #CZ30 8 ea Soft Plastic Seat->Lemon Yellow (YLW45) Frame-> Silver Mist (GRY02) Not Actual Color	\$185.90	8	\$1,487.20
C-3	 Virco Inc #ZFLROCK18 3 ea Soft Plastic Seat->Lemon Yellow (YLW45) *Promo Price Expires 12/31/2025*	\$112.32	3	\$336.96
T-1	 Virco Inc #CT30 2 ea Frame->Silver Mist (GRY02)	\$245.70	2	\$491.40
T-1	 Virco Inc #U42R 2 ea Laminate->Fusion Maple (MPL385) Edge Banding-> Navy (BLU51)	\$205.08	2	\$410.16
T-2	 Virco Inc #U30R 2 ea Laminate->Fusion Maple (MPL385) Edge Banding-> Navy (BLU51)	\$128.38	2	\$256.76
T-2	 Virco Inc #CT41 2 ea Frame->Silver Mist (GRY02)	\$255.45	2	\$510.90
Total				\$10,176.94



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 Philanthropy Fund

Value of gift(s) being donated): Retail value \$5,200

Description (enter a description or see attached, and include backup):

To fund a second-year partnership with Challenge Success, which would grant access to online resources, a public pass for webinars, as well as virtual 1:1 leadership coaching to support the school climate and grading and assessment work in the 25-26 school year.

Signature/Approval:

X 

Meghan Conetta
Principal Signature

X 

Superintendent Signature

Date: 6/9/25

Date: 6/9/25

Board of Education Approval

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

2024-2025 Weston High School PTO Philanthropy Request Form

Name(s): Meghan Conetta
 Date: 5/27/25
 E-Mail(s): meghanconetta@westonps.org
 Phone(s): 203 221-6500

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

To fund a 2nd year partnership with Challenge Success which would grant access to online resources the public pass for webinars as well as virtual 1:1 leadership coaching to support the School Climate and grading and assessment work in 25-26 school year.

Who will benefit?
All staff and students

Please list any previous history regarding this request:
We are currently partnered with Challenge Success which has led to progress in our PACT Program, cell phones and scheduling.

The amount requested:
\$ 5,200

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

IN AN ATTEMPT TO AVOID ANY DELAYS, please provide as much information as possible. We will contact you upon receiving your request, in order to fully understand it. When we present your request at the PTO meeting, we are often asked questions. If we do not have the necessary information or are not clear about your request, it may be delayed until the following general meeting. Please contact: Laura Schlossberg at lmy.msw@gmail.com or 917.334.2222, with any questions.

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

Approved by:

Principal: <u>[Signature]</u>	Date: <u>5/27/25</u>
PTO President:	Date:
Philanthropy:	Date:
Members At Large:	Date:

May 19, 2025

Dear Meghan,

Below are three Challenge Success partnership options for the 2025-2026 academic year, ordered in terms of increasing scope.

OPTION 1 (\$3,200)

- » **RESOURCE PORTAL:** Access to the Challenge Success Resource Portal
- » **PUBLIC WEBINARS:** Access for the Weston school community to Challenge Success public virtual webinars throughout the 2025-2026 academic year.

OPTION 2 (\$5,200)

The items listed in option 1, plus:

- » **LEADERSHIP MEETINGS:** Monthly 1:1 virtual leadership consultations

OPTION 3 (\$14,900)

The items listed in options 1 and 2, plus:

- » **COACHING:** 5 virtual coaching sessions with your role-diverse Challenge Success team
- » **ON-SITE DAY:** Customized one-day visit with your coach.



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
The County Assemblies

Name of Donor:

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

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

A portion of the proceeds from the County Charity Balls are donated each year to high schools that attends the events.

Signature/Approval (if necessary):



Principal Signature



Superintendent Signature

Date: 5/27/25

Date: 5/30/25

Approval

Approval by the Superintendent or building principal before donation can being accepted however, does not require formal action by the Board of Education. The donation will be recognized at a Board of Education Meeting.



May 21, 2025

Ms. Meghan Conetta, Principal
Weston High School
115 School Rd.
Weston, CT 06883

Dear Ms. Conetta,

The 2025 87th Annual County Assemblies' Charity Balls were held at the end of January and beginning of February with much success! Once again, four Charity Balls were held in Stamford for high school juniors and seniors from six towns.

The County Assemblies, Inc. began in 1938 not only to promote a sense of inter-town friendliness between the high school students, but also to create an awareness of charitable giving in our community. Each year, the net proceeds from our events are donated to Fairfield County charities that benefit children and teens in our county.

A portion of our proceeds from our Charity Balls are allocated each year and donated to each high school that attends our events. We have enclosed a check in the amount of \$500 and hope that you will be able to use this donation for your student families who are struggling.

Thank you from The County Assemblies Board of Directors and our Student Ambassadors for welcoming us into your school and for giving us the opportunity to create a spirit of service and awareness of charitable giving in our high school community.

Kindly deposit the check within 30 days. If you have any questions concerning this donation, please reach please email countyassembliesgrants@gmail.com.

Sincerely,

April Worshek
President

Shannon Joerchel
Chairperson, Grants Committee



Gifts, Grants and Bequests Approval Form

Gift Value:

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

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

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

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

School/Building: HES WIS WMS WHS CO

Name of Donor: WIS PTO

Value of gift(s) being donated): \$ 3,000

Description:

Custom window film on entry doors to assist security and provide welcoming design.

Principal Signature

Superintendent Signature

Date: June 11, 2025

Date: June 11, 2025

Board of Education Approval

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



WESTON PTO

INTERMEDIATE SCHOOL

PARENT TEACHER ORGANIZATION

6/11/2025

Deborah Low
Acting Superintendent of Schools
Weston School District
24 School Road
Weston, CT 06883

Dear Ms. Low,

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

- Up to \$3,000 for custom window film for the entry doors to assist security and provide a welcoming design for visitors.

We look forward to continued success.

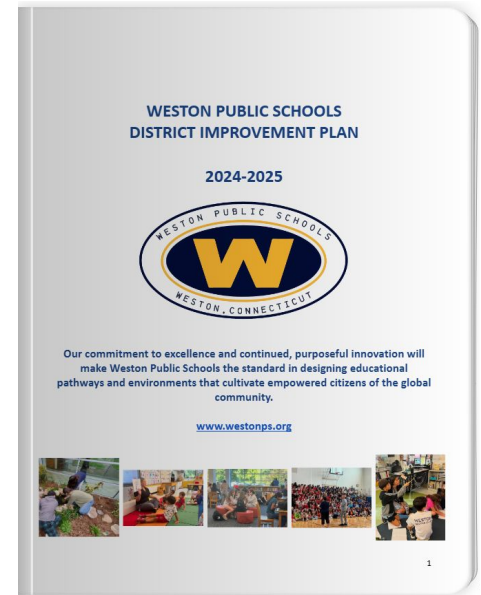
Warmest regards,

Kellie

Kellie James
WIS PTO Philanthropy Chair

CC: Stephanie Feingold, WIS PTO President
Patricia Falber, WIS Principal

Weston Intermediate School PTO Inc.
95 School Road Weston, CT 06883



District Improvement Plan 2024-25
Year in Review: Part 2
District Academic Goals
District School Climate and Culture Goals

Board of Education Meeting
June 16, 2025

Areas of Focus

District Academic Goals 2024-25

Math Achievement and Growth

ELA Achievement and Growth

Key Action Steps per content area

District School Culture and Climate Goals 2024-25

Panorama Survey Students

Panorama Survey Parents

Panorama Survey Staff

Highlights from each school



District Academic Goals 2024-25: Math

MATH	Spring 2024	Fall	Winter	Spring 2025	Target
Achievement					
84% or more K-2 students will meet or exceed 50th percentile (proficiency standard) on <u>NWEA</u> Spring Map Math Assessment	91%	79%*	89%	96%	84%
81% or more Gr 3 - 8 students will meet or exceed proficiency targets on Math Smarter Balanced Assessment	78%			TBD	81%
79% or more Gr 9 students will meet or exceed 61st percentile (proficiency standard) on <u>NWEA</u> Spring Math assessment	82%	76%	51%	76%	79%
70% or more Gr 11 students will met or exceed College and Career Readiness Benchmarks on Math SAT	62%			TBD	70%
Growth					
80% or more Gr 1-9 will meet or exceed growth targets on <u>NWEA</u> Map Assessment	76%		68%*	81%	80%
71% of students with disabilities Grade 1-9 will meet or exceed growth targets on <u>NWEA</u> Map Assessment	67%		58%*	71%	71%



Academic Initiatives - Math

K-12 Action Step Highlights:

- Tri-State Reflection & Student Centered Focus through Problem-solving:
 - Deepened understanding of priority standards through Exemplar Tasks and enrichment
 - Personalized learning through student goal-setting, conferencing, and tailored practice
- Multi-tiered System of Support
 - Data-informed skill-building via targeted scaffolds and individualized IXL plans
 - Aligned Tier 1 instruction and MTSS to reinforce concepts and strengthen math identity
 - New resources to support intervention in K-9 (Do the Math, IXL)
- Curriculum Improvement & Targeted Professional Development
 - Enhanced instruction using our new core resource, Illustrative Math, in grades 2 and 5.
 - Provided K-12 explicit professional development throughout the year (4-in August; 2 in Nov; 3 in Feb; 1 in March) Topics included, routines,
- School-to-home Connections
 - Multiple parent events focused on ²⁹instructional strategies, growth mindset, and problem-solving.

District Academic Goals 2024-25: ELA

ENGLISH LANGUAGE ARTS	Spring 2024	Fall	Winter	Spring 2025	Target
Achievement					
85% or more of K-3 students will demonstrate grade level proficiency on <u>DIBELS8</u> composite score	n/a	82%	88%	94%	85%
69% or more K-3 students with disabilities will demonstrate grade level proficiency on <u>DIBELS8</u> composite score	n/a	59%	65%	82%	69%
83% or more of Gr 3-8 students will meet or exceed proficiency targets on ELA Smarter Balanced Assessment	80%			TBD	83%
82% or more of Gr 9 students will meet or exceed 61st percentile (proficiency standard) on <u>NWEA</u> Map Reading Assessment	75%	79%	85%	78%	82%
94% or more of Gr 11 students will meet or exceed College and Career Benchmarks for EBR/W SAT School Day	91%			TBD	94%
Growth					
60% or more of Gr 3 - 9 students will meet or exceed their growth targets on <u>NWEA</u> Map Reading Assessment	56%		55%	58%	60%
50% of Gr 3-9 students with disabilities will meet or exceed their growth targets on <u>NWEA</u> Map Reading Assessment	46%		51%	56%	50%



Academic Initiatives - ELA

K-12 Action Step Highlights:

- Multi-tiered System of Support
 - Data-driven Tier 1 instructional planning for students not at benchmark
 - Collaborative goal-setting and alignment across classroom and intervention settings
 - Differentiated instruction anchored in the science of reading
 - Strategic use of assessment data to target skill development
- Assessment Implementation Adjustments
 - Purposeful procedural supports to optimize student performance during assessments
- Curriculum Improvement & Targeted Professional Development
 - Year 2 of American Reading Company at HES, Year 1 of American Reading Company at WIS (14 on-site coaching sessions with grade level WIS teams and ARC consultant (Year 1); 8 on-site coaching sessions with grade level HES teams and ARC consultant (Year 2); 4 Full day PD days with CIL and/or consultant)
- School-to-home Connections
 - Engage parents in school-to-home strategies



District Culture & Climate



Goal: To foster an inclusive environment in our schools where all students, educators, and families are safe, welcomed, and supported through meaningful school-wide relationships.

Panorama Survey Data: Students (Grades 3-5)

- *“How well do people at your school understand you as a person?”*
 - Fall 2024: 67% favorable (n=423)
 - Spring 2025: 64% favorable (n=425)
- *“How much do you feel like you belong at your school?”*
 - Fall 2024: 74% favorable (n=423)
 - Spring 2025: 67% favorable (n=425)
 -

Panorama Survey Data: Students (Grades 6-12)

- *“How well do people at your school understand you as a person?”*
 - Fall 2024: 41% favorable (n=989)
 - Spring 2025: 51% favorable (n=585)
- *“How much do you feel like you belong at your school?”*
 - Fall 2024: 56% favorable (n=989)
 - Spring 2025: 62% favorable (n=585)

Response Rates:

Fall 2024: Grades 3-12 (1412/1646=85.8%)

Spring 2025: Grades 3-12 (1010/1642=61.5%)

District Culture & Climate (Continued)

Panorama Survey Data: Staff

- *“Overall, how positive is the working environment in your school?”*
 - Fall 2024: 76% favorable (n=33)
 - Spring 2025: 52% favorable (n=23)

Panorama Survey Data: Teachers

- *“Overall, how positive is the working environment in your school?”*
 - Fall 2024: 48% favorable (n=161)
 - Spring 2025: 43% favorable (n=134)

Panorama Survey Data: Families

- *“How big of a problem is the following issue for becoming involved in your child’s current school: The school is not welcoming to parents?”*
 - Fall 2024: 79% favorable (n=461)
 - Spring 2025: 81% favorable (n=321)



Section 2: District Culture & Climate



School Action Step Highlights:

HES:

- Implementation of Feeling Spots Program in ELC and K
- Classroom lessons and discussions about adults students can access for support
- Restorative practices training for staff
- Weekly reminders about climate survey spring window

WIS:

- Increased enrichment opportunities for students to increase school belonging - WIS Lit Club, Coding Club, WIS Feel Good Club run by fifth graders
- Increased opportunities for family participation - Parent Book Club around the book, *Anxious Generation*, Parent volunteers in library and maker tech, Family Videos
- Restorative Practices training for staff

Section 2: District Culture & Climate



School Action Step Highlights (con't):

WMS

- Formation of No Place For Hate Committee and Initial Training Workshop to Prepare for Program Launch in the Fall
- Rebranded the school-wide Advisory program enhancing lessons and activities called CONNECT to specific school-wide belonging initiatives i.e. Warrior Day, Read Across America, Earth Day Poster Contest, Penny Wars
- Establishment of the 8th grade peer-leadership team

WHS

- Refined the Final Exam Schedule using feedback from the midterm schedule
- 2 Away for the Day & 3 Cell Phone Free Fridays
- Student Wellbeing Workshop for Families
- Removed center carrels in the library to create a more welcoming atmosphere for collaborative learning
- Finalized plans for renovation or student lounge

Weston High School NEASC Decennial Visit

April 6-9, 2025

Priority Area 1 Establish and implement teacher-led structures and processes for ongoing curriculum development throughout the year, with the support of school and district leaders. (2.2)

Recommended Next Steps

- Expand participation in curriculum writing to all teachers
- Embed and establish common assessments and grading practices to measure student learning outcomes
- Establish equitable CIL roles and responsibilities
- Develop a formal process for curriculum partners to request curriculum revisions
- Provide regular time for collaboration among staff members with defined outcomes
- Complete curricular revisions to ensure equitable and shared learning experiences for all students
- Allocate professional learning opportunities for curriculum review and refinement during the school year
- Embed the portrait of the graduate within the curriculum

Priority Area 2 Priority Area Create a formal, defined Multi-Tiered System of Supports process to identify, refer, and support students who need additional assistance, including English Language Learners and students with special needs. (4.1, 4.5)

Recommended Next Steps

- Establish a structured system for collaboration among Challenge Success and the school climate committee
- Finalize and publish the MTSS handbook on the school website
- Streamline the MTSS referral process, including data tracking and progress monitoring
- Communicate and ensure all required documents are in an easily accessible and shared location
- Provide multiple opportunities for professional development, focusing on the MTSS referral process and application of interventions, and collect feedback to inform the most meaningful way to deliver this information
- Develop a formal process for determining the fidelity of Tier 1 interventions in the classrooms
- Ensure that all members of the MTSS committee are available during designated MTSS committee meeting times
- Determine a clear description of the role and expectations of math and literacy lab interventionists, including Tier 1 and Tier 2 supports
- Develop a formal process for determining the fidelity of the PACT advisory activities
- Develop and implement comprehensive and consistent social and emotional Tier 1 interventions
- Develop and implement a clear protocol for Tier 2 interventions with trained and qualified staff
- Define and streamline all committees related to student support services

Priority Area 3 Develop and maintain short-term and long-term plans to address the capital and maintenance needs of the school building and facilities by working collaboratively with district leaders and evaluating necessary resources for implementation. (5.4)

Recommended Next Steps

- Expand opportunities for staff and students to have a voice in the design, prioritization, and implementation of capital improvements at WHS
- Create a plan and timeline for the north courtyard and student lounge projects with input from stakeholders
- Replicate team-driven decision-making structures employed in the furniture and copy machine lease projects when considering future capital projects that support students and staff
- Inform the community of school facility needs, such as the renovation of C and D wings
- Establish a relationship that collaboratively supports addressing capital needs in support of student learning

Commendations

- The accessibility of completed curriculum documents in a shared Google folder
- The opportunity for some curriculum partners to collaborate
- The efforts to improve effective teaching practice, such as incorporating Building Thinking Classrooms in math
- The cohesiveness and alignment of many curriculum documents
- The Link Crew program that supports transition to high school through the PACT advisory program
- The newly revised PACT advisory program
- The development of the student support specialist positively impacting the MTSS progress
- The organization of Tier 1 intervention strategies for teachers to utilize in the classrooms
- The positive school partnership with the Challenge Success program
- The SchoolDude and email support platforms that field maintenance and technology requests
- The district and administration regularly scheduled meetings to focus on maintenance and capital improvements
- The ongoing upkeep and maintenance work that keeps the aging facility in good working order to support instruction and learning
- The opportunities and voice given to students and staff members regarding capital improvements
- The redesign of the school's library media center to increase collaborative learning opportunities
- The completion of the track replacement and HVAC upgrades in the weight room and dance studio
- The rich fine arts experiences and opportunities available to students
- The structure and support that provide all learners with access to rigorous learning opportunities
- The application of knowledge and skills to authentic tasks
- The opportunities for active learning across all disciplines and grades

Recommendations

- Increase overall communication between building staff members and district leaders
- Increase student-centered learning in all classes through designing lessons that prioritize student choice, inquiry, and collaboration, allowing learners to take ownership of their education through real-world problem solving, project-based learning, and differentiated instruction tailored to individual strengths and interests
- Establish a common shared belief for decision-making, aligning the district's school improvement plan and the school's Priority Areas with district and school leaders

RESTORATIVE PRACTICES RESPONSE POLICY

The [REDACTED] Weston Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the [REDACTED] Weston Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- “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.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

- “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

ADOPTED: 00/00/2025

REVISED:

3/5/2025

POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The Weston Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the Weston Public Schools (the “District”), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment (“PPE”) protocols.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United

**ADMINISTRATIVE REGULATIONS
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building in the Weston Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with District students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the District, its educational programs, or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the District’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;

- g. the potential for disclosure of confidential personally identifiable student information;
 - h. whether the visitor/observer has a legitimate educational interest in visiting the school;
 - i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
 - j. any safety risk to students and school staff; and
 - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways designed to permit the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times.
9. The District has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses, or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building principal or responsible administrator as soon as possible.

10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment (“PPE”) protocols.
11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s or observer’s privileges, as determined appropriate by the building principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building principal or designee.
12. In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

Adopted: November 6, 1989

Revised: August 19, 2013

January 17, 2023
, 2025

Parent/Provider Request for Classroom Observation

The Weston Public School District welcomes visits to our schools and classrooms by parents/guardians, community members, and other interested educators. In addition, we encourage volunteers in our classrooms when opportunities are presented. However, to minimize disruptions to our students' experience in our schools, we have established procedures governing classroom observations.

Parents/guardians or providers will make a written request to the Principal at least five days in advance of a requested observation. An administrator or other school staff member (e.g., special educator, team leader, etc.) may accompany the observer for the duration of the observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 60 minutes.

Date: ____/____/____

Person Making Request: _____

Student: _____

School: _____ Grade: _____

Requested Location and Date of Observation:

Location: _____

Date: ____/____/____

Reason for Observation (What specifically would you like to observe?)

For Outside Agency Providers Only:

Name of Agency:

Purpose of the Observation:

(Must provide proof of release of information signed by parent/guardian within past 12 months)

For School District Personnel:

Date of Pre-Conference: ____/____/____

Conference Facilitator: _____

Date of Scheduled Observation: ____/____/____

Observer Assigned: _____

Date of Post-Conference: ____/____/____

Conference Facilitator: _____

Concerns and/or main points discussed?

If disapproved, please state reason(s):

**Request to Access Classroom(s) or Personnel for Special Education
Evaluation and/or Observation Purposes**

Student: _____ DOB: ____/____/____

School: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian

(complete this section if the person making the request is the parent/guardian)

Name: _____ Title: _____

Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child:

Parent's Independent Evaluator or Other Qualified Professional

(complete this section if the person making the request is not the parent/guardian)

Name: _____ Agency/Company: _____

Phone: _____ Email Address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- Teacher, certified in the areas of: _____
Connecticut certified: Yes No
- | | |
|---------------------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified Professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of:

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- Observation of student in the following classroom(s)/setting(s):
_____ Duration: _____
- Opportunity to interview the following personnel believed to work with the student:
_____ Duration: _____
- Opportunity to interview the student.
- Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement

(to be completed by the person making the access request)

I understand that the Weston School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of Policy #1250.1 and its accompanying Administrative Regulation, and agree to comply with its terms and

conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

X

Individual Requesting Access Signature

X

Name

Date: ____/____/____

Parent/Guardian Verification

(must be completed whenever an independent evaluator or other qualified professional requests access)

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the Weston School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

X

Parent/Guardian Signature

X

Parent/Guardian Name

Date: ____/____/____

1. SCHOOL SECURITY AND SAFETY

The [REDACTED] Weston Board of Education (the “Board”) will develop and implement an all-hazards security and safety plan with a school-specific annex for each school within the [REDACTED] Weston Public Schools (the “District”) or a school security and safety plan for each school within the District (together, “School Security and Safety Plans”) to bolster existing emergency preparedness, response capability, and school safety and security measures and to address all-hazards threats.

School Security and Safety Plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”), the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), and other applicable requirements.

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the CSDE’s Guidance to K-12 Public Schools Pertaining to Immigration Activities”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal

immigration authority's request and, if so, to produce such judicial warrant;

3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

The Board shall annually submit its School Security and Safety Plans to DESPP, in accordance with state law.

School Security and Safety Plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials, or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), School Security and Safety Plans will not be available to the public.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Adopted: _____ / _____ /2025

Weston Public Schools
Weston, Connecticut

ADOPTED _____
REVISED _____

3/14/25

2. SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

I. Security and Safety Committee

The [redacted] Weston Board of Education (the “Board”), through the Superintendent of Schools (the “Superintendent”), shall establish a school security and safety committee at each school under the jurisdiction of the Board (the “Security and Safety Committee”). The Security and Safety Committee is responsible for assisting in the development of the school’s security and safety plan (the “School Security and Safety Plan”) and in administering said plan.

The Security and Safety Committee shall include in its membership a local police officer, a local first responder, a teacher, the Superintendent or his/her designee the administrator(s) designated by the Superintendent to serve as the individual(s) responsible for interacting with a federal immigration authority who appears in person at the location of the school or otherwise contacts the school to request information, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school, and any other person the Board deems necessary ~~[such as another building administrator, a special education department representative, custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse]~~. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent, additional law enforcement members, or first responders and representatives of the municipality or others shall be invited to participate as needed.

The Security and Safety Committee will meet at least annually to review and update the School Security and Safety Plan, as necessary. In determining whether the School Security and Safety Plan requires updating, the Security and Safety Committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The Security and Safety Committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the Board’s Confidentiality and Access to Student Information policy and accompanying regulations. Specifically, any parent/guardian

serving as a member of the Security and Safety Committee shall not have access to information reported to the Security and Safety Committee that would result in a violation of FERPA, and the access of other members of the Security and Safety Committee to personally identifiable student information shall be limited to those individuals on such committee who have a legitimate educational interest in such information.

II. School Security and Safety Plan

Each School Security and Safety Plan will be created using the format prescribed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”).

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the [Weston](#) Public Schools (the “District”) or otherwise contacts a school to request information. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
 3. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
 4. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
 5. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and

6. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

~~[NOTE TO CLIENT: The following protocols are not required by state law, but they are included as recommendations in the CSDE's Guidance to K-12 Public Schools Pertaining to Immigration Activities, and may be included in the security and safety plan:~~

~~D. direction that staff maintain a calm and cooperative manner to avoid: 1) escalating the situation; 2) increasing anxiety among the staff and students; or 3) being perceived as obstructing or interfering with any lawful activities; and~~

~~E.D. direction that the designated administrator or other staff record details regarding the visit, any access the agents gained to information, records, areas, or individuals, whether that access was granted and, if so, who granted such access.]~~

The Board will submit the finalized School Security and Safety Plan for each school to DESPP via its Division of Emergency Management and Homeland Security ("DEHMS") Regional Coordinator. On or before November 1 of each school year, the Board will also submit to its DESPP/DEMHS Regional Coordinator the results of the security and vulnerability assessment described in Section IV of these regulations. Additionally, each School Security and Safety Plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the School Security and Safety Plan, including the school-specific annexes relevant to that employee. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the School Security and Safety Plan. The training will be conducted in cooperation with the Security and Safety Committee and may include

other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness, and response.

IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the District. Each school's Security and Safety Committee shall be advised of the results of the assessment for the Security and Safety Committee's school, and such results shall be considered by the Security and Safety Committee in updating and revising the School Security and Safety Plan.

Local law enforcement and other public safety officials, including the local emergency management director, fire marshal, building inspector and emergency medical services representative, shall each evaluate, ~~score,~~ and provide feedback on a representative sample of fire drills and crisis response drills at each school in the District. By July 1 of each year, the Board shall submit a report to the DEMHS Regional Coordinator regarding types, frequency, and feedback related to the fire drills and crisis response drills.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, "An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements"

State Standards:

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Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Adopted: _____ / _____ /2025

Weston Public Schools
Weston, Connecticut

ADOPTED: _____

REVISED: _____

3/14/25

DRUG AND ALCOHOL USE BY STUDENTS

Policy Statement

The ~~_____~~ Weston Board of Education (the “Board”) is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in Connecticut General Statutes Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
- (3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).
- (4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a

registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

- (5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing any controlled substance into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, cocaine vials, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled substances. C.G.S. Section 21a-240(20)(A).

Procedures

- (1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

- (2) Prescribed Medications.

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

- (3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

- (a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

- (b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).
 - (c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.
 - (d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.
- (4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

- (a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.
- (b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a

professional communication, the name of the student must be disclosed to the building administrator or designee.

- (c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if the administrator or designee has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.

- (a) Any student in the [] Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.
- (b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.

- (c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with Conn. Gen. Stat. § 10-233d(a)(2) and the Board's student discipline policy.
- (d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
- (e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- (f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References:

Connecticut General Statutes:

June Special Session, Public Act No. 21-1, An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis

- Section 10-154a
- Section 10-212a
- Section 10-221
- Sections 10-233a through 10-233f
- Section 21a-240
- Section 21a-243
- Section 21a-408a through 408q

ADOPTED: _____
 REVISED: _____

Rev. 10/18/2021



24 School Road
Weston, Connecticut 06883

Deborah Low
Acting Superintendent

(203) 221-6580
deborahlow@westonps.org

MEMORANDUM

TO: Board of Education
FROM: Deborah Low, Acting Superintendent
RE: Update on work to combat antisemitism: Accountability Working Group
DATE: June 16, 2025

In the April 21, 2025 BOE meeting, I recommended a possible district approach to continue combating antisemitism including:

- Integrating the work short and long-term into the fabric of school life
- Organizing the work into four major categories, each with a different focus
- Forming four working groups: Curriculum and Instruction, Social and Emotional Learning, Culture and Heritage, and Accountability
- Each group addresses common questions: What are we doing now in each area to combat antisemitism? What needs updating, adding, revising, etc.? How do we ensure materials, programs, strategies, and initiatives reflect best practices and align with district goals? How can we strengthen school and parent and community connections? What town and community departments, organizations, and groups can partner with us?

After the April 21, 2025 BOE meeting, we formed the Accountability work group with the following volunteer members:

- Loren Cahue, PTO leader
- Meghan Connetta, WHS principal
- Dan Divito, Director of Digital Learning and Technology
- Stephanie Feingold, organizer of Mothers in Blue and parent
- Hilary Felton, Mothers in Blue member and parent
- Judith Meadows, Mothers in Blue member and parent
- Dan PasserlIII, WHS Social Studies teacher
- Penny Proskinitopoulos, WHS assistant principal
- Jim Wiltsie, Director of Safety and Security

The working group:

- Agreed to focus on initiatives that could be completed within a short timeline
- Discussed concerns and suggestions heard in response to recent antisemitic incidents
- Agreed to investigate implementing an anonymous reporting system
- Reviewed Westport Public Schools website Diversity, Equity, Inclusion, and Belonging, focusing on the Code of Conduct chart and supported developing a version for Weston as well as considering ways to highlight the chart, including designing a page for our website.

Results

- Recommendation that the BOE approve the Sandy Hook Promise - Say Something anonymous reporting system for implementation 2025-2026 school year. (See following)
- Developed a Code of Student Conduct Summary Chart in support of district policies and regulations related to student behavior and working to publicize on the district website and other appropriate communication channels. (See following)



24 School Road
Weston, Connecticut 06883

Deborah Low
Acting Superintendent

(203) 221-6580
deborahlow@westonps.org

MEMORANDUM

TO: Board of Education
FROM: Deborah Low
RE: Sandy Hook Promise - Say Something Anonymous Reporting System
DATE: June 16, 2025

Recommendation: That the Board of Education approve implementation of the Sandy Hook Promise - Say Something anonymous reporting system beginning July 1, 2025.

The Accountability working group to help combat antisemitism supports the implementation of an anonymous reporting system. Anonymous reporting systems (ARS) provide students an anonymous avenue to share concerns about serious behaviors they see and might not otherwise be willing or able to report.

Staff members researched several systems used by school districts including Darien, New Canaan, Easton-Redding, Ridgefield, and Wilton. Staff examined the Sandy Hook Promise - Say Something system in detail and determined that it best matches the needs of the district.

Mr. Dan Divito will describe the search process and provide an overview of SHP - Say Something ARS system.



24 School Road
Weston, Connecticut 06883

Deborah Low
Acting Superintendent

(203) 221-6580
deborahlow@westonps.org

MEMORANDUM

TO: Board of Education
FROM: Deborah Low
RE: Student Code of Conduct - Summary Chart
DATE: June 16, 2025

When antisemitic behavior occurs, or other behaviors that seriously disrupt the educational environment and our safe school climate, it is understandable that parents ask, “What happens to the student who was found in violation of our expectations?” However, the school cannot disclose student information about situations involving specific students.

The Accountability working group discussed this challenge and supported the idea of designing a chart summarizing disciplinary consequences and restorative practices for behavioral infractions and placing the chart in prominent places for parents and students to view.

The concept is borrowed from Westport’s website section (developed three years ago) “Diversity, Equity, Inclusion and Belonging (DEIB)”, specifically the “Reporting and Policies” page. It contains a Code of Conduct chart and links to various policies. We reviewed Westport’s Code of Conduct chart and our staff revised it to best fit our current needs.

Dr. Edwards will present an overview of its highlights. As you know, Dr. Edwards assists the BOE Policy Committee in its work and is familiar with the relevant policies regarding student behavior. This chart is not a policy but it aligns with our policies regarding student behavior and serves as a summary of our disciplinary practices. Because disciplinary practices can change (for example, whether or not to offer Saturday detention), the chart should be reviewed on a regular basis to reflect current practices.

R 5114, 5114.6, 5114.8, 5131.6, 5131.911, 5145 APPENDIX

SUMMARY CHART Code of Conduct Grades 6-12

Introduction

It is the policy of the Weston Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the Weston Public Schools (the “District”). As part of its educational mission, the District engages in a variety of strategies to teach students about conduct that is acceptable and unacceptable, and dedicates significant energy to both prevention and response. In establishing a Code of Conduct, the District has set clear expectations for maintaining discipline and reducing interference with the educational process that can result from misconduct. The District promotes the use of consistent discipline practices, within and across schools, while also promoting consideration of individual circumstances related to each disciplinary matter.

The purpose of this Code of Conduct is to provide staff members, students, and families with notice of the types of conduct that are prohibited and the guidelines and rationale underlying the District’s approach to discipline. The District’s priority is to maintain a safe and healthy learning environment for all its students and staff. The District is also committed to ensuring that discipline is fair, consistent, and free of bias for students. However, the Code of Conduct cannot possibly address all disciplinary situations or scenarios that may arise, nor can it take into account all relevant factors that may inform disciplinary steps to be taken. As such, the Code of Conduct is a guiding manual for addressing student discipline, and school officials will take into consideration the particular circumstances and behaviors at issue before determining whether and what discipline is appropriate. For example, the District may consider factors including, but not limited to, the severity, frequency, and context of the conduct; whether it is the student’s first or subsequent incident; whether the behavior violates more than one category of prohibited conduct and/or whether similar behavior has been addressed with the student previously. The District reserves the right to address disciplinary matters as they arise using the professional judgment and expertise of its staff and in collaboration with families and outside agencies as necessary.

All incidents addressed through the Code of Conduct will include a meeting between the student and a building administrator and will be reported to the student’s parent/guardian in a timely manner. Additionally, any incidents requiring the consequence of an In-School Suspension (ISS) or above will require notification to the Superintendent and Director of Pupil Personnel Services.

In addition to the Potential Range of Consequences provided as guidelines below, any student in violation of rules that results in suspension or expulsion from school will be ineligible to participate in practices, games, or attend athletic events or extracurricular or co-curricular activities during the time of suspension or expulsion. A student given in-school suspension will not be eligible to practice or play in a contest or participate in extracurricular or co-curricular events during the suspension. In addition, students will be subject to the Athletic Code of Conduct (Grades 9-12) and other applicable agreements regarding behavioral expectations that are part of their participation in extracurricular activities, including the potential for additional removal or exclusion from these activities. For subsequent behavioral incidents, a student may be suspended from extracurricular and cocurricular activities; rejoining the activities is at the discretion of the supervising staff members.

1. Behavior that demonstrates a lack of respect for the teaching and learning environment:

Behavior	Potential Range of Consequence(s) Grades 6-8	Potential Range of Consequence(s) Grades 9-12	Educational Opportunity / Restoration
1. Disruptive classroom behavior	<p>First Incident:</p> <ul style="list-style-type: none"> ● One (1) detention up to two (2) days ISS ● Removal from class <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to three (3) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> ● One (1) detention up to two (2) days ISS ● Removal from class <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to three (3) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
2. Incidents or accumulation of incidents such as school and class tardiness, class or study hall cutting, or failure to attend detention, unauthorized leaving of a classroom, and/or unauthorized absences from school	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to two (2) days detention <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to three (3) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to two (2) days detention <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to three (3) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
3. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or a beeper or paging device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.	<p>First Incident:</p> <ul style="list-style-type: none"> ● Loss of electronic device and/or access to WPS software <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Loss of electronic device and/or access to WPS software ● Up to one (1) to three (3) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Device may be taken away for the entirety of the day and picked up in the AP's office at the end of the day <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Loss of electronic device and/or access to WPS software ● Up to one (1) to three (3) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>

2. Behavior that demonstrates a lack of honesty, respect, and courtesy for individuals in the school community:

Behavior	Potential Range of Consequence(s) Grades 6-8	Potential Range of Consequence(s) Grades 9-12	Educational Opportunity / Restoration
4. Use of obscene or profane language or gestures	<p>First Incident:</p> <ul style="list-style-type: none"> • Detention up to two (2) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to five (5) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> • Detention up to two (2) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to five (5) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
5. Violation of student dress policy	<p>First Incident:</p> <ul style="list-style-type: none"> • Warning issued, may include having student change outfit (i.e. wear a jacket, turn shirt inside out, etc.) <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Warning issued, may include having student change outfit (i.e. wear a jacket, turn shirt inside out, etc.) • Up to two (2) days ISS <p>* In certain circumstances, consistent with BOE Policy 5132, student discipline may include up to expulsion</p>	<p>First Incident:</p> <ul style="list-style-type: none"> • Warning issued, may include having student change outfit (wear a jacket, turn shirt inside-out, etc.) <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Warning issued, may include having student change outfit (i.e. wear a jacket, turn shirt inside out, etc.) • Up to two (2) days ISS <p>* In certain circumstances, consistent with BOE Policy 5132, student discipline may include up to expulsion</p>	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>

6. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers	First and Subsequent Incidents: <ul style="list-style-type: none"> One (1) detention to three (3) days ISS 	First and Subsequent Incidents: <ul style="list-style-type: none"> One (1) detention to three (3) days ISS 	Restorative Discussion with staff member(s) Possible Restorative Conference Possible Restorative Circle
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked	First Incident: <ul style="list-style-type: none"> One (1) detention to one (1) day ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to three (3) days ISS 	First Incident: <ul style="list-style-type: none"> One (1) detention up to one (1) day ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to three (3) days ISS 	Restorative Discussion with staff member(s) Possible Restorative Conference Possible Restorative Circle
8. Misidentification of oneself to staff member when asked or refusal to identify to a staff member	First Incident: <ul style="list-style-type: none"> One (1) detention up to one (1) day ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to three (3) days ISS 	First Incident: <ul style="list-style-type: none"> One (1) detention up to one (1) day ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to three (3) days ISS 	Restorative Discussion with staff member(s) Possible Restorative Conference Possible Restorative Circle
9. Lying to school staff members	First Incident: <ul style="list-style-type: none"> One (1) detention up to one (1) day ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to three (3) days ISS 	First Incident: <ul style="list-style-type: none"> One (1) detention up to one (1) day ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to three (3) days ISS 	Restorative Discussion with staff member(s) Possible Restorative Conference Possible Restorative Circle
10. Otherwise engaging in dishonest behavior, including but not limited to forgery	First Incident: <ul style="list-style-type: none"> Detention up to two (2) days ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to five (5) days ISS 	First Incident: <ul style="list-style-type: none"> Detention up to two (2) days ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to five (5) days ISS 	Restorative Discussion with staff member(s) Possible Restorative Conference Possible Restorative Circle

<p>11. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● One (1) detention to three (3) days ISS 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● One (1) detention to three (3) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
<p>12. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● A grade reduction on the assignment in question ● Redoing the assignment, with reduced or restored credit <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● A grade reduction on the assignment in question ● Redoing the assignment, with reduced or restored credit ● A grade of zero (0) for the assignment in question with no opportunity to make up for that work in any way, including extra credit work ● Detention up to two (2) days ISS 	<p>*Refer to WHS Student Handbook for academic integrity protocol</p>	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
<p>13. Publication or dissemination, including but not limited to publication or dissemination via social media platforms, of libelous, obscene or defamatory materials or literature.</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Three (3) through ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral and/or ● Possible recommendation for expulsion <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral and/or ● Possible recommendation for expulsion 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Three (3) through ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral and/or ● Possible recommendation for expulsion <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral and/or ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>

3. Behavior that demonstrates a lack of respect or damages personal or public property :

Behavior	Potential Range of Consequence(s) Grades 6-8	Potential Range of Consequence(s) Grades 9-12	Educational Opportunity / Restoration
14. Theft	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS ● Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS ● Possible police referral 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
15. Throwing garbage and food items in the cafeteria or elsewhere in the building/ initiating a food fight	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>
16. The destruction of real, personal or school property, such as, cutting, defacing, vandalizing or otherwise damaging property in any way	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS ● Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS ● Possible police referral 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p> <p>Possible Restorative Circle</p>

4. Behavior that jeopardizes the health, safety, and welfare of individuals in the school:

Behavior	Potential Range of Consequence(s) Grades 6-8	Potential Range of Consequence(s) Grades 9-12	Educational Opportunity/ Restoration
17. Striking or assaulting a student, members of the school staff, or other persons; fighting	<p>First Incident:</p> <ul style="list-style-type: none"> ● Three (3) through ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral, and/or ● Possible recommendation for expulsion <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral, and/or ● Possible recommendation for expulsion 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Three (3) through ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral, and/or ● Possible recommendation for expulsion <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral, and/or ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>
18. Pushing, shoving of another student, including but not limited to deliberately pulling a chair out from under an individual	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to three (5) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to three (5) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible restorative conference</p>
19. Violation of transportation regulations/bus misconduct	<p>First Incident:</p> <ul style="list-style-type: none"> ● Assigned seating ● Loss of transportation privileges ● Detention up to three (3) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Assigned seating ● Loss of transportation privileges ● Up to five (5) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Assigned seating ● Loss of transportation privileges ● Detention up to three (3) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Assigned seating ● Loss of transportation privileges ● Up to five (5) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>

<p>20. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity</p>	<p>First Incident:</p> <ul style="list-style-type: none"> Warning up to three (3) days ISS Possible referral to Title IX Coordinator <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> Up to five (5) days ISS Superintendent notification Possible referral to Title IX Coordinator 	<p>First Incident:</p> <ul style="list-style-type: none"> Warning up to three (3) days ISS Possible referral to Title IX Coordinator <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> Up to five (5) days ISS Superintendent notification Possible referral to Title IX Coordinator 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>
<p>21. A walk-out from or sit-in within a classroom or school building or school grounds, creating a public disruption; and/or promoting an unsafe environment</p>	<p>First Incident:</p> <ul style="list-style-type: none"> Up to three (3) days ISS Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> Up to five (5) days ISS Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> Up to three (3) days ISS Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> Up to five (5) days ISS Possible police referral 	<p>Restorative Discussion with staff member</p>
<p>22. Trespassing on school grounds while on out-of-school suspension or expulsion</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> Increase days of suspension Possible police referral 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> Increase in days of suspension Possible police referral 	<p>Restorative Discussion with staff member</p>
<p>23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision</p>	<p>First Incident:</p> <ul style="list-style-type: none"> Detention up to one (1) day ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> Detention up to three (3) days ISS 	<p>First Incident:</p> <ul style="list-style-type: none"> Detention up to one (1) day ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> Detention up to three (3) days ISS 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>
<p>24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> Up to five (5) days ISS Possible police referral 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> Up to five (5) days ISS Possible police referral Loss of parking privileges for a period of time 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>

<p>25. Leaving school grounds, school transportation, or a school-sponsored activity without authorization</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to three (3) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to three (3) days ISS ● Possible police referral ● Loss of parking privileges for a period of time ● Open campus restriction <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Possible police referral ● Loss of parking privileges for a period of time ● Open campus restriction 	<p>Restorative Discussion with staff member(s)</p>
<p>26. Being in an unauthorized area of any school facility, including but not limited to locker rooms, storage rooms, and/or utilizing unisex restrooms for any reason other than their intended purpose; or school grounds, including but not limited to the parking lot; or aiding or abetting an unauthorized entrance</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to three (3) days ISS <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Detention up to ten (5) days ISS/OSS ● Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to three (3) days ISS ● Reminder of expectation <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Detention up to ten (10) days ISS/OSS ● Possible police referral 	<p>Restorative Discussion with staff member(s) Possible Restorative Conference</p>
<p>27. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral 	<p>Restorative Discussion with staff member(s) Possible Restorative Conference</p>

<p>28. Use of a privately owned electronic or technological device or any other device in violation of school rules, including the unauthorized recording, publication and/or dissemination (including, but not limited to, via social media platforms) of an unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Loss of electronic device and/or access to WPS software ● Up to ten (10) days OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Loss of electronic device and/or access to WPS software ● Up to ten (10) days OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>
<p>29. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by board policies</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to five (5) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to five (5) days ISS ● Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>
<p>30. Engaging in a plan to stage or create a violent and/or sexual activity for the purposes of recording it by electronic means; and/or recording such activity by electronic means acts of violence.</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Possible police referral ● Loss of electronic device and/or access to WPS software ● Referral to Title IX Coordinator <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible expulsion referral ● Loss of electronic device and/or access to WPS software 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Possible police referral ● Loss of electronic device and/or access to WPS software ● Referral to Title IX Coordinator <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible expulsion referral ● Loss of electronic device and/or access to WPS software 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>

<p>31. Lewd exposure such as “moonng” on school property or at a school-sponsored event</p>	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS ● Referral to Title IX Coordinator <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Referral to Title IX Coordinator 	<p>First Incident:</p> <ul style="list-style-type: none"> ● Detention up to two (2) days ISS ● Referral to Title IX Coordinator <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to five (5) days ISS ● Referral to Title IX Coordinator 	<p>Restorative Discussion with staff member(s)</p> <p>Possible Restorative Conference</p>
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5. Behavior that violates school regulations, board policies, and/or state/federal laws

Behavior	Potential Range of Consequence(s) Grades 6-8	Potential Range of Consequence(s) Grades 9-12	Educational Opportunity/ Restoration
32. The possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS ● Possible police referral ● Possible referral to Title IX Coordinator 	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS ● Possible police referral ● Possible referral to Title IX Coordinator 	Restorative Discussion with staff member(s) Possible Restorative Conference
33. Possessing or transmitting child pornography by a minor	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Police referral ● Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Police referral ● Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible Restorative Conference
34. Violation of other regulations and/or policies governing student conduct	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS 	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS 	Restorative Discussion with staff member(s) Possible Restorative Conference
35. Any act of Protected Class Harassment	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible Restorative Conference
36. Any act of Hate-Based Conduct	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible Restorative Conference

<p>37. Reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment or Hate-Based Conduct, or who participate in the investigation of such reports</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p>
<p>38. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), or making an untrue statement of fact about a staff member with malice or reckless regard for the truth, including the use of AI to engage in such conduct</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p>
<p>39. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p>
<p>40. Possession and/or use of any object or device that has been converted or modified for use as a weapon</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days OSS ● Possible police referral ● Possible Recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p>

41. Possession of any ammunition for any weapon described above in Paragraph 40	First and Subsequent Incidents: <ul style="list-style-type: none"> • Detention up to five (5) days ISS • Possible police referral 	First and Subsequent Incidents: <ul style="list-style-type: none"> • Detention up to five (5) days ISS • Possible police referral 	Restorative Discussion with staff member(s)
42. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire	First and Subsequent Incidents: <ul style="list-style-type: none"> • Up to ten (10) days ISS/OSS • Possible police referral • Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> • Up to ten (10) days ISS/OSS • Possible police referral • Possible recommendation for expulsion 	Restorative Discussion with staff member(s)
43. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters	First and Subsequent Incidents: <ul style="list-style-type: none"> • One (1) day ISS up to ten (10) days ISS • Possible police referral • Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> • One (1) day ISS up to ten (10) days ISS • Possible police referral • Possible Recommendation for expulsion 	Restorative Discussion with staff member(s)
44. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances	<u>Possession/Use</u> First Incident: <ul style="list-style-type: none"> • Up to five (5) days ISS • Possible police referral Second Incident: <ul style="list-style-type: none"> • Up to seven (7) days ISS • Possible police referral Subsequent Incidents: <ul style="list-style-type: none"> • Up to ten (10) days ISS • Possible police referral <u>Sale/Distribution First and Subsequent Incidents:</u> <ul style="list-style-type: none"> • Ten (10) days ISS/OSS • Police referral • Recommendation for expulsion 	<u>Possession/Use</u> First Incident: <ul style="list-style-type: none"> • Up to five (5) days ISS • Possible police referral Second Incident: <ul style="list-style-type: none"> • Up to seven (7) days ISS • Possible police referral Subsequent Incidents: <ul style="list-style-type: none"> • Up to ten (10) days ISS • Possible police referral <u>Sale/Distribution First and Subsequent Incidents:</u> <ul style="list-style-type: none"> • (10) days ISS/OSS • Police referral • Recommendation for expulsion 	Restorative Discussion with staff member(s) Referral to Drug and Alcohol Counselor Recommend outside resources to family

<p>45. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind- altering effect</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to (10) days ISS/OSS • Possible police referral • Possible police referral • Possible recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to (10) days ISS/OSS • Possible police referral • Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p> <p>Referral to Drug and Alcohol Counselor</p> <p>Recommend outside resources to family</p>
<p>46. Possession of personal prescribed drugs, except where permitted by law</p>	<p>First Incident:</p> <ul style="list-style-type: none"> • Up to three (3) days ISS • Possible police referral <p>Second Incident:</p> <ul style="list-style-type: none"> • Up to five (5) days ISS • Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to ten (10) days ISS • Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> • Up to three (3) days ISS • Possible police referral <p>Second Incident:</p> <ul style="list-style-type: none"> • Up to five (5) days ISS • Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to ten (10) days ISS • Possible police referral 	<p>Restorative Discussion with staff member(s)</p> <p>Referral to Drug and Alcohol Counselor</p> <p>Recommend outside resources to family</p>
<p>47. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 45 above</p>	<p>First Incident:</p> <ul style="list-style-type: none"> • Up to three (3) days ISS • Possible police referral <p>Second Incident:</p> <ul style="list-style-type: none"> • Up to five (5) days ISS • Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to seven (7) days ISS • Possible police referral 	<p>First Incident:</p> <ul style="list-style-type: none"> • Up to three (3) days ISS • Possible police referral <p>Second Incident:</p> <ul style="list-style-type: none"> • Up to five (5) days ISS • Possible police referral <p>Subsequent Incidents:</p> <ul style="list-style-type: none"> • Up to seven (7) days ISS • Possible police referral 	<p>Restorative Discussion with staff member(s)</p> <p>Referral to Drug and Alcohol Counselor</p> <p>Recommend outside resources to family</p>

48. Making false bomb threats or other threats to the safety of students, employees, and/or other persons	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Police referral Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Police referral Possible recommendation for expulsion 	Restorative Discussion with staff member(s)
49. Initiating a false alarm or lockdown alarm and/or tampering with alarm or safety devices	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Police referral Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Police referral Possible recommendation for expulsion 	Restorative Discussion with staff member(s)
50. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process	First and Subsequent Incidents: <ul style="list-style-type: none"> Loss of electronic device and/or access to WPS software Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible Restorative Conference
51. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult	First and Subsequent Incidents: <ul style="list-style-type: none"> Detention up to five (5) days ISS 	First and Subsequent Incidents: <ul style="list-style-type: none"> Detention up to five (5) days ISS 	Restorative Discussion with staff member(s) Possible Restorative Conference
52. Gambling	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS Possible police referral 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to 10 days ISS Possible police referral 	Restorative Discussion with staff member(s) Possible Restorative Conference

53. Hazing	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion Removal from extracurricular activities for up to one year 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible Police referral Possible recommendation for expulsion Removal from extracurricular activities for up to one year 	Restorative Discussion with staff member(s) Possible Restorative Conference
54. Bullying	First Incident: <ul style="list-style-type: none"> Detention up to five (5) days ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible recommendation for expulsion 	First Incident: <ul style="list-style-type: none"> Detention up to five (5) days ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible restorative conference
55. Cyberbullying	First Incident: <ul style="list-style-type: none"> Detention up to five (5) days ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible recommendation for expulsion 	First Incident: <ul style="list-style-type: none"> Detention up to five (5) days ISS Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible restorative conference
56. Engaging in teen dating violence	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible restorative conference
57. Any action prohibited by any Federal or State law	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion 	First and Subsequent Incidents: <ul style="list-style-type: none"> Up to ten (10) days ISS/OSS Possible police referral Possible recommendation for expulsion 	Restorative Discussion with staff member(s) Possible restorative conference

<p>58. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property</p>	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Superintendent notification ● Possible police referral ● Possible recommendation for expulsion 	<p>First and Subsequent Incidents:</p> <ul style="list-style-type: none"> ● Up to ten (10) days ISS/OSS ● Possible police referral ● Possible recommendation for expulsion 	<p>Restorative Discussion with staff member(s)</p> <p>Possible restorative conference</p>
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Connecticut Leader Evaluation and Support Plans 2024

Connecticut State
Department of Education





Connecticut Leader Evaluation and Support Plan 2024

State of Connecticut

Ned Lamont, Governor

Connecticut State Department of Education

Charlene Russell-Tucker, Commissioner Charles Hewes, Deputy Commissioner Sinthia Sone-Moyano, Deputy Commissioner

State Board of Education

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American Association of Colleges for Teacher Education of Connecticut (AACTE-CT)

American Federation of Teachers of Connecticut (AFT-CT) Connecticut Association of Boards of Education (CABE)

Connecticut Association of Public School Superintendents (CAPSS)

Connecticut Association of Schools (CAS) Connecticut

Education Association (CEA)

Connecticut Association of School Administrators (CASA) Connecticut Federation of School

Administrators (CFSA) Increasing Educator

Diversity (IED) Policy Oversight Council Regional Educational Service Center (RESC) Alliance

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Leader Evaluation and Support Plan



Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).
- **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 leader growth and agency** (*meaningfully engage professionals 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*).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

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

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) 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 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 are 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. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards.

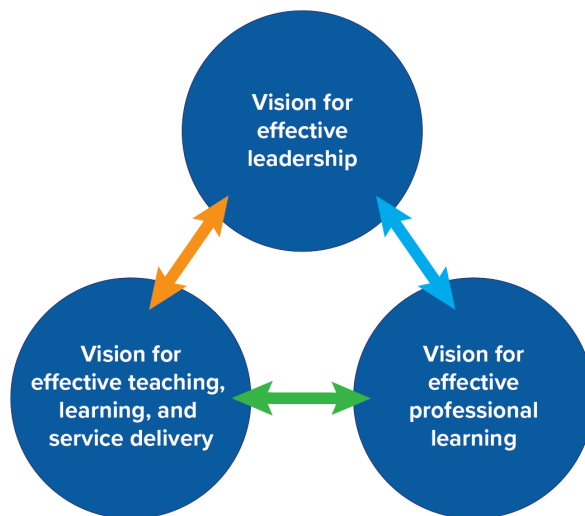
While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [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 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 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.



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).

Leader Continuous Learning Process

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 learning 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, reflection, and feedback from evaluator
- Adjust and revise as needed

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

Orientation on the leader 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/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)

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 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):

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)

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 connections 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.

All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth

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. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement ([see appendix B](#)).

Observation of Professional Practice/Site Visits and Feedback

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 provide leaders with feedback based on evidence, standards, and the educator’s goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

“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

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- 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 their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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 and Corrective Support Planning

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. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

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 should 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.

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 clearly articulated 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 start date and duration of time an educator is receiving this level of support should be clearly documented ([see appendix H](#)).

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. 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.

The Corrective Support Plan 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 H](#) 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 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

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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 to propose to the local board of education for mutual agreement.

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 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, paraeducators, 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"> • Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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 educator and leader evaluation and support 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 state

model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support 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 educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

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 June 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.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

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 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 B: Definition of Cohorts – Leader

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- 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 their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as agreed upon or deemed necessary

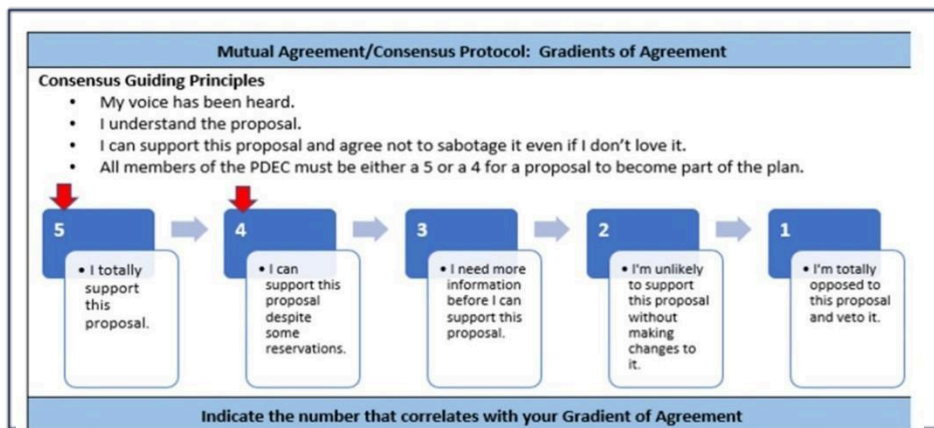
Appendix C: Growth Criteria and Sources of Evidence – Leader

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

Appendix D: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



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

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator 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 educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans

shall include 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; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and 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). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

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. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- [Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation](#)
- Ohio Department of Education – [Ohio Teacher Evaluation System \(OTES 2.0\) Framework](#)
- [Tennessee Educator Acceleration Model](#)
- Connecticut TEAM Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and 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

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

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

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition.

Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

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.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the 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. It can encourage a growth mindset.

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 like a more traditional rubric.

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

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

tiered**support:****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 should 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.

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix E: Glossary of Professional Learning Opportunities – Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student’s cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

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.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

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

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

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

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one’s own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

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.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix F: 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 Goal-SettingForm](#)

↓ [Leader/Site Visit Form](#)

↓ [Leader Mid-Year Check-In Form](#)

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

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

Leader Information

 [Download this form](#)

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

 [Download this form](#)

Beginning-of-the-Year Goals and Planning	
Self-Reflection <i>Completed by Leader</i> See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan <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 professional learning and action questions 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?	

Goal Setting Conference	
<i>Completed by Evaluator (By November 1) Date</i>	
Notes:	Supports Required/Suggested <ul style="list-style-type: none"> Tier 1 148 Tier 2 (Link to Examples of Supports) Tier 3 (Link to Examples of Supports)

 [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](#)

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

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 (by March 1)

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](#)

 [Download this form](#)

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:

 [Download this form](#)

End-of-Year Conference <i>Completed by Evaluator (by June 30)</i> <u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> See appendix for full description	
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.	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix G: Observation/Site Visit Forms – Leader

 [Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <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		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <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?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	
	122	

 [Download this form](#)

Leader Evaluation Observation/Site Visit #2 – Required		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <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		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <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>		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

 [Download this form](#)

Leader Evaluation Observation/Site Visit #3		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <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		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <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>		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

 [Download this form](#)

Leader Evaluation Observation/Site Visit #4		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <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		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <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>		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

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 (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

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.

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WESTON PUBLIC SCHOOLS

EDUCATOR EVALUATION, GROWTH, & SUPPORT PLAN

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

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Weston Public Schools



March 2024 Plan Development

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April 2025 Plan Revision

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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 it promotes a true growth model, therefore aligning with the guiding principles below. Throughout the first year of implementation, the subcommittee solicited feedback from participating educators and revised the plan to ensure its reflection of the District's vision and values.

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

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 a 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.

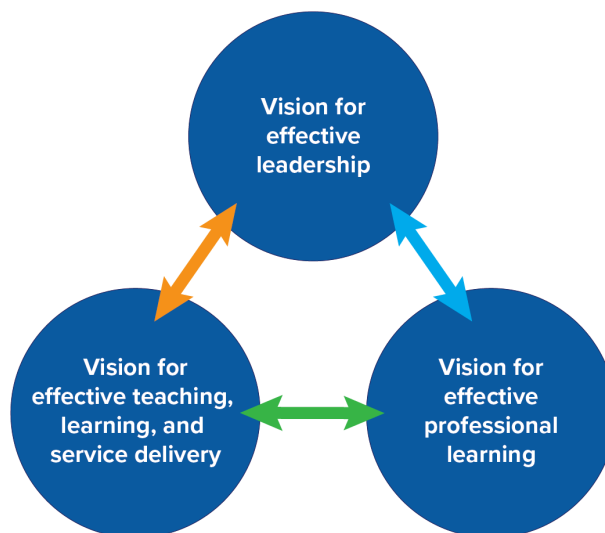
Educator Standards

1. [Indicators of Effective Practice for Teachers](#) (May include classroom teachers and library media specialists)
2. [Indicators of Effective Practice for Student Support Professionals](#) (May include school counselors, social workers, psychologists, speech and language pathologists, and interventionists)
3. [Indicators of Effective Practice for Teacher Leaders](#) (May include curriculum instructional leaders)

Teachers may elect to focus their goal work within any of the rubrics above, as determined in collaboration with the evaluator.

Professional Learning Standards and Structures

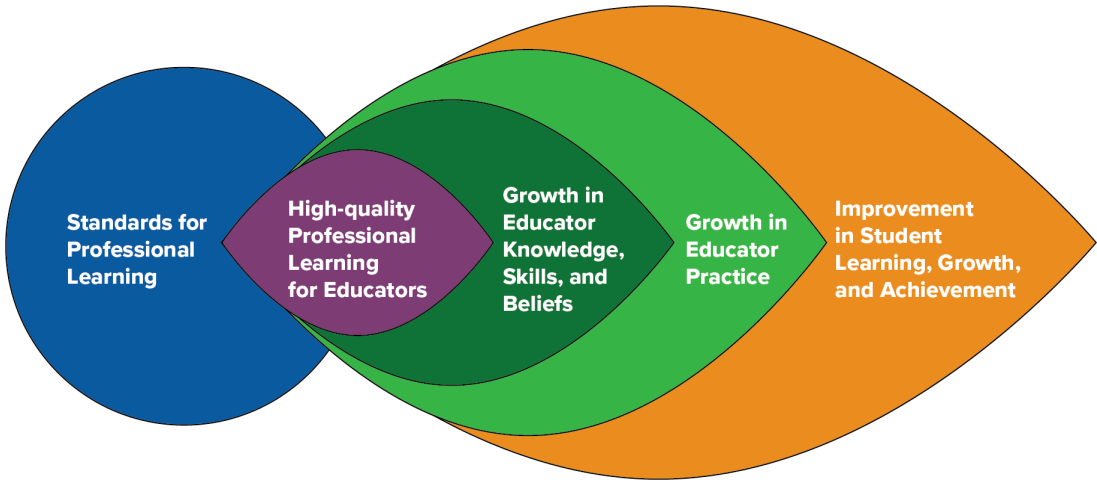
Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#) serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional 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.



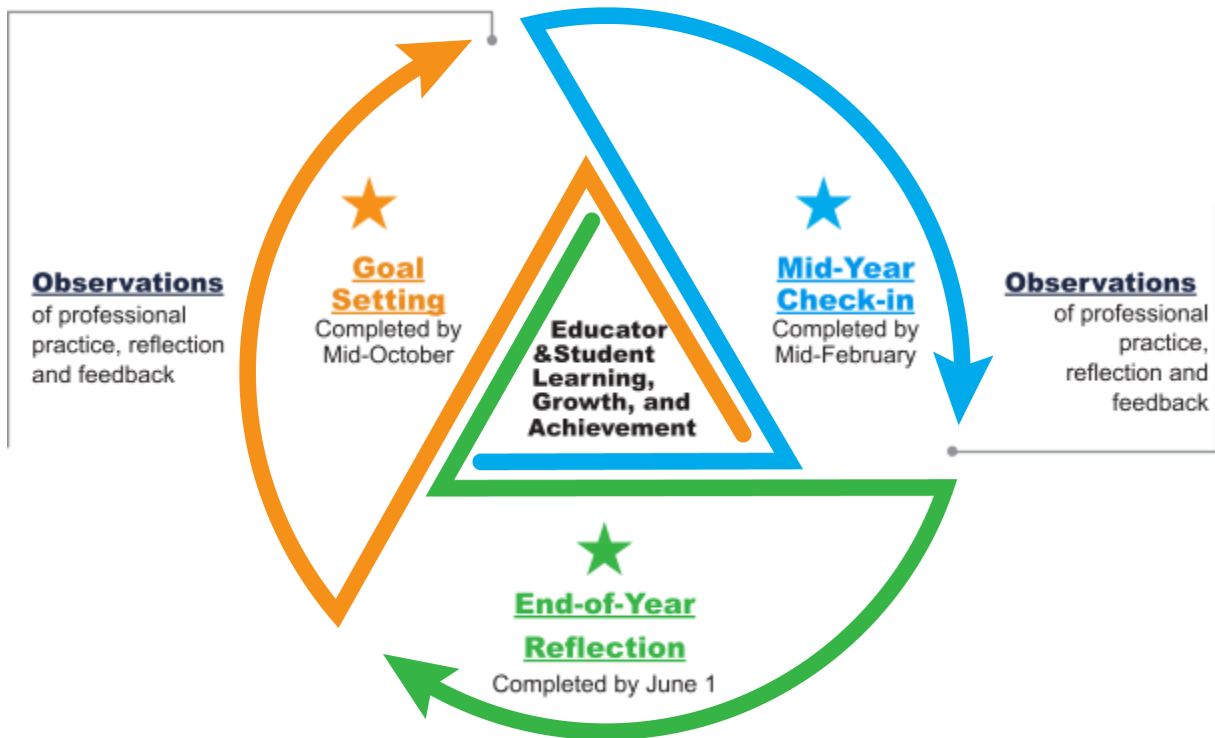
The graphic below, adapted from Learning Forward’s Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.

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 a 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

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 Professional 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)

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), a professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

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)

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 educators' 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)

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 a 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 instructional observations
 - Include the full scope of the lesson
 - Include pre-and post-meetings
- Verbal feedback will be 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 may be conducted as mutually agreed upon or deemed necessary, which may be instructional or non-instructional
- At least one observation will provide educators with specific feedback based on evidence, standards, and the educator's goal

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in WPS (tenured)

What:

- Two informal observations of professional practice
 - At least one must be instructional
 - One may be non-instructional
 - The majority of the planned lesson is observed
 - Includes post-meetings
- Verbal feedback will be 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 may be conducted as mutually agreed upon or deemed necessary, which may be formal or informal, and instructional or non-instructional
- At least one observation will provide educators with specific feedback based on evidence, standards, and the educator's goal

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 J](#)).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. 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.

"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, which are 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 resources to support ongoing growth and learning. (See [Appendix M](#) for Tiered Support Form).

Tier 1 - Supports For All Educators

It is understood that all educators will consistently access opportunities for professional growth within their district. Tier 1 resources 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.

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.

Tier 2

In addition to Tier 1 resources, Tier 2 support offers more in-depth guidance, with increased frequency and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be 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. At the end of the specified time, a meeting will be held to review evidence and determine if Tier 2 support time needs to be extended, if the educator is returned to Tier 1, or moved to Tier 3 support.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 support is implemented in response to unresolved, previously discussed concerns, is developed in collaboration with the educator, and may be assigned by the evaluator. Tier 3 support has documented areas of focus, duration of time, and criteria for success. 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. At the end of the specified time, a meeting will be held to review evidence and determine if the educator will continue in Tier 3, return to a previous tier, or move to a corrective plan. Support through tiers 2 and 3 must be implemented prior to the development of a corrective support plan.

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 N](#) 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 a 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.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

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 a 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:

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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 you 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, and 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?
- In 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 with 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, or 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 circumstances might this conclusion not be true?
- What are the 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 instructional observations
 - Include the full scope of the lesson
 - Include pre-and post-meetings
- Verbal feedback will be 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 may be conducted as mutually agreed upon or deemed necessary, which may be instructional or non-instructional
- At least one observation will provide educators with specific feedback based on evidence, standards, and the educator's goal

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in WPS (tenured)

What:

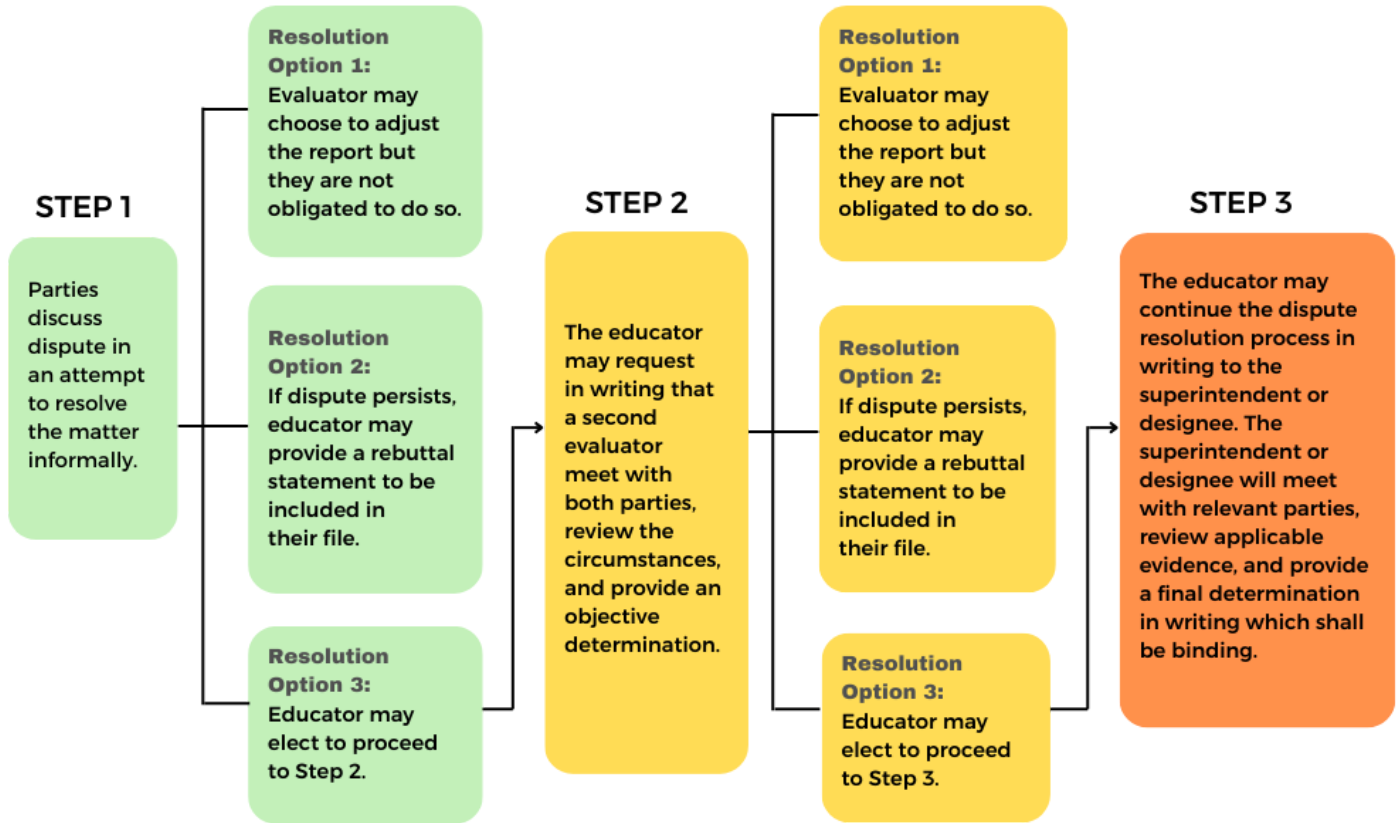
- Two informal observations of professional practice
 - At least one must be instructional
 - One may be non-instructional
 - The majority of the planned lesson is observed
 - Includes post-meetings
- Verbal feedback will be provided at the post-meeting, to be held within *five* school days
- Written feedback must be provided within *ten* school days or prior to the next observation, whichever comes first
- Additional observations of professional practice may be conducted as mutually agreed upon or deemed necessary, which may be formal or informal, and instructional or non-instructional
- At least one observation will provide educators with specific feedback based on evidence, standards, and the educator's goal

Appendix J: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> • 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 <p>Impact on Students</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Required observational evidence • Required student learning evidence aligned to the high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator-created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students’ words, actions, and interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, and other assessments • Other artifacts/sources

Appendix K: Dispute Resolution Flow Chart

DISPUTE RESOLUTION



Appendix L: Glossary – Educator

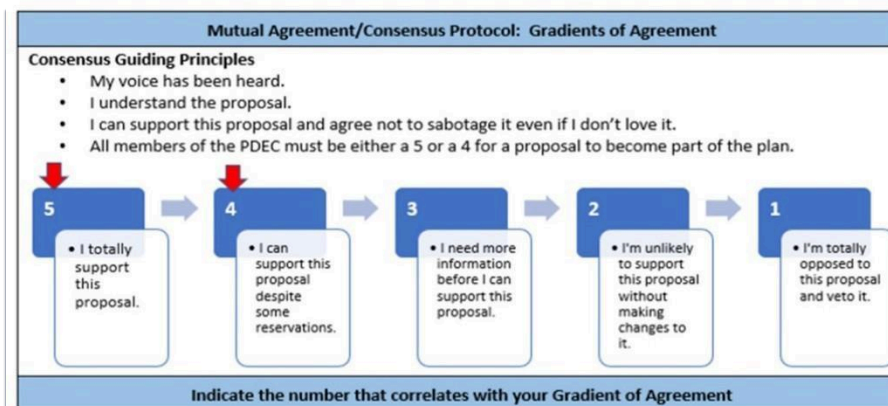
check-ins: Formal or informal meetings or conferences that provide an opportunity for the educator and evaluator to engage in reciprocal dialogue regarding what is happening in one’s practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and 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 instructional 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 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

meeting: When two or more people come together to discuss one or more topics (Aguilar, 2024).

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.

observation of professional practice: Evaluator’s assessment of professional work, may be formal or informal, depending on the Educator’s assigned cohort. Includes:

instructional observation: A classroom observation or observation of service delivery (student or adult)

non-instructional observation: 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.

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). It is a “transformational process in which learners are actively engaged and for which the aim is to explore and expand behaviors, beliefs, and ways of being: a learning process that results in a change of practice” (Aguilar, 2024).

[Learning Forward’s Professional Learning Standards \(2022\)](#)

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.

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 an 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: Educator Forms

Beginning-of-Year Orientation/Goal Setting Form

Orientation <i>Completed by Evaluator</i>

*** Select One:**

Decided upon mutual agreement.

- Individual goal
- Collaborative goal

*** Select One:**

Decided upon mutual agreement.

- 1-year goal
- 2-year goal
- 3-year goal

*** Select One:**

- CCT Teacher Rubric
- CCT Student Support Professional Rubric
- CCT Teacher Leader Rubric

Self-Reflection <i>Completed by Educator</i> See Self-Reflection sample reflection questions (Appendix H)

*** Reflect on your practice based on the single-point rubric. Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.**

[See Examples of Evidence Types](#) (Appendix J)

--

Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Educator</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 educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?**

[See Professional Learning & Action Questions to guide your plan.](#) (Appendix H)

--

* 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?

* Educator Signature:

- no signature -

Goal Setting Conference

Completed by Evaluator

Notes:

* Supports Required/Suggested:

[Refer to Tiered Support and Corrective Support Planning](#)

Tier 1

Tier 2

Tier 3

* Evaluator Signature:

- no signature -

Midyear Form

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps

Completed by Educator

Non-negotiable Process Element of the CT Guidelines (2023)
[See Sample Reflection Questions & Professional Learning & Action Questions](#)

* Self-Reflection:

What has been your progress to-date on your professional learning and how do you know?

* Educator Signature:

- no signature -

Mid-Year Conference

Completed by Evaluator

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

* Evaluator Signature:

- no signature -

Self-Reflection Form

Self-Reflection

Completed by Educator

[See Sample Reflection Questions & Professional Learning & Action Questions \(Appendix I\)](#)

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?

*** Educator Signature:**

- no signature -

End-of-Year Conference Form

Summative Feedback & Growth Criteria

Completed by Evaluator

[See appendix for full description \(Appendix J\)](#)

*** Summative Feedback:**

*** Development of new learning & impact on practice related to goal(s).**

*** Impact on student learning, growth, and achievement**

*** Successful Completion of the Evaluative Cycle**

Yes

No

*** Supports Required/Suggested:**

Are tiered supports required above and beyond tier 1 (included in feedback above)?

Not applicable

Tier 2

Tier 3

If Tier 2 and/or Tier 3, please specify strategies:

For multi-year goals only:

Completed by Evaluator

What adjustments are needed to the goal(s)? Why?

How might adjustments impact the timing of the goal(s)?

Formal Observation Form

*** Discipline/Focus:**

Pre-Observation

Completed by Educator
Necessary for Cohort 1

*** Lesson Plan/Meeting Plan:**

*Upload and provide hyperlink here, as appropriate

*** Pre-Observation Notes:**

Including the identified competency focus for the observation.

Observation

Completed by Evaluator

Area of Growth	Effective Practice	Area of Strength
<input type="text"/>	<input type="text"/>	<input type="text"/>

Post-Observation/Visit Reflection

Completed by Educator & Evaluator

*** Reflection:**

Completed by the Educator

[See Sample Reflection Questions](#)

(Optional/Required is TBD for the 25-26 School Year)

*** Feedback/Comments:**

Completed by the Evaluator

[Sample Reflection Questions \(Appendix H\)](#)

*** Evaluator Signature:**

Don't sign until Post-Observation is complete.

- no signature -

Teacher Comments:

*** Teacher Signature:**

Don't sign until Post-Observation is complete.

- no signature -

Informal Observation Form

*** Discipline/Focus:**

Observation

Completed by Evaluator

Area of Growth	Effective Practice	Area of Strength

Post-Observation/Visit Reflection

Completed by Educator & Evaluator

*** Reflection:**

Completed by the Educator

See [Sample Reflection Questions](#)

(Optional/Required is TBD for the 25-26 School Year)

*** Feedback/Comments:**

Completed by the Evaluator

Sample Reflection Questions ([Appendix H](#))

*** Evaluator Signature:**

Don't sign until Post-Observation is complete.

- no signature -

Teacher Comments:

*** Teacher Signature:**

Don't sign until Post-Observation is complete.

- no signature -

Tiered Support Form

Tiered Support - Educator

Completed by Evaluator

* Tier

Tier 2

Tier 3

* Background Information:

Sample Background Information:

(Educator being evaluated) has consistently struggled with _____. Tiered support is recommended to _____.

* Objective:

(Linked to CCT Standards)

Sample Objective:

To improve _____ (Indicate specific standard in your objective language)

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

* Supportive Actions:

Sample Supportive Actions:

- Observation & feedback (weekly/bi-weekly meetings)
- Access to learning opportunities in and out of building, as available and appropriate.
- Modeling of effective strategy
- Collaborative planning
- Peer observation

* Resources:

Sample Resources:

A blend of opportunities and resources:

- Access to coach/mentor
- Reading materials
- Release time

*** Evidence:**

Sample Evidence:

- classroom observations
- feedback from coach/evaluator
- student work
- communication log

*** Timeframe:**

Sample Timeframe:

- Educator A will remain on this tier for six weeks. Progress will be reviewed at the conclusion of this time.

*** Evaluator Signature:**

- no signature -

*** Educator Signature:**

- no signature -

Outcomes

Completed by Evaluator at the conclusion of the support timeframe

*** Report of Outcomes Based on Evidence**

*** Recommendation**

Indicate if the recommendation is to move to the next level of support or to return to the previous tier.

- Tier 1
- Tier 2
- Tier 3
- Corrective Support Plan

Appendix N: Sample Corrective Support Plan – Educator

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.

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 6/16/25

Information Only

Action Requested

Agenda Item Subject: Approval of the May 2025 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the eleventh FY25 (May 2025) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.



June 13, 2025

TO: BOE Finance & Operations Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: May Financial Report for FY 24-25

Financial Summary

Below is the financial summary for the period ending May 31, 2025 as well as trends and highlights.

FY 2024-25 CATEGORY SUMMARY								
Object Series	Adjusted Budget	YTD Actuals	Encumbrance	Anticipated	Total Expenditures	Projected Balance	Previous Month Balance	Month Over Month Change
Salaries (1000's)	36,444,080	30,542,998	5,319,549	213,244	36,075,790	368,290	367,504	786
		83.81%	14.60%	0.59%	98.99%	1.01%	1.01%	0.00%
Benefits (2000's)	10,643,788	9,946,449	414,551	25,684	10,386,683	257,104	215,258	41,845
		93.45%	3.89%	0.24%	97.58%	2.42%	2.02%	0.11%
Professional Services (3000's)	1,584,714	1,236,838	342,049	95,827	1,674,714	(90,000)	(90,000)	-
		78.05%	21.58%	6.05%	105.68%	-5.68%	-5.68%	0.00%
Property Services (4000s)	2,266,696	1,810,862	364,921	55,910	2,231,693	35,003	35,003	0
		79.89%	16.10%	2.47%	98.46%	1.54%	1.54%	0.00%
Other Services (5000s)	6,635,775	5,276,614	1,124,633	65,835	6,467,082	168,693	168,693	(0)
		79.52%	16.95%	0.99%	97.46%	2.54%	2.54%	0.00%
Supplies (6000s)	2,881,453	2,599,147	529,919	9,617	3,138,683	(257,231)	(257,231)	0.19
		90.20%	18.39%	0.33%	108.93%	-8.93%	-8.93%	0.00%
Equipment (7000s)	274,579	262,545	66,000	7,697	336,242	(61,663)	(61,663)	-
		95.62%	24.04%	2.80%	122.46%	-22.46%	-22.46%	0.00%
Other Objects (8000s)	133,013	102,751	27,533	2,729	133,013	-	-	-
		77.25%	20.70%	2.05%	100.00%	0.00%	0.00%	0.00%
Revenue (9000s)	(1,524,396)	(1,064,069)	8,740	(327,005)	(1,382,334)	(142,063)	(251,191)	109,129
		69.80%	-0.57%	21.45%	90.68%	9.32%	16.48%	3.79%
Total	\$ 59,339,701	\$50,714,135	\$ 8,197,895	\$ 149,537	\$ 59,061,567	\$278,134	\$126,373	\$ 151,761
Total %		85.46%	13.82%	0.25%	99.53%	0.47%	0.21%	0.26%

TRENDS AND HIGHLIGHTS

As of May 31, 2025, the projected year-end balance is \$278,134, reflecting an increase of \$151,761 over prior projections. As a reminder, the projected balance is highly variable in the final quarter. The actual year-end balance will be confirmed once the fiscal year closes later this summer.

Benefits - \$41,846

- Health Insurance – Based on year-to-date claims and historical claims for the final month, the full- year dental claims have been reduced by \$30,820.
- Life & Disability Insurance – Full-year expenditures will be under budget by \$3,835

Other Services – \$109,129

- Excess Cost Reimbursement – Earlier this year we reported that the reimbursement rate would be lower than in previous years. *Bill No. 7163 An Act Concerning Emergency Grants to Municipalities for Special Education* designated an additional \$40M to districts in FY25. Weston is projected to receive \$132,839 from this funding, resulting in a reimbursement of \$22,387 more than budgeted.

Internal Service Fund

As mentioned above, the full-year projected dental claims are projected to be under-budget.

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

Fiscal Year Ended						2025
STATEMENT OF REVENUES AND EXPENDITURES						
Fund Balance -July 1, 2024						\$ 418,466
Revenues:						
General Fund						\$ 385,918
Reimbursements						\$ -
Total Contributions						\$ 385,918
Total Revenues (A)						\$ 385,918
Projected Claims:						
Delta Dental:						
Claims						\$ 362,534
Administrative Fees						\$ 23,384
Total Dental Claims (B)						\$ 385,918
Net Change (A-B)						-
Projected Fund balance June 30, 2025						\$ 418,466
Dental- Actual Claims & Fees						
Month						Claims & Fees
July						37,461
August						33,544
September						22,959
October						26,780
November						22,392
December						31,927
January						24,689
February						27,402
March						31,575
April						25,787
Total						\$ 284,515
					171	
Actual YTD Spend Rate						73.7%
Theoretical YTD Spend Rate						83.3%
YTD Theoretical variance %						-9.6%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2025

Period: 11 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Salaries & Wages (1000s)								
2,881,354	2,854,614	3,375,352	1110	Administrators	3,471,863	-	3,471,863	3,204,163	268,004	-	3,472,167	(304)
14,465,388	14,827,266	15,169,704	1111	General Ed. Teachers	15,789,653	-	15,789,653	13,053,801	2,615,177	-	15,668,978	120,675
2,303,563	2,522,780	2,359,825	1112	Special Ed. Teachers	2,731,016	-	2,731,016	2,117,561	473,731	-	2,591,292	139,724
983,206	1,021,018	948,323	1113	Guidance	993,064	-	993,064	795,456	189,394	-	984,850	8,214
468,881	397,172	418,788	1114	Psychologist	437,475	-	437,475	348,105	84,082	-	432,187	5,288
202,927	353,558	410,444	1115	Social Worker	490,714	-	490,714	395,260	90,133	-	485,393	5,321
543,134	539,131	510,769	1116	Speech & Hearing	636,232	-	636,232	486,924	43,650	-	530,574	105,658
1,184,208	887,328	1,261,271	1117	Academic Assistants	1,281,047	-	1,281,047	1,076,340	202,486	-	1,278,826	2,221
169,686	110,854	59,724	1118	Talented & Gifted	61,217	-	61,217	49,445	11,773	-	61,217	-
403,577	400,239	455,475	1119	Library/Media	477,800	-	477,800	365,285	90,810	-	456,095	21,705
46,587	57,886	51,774	1135	Transition Coordinator	68,088	-	68,088	33,903	9,611	-	43,514	24,574
832,301	847,138	877,957	1139	Certified Stipends	953,162	-	953,162	705,889	247,273	-	953,162	-
574,562	651,668	969,094	1140	Academic Leader (CIL's)	1,016,399	-	1,016,399	844,771	170,399	-	1,015,169	1,230
2,650	1,852	2,571	1141	Mentor Teacher	2,000	-	2,000	1,214	-	-	1,214	786
187,872	113,090	-	1142	Behavioral Analyst	169,321	-	169,321	61,077	18,313	-	79,390	89,931
45,835	58,267	68,897	1145	Multilingual Learner	85,703	-	85,703	54,160	12,895	18,648	85,703	-
\$ 25,295,731	\$ 25,643,861	\$ 26,939,968		Sub-Total Certified Salaries	\$ 28,664,754	\$ -	\$ 28,664,754	\$ 23,593,353	\$ 4,527,730	\$ 18,648	\$ 28,139,731	525,023
					6.40%			82.3%	15.8%	0.1%	98.2%	1.8%
				Other Certified Salaries								
45,700	40,788	25,138	1131	Homebound Tutor	44,500	-	44,500	20,823	-	23,677	44,500	-
-	-	-	1136	Degree Level Change	44,390	-	44,390	-	-	-	-	44,390
278,078	246,814	216,491	1137	Substitute Teacher	178,801	-	178,801	213,191	10,075	(44,465)	178,801	-
212,521	189,064	194,739	1138	Summer Work -Certified Staff	190,408	-	190,408	95,299	-	95,109	190,408	-
99,315	127,403	152,490	1143	Building Substitutes	203,175	-	203,175	126,863	31,803	44,510	203,175	-
295,291	385,336	215,245	1144	Long term Substitute	118,000	-	118,000	204,468	44,408	(57,249)	191,627	(73,627)
-	-	-	1160	Turnover Savings	(170,000)	-	(170,000)	-	-	-	-	(170,000)
\$ 930,904	\$ 989,404	\$ 804,103		Sub-Total Other Certified Salaries	\$ 609,274	\$ -	\$ 609,274	\$ 660,644	\$ 86,285	\$ 61,582	\$ 808,511	\$ (199,237)
								108.4%	14.2%	10.1%	132.7%	-32.7%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2025

Period: 11 of 12

2021-2022	2022-2023	2023-2024	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Non-Certified Salaries								
381,506	413,013	496,658	1210	Non-Cert. Supervisors	503,427	-	503,427	444,568	52,795	-	497,363	6,064
223,520	213,706	238,317	1211	Nurses	244,816	-	244,816	201,895	42,494	-	244,389	427
306,924	247,373	279,358	1215	Occupational & Physical Therapists	337,013	-	337,013	300,261	35,390	-	335,651	1,362
1,140,104	1,156,839	1,328,819	1221	Administrative Support	1,350,863	-	1,350,863	1,182,880	165,496	3,734	1,352,110	(1,247)
1,767,360	1,697,360	1,828,311	1231	Para Educators	1,856,507	-	1,856,507	1,688,920	182,087	(14,500)	1,856,507	-
146,862	156,413	141,394	1234	Bus Aides	147,297	-	147,297	95,248	-	21,694	116,942	30,355
485,773	495,877	505,325	1235	Technicians	524,782	-	524,782	474,220	49,637	-	523,857	925
61,996	65,017	46,914	1237	Vocational Specialist	67,540	-	67,540	63,237	7,062	-	70,298	(2,758)
247,175	262,406	276,448	1241	Safety Monitors	308,860	-	308,860	281,309	20,351	-	301,659	7,201
506,491	513,999	514,241	1251	Custodians	553,611	-	553,611	483,985	60,872	8,753	553,611	-
460,027	477,370	543,741	1261	Maintenance Mechanics & Grounds	568,374	-	568,374	505,044	63,155	-	568,199	175
84,861	90,458	103,682	1269	Athletic Support Staff	122,205	-	122,205	90,133	12,480	19,593	122,205	-
197,442	192,939	188,200	1280	Non Certified Stipends	198,605	-	198,605	144,849	13,716	40,040	198,605	-
\$ 6,010,040	\$ 5,982,771	\$ 6,491,407		Sub-Total Non-Certified Salaries	\$ 6,783,900	\$ -	\$ 6,783,900	\$ 5,956,549	\$ 705,533	\$ 79,314	\$ 6,741,396	\$ 42,504
							87.8%	10.4%	1.2%	99.4%	0.6%	
				Other Non-Certified Salaries								
47,199	39,524	39,305	1213/122 3/1233	Non-Certified Substitutes	47,500	-	47,500	25,456	-	22,044	47,500	-
176,085	199,553	230,025	1212/22/ 38/42/52/ 62	Overtime	203,700	-	203,700	204,394	-	(694)	203,700	-
127,252	114,912	101,739	1268	Summer Work-Non-Cert.	134,952	-	134,952	102,602	-	32,350	134,952	-
\$ 350,536	\$ 353,988	\$ 371,068		Sub-Total Other Salaries	\$ 386,152	\$ -	\$ 386,152	\$ 332,451	\$ -	\$ 53,701	\$ 386,152	-
							86.1%	0.0%	13.9%	100.0%	0.0%	
\$ 32,587,211	\$ 32,970,025	\$ 34,606,546		TOTAL SALARIES	\$ 36,444,080	\$ -	\$ 36,444,080	\$ 30,542,998	\$ 5,319,549	\$ 213,244	\$ 36,075,790	\$ 368,290
					5.31%			83.8%	14.6%	0.6%	99.0%	1.0%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2025

Period: 11 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Benefits (2000's)</i>								
8,412,125	9,202,598	8,801,704	2000	Health Insurance	9,440,933	-	9,440,933	9,002,512	117,150	-	9,119,662	321,271
(1,508,844)	(1,705,489)	(1,410,661)	2022	Premium Cost Share	(1,580,090)	-	(1,580,090)	(1,478,257)	(72,977)	-	(1,551,234)	(28,856)
1,006,469	1,020,503	1,032,102	2001	Social Security & Medicare	1,079,635	-	1,079,635	912,920	166,715	-	1,079,635	-
175,275	175,214	180,451	2003	Workers Compensation	189,473	-	189,473	186,333	1,503	-	187,836	1,637
25,494	14,660	1,644	2004	Unemployment Compensation	30,000	-	30,000	35,171	-	5,000	40,171	(10,171)
149,718	130,080	-	2005	Early Retirement Incentive	-	-	-	-	-	-	-	-
1,177,822	1,328,122	1,192,864	2007	Pension Contributions	1,276,861	-	1,276,861	1,190,813	116,660	-	1,307,473	(30,612)
83,227	91,124	101,963	2010	Tuition Reimbursement	85,500	-	85,500	-	85,500	-	85,500	-
63,952	63,051	71,543	2011-12	Life & Disability Insurance	76,476	-	76,476	72,641	-	-	72,641	3,835
105,506	56,400	22,381	2014	Sick Bank	45,000	-	45,000	24,316	-	20,684	45,000	-
\$9,690,744	\$10,376,262	\$9,993,990		TOTAL BENEFITS	\$ 10,643,788	\$ -	\$ 10,643,788	\$ 9,946,449	\$ 414,551	\$ 25,684	\$ 10,386,683	\$ 257,104
					6.50%			93.4%	3.9%	0.2%	97.6%	2.42%
				<i>Professional & Technical Services (3000s)</i>								
545,611	504,232	525,441	3210	Contracted Services Educational	285,176	-	285,176	130,776	93,030	61,371	285,176	-
128,921	149,405	176,454	3220-21	Consulting Services	186,777	-	186,777	139,574	10,820	36,383	186,777	-
123,549	75,937	94,342	3235	Testing	96,565	-	96,565	76,684	52,034	(32,153)	96,565	-
6,158	106,990	260,876	3239	Other Pupil Services	294,100	-	294,100	242,767	43,436	7,897	294,100	-
64,991	66,056	34,711	3303	Management Services	37,169	-	37,169	33,985	6,104	(2,920)	37,169	-
1,775	2,064	3,145	3304	License Fees-Facilities	3,500	-	3,500	2,048	690	763	3,500	-
245,731	232,999	183,838	3306	Legal Fees-SPED	240,000	-	240,000	308,221	21,779	-	330,000	(90,000)
167,193	187,860	162,916	3306	Legal Fees- Districtwide	150,000	-	150,000	123,194	9,919	16,888	150,000	-
95,138	106,091	109,322	3308	Police/Fire	124,101	-	124,101	93,334	14,310	16,457	124,101	-
67,382	67,685	155,452	3309	Professional & Technical Services	113,190	-	113,190	86,256	35,792	(8,858)	113,190	-
49,966	41,996	41,210	3310	Sports Officials	54,136	-	54,136	-	54,136	-	54,136	-
\$ 1,496,415	\$ 1,541,315	\$ 1,747,705		TOTAL PROF. & TECH SERVICES	\$ 1,584,714	\$ -	\$ 1,584,714	\$ 1,236,838	\$ 342,049	\$ 95,827	\$ 1,674,714	\$ (90,000)
								78.0%	21.6%	6.0%	105.7%	-5.7%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2025

Period: 11 of 12

WESTON PUBLIC SCHOOLS												
FYE 25 FINANCIAL REPORT												
As of May 31, 2025												
Period: 11 of 12												
2021-2022	2022-2023	2023-2024	Object Code	Description	2024-2025							
Year-End Expense	Year-End Expense	Year-End Expense			Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Property Services (4000s)</i>								
859,036	907,204	969,175	4200	Cleaning Services	1,034,776	-	1,034,776	909,042	84,611	-	993,653	41,123
48,405	50,825	66,687	4202	Rubbish Removal	72,934	-	72,934	56,975	3,976	11,983	72,934	-
122,591	82,370	171,370	4302	Equipment Repairs	188,805	-	188,805	92,494	64,789	31,522	188,805	-
164,029	184,530	189,525	4400	Equipment Rental	175,767	-	175,767	154,829	34,473	(13,535)	175,767	-
74,770	213,171	215,350	4500	Repair Allowance	150,000	-	150,000	59,066	51,975	38,959	150,000	-
29,913	30,182	40,740	4514	Fire Alarm System	37,430	-	37,430	55,010	10,640	(22,100)	43,550	(6,120)
172,720	201,994	191,606	4518	Sewer System Plant Maintenance	159,795	-	159,795	145,450	18,105	(3,760)	159,795	-
171,669	205,809	247,875	4520	Service Contracts	194,724	-	194,724	145,322	25,150	24,252	194,724	-
61,247	93,203	66,984	4530	Parks & Recreation	82,425	-	82,425	59,717	2,283	20,425	82,425	-
16,959	39,271	31,644	4540	Athletic Facilities Repairs	59,500	-	59,500	80,950	36,126	(57,576)	59,500	-
186,270	195,029	74,974	4541	Contracted Services	89,300	-	89,300	46,138	32,793	10,369	89,300	-
122,304	109,755	-	4600	Special Projects	-	-	-	-	-	-	-	-
2,366	11,275	6,377	4604	Snow Plowing	10,500	-	10,500	-	-	10,500	10,500	-
138,631	35,888	35,100	4701	Security System Monitoring	10,740	-	10,740	5,869	-	4,871	10,740	-
\$ 2,170,908	\$ 2,360,505	\$ 2,307,405		TOTAL PROPERTY SERVICES	\$ 2,266,696	\$ -	\$ 2,266,696	\$ 1,810,862	\$ 364,921	\$ 55,910	\$ 2,231,693	\$ 35,003
								79.9%	16.1%	2.5%	98.5%	1.5%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2025

Period: 11 of 12

2021-2022 Year-End Expense	2022-2023 Year-End Expense	2023-2024 Year-End Expense	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				<i>Other Services (5000s)</i>								
1,589,157	1,592,600	1,737,496	5100	Regular Transportation	1,848,365	-	1,848,365	1,689,029	2,041	-	1,691,069	157,296
729,788	843,911	935,160	5101	SPED Transportation	1,045,512	-	1,045,512	788,523	74,839	-	863,362	182,150
96,953	218,024	100,391	5104	Athletic Transportation	174,168	-	174,168	98,766	14,521	881	114,168	60,000
1,537	12,802	4,237	5105	Extra-Curricular Transportation	14,060	-	14,060	4,203	-	9,857	14,060	-
104,190	160,181	107,032	5112	Diesel & Gasoline	116,710	-	116,710	87,074	21,125	8,511	116,710	-
103,321	128,142	136,003	5200	General Liability Insurance	142,803	-	142,803	134,609	-	8,194	142,803	-
15,525	14,400	15,008	5202	Athletic Insurance	15,758	-	15,758	15,008	-	751	15,758	-
100,707	104,154	106,579	5205	Property Insurance	109,776	-	109,776	109,196	-	580	109,776	-
89,975	87,714	89,414	5300	Communications	94,106	-	94,106	81,642	11,162	1,302	94,106	-
30,990	27,469	27,030	5400	Postage	29,383	-	29,383	29,370	712	(699)	29,383	-
4,440	853	1,626	5500	Advertising	4,000	-	4,000	2,327	179	1,494	4,000	-
17,176	16,962	18,356	5501	Printing	23,987	-	23,987	15,963	3,645	4,378	23,987	-
2,007,688	2,367,437	2,232,934	5600	Out of District Tuition	1,929,128	-	1,929,128	1,744,877	282,415	-	2,027,292	(98,164)
923,345	1,063,918	1,147,396	5601	Tuition Settlements	1,006,152	-	1,006,152	437,816	700,925	-	1,138,741	(132,589)
15,346	41,076	39,352	5800	Travel & Conference	58,317	-	58,317	30,093	6,885	21,339	58,317	-
3,163	3,803	3,282	5801	Mileage Reimbursement	10,703	-	10,703	2,419	-	8,284	10,703	-
2,349	5,684	3,905	5900	Other Purchased Services	12,847	-	12,847	5,699	6,185	964	12,847	-
\$ 5,835,649	\$ 6,689,130	\$ 6,705,201		TOTAL OTHER SERVICES	\$ 6,635,775	\$ -	\$ 6,635,775	\$ 5,276,614	\$ 1,124,633	\$ 65,835	\$ 6,467,082	\$ 168,693
							79.5%	16.9%	1.0%		97.5%	2.5%
				<i>Supplies & Materials (6000's)</i>								
395,832	884,656	889,057	6110	Materials	542,614	-	542,614	384,314	121,345	36,956	542,614	-
22,091	36,390	32,719	6120	Office Materials	34,009	-	34,009	21,147	10,065	2,797	34,009	-
184,684	174,050	173,801	6130	Maintenance Materials	181,624	-	181,624	123,436	45,737	12,450	181,624	-
71,587	95,137	98,514	6131	Custodial Materials	78,348	-	78,348	94,134	31,801	(47,587)	78,348	-
16,815	21,943	43,776	6132	Security Materials	26,284	-	26,284	9,204	5,853	11,227	26,284	-
522,319	517,581	570,217	6140	Software	629,926	-	629,926	615,624	4,480	9,821	629,926	-
196,324	98,833	104,825	6410	Books	61,450	-	61,450	35,856	25,902	(309)	61,450	-
388,111	325,229	467,063	6510	Heating Oil	492,452	-	492,452	436,589	71,600	(15,737)	492,452	-
722,884	482,463	644,985	6520	Electricity	831,746	-	831,746	876,340	212,637	-	1,088,977	(257,231)
2,079	2,890	2,377	6530	Propane	3,000	-	3,000	2,502	498	-	3,000	-
\$ 2,522,725	\$ 2,639,172	\$ 3,027,334		TOTAL SUPPLIES & MATERIALS	\$ 2,881,453	\$ -	\$ 2,881,453	\$ 2,599,147	\$ 529,919	\$ 9,617	\$ 3,138,683	\$ (257,231)
							90.2%	18.4%	0.3%		108.9%	-8.9%

WESTON PUBLIC SCHOOLS

FYE 25 FINANCIAL REPORT

As of May 31, 2025

Period: 11 of 12

2021-2022	2022-2023	2023-2024	Object Code	Description	2024-2025							
					Adopted Budget	Budget Transfers	Adjusted Budget	YTD Expended	Encumbered	Anticipated	Expended & Encumbered To EOY	Balance Available
				Equipment (7000's)								
541,176	192,826	262,615	7300	Equipment	274,579	-	274,579	262,545	66,000	7,697	336,242	(61,663)
\$ 541,176	\$ 192,826	\$ 262,615		TOTAL EQUIPMENT	\$ 274,579	\$ -	\$ 274,579	\$ 262,545	\$ 66,000	\$ 7,697	\$ 336,242	\$ (61,663)
							95.6%	24.0%	2.8%	122.5%	-22.5%	
				Other Objects (8000's)								
87,211	87,938	89,670	8100	Dues, Fees and Memberships	105,668	-	105,668	75,663	21,839	8,165	105,668	-
24,317	32,434	38,529	8900	Other Objects	27,345	-	27,345	27,088	5,694	(5,436)	27,345	-
\$ 111,528	\$ 120,372	\$ 128,199		TOTAL OTHER OBJECTS	\$ 133,013	\$ -	\$ 133,013	\$ 102,751	\$ 27,533	\$ 2,729	\$ 133,013	\$ -
							77.2%	20.7%	2.1%	100.0%	0.0%	
				Revenue Offset (9000's)								
(29,042)	(29,462)	(29,903)	9200	Technology Revenue	(29,903)	-	(29,903)	(31,457)	-	-	(31,457)	1,554
(73,800)	(74,800)	(78,660)	9201	Participation Fees, Athletics	(64,133)	-	(64,133)	(60,700)	8,740	(12,173)	(64,133)	-
(18,350)	(21,689)	(13,475)	9202	Gate Receipts, Athletics	(14,000)	-	(14,000)	-	-	(14,000)	(14,000)	-
(77,445)	(89,987)	(25,495)	9204	Transportation Credits	(14,805)	-	(14,805)	(22,425)	-	-	(22,425)	7,620
(812,440)	(928,213)	(839,156)	9205	Excess Cost Reimbursement	(711,339)	-	(711,339)	(600,887)	-	(132,839)	(733,726)	22,387
(79,561)	(121,242)	(156,288)	9206	Pre School Tuition	(188,361)	-	(188,361)	(163,327)	-	(45,687)	(209,014)	20,653
(75,981)	(119,873)	(141,162)	9207	Non-Resident Tuition	(116,623)	-	(116,623)	(110,897)	-	(9,334)	(120,231)	3,608
(19,878)	(61,203)	(42,681)	9208	Parks & Rec Portion of Field Maintenance	(42,681)	-	(42,681)	(35,111)	-	(31,577)	(66,688)	24,007
(40,000)	(30,800)	-	9209	Parking Fees	(24,075)	-	(24,075)	-	-	(24,075)	(24,075)	-
(46,050)	(42,223)	(53,727)	9210	Theater Receipts	(51,025)	-	(51,025)	-	-	(51,025)	(51,025)	-
-	-	-	9212	Facility Use Rental	(27,500)	-	(27,500)	(27,500)	-	-	(27,500)	-
(4,768)	(14,336)	(50,764)	9215	Medicaid Revenue	(18,060)	-	(18,060)	(11,765)	-	(6,295)	(18,060)	-
				Board of Finance Reduction - TBD	(221,891)	-	(221,891)	-	-	-	-	(221,891)
(\$1,277,316)	(\$1,533,828)	(\$1,431,311)		Total Revenue Offset	(\$1,524,396)	\$ -	(\$1,524,396)	(\$1,064,069)	\$ 8,740	(\$327,005)	(\$1,382,334)	(\$142,062)
							69.8%	-0.6%	21.5%	90.7%	9.3%	
\$ 53,679,039	\$ 55,355,779	\$ 57,347,685		GRAND TOTAL	\$ 59,339,701	\$ -	\$ 59,339,701	\$ 50,714,135	\$ 8,197,895	\$ 149,537	\$ 59,061,567	\$ 278,134
							85.46%	13.82%	0.25%	99.53%	0.47%	

(PROPOSED) 2025-2026 Board of Education Regular Meeting Schedule

Meeting	Time	2024-2025	Location	2025-2026	Location
Board of Education Meeting	7:00 PM	9/16/2024	In-person (WMS)	9/15/2025	In-person (WMS)
Board of Education Meeting	7:00 PM	10/21/2024	Remote	10/20/2025	Remote
Board of Education Meeting	7:00 PM	11/18/2024	Remote	11/17/2025	Remote
Board of Education Meeting	7:00 PM	12/16/2024	In-person (WMS)	12/15/2025	In-person (WMS)
Board of Education Meeting	7:00 PM	1/21/2025	Remote	1/20/2026 *	Remote
Board of Education Meeting	7:00 PM	2/24/2025	Remote	2/23/2026 **	Remote
Board of Education Meeting	7:00 PM	3/17/2025	In-person (WMS)	3/16/2026	In-person (WMS)
Board of Education Meeting	7:00 PM	4/21/2025	Remote	4/20/2026	Remote
Board of Education Meeting	7:00 PM	5/19/2025	Remote	5/18/2026	Remote
Board of Education Meeting	7:00 PM	6/16/2025	In-person (WMS)	6/15/2026	In-person (WMS)

* Martin Luther King Jr. Day: January 19, 2026: conflict, meeting moved to Tuesday

** February Recess: February 16-20: conflict, meeting moved to 2/23/2026

April Recess: April 6-10: no conflict

No Conflicts with Religious Holidays

Rosh Hashanah: Begins Sep 22, 2025 at sundown; ends at nightfall on Sep 24, 2025.

Yom Kippur: Begins Oct 1, 2025 at sundown; ends at nightfall on Oct 2, 2025.

Passover: Begins Apr 1, 2026 at sundown; ends at nightfall on Apr 9, 2026. Activity is not permitted on Apr 2-3 and Apr 8-9.

Easter Monday: Mon, Apr 6, 2026



Weston Public Schools 2025-2026 District Calendar

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

July 4: Independence Day

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

Aug 21-25: PD

Aug 26: First Day of School

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

Sept 1: Labor Day

Sept 23: Rosh Hashanah

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

Oct 2: Yom Kippur

Oct 10: Early Dismissal (PD)

Oct 13: Columbus / Indigenous People Day

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

Nov 4: Election Day/PD

Nov 5: Delayed Opening K-5 Conference

Nov 6: Early Dismissal K-5 Conference

Nov 7: Early Dismissal K-5 Conference

Nov 26-28: Thanksgiving Recess

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

Dec 23: Early Dismissal

Dec 23-Jan 2: Winter Recess

January 2026						
Su	Mo	Tu	W	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan 1: New Year's Day

Jan 2: Winter Recess

Jan 19: Martin Luther King Jr. Day

February 2026						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 6: Early Dismissal (PD)

Feb 13: PD

Feb 16: Presidents' Day

Feb 17-20: February Recess

March 2026						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar 18: Delayed Opening K-5 Conference and 9-12 POG

Mar 19: Delayed Opening K-5 Conference and 9-12 POG

Mar 20: Early Dismissal K-5 Conference and 9-12 POG

Mar 27: PD

April 2026						
Su	Mo	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Apr 3: Good Friday

Apr 6-10: April Recess

May 2026						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 22: Early Dismissal (PD)

May 25: Memorial Day

June 2026						
Su	Mo	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 15: Early Dismissal

June 16: Early Dismissal Projected Student Last Day

June 17: Projected Teacher / 10-Month Staff Last Day

June 19: Juneteenth

School in Session
 Professional Development (PD)

Inclement Weather Make-up Days (if needed)
 Projected Teacher/10-Month Staff Last Day

Inclement Weather Day (district closed)

The Weston Board of Education reserves the right to modify this calendar. Approved by the Weston Board of Education on November 18, 2024. The last day for teachers and 10-month staff is the day after the last day of school for students.

The graduation date will be set early in the second semester.

Scheduled Delayed Openings: WMS/WHS: 9:45 am; HES/WIS: 10:30am

Scheduled Early Dismissals: WMS/WHS: 11:45am; HES/WIS: 12:35pm

Students: 180 Days

Teachers: 187 Days