

Board of Education Regular Meeting

Monday, December 16, 2019 7:00 PM

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

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

- A. Discussion of Confidential Communications from the Board of Education's Counsel which are Subject to Attorney-Client Privilege

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. APPROVAL OF MINUTES

VI. PUBLIC COMMENT

VII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

VIII. NEW BUSINESS

A. Resignations

- 1. Resignation of Angelo DiTocco, WIS School Psychologist

- B. WPS Calendar Committee Process and Schedule for 2020-21

- C. School Start and End Time Task Force Update

- D. Graduation Date Setting-Class of 2020 Update

- E. Fifth FY 2020 Financial Update and Approval of Transfers

- F. Weston Board of Education Policies, Regulations, and Bylaws

- 1. First Reading of Policy 4118.12/4218.12 Sex Discrimination and Sexual Harassment

- 2. First Reading of Administrative Regulation 4118.12/4218.12, Sex Discrimination and Sexual Harassment

- 3. First Reading of Policy 5125, Confidentiality and Access to Student Records

- 4. First Reading of Administrative Regulation 5125, Classification of Educational Records

- 5. First Reading of Policy 6143.1, Parent-Teacher Communications

- 6. First Reading of Policy 3324.1, Contracts

IX. SUPERINTENDENT'S REPORT

- A. District Update

X. COMMITTEE REPORTS

A. Communications Committee

B. Curriculum Committee

C. Facilities Committee

D. Finance Committee

E. Policy Committee

F. Negotiations Committee

G. CES

H. CAFE

I. Weston Education Foundation

XI. WRITTEN REPORTS

A. Principals' Reports

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

A. Regular Session on January 27, 2019 at 7:00
p.m.

B. Review of Pending Agenda Items for Next Meeting

XIII. ADJOURNMENT

Weston Board of Education Executive Session

November 18, 2019 6:00 PM

Weston Middle School Conference Room

Attendance Taken at 6:00 PM:

Present Board Members:

Gina Albert
Ruby Hedge
Hillary Koyner
Taffy Miller
Anthony Pesco
Melissa Walker

Others:

William McKersie
Lewis Brey

Upon a MOTION by Ms. Hedge, second by Ms. Miller, the Board entered Executive Session at 6:03 p.m. to discuss Collective Bargaining.

The Board invited Dr. McKersie Mr. Brey to join the Board for the discussion.

Upon a MOTION by Ms. Albert, second by Dr. Pesco, Executive Session adjourned at 6:28 p.m.

Chairperson

Superintendent

Board of Education Regular Meeting

November 18, 2019 6:30 PM
Weston Middle School Library

Attendance Taken at 6:33 PM:

Present Board Members:

Gina Albert
Ruby Hedge
Hillary Koyner
Taffy Miller
Anthony Pesco
Melissa Walker

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. ELECTION OF BOARD OFFICERS

V.A. Board of Education Chairperson

Motion Passed: Move that the Weston Board of Education elect Anthony Pesco as the Board Chairperson; passed with a motion by Gina Albert and a second by Taffy Miller.

6 Yeas - 0 Nays.

V.B. Board of Education Vice Chairperson

Motion Passed: Move that the Weston Board of Education elect Melissa Walker as the Board Vice Chairperson; passed with a motion Hillary Koyner and a second by Gina Albert.

6 Yeas - 0 Nays.

V.C. Board of Education Secretary/Treasurer

Motion Passed: Move that the Weston Board of Education elect Ruby Hedge as the Board Secretary/Treasurer; passed with a motion by Taffy Miller and a second by Melissa Walker.

6 Yeas - 0 Nays.

VI. RECOGNITION

VI.A. Recognition of Amy Holmes, Weston 2020 Teacher of the Year

Motion Passed: Move that the Weston Board of Education recognize Amy Holmes, Weston 2020 Teacher of the Year, for her outstanding service to the students of Weston; passed with a motion by Ruby Hedge and a second by Gina Albert.

6 Yeas - 0 Nays.

VI.B. Recognition of Donations by Weston High School PTO

Motion Passed: Move that the Weston Board of Education recognize the generous donations to Weston High School on behalf of The Weston High School PTO; passed with a motion by Melissa Walker and a second by Hillary Koyner.

6 Yeas - 0 Nays.

VII. APPROVAL OF MINUTES

Discussion:

Ms. Hedge mentioned that in the minutes from the October 21, 2019 Board Meeting, she abstained during the vote for the FY 21 Budget Assumptions. The minutes have been updated to reflect that change.

Motion Passed: Move that the Weston Board of Education approve the minutes from the October 21, 2019 Executive Session and Regular Session; passed with a motion by Gina Albert and a second by Ms. Hillary Koyner.

6 Yeas - 0 Nays.

VIII. PUBLIC COMMENT

Discussion:

No public comment.

IX. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

Both Chelsea Greenberg and Graham Fay updated the Board on a number of things happening in the high school. Beginning November 19, WHS will begin the 26 Days of Kindness, which will include a food drive, kindness pledges, grade-level displays of kindness and a school wide assembly.

Homecoming was a tremendous success this year, with the floats a huge hit! The Powderpuff game and trivia night were also fun events that were attended by many people.

Mindfulness has been a focus throughout WHS with longer Advisory meetings, stressing putting phones away and how to use our "wise minds."

X. NEW BUSINESS

X.A. Weston High School Class of 2019 Statistical Report and Analysis of College Applications

Discussion:

Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction updated the Board on both the results of the SAT and ACT scores for 2019.

Ms. Lisa Wolak, Principal of Weston High School, reviewed the Advanced Placement classes offered last year as well as the results of the AP tests.

Ms. Meredith Starzyk, Director of Counseling for Weston High School, spoke about college application statistics as well as the student outcomes from the Class of 2019.

X.B. Annual Enrollment Report

Discussion:

Mr. Mike Zuba from Milone & MacBroom, presented the Weston Public Schools Comprehensive Enrollment Study to the Board. He highlighted historic enrollment data as well as enrollment projections for the next 10 years. A question was asked as to whether non-public school students were tracked on an annual basis, which they are not.

X.C. Ratification of Memorandum of Understanding Between the Weston Board of Education and Local 1303-110 of Council 4 AFSCME, AFL-CIO

Motion Passed: Move that the Weston Board of Education ratify the Memorandum of Understanding Between the Weston Board of Education and Local 1303-110 of Council 4 AFSCME, AFL-CIO passed with a motion by Melissa Walker and a second by Gina Albert.

6 Yeas - 0 Nays.

X.D. Discussion and Vote on Preschool Tuition

Discussion:

Mr. Lewis Brey, Director of Human Resources and Internal Counsel, updated to the Board regarding the negotiated items with AFSCME.

Motion Passed: Move that the Weston Board of Education approve the proposed FY 21 preschool tuition rate; passed with a motion by Melissa Walker and a second by Taffy Miller.

6 Yeas - 0 Nays.

X.E. Fourth FY 2020 Financial Update and Approval of Transfers

Discussion:

Mr. Phillip Cross, Director of Finance and Operations, provided a monthly financial update. Transfers totaling \$61,357.61 were presented for approval. Of these transfers, three were in excess of \$5,000.

Motion Passed: Move that the Weston Board of Education approve the transfers as presented by Mr. Cross in the fourth FY 20 Financial Update; passed with a motion by Gina Albert and a second by Hillary Koyner.

6 Yeas - 0 Nays.

X.F. Discussion of Monthly Board Meeting Start Times

Discussion:

The Board discussed moving all future meetings to a 7:00 p.m. start time rather than 7:30 p.m. All Members unanimously voted to move the balance of the 2019-2020 meetings to 7:00 p.m.

XI. SUPERINTENDENT'S REPORT

XI.A. District Update

Discussion:

Dr. William McKersie, Superintendent of Schools, updated the Board regarding the School Start and End Time Task Force meetings. He highlighted the parent focus groups led by the PTO Task Force representatives, the athletic information compiled by Mark Berkowitz, after school programs that were compiled by Joe Parciasepe, and District transportation information.

Dr. McKersie mentioned to the Board the ability for districts to set graduation dates prior to April 1. He will bring his recommendation to the Board in December.

During training of staff, Amanda Quaintance created a graphic display of Dialectical Behavior Therapy, which he will be sharing with the Board.

XII. COMMITTEE REPORTS

Discussion:

Dr. Anthony Pesco, Board of Education Chairperson, asked all committee chairs to bring forth big ideas that each committee is working on and give a brief update each month.

XII.A. Communications Committee

XII.B. Curriculum Committee

XII.C. Facilities Committee

XII.D. Finance Committee

XII.E. Policy Committee

XII.F. Negotiations Committee

XII.G. CES

XII.H. CAFE

XII.I. Weston Education Foundation

XIII. WRITTEN REPORTS

XIII.A. Principals' Reports

XIV. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

XIV.A. Regular Session on December 16, 2019 at 7:30 p.m.

Discussion:

The December 16, 2019 monthly Board Meeting will begin at 7:00 p.m.

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

Discussion:

Dr. McKersie reminded the Board that on December 9, 2019 at 7:00 p.m. in the WMS Library, we will hold a special ceremony and celebrate those with Fall recognitions.

XV. ADJOURNMENT

Discussion:

The meeting was adjourned at 9:20 p.m.

Motion Passed: passed with a motion by Anthony Pesco and a second by Taffy Miller.

6 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: WPS Calendar Committee Process and Schedule for 2020-21

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Dr. William McKersie will review the Weston Public Schools calendar committee process and the schedule for 2020-21.

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



Weston Public Schools
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

December 16, 2019

TO: Weston Board of Education

FROM: William S. McKersie, Ph.D.

RE: WPS Calendar Committee Process and Schedule for 2020-21

Background

An important responsibility of the Board of Education (BOE) is to review and formally adopt the annual school calendar. This memorandum outlines the process and timeline for developing and finalizing the annual school calendar.

Typically, the BOE votes early each spring on school calendars two years ahead of implementation. During the annual review, the BOE may also revise the already approved school calendar for the upcoming year. Thus, in Spring 2020, the BOE will adopt the annual school calendar for 2021-2022, and will consider any necessary modifications for the already approved 2020-2021 calendar.

Process

The Superintendent establishes a Calendar Committee each year to recommend an annual school calendar. The 2020-21 Calendar Committee will have two charges:

1. Consider necessary modifications to the Approved 2020-2021 Calendar. Modifications to existing calendars are made only for major, widely recognized reasons.
2. Develop the Proposed 2021-2022 Calendar for review and adoption by the BOE.

The Calendar Committee includes the following members:

- Superintendent, Chair of the Committee
- Assistant Superintendent for Curriculum & Instruction
- Two Parent Representatives (selected by the PTO)
- Two WTA Representatives (selected by the WTA)
- Two AFSCME Representatives (selected by AFSCME)
- One WAA Representative (selected by WAA)
- One BOE Representative (appointed by BOE Chair)

Schedule

The school calendar will be developed based on the following timeline.

Early January:

- Request representatives from each group listed as Committee Members.

Late January:

- Schedule two meetings of the 2020-21 Calendar Committee for Mid-February and Early-March to review any potential changes to the Approved 2020-2021 Calendar and to develop the Proposed 2021-2022 Calendar. The Calendar Committee may be called back for a final meeting in Late-March/Early-April to resolve BOE questions raised at its March 16, 2019 meeting.

March 16, 2020 BOE Meeting:

- Discussion of Approved 2020-2021 Calendar and Proposed 2021-2022 Calendar

April 27, 2020 BOE Meeting:

- Discussion and Vote on Adds/Deletes/Changes to 2020-2021 Approved Calendar
- Discussion and Vote on Proposed 2021-2022 Calendar

Preliminary Analysis

The Calendar Committee will fully review the Current 2019-20 Calendar for guidance in considering revisions to the Approved 2020-2021 and developing the Proposed 2021-2022 Calendar. At present, the majority of feedback to the Superintendent supports using the Current 2019-20 Calendar as a good model in terms of start and end dates, vacation days, professional development days, delayed/early releases for parent conferences, and incorporation of estimated inclement weather days (seven days). Per state statute, we must provide 180 days of school sessions (defined as even a partial day of school).

The Superintendent would be interested in hearing any preliminary feedback at the December 16, 2019 BOE meeting about possible changes to the annual school calendar. This input would help guide the work of the 2020-21 Calendar Committee in producing an acceptable final product.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: School Start/End Time Task Force Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Dr. William McKersie will update the Board of Education on the work of the School Start/End Time Task Force. Attached is a document compiling as of December 16, 2019 all current updates on the Task Force. These four different updates were shared with the Board of Education between October 11 and December 6, but not as a formal part of a BOE Meeting Agenda. Three of the updates were included in Super Notes (October 11, 2019, November 15, 2019 and December 6, 2019). The other update was in the form of the introduction to the School Start/End Time Options Survey, which was distributed to WPS families and staff, as well as 6th-12th grade students, on December 10, 2019.

Dr. McKersie will be joined by Dr. Craw, Ms. Wolak and Ms. Kaddis in his update to the BOE on Monday, December 16, 2019.

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

School Start/End Time Task Force Update¹

William S. McKersie, Ph.D., Superintendent

December 16, 2019

I. Background

The Weston Public Schools (WPS) has been considering the idea of changing school start/end times for the past several years. In November 2017, the Board of Education (BOE) received a comprehensive statement on the pros and cons of changing start/end times. (Document available at this link: [11-14-17 School Start/End Times Document.](#)) In Spring 2019, comprehensive surveys were conducted of WPS parents and employees, which indicted support for continued exploration of changes to start/end times. (The full report on the survey is available at this link: [WPS Spring 2019 School start/end times Survey.](#))

Most recently, in September 2019, the BOE was presented with the work plan for the School Start/End Time Task Force, an advisory body to the Superintendent established to help develop a recommendation on changing the district's bell schedules. The Task Force work plan spells out organizational details (membership, resource groups, guidelines and schedule) and an analytical framework (guiding questions, analytical priorities, research and information base). The September 2019 memorandum is available at this link: [9-23-19 School Start/End Time Task Force Work Plan.](#)

The Task Force members:

- Bill McKersie, Superintendent
- Ken Craw, Associate Superintendent for Curriculum & Instruction
- Phil Cross, Director of Finance & Operations
- Laura Kaddis, Principal, Hurlbutt Elementary School (Lower Schools Perspective)
- Lisa Wolak, Principal, Weston High School (Upper Schools Perspective)
- Mark Berkowitz, Athletic Director
- Erin Merrifield, First Grade Teacher, WTA Representative for Lower Schools Perspective
- Stacy Slater, WHS School Psychologist, WTA Representative for Upper Schools Perspective
- Kim Spangler, Para educator, AFSCME Representative
- Kristen Ancker, PTO Representative for Lower Schools Perspective
- Jenny Walsh, PTO Representative for Upper Schools Perspective

¹ All of the content for this update is gathered from four different updates between October 11 and December 6. Three of the updates were included in Super Notes (October 11, 2019, November 15, 2019 and December 6, 2019). The other update was in the form of the introduction to the School Start/End Time Options Survey, which was distributed to WPS families and staff, as well as 6th-12th grade students, on December 10, 2019.

- Joe Parciasepe, Program Director for Weston Parks & Recreation, Town of Weston Representative

II. Leading School Start/End Times Options

Working diligently since late September, the SS/ET Task Force has helped the Superintendent identify a series of leading options for school start/end times. Drawing on research and experiences in other districts and communities, the leading options balance three broad considerations:

1. Findings from medical research on the optimal school start time for adolescents -- Research suggests starting middle and high schools as late as 9:00-9:30 a.m. However, districts dedicated to later start/end times have typically focused on start times ranging from 8:00 a.m. - 8:30 a.m. Start times later than 8:30 a.m. have usually been ruled out due to negative consequences for instructional time, co-curricular and after-school programming, non-school youth programming, and family evening schedules.
2. Educational structural requirements and needs -- The daily bell schedule substantially shapes the ability to provide robust curricular and co-curricular programs. Structural elements linked to bell schedules include academic schedules and instructional time, after-school program schedules and time, district transportation effectiveness and efficiency, town and regional traffic effectiveness and efficiency, and school and district financial resources.
3. Family schedules and needs -- Families are dependent for their own healthy functioning and the management of job obligations on the daily timing of school, including before-school options, the formal school day, and after-school programs.

The Superintendent has concluded, with confirmation from the Task Force, that a major non-negotiable shapes the range of school start/end times options for Weston: the WPS must retain the current two-tier school and transportation schedule, with at least 45 minutes between tiers. One tier groups the lower schools (HES and WIS) by bell schedule and busing; the other tier groups the upper schools (WMS and WHS) by bell schedule and busing.

Two factors make the two-tier structure non-negotiable: finances and traffic. In terms of finances, adding tiers, or collapsing them to shorter spacing (less than 45 minutes), would require more buses, which each cost approximately \$75,000. We know from several years of analysis (by Weston and regional experts) that our bus runs cannot be reduced below the current 45/50-minute timeframe. In terms of traffic flow, we have a significant impediment to more tightly coupled tiers. School Road is the only way to reach all schools, and there are only two access points to School Road, requiring ample time between tiers to minimize traffic congestion on

campus from cars and buses. (Other local districts and communities—namely, Norwalk and Greenwich—have adopted new start/end times with collapsed tiers and bus schedules. They have been able to handle the added financial cost—annually \$450,000 and \$1.2 million, respectively—and the dispersed locations of their schools mitigate the types of on-campus traffic problems that would result from tightly coupled tiers in Weston.)

Specific Options

The five leading options for school start/end times in the WPS are listed below in detail, including the first and last bus stops. Based on the work of the Task Force, the original four options were expanded to five (as is explained in *Section III – Task Force Updates*). The addition is Option 4 (a 30/35-minute delay from the current schedule, allowing the upper schools to start at 8:15 a.m. and the lower schools at 9:05 a.m.) The ordering of options should not be seen as a priority—instead, the ordering starts with the current schedule, moves to the “current schedule flipped” and then is followed by three options arranged from the earliest to latest start/end time for the upper schools.

Option 1 (Current Schedule) (Length of School Day = 6:45)

WMS/WHHS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)

HES/WIS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 2 (Current Flipped) (Length of School Day = 6:45)

HES/WIS 7:45 a.m. - 2:30 p.m. (First Pickup: 6:50 a.m.; Last Drop: 3:15 p.m.)

WMS/WHHS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:45 a.m.; Last Drop: 4:10 p.m.)

Option 3 (15/20-minute delay) (Length of School Day = 6:45)

WMS/WHHS 8:00 a.m. - 2:45 p.m. (First Pickup: 7:05 a.m.; Last Drop: 3:30 p.m.)

HES/WIS 8:50 a.m. - 3:35 p.m. (First Pickup: 8:05 a.m.; Last Drop: 4:30 p.m.)

Option 4 (30/35-minute delay) (Length of School Day = 6:30)

WMS/WHHS 8:15 a.m. - 2:45 p.m. (First Pickup: 7:20 a.m.; Last Drop: 3:45 p.m.)

HES/WIS 9:05 a.m. - 3:35 p.m. (First Pickup: 8:20 a.m.; Last Drop: 4:30 p.m.)

Option 5 (45/50-minute delay) (Length of School Day = 6:45)

WMS/WHHS 8:30 a.m. - 3:15 p.m. (First Pickup: 7:35 a.m.; Last Drop: 4:00 p.m.)

HES/WIS 9:20 a.m. - 4:05 p.m. (First Pickup: 8:35 a.m.; Last Drop: 5:00 p.m.)

III. Task Force Updates – Fall 2019

School Start/End Time Task Force Update – October 11, 2019

The School Start/End Time Task Force held its first meeting on October 10, 2019. We had nearly full turnout and immediately started productive work.

We started by reviewing a worksheet that will be the basis of our inquiry and identification of action steps. The worksheet lines up the major analytical considerations against the four current school start/end time options (listed now as Options 1, 2, 3 and 5 in the above list). Three of the current options are from the Preliminary Work Plan (September 2019), while the fourth is a more general look at the possibility of “collapsing bus routes,” which would be costlier, but has been a

solution some communities have selected. (Subsequently, this last option was dropped, due to the recognition of the “non-negotiable” discussed above.)

Task Force members agreed to come to the table with an open mind and to seek out and represent the range of perspectives on this topic. We are taking as a “powerful given” the medical research supporting later bell-schedules for adolescents. Consensus emerged quickly that we should focus our analysis on specific options to determine to what extent school start/end times may work well in Weston. The agreed aim is to spend time on action analysis and planning for Weston.

A key part of the first meeting entailed representatives dividing into like role pairings to highlight what aspects of the worksheet (aka: the major considerations) would be most important for them to address (for instance, the PTO representatives focused on how to ensure parent outreach and input; Athletics and Parks & Rec representatives focused on analyzing the impact of, and possible solutions for, later school end times on afternoon and evening athletic and recreational activities). While we agreed not to become bogged down in literature reviews, we want to keep ourselves current on the evolving topic. Thus, we also agreed to share with the full Task Force a “top article or resource” from a district or community going through the school start/end time process.

The agenda for the next meeting (October 29, 8:00 a.m. – 9:30 a.m., WHS Conference Room) has been set to delve into three major topics:

- Information from SWC Districts on their school start and end times, and the impact of these schedules relative to the four options, as well as any information from these districts as to considerations for changes to bell schedules.
- Preliminary Information from Parks & Rec on the range of before and after school programs to consider as we explore changes.
- Preliminary findings from a recent Traffic Study, provided by the Weston Police Department (Captain Brodacki will present summaries of the study).

Indicative of our work approach, each of these three topics fit within the analytical priorities (on the worksheet), and will be reviewed against the four options.

We will be asking First Student this next week to begin running “dummy routes” for the first three options. We will ask them for creative thinking on the fourth option (collapsed routes), despite the obvious increases in cost. The goal would be to have preliminary information to share at a November 2019 Task Force Meeting.

In a related step, CES has agreed to host a SFCSA Superintendents Roundtable on School Start/End Times. I called for such a roundtable, my peers have agreed and Chip Dumais (CES Executive Director) stepped up to host and facilitate. This should provide a rare space for superintendents to “think regionally” on this opportunity. I did not have such a group when I was leading Greenwich through considering and committing to a change in school start/end times.

School Start & End Time Task Force Update – November 15, 2019

The School Start/End Time Task Force continues to work diligently. We met this week, keeping to our every-other week meeting schedule. The agenda at this week’s meeting followed the

critical analytical themes we are considering in examining the viability of recommending a change to bell times in Weston. The topics included:

- Parent Focus Groups – A focus group was held last week for upper school parents. It followed a structured protocol for the 15 participants (intended number) and produced valuable insights on how a set of upper school parents view the potential change. A similar focus group for lower school parents is being held the first week of December. We will review the preliminary findings and insights from the second focus group at the next Task Force Meeting. We have clear documentation of the process, insights and findings for the upper school focus group, which we also will have for the lower school focus group. All of this information will be shared when I make my final report and recommendation to the BOE.
- Athletics– Mark Berkowitz presented additional analysis on the time, transportation and schedule issues to consider with various changes to the bell schedule. He has gathered comparative information across all SWC districts on bell schedules, length of day, whether or not school start/end time changes are being considered, length of the academic day, typical times for contests, travel time from Weston to each SWC district and availability of lighting. All of Mark’s exhibits and materials will be part of the final report.
- After School Programs – Joe Parciasepe presented additional analysis of the impact of later school end times on the range of after school programs the Town and other agencies provide. Joe has charted the number of programs, their start and end times and the number of WPS staff involved. Joe’s exhibits and materials will be part of the final report.
- Transportation – Phil Cross updated us on budget implications of the various school start/end time options. At this point, the most prominent options are budget neutral, but more analysis is pending on alternative options, and the need to consider now unknown transportation costs if we are releasing students later for athletics. Phil’s exhibits and materials will be part of the final report.
- Norwalk Public Schools Decision & Report – The Norwalk Public Schools recently decided to have their two high schools start at 8:30 a.m., as of fall 2020. Dr. Steve Adamowski and Norwalk administrators, staff and parents, with consultant help, produced an extensive report as part of their recommendations. It is a good resource document for the Task Force. We took time to reflect on what aspects of the report and recommendations apply to our considerations of determining the viability of a similar change in Weston.
- SFCSA School Start/End Time Roundtable – The superintendents’ roundtable had its first meeting two weeks ago, which I reported on to the Task Force. There will be another session next week; unfortunately, I will have to miss the roundtable due to disciplinary hearings in Weston. A related addition from this is that I have been asked to be part of a “thought team” with two other superintendents to guide Hanover Research on

a new study of the impact of school start/end time changes. This will be a “quick hit, front-end” engagement.

At the Task Force’s next meeting (12.6.19), the agenda will include the following:

- **Schedule Considerations** – The Task Force has recognized that any significant bell changes will affect the overall schedule. Ken Craw, Lisa Wolak and Laura Kaddis are starting to examine scheduling implications and options. They will start to share ideas and analysis at the 12.6.19 meeting.
- **Survey Plans** – The Task Force has recognized that a focused, option-specific survey of parents, staff and upper school (middle and high school) students will be essential. We will discuss plans for such a survey on 12.6.19.
- **Student Focus Groups** – The Task Force may recommend we conduct one or more student focus groups, primarily for athletes and those who have after school activities likely to be affected by later school end times.

School Start & End Time Task Force Update – December 6, 2019

The School Start/End Time Task Force met on Friday (12.6.19), continuing its comprehensive work and every-other week meeting schedule. As explained in my last update (11.15.19), the Task Force agenda follows the critical analytical themes we are considering in examining the viability of recommending changes to school start/end times in Weston. The lead topics on Friday included the three I listed in my update in *Super Notes 11.15.19*.

- **Reconsidering School Schedules** –The Task Force has recognized that any significant bell changes will affect the overall schedule. Ken Craw, Lisa Wolak and Laura Kaddis have been examining scheduling implications and options for preK-12. On Friday, they presented the Task Force with a robust set of findings and several new options to consider for bell schedules. Their work seeks to balance the desire for later start times for adolescents with the critical needs of ample instructional time and flexibility for before and after-school co-curricular and non-school programming. A preferred option from their analysis will be added to the set of leading school start/end time options put forth for review and comment via surveys, forums, discussions with the BOE and ultimately decision-making. (This preferred option is Option #4 in the above list of leading school start/end time options.)
- **Survey Plans** – The Task Force has recognized that a focused, option-specific survey of parents, staff and upper school students (middle and high school) will be essential. A draft of the survey instrument was reviewed on Friday, following testing of it by Task Force members and central office staff ahead of the meeting. Using the Survey Monkey platform, it is a lean survey, taking roughly seven minutes to complete. Task Force members also reviewed the cover memorandum that will go with the survey. The survey will be sent to all parents and staff this week, as well as to all middle and high school students. We will push to have responses completed in the remaining two weeks ahead of Winter Vacation. The survey “is not a vote,” but it will give the Task Force insights

on how to organize the final phase of its work and will be an important set of information for any recommendations and BOE deliberations and decisions.

- Parent Focus Groups – A second focus group was held this past week for lower school parents. It followed the same structured protocol that had been used for the first focus group for upper school parents. The focus group had to be delayed one day due to Monday’s snow storm, resulting in a drop in participation from the intended 15 parents to six parents. Nevertheless, the focus group produced good feedback and information on how a diverse set of lower school parents view the possibility of changing school start/end times. Each of the focus groups has reviewed the leading options being considered, to ensure that discussions and feedback are grounded in real possibilities. The PTO leaders organizing the focus groups agreed that additional sessions may be necessary after the survey is released (we anticipate it will spark greater attention to the issue, and will give ideas for questions and topics that could be probed in follow-up focus groups). Repeating what I emphasized in my last update, the process, insights and findings for both focus groups will be shared when I make my final report and recommendation to the BOE.

- Staff Focus Groups – Teacher leader members of the Task Force shared their plans for conducting focus groups for teachers in each of the four buildings. They plan to have the focus groups completed by early January 2020. They will follow the same format as was used for the parent focus groups.

- BOE Reporting – I shared with the Task Force plans to provide an update to the BOE on the work of the Task Force at the December 16, 2019 BOE Meeting. They agreed that the update should be part of the formal agenda, so that it is in the public record as a listed agenda item. They know that I have been providing updates as part of these *Super Notes*, as well as the Superintendent’s Report near the end of each BOE Meeting. We discussed a new schedule for bringing a recommendation to the BOE. It would be as follows:
 - December 2019 and January 2020 BOE Meetings – Updates on the work of the Task Force in relevant BOE Committees and Full Board Meetings
 - February 2020 BOE Meeting – Recommendation on School Start/End Times for WPS, effective Fall 2020
 - March 2020 and April 2020 BOE Meetings – BOE Deliberations in relevant BOE Committees and Full Board Meetings
 - April 2020 Meeting – BOE Vote on School Start/End Times for WPS, effective Fall 2020

I will discuss the rationale for this schedule when I provide an update at the December 16, 2019 BOE Meeting.

- Regional Update – I provided the Task Force new information on the status of school start/end time in area districts and at the state level. The information was drawn from the annual CES Legislator Breakfast, which was held on Friday, December 6 (coincidentally right before the Task Force meeting), as well as from separate outreach to area districts.

Among multiple topics discussed at the CES breakfast (see Item #3 below), school start/end times was raised near the end of the session. The discussion underscored the ambivalence legislators, school board leaders and administrators feel about the issue. Nobody appears to doubt the medical research, but nearly all are concerned about the structural and financial barriers to making viable changes to school schedules. Several of the legislators, nevertheless, advised us that the issue will be a topic in the upcoming “short session” in Hartford. How it will conclude as law or policy is not clear, with a couple of the legislators indicating they would support the issue, but not as a mandate.

Among the attendees, only one other district besides Weston indicated that there is active work on the topic with potential changes in the offing for the next school year. (I told the group that Weston is working on the issue, but with no indication at this point as to how it will be resolved.) New Canaan is the other district actively working on a change. A final decision has not been made in New Canaan, but the emerging plan, which is public, would be as follows: 7:45 a.m. start for the elementary schools (with bus pick up no earlier than 7:06 a.m. and most at 7:20 a.m.); 8:30 a.m. for the high school; 8:35 a.m. for 7-8th grades (middle school), and 9:15 a.m. for 5-6th grades (middle school). I will update the BOE on December 16 with more details on the New Canaan approach and status.

The next Task Force meeting is Monday, December 16.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: Graduation Date Setting Class of 2020

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Dr. McKersie will provide an update on plans to set the 2020 Graduation Date earlier than April 1 (the historic date allowed by Connecticut statute). As of the December 2019 BOE Meeting, the administration is not prepared to recommend the 2020 Graduation Date. We hope to be ready to recommend the date and the procedure around the date at the January 27, 2020 BOE Meeting. The following memorandum explains the current situation and factors essential to a wise decision.

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

Setting 2020 Graduation Date – Early or Wait Until April 1

William S. McKersie, Ph.D.
Update December 11, 2019

Background

A new Connecticut statute allows school districts to set a firm graduation date as early in the year as necessary; no longer waiting until after April 1 of the relevant school year. Knowing that several districts had taken advantage of the new law, BOE members, as well as parents of seniors (Class of 2020), have asked if Weston would follow suit.

In response, the Superintendent met with Lisa Wolak, Juli Givoni, Matt Filip and Mark Berkowitz to review what would be possible. The legal basis also was reviewed and area superintendents were polled.

Current WPS View

As of the December 2019 BOE Meeting, the administration is not prepared to recommend the 2020 Graduation Date. We would hope to be ready to recommend the date and the procedure around the date at the January 27, 2020 BOE Meeting.

The reason for delaying a recommendation is three-fold.

First, and most important, WHS is not able to hold graduation when school is still in session. We can hold a wonderful ceremony on the final day—when we know all exams and activities are completely done for all students. We cannot hold a fitting ceremony if we still have exams, classes and other student obligations. Thus, we cannot set the date ahead of what would be the 180th day for all WHS students. With this in mind, if we recommend setting the date earlier than April 1, we likely would do so with the proviso that it would move one day for every school day lost due to inclement weather or other issues. We want to review this likely scenario with the BOE in the December 16, 2019 BOE Meeting. With that input, we should have a recommendation by the January 2020 BOE Meeting.

Second, the legal basis for allowing seniors to graduate ahead their 180th day of school is not fully understood. As summarized below, the law has changed, but we still lack the Commissioner's guidance on whether or not seniors would be required to return after graduation if they have yet to complete their 180th day. We should have this question resolved by the January 2020 BOE Meeting.

Third, only about half of area districts have taken advantage of the new law. Those who have not set a graduation date yet seem to share our concerns of logistics and legal flexibility. In short, we do not need to worry at this point that we are an outlier district in holding off on a decision—instead, we are typical with our current deliberative state.

Remainder of Memorandum

The remainder of this memorandum provides information on the legal basis, as well as outreach to area superintendents.

Legal Basis

Shipman & Goodwin included a statement on the new graduation law in its most recent summary of Education Legislation.

Firm Graduation Date:

Section 10-16l of the Connecticut General Statutes had permitted boards of education to set a firm graduation date that fell no earlier than the 185th day noted in the school calendar adopted for that year, but also permitted boards to set a firm graduation date on or after April 1 that, at the time of its establishment, provided for at least 180 days of school. Effective July 1, 2019, Public Act 19-195 amends Conn. Gen. Stat. § 10-16l to permit boards to establish a firm graduation date at any time during the school year, provided that the date chosen falls no earlier than the 180th day noted in the school calendar adopted for that year. (Shipman's Education Legislation Summary 2019)

What remains undefined is the Commissioner's guidance on whether or not seniors must return to complete the 180-day requirement, if indeed graduation occurs ahead of the 180th day of school. The former Commissioner, prior to the new law being passed, made this interpretation, "If a school has not been in session for at least 180 days at the time of graduation . . . seniors would be required to return to school after graduation to complete the 180 school days."

We continue to seek updated legal interpretation, possible via CAPSS, on the question of seniors having to return to satisfy the 180-day requirement.

Decisions by Area Districts

I polled my SFCSA colleagues last week on what decisions their Boards have made this fall on their district's 2020 Graduation Date. Nine superintendents responded (as of December 11, 2019), with the results roughly a split between "we set the 2020 Graduation Date early" and "we are waiting until April 1 to set the Graduation Date" (the old timeline). The questions I posed are below, followed by a chart of the responses.

Poll Questions--

- 1) Have you set the Graduation Date for 2020?
- 2) If so, what is the date, and is it firm, or will it change based on lost school days in the interim?
- 3) If you have not set a date, are you planning to set one ahead of April 1 (the old flexibility date)?

4) Lastly, what will you do with the seniors after graduation if the 180-day requirement has not been met (due to lost school days for inclement weather or other reasons)?

5) What else should I be considering?

Responses--

Summary of Questions	Responses
<p>Graduation Date Set Early -- Districts that have set a graduation date, replied as follows. (Amalgam of Questions # 1,2 and 4)</p>	<p>Bridgeport has tentatively scheduled date of June 15th. They will be moving it if we get too many snow days.</p> <p>New Canaan set graduation date for Monday, 6.15 (their 180th day), but have flexibility with a 182-day schedule. Set Tuesday, 6.16 as the rain date. Seniors will be considered finished as of graduation date. If lost school days result in classes being held on 6.15 (instead of ½ days with exams), adjustments will need to be made with graduation traditionally at 5:00 p.m. at NCHS.</p> <p>Stratford set graduation date this fall. Has flexibility, similar to New Canaan, since scheduled for 182 days.</p> <p>Wilton set graduation date this fall. Seniors will be considered finished as of graduation date.</p>
<p>Graduation Date Set in April -- Districts that are continuing with April 1 (the old flexibility date), replied as follows. (Amalgam of Questions #3 and 4)</p>	<p>Fairfield will set the date after April 1.</p> <p>Monroe will set the graduation date on or near April 1. Will meet the 180-day requirement for seniors; have 182-day schedule, so could sacrifice two if lost school days due to weather make that necessary.</p> <p>Norwalk continues to set graduation as of April 1, once snow days are known. There are several dates, rotated among the four high schools. Seniors do not return after graduation.</p> <p>Region 9 will continue to use the April 1 date to finalize its graduation day.</p> <p>Westport will announce on April 1, as they have in the past.</p>

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 12/16/19

Information Only

Action Requested

Agenda Item Subject: Approval of the November 2019 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the financial report, with an update on the Internal Services Fund (for dental), for November 2019. We are recommending approval of the report.

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



December 12, 2019

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: November Financial Report for FY 2020

Below is a summary report of the FY 20 Budget through November 2019.

Object Series	Adjusted Budget	YTD Actuals	FY 20 Encumbrances	FY 20 Anticipated	FY 20 Balance	Previous Month Balance
Salaries (1000's)	\$32,333,798	\$9,998,480	\$21,126,363	\$1,354,376	(\$141,041)	(\$141,041)
Benefits (2000's)	\$9,107,134	\$4,718,252	\$3,814,486	\$668,764	(\$94,368)	(\$94,368)
Professional Services (3000's)	\$1,516,659	\$613,123	\$551,877	\$351,658	\$0	\$0
Property Services (4000s)	\$2,349,384	\$1,093,403	\$1,072,459	\$183,521	\$0	\$0
Other Services (5000s)	\$5,609,431	\$2,800,055	\$2,466,459	\$613,608	(\$270,692)	(\$270,692)
Supplies (6000s)	\$2,716,548	\$1,183,725	\$1,205,146	\$327,676	\$0	\$0
Equipment (7000s)	\$390,027	\$307,404	\$34,095	\$48,529	\$0	\$0
Other Objects (8000s)	\$132,831	\$91,838	\$21,819	\$19,174	\$0	\$0
Revenue (9000s)	(\$1,086,480)	(\$222,179)	(35,989)	(\$828,312)	0	\$0
Total	\$53,073,710	\$16,450,588	\$33,915,276	\$2,943,256	(\$506,101)*	(\$506,101)

There were transfers totaling \$28,807.49 for approval by the BOE with two (2) in excess of \$5,000. The transfers are:

1. \$6,546 – To cover the partial cost of a lunch para at HES
2. \$7,442.49 – To cover the cost of substitute library para at WHS

The current projection is for a deficit of **\$(506,101)**. The items contributing to that deficit include:

1. Four Additional Special Education Para Educators added after the budget was approved due to student needs (Salary \$141,041 plus benefits of \$94,368 totaling \$235,418).

2) SPED Transportation - Students requiring special education services at approved special education schools out of the district receive transportation to and from school per their individualized Education Program (IEP).

*There is ongoing review for potential areas of operating efficiencies to mitigate the projected budget deficit.

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

Fiscal Year Ended Actual 2020

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance -July 1, 2019 \$ 1,537,357

Revenues:

General Fund Appropriation (July-October) \$ -

Reimbursements \$ -

Total Contributions \$ -

Total Revenues (A) \$ -

Expenditures

Delta Dental:

Claims \$ 179,299

Administrative Fees \$ 9,230

Total Health Plan Costs (B) \$ 188,529

Net Change (A-B) \$ (188,529)

Fund balance June 30, 2020 \$ 1,348,828

Medical Cost \$ -

Fund balance June 30, 2020 \$ 1,348,828

Balance Sheet:

Assets:

Fund Balance (Opening Fund Balance + Prior Year IBNR) \$ 1,537,357

Year End Accounts Payable \$ -

Net Change \$ (188,529)

Total Assets \$ 1,348,828

Beg Year Fund Balance \$ 1,537,357

Year to Date Net Change \$ (188,529)

Total Fund Balance \$ 1,348,828

Total Liabilities + Fund Balance \$ 1,348,828

*FY 20 is budgeted to drawdown on the ISF by \$300,000 due to the AFSCME ERIP and Insurance Buyout Proposal

WESTON PUBLIC SCHOOLS
 FINANCIAL REPORT
 Nov-19
 Period: 5 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	Line Variance %	FY 2020 Expended	% Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected To EOY	FY 2020 Balance
WESTON PUBLIC SCHOOLS												
Salaries & Wages (1000s)												
	Certified Staff	25,278,528	(108,780)	(14,170)	25,169,749	-0.4%	7,496,642	30.9%	17,319,948	353,158	25,169,749	0
	Non Certified Staff	6,057,281	(184,991)	14,070	5,872,290	-3.1%	2,159,647	30.9%	3,588,922	264,763	6,013,331	(141,041)
	Overtime	187,700	1,263	100	188,963	0.7%	65,273	0.0%	0	123,690	188,963	0
	Certified Stipends	842,985	6,921	4,380	849,906	0.8%	220,961	0.0%	125,808	503,138	849,906	0
	Non Certified Stipends	262,378	(5,108)	0	257,270	-1.9%	55,957	0.0%	91,686	109,627	257,270	0
	Turnover Savings	(318,013)	318,013	0	0	-100.0%	0	0.0%	0	0	0	0
	Salary Differential	82,020	(82,020)	0	0	-100.0%	0	0.0%	0	0	0	0
	<i>Group \$ transfer in/(transfer out):</i>	\$32,392,880	(\$54,702)	\$4,380	\$32,338,178		\$9,998,480	30.9%	\$21,126,363	\$1,354,376	\$32,479,219	\$(141,041)
	<i>Group change %:</i>				(\$54,702)			0.0%	65.3%	4.2%	100.4%	
Benefits (2000's)												
	2000 Health Insurance	7,701,232	(2,637)	0	7,698,595	0.0%	3,897,732	30.9%	3,760,109	135,122	7,792,963	(94,366)
	2022 Premium Cost Share	(1,368,814)	0	0	(1,368,814)		(449,861)		0	(918,953)	(1,368,814)	0
	2001 Social Security	558,237	0	0	558,237		206,910		0	351,327	558,237	0
	2002 Medicare	466,950	0	0	466,950		146,887		0	320,063	466,950	0
	2003 Workers Compensation	238,335	(37,935)	0	200,400	-15.9%	200,400	0.0%	0	0	200,400	0
	2004 Unemployment Compensation	37,065	(4,065)	0	33,000	-11.0%	19,065	0.0%	13,935	0	33,000	0
	2005 Early Retirement Incentive	276,499	39,167	0	315,666	14.2%	315,665	0.0%	0	1	315,666	0
	2007 Pension Contributions	1,010,900	0	0	1,010,900		353,032	0.0%	0	657,868	1,010,900	0
	2010 Tuition Reimbursement	80,000	0	0	80,000		0	0.0%	0	80,000	80,000	0
	2011 Life Insurance	54,054	5,946	0	60,000	11.0%	24,105	0.0%	35,895	0	60,000	0
	2012 Disability Insurance	15,306	(8,106)	0	7,200	-53.0%	2,653	0.0%	4,547	0	7,200	0
	2014 Sick Bank	45,000	0	0	45,000		1,664	0.0%	0	43,336	45,000	0
		\$0			\$0		\$0		\$0	\$0	\$0	\$0
	<i>Group \$ transfer in/(transfer out):</i>	\$9,114,764	(\$7,630)	\$0	\$9,107,134		\$4,718,252	51.8%	\$3,814,486	\$668,764	\$9,201,502	\$(94,366)
	<i>Group change %:</i>				(\$7,630)			0.0%	41.9%	7.3%	101.0%	
Professional & Technical Services (3000s)												
	3210 Contracted Services Educational	365,670	(41,063)	0	324,617	-11.2%	46,831	30.9%	71,146	206,640	324,617	0
	3220/3221 Consulting Services	257,200	29,504	0	286,704	11.5%	116,524	0.0%	117,657	52,523	286,704	0
	3235 Testing	99,600	(5,160)	(900)	94,440	-5.2%	37,878	0.0%	19,440	37,121	94,440	0
	3239 Other Pupil Services	182,075	(6,730)	(4,380)	175,345	-3.7%	53,054	0.0%	104,028	18,262	175,345	0
	3303 Management Services	64,105	10,715	0	74,820	16.7%	38,671	0.0%	35,750	399	74,820	0

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Nov-19
Period: 5 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	Line Variance %	FY 2020 Expended	% Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected To EOY	FY 2020 Balance
3304 License Fees-Facilities		3,500	0	0	3,500		895	0	480	2,125	3,500	0
3306 Legal Fees		250,000	0	0	250,000		149,063	0	100,767	180	250,000	0
3308 Police/Fire		89,013	0	0	89,013		19,101	0	63,917	5,995	89,013	0
3309 Professional Technical Services		166,579	(408)	500	166,172	-0.2%	99,067	0	38,692	28,413	166,172	0
3310 Sports Officials		52,049	0	0	52,049		52,049	0	0	0	52,049	0
		\$1,529,791	(\$13,132)	(\$4,780)	\$1,516,659		\$613,123	40.4%	\$551,877	\$351,658	\$1,516,659	\$ -
	Group \$ transfer in/(transfer out):				(\$13,132)		40.4%		36.4%	23.2%	100.0%	
	Group change %:				-0.9%							
Property Services (4000s)												
4200 Cleaning Services		756,109	0	0	756,109		325,395	0	430,714	0	756,109	0
4202 Rubbish Removal		55,020	(2,500)	0	52,520	-4.5%	14,812	0	37,638	70	52,520	0
4302 Equipment Repairs		125,960	(8,230)	(500)	117,730	-6.5%	53,322	0	40,636	23,772	117,730	0
4400 Equipment Rental		252,237	14,300	(500)	266,537	5.7%	55,447	0	208,973	2,117	266,537	0
4401 Rental of Facilities		4,675	(200)	0	4,475	-4.3%	1,989	0	2,413	73	4,475	0
4500 Repair Allowance		204,400	80	0	204,480	0.0%	106,150	0	26,245	72,085	204,480	0
4509 Septic Cleaning		40,000	2	0	40,002	0.0%	14,006	0	25,996	0	40,002	0
4510 Asbestos Abatement		5,000	0	0	5,000		0	0	0	5,000	5,000	0
4514 Fire Alarm System		25,000	4,470	0	29,470	17.9%	5,689	0	23,777	4	29,470	0
4518 Sewer System Plant Maintenance		93,162	0	0	93,162		38,859	0	54,303	0	93,162	0
4520 Service Contracts		142,688	(1,492)	0	141,196	-1.0%	62,245	0	59,391	19,560	141,196	0
4530 Parks & Recreation		64,372	0	0	64,372		25,016	0	39,356	0	64,372	0
4533 Glass Replacement		5,000	0	0	5,000		845	0	750	3,405	5,000	0
4534 Roof Repair		17,000	0	0	17,000		0	0	0	17,000	17,000	0
4535 Window Treatments		3,000	0	0	3,000		0	0	0	3,000	3,000	0
4539 Energy Management System		21,650	106	0	21,756	0.5%	21,756	0	0	0	21,756	0
4540 Athletic Facilities Repairs		20,000	125,707	4,289	145,707	628.5%	143,361	0	2,345	0	145,707	0
4542 Contracted Services		202,350	(7,864)	261	194,486	-3.9%	113,457	0	64,615	16,414	194,486	0
4543 Paving		11,300	0	0	11,300		4,800	0	0	6,500	11,300	0
4600 Special Projects		37,500	0	0	37,500		17,370	0	20,000	130	37,500	0
4602 Tree Service		7,500	5,230	0	12,730	69.7%	12,730	0	0	0	12,730	0
4604 Snow Plowing		12,500	0	0	12,500		0	0	0	12,500	12,500	0
4605 Signage		2,500	(750)	0	1,750	-30.0%	192	0	0	1,558	1,750	0
4606 Sprinkler Repairs		3,000	6,574	0	9,574	219.1%	8,011	0	1,231	332	9,574	0
4610 Playground Repairs		5,000	5,284	0	10,284	105.7%	7,388	0	2,886	0	10,284	0
4701 Security System Monitoring		78,311	3,241	0	81,552	4.1%	54,914	0	26,637	0	81,552	0
4702 Locks/Keys		8,500	1,693	0	10,193	19.9%	5,639	0	4,554	0	10,193	0
		\$2,203,734	\$145,650	\$3,550	\$2,349,384		\$1,093,403	46.5%	\$1,072,459	\$183,521	\$2,349,384	\$ -
	Group \$ transfer in/(transfer out):				\$145,650		46.5%	0.0%	45.6%	7.8%	100.0%	
	Group change %:				6.6%							

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Nov-19
Period: 5 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	Line Variance %	FY 2020 Expended	% Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected To EOY	FY 2020 Balance
Other Services (5000s)												
5100	Regular Transportation	1,359,639	255	0	1,359,894	0.0%	1,327,876	0	25,474	6,544	1,359,894	0
5101	SPED Transportation	478,530	19,626	0	498,156	4.1%	363,577	0	405,271	0	768,848	(270,692)
5104	Athletic Transportation	90,520	0	0	90,520		12,265	0	75,735	2,520	90,520	0
5105	Extra Curricular Transportation	11,350	0	0	11,350		669	0	486	10,195	11,350	0
5200	General Liability Insurance	112,340	(41,735)	0	70,605	-37.2%	70,605	0	0	0	70,605	0
5202	Athletic Insurance	29,939	(13,289)	0	16,650	-44.4%	16,650	0	0	0	16,650	0
5205	Property Insurance	104,375	(6,540)	0	97,835	-6.3%	97,835	0	0	516	97,835	0
5300	Communications	86,000	816	0	86,816	0.9%	30,975	0	55,441	400	86,816	0
5400	Postage	23,467	10,366	0	33,833	44.2%	16,964	0	16,692	177	33,833	0
5500	Advertising	8,000	(1,025)	0	6,975	-12.8%	2,915	0	0	4,060	6,975	0
5501	Printing	21,633	4,400	4,400	26,033	20.3%	8,860	0	3,030	14,143	26,033	0
5600	Tuition	2,936,536	0	0	2,936,536		728,698	0	1,665,340	542,498	2,936,536	0
5605	Tuition-ESS	287,228	0	0	287,228		85,833	0	200,277	1,118	287,228	0
5800,5802-5880	Travel & Conference	63,182	3,862	0	67,044	6.1%	31,844	0	15,113	20,087	67,044	0
5801	Mileage Reimbursement	12,355	0	0	12,355		2,520	0	1,660	8,175	12,355	0
5900	Other Purchased Services	6,700	900	900	7,600	13.4%	2,485	0	1,940	3,175	7,600	0
		\$5,631,794	(\$22,364)	\$5,300	\$5,609,431		\$2,800,055	49.9%	\$2,466,459	\$613,609	\$5,880,122	(\$270,692)
		Group \$ transfer in/(transfer out): Group change %: -0.4%										
Supplies & Materials (6000's)												
6110	Materials	537,246	(11,274)	(7,450)	525,972	-2.1%	239,685		94,581	191,706	525,972	\$0
6120	Office Materials	39,510	(89)	(90)	39,421	-0.2%	8,138		13,707	17,577	39,421	\$0
6130	Maintenance Materials	178,500	(4,980)	0	173,520	-2.8%	64,651		88,256	20,613	173,520	\$0
6131	Custodial Materials	77,000	0	0	77,000		43,471		29,624	3,905	77,000	\$0
6132	Security Materials	20,100	(445)	0	19,655	-2.2%	9,893		5,712	4,050	19,655	\$0
6140	Software	512,469	0	0	512,469		437,256		30,673	44,538	512,469	\$0
6270	Diesel Fuel	91,031	0	0	91,031		40,259		50,772	0	91,031	\$0
6410	Books	171,269	(1,000)	(1,000)	170,269	-0.6%	91,635		40,276	38,357	170,269	\$0
6510	Heating Oil	392,894	0	0	392,894		35,494		356,759	640	392,894	\$0
6520	Electricity	710,317	0	0	710,317		212,842		492,387	5,088	710,317	\$0
6530	Propane gas	4,000	0	0	4,000		399		2,401	1,200	4,000	\$0
		\$2,734,336	(\$17,788)	(\$8,540)	\$2,716,548		\$1,183,725	43.6%	\$1,205,146	\$327,676	\$2,716,548	\$-
		Group \$ transfer in/(transfer out): Group change %: -0.7%										
Equipment (7000's)												
7300	Equipment	390,027	0	0	390,027		307,404		34,095	48,529	390,027	0
		\$390,027	\$0	\$0	\$390,027		\$307,404	78.8%	\$34,095	\$48,529	\$390,027	\$-
		Group \$ transfer in/(transfer out): Group change %: 0%										

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Nov-19
Period: 5 of 12

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	Line Variance %	FY 2020 Expended	YTD % Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected To EOY	FY 2020 Balance
Other Objects (8000 s)												
	8100 Dues, Fees and Memberships	97,087	8,349	90	105,436	8.6%	77,998		10,057	17,381	105,436	0
	8900 Other Objects	27,395	0	0	27,395		13,839		11,762	1,793	27,395	0
		\$124,482	\$8,349	\$90	\$132,831		\$91,838	69.1%	\$21,819	\$19,174	\$132,831	\$ -
	Group \$ transfer in/(transfer out):				\$8,349		69.1%		16.4%	14.4%	100.0%	
	Group change %:				6.7%							
Revenues (9000 s)												
	9200 Technology Revenue	(103,101)	0	0	(103,101)		(57,106)		0	(45,995)	(103,101)	0
	9201 Participation Fees, Athletics	(83,097)	0	0	(83,097)		(36,715)		0	(46,382)	(83,097)	0
	9202 Gate Receipts, Athletics	(16,000)	0	0	(16,000)		0		0	(16,000)	(16,000)	0
	9205 Excess Cost SPED	(536,300)	0	0	(536,300)		0		0	(536,300)	(536,300)	0
	9206 Pre School Tuition SPED	(100,000)	0	0	(100,000)		(59,875)		0	(40,125)	(100,000)	0
	9207 Regular Ed. Tuition	(29,769)	(38,383)	0	(68,152)	128.9%	(32,163)		(35,989)	0	(68,152)	0
	9208 Revenue from Town for Fields	(55,580)	0	0	(55,580)		0		0	(55,580)	(55,580)	0
	9209 Parking Fees	(45,000)	0	0	(45,000)		(26,000)		0	(19,000)	(45,000)	0
	9210 Theater Receipts	(46,750)	0	0	(46,750)		(7,028)		0	(39,722)	(46,750)	0
	9212 Facility Use Rental	(17,500)	0	0	(17,500)		(2,706)		0	(14,794)	(17,500)	0
	9215 Medicaid Revenue	(15,000)	0	0	(15,000)		(588)		0	(14,414)	(15,000)	0
		(\$1,048,097)	(\$38,383)	\$0	(\$1,086,480)		(\$222,179)		(\$35,989)	(\$928,312)	(\$1,086,480)	\$0
	Group \$ transfer in/(transfer out):				\$ (38,383)							
	Group change %:				4%							
Total:		\$53,073,710	\$0	\$0	\$53,073,711		\$20,584,100	\$4	\$30,256,716	\$2,738,994	\$53,579,810	(\$506,101)

**WESTON PUBLIC SCHOOLS
INSURANCE FUNDS**

Delta Dental

Month	Expected Claims	Actual Claims	% of Total	Variance
Jul-19	29,167	49,759		\$ (20,592)
Aug-19	29,167	46,659		\$ (17,492)
Sep-19	29,167	23,295		\$ 5,871
Oct-19	29,167	29,796		\$ (629)
Nov-19	29,167			\$ 29,167
Dec-19	29,167			\$ 29,167
Jan-20	29,167			\$ 29,167
Feb-20	29,167			\$ 29,167
Mar-20	29,167			\$ 29,167
Apr-20	29,167			\$ 29,167
May-20	29,167			\$ 29,167
Jun-20	29,167			\$ 29,167
Total	\$ 350,000	\$ 149,509	42.7%	\$ 200,491

Theoretical spend rate		33.3%
Actual YTD spend rate		42.7%
YTD Variance %		9.4%
YTD Theoretical Variance \$	\$	32,843

FY19-20

Budget	\$	327,000
October YTD	\$	111,690
Actual YTD spend rate		34.2%

NOVEMBER BUDGET TRANSFERS

TO	Facilities		
	Dues & Fees	\$ 89.00	
FROM	Office Materials		\$ 89.00

Millone & Macbroom enrollment projection

TO	Other Professional fees	\$ 500.00	
FROM	Technology repairs		\$ 500.00

Professional services for new website

To	Printing & Binding	\$ 4,400.00	
FROM	Materials		\$ 4,400.00

Theater printing and binding

TO	Certified Stipends	\$ 4,380.00	
FROM	Other pupil services		\$ 4,380.00

SAT Proctor - PPS

TO	Repair allowance	\$ 4,550.00	
FROM	Materials		\$ 500.00
	Materials		\$ 1,000.00
	Materials		\$ 300.00
	Materials		\$ 500.00
	Materials		\$ 500.00
	Materials		\$ 250.00
	Books		\$ 500.00
	Books		\$ 500.00
	Repairs		\$ 500.00

Exhaust hood installation for pre-engineering program- WHS

TO	Other purchase services	\$ 900.00	
FROM	Testing & Evaluation		\$ 900.00

Consortium visit, Prof. Development & AIU meeting food & beverage

NOVEMBER BUDGET TRANSFERS

TO	Non certified wages - Para	\$ 6,546.00	
FROM	Substitute		\$ 6,546.00

Lunch para at WIS -HES

TO	Substitute Para	\$ 7,442.49	
FROM	Wages- Library para		\$ 7,442.49

Substitute for library para -WHS

\$ 28,807.49 \$ 28,807.49

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: Policy 4118.12/4218.12 – Sex Discrimination and Sexual Harassment – First Reading

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Lewis Brey will present the revisions to Policy 4118.12/4218.12 that were discussed by the Policy Committee. This item is on for a first reading.

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

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PERSONNEL

SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Weston Board of Education to maintain a work environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Discrimination

Sex discrimination is defined as when an employer refuses to hire or promote, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program. (See also Board of Education Policy and Administrative Regulation 4118.11/4218.11).

Harassment

Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors and other verbal, non-verbal, written or physical conduct of a sexual nature when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis of employment decisions affecting such the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Such conduct constitutes unlawful sexual harassment and a violation of Board Policy whether or not a threat of adverse job consequences is carried out and whether or not the employee actually suffers any tangible adverse job consequences.

Examples of Sexual Harassment

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Sexually suggestive or obscene jokes, derogatory or pornographic posters, cartoons, pictures, or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images, ~~or websites,~~ or other electronic media of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

~~Such conduct constitutes sexual harassment regardless of the sex of the victim or the harasser.~~

Sexual or romantic relationships between board employees (or third parties subject to control of the Board) and students will not be tolerated, whether or not they constitute sexual harassment as defined in this regulation. Such conduct may also constitute a criminal offense. Further, any conduct of an employee (or third party subject to control of the Board) toward a student which could constitute sexual harassment of the student by the employee will constitute a violation of Board policy and administrative regulations.

Any infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator, the Superintendent, or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

A copy of this policy and the complaint form will be distributed to all new employees at the start of their employment, will be made available on the Board's website, and will be posted in each of the schools and school facilities. Existing employees will be provided with all revisions to this policy and complaint form. New and existing employees shall acknowledge in writing, on a form developed by the administration (which may be electronic), the receipt of the policy, the complaint form, and any revisions thereto. Each employee will participate in annual training regarding sexual harassment. A copy of the signed form acknowledging receipt of the policy, complaint form, and any revisions thereto, shall be maintained as part of each employee's personnel file.

Complaint Procedure

Any violation of this policy by supervisors or co-workers should be reported immediately to the district or building Title IX Coordinator, the Superintendent, the Director of Human Resources, or the Superintendent's designee. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law.

The district or building Title IX Coordinator, the Superintendent, the Director of Human Resources, or the Superintendent's designee ("the Investigator") shall schedule a meeting promptly with the complainant to discuss the complaint but in no event shall the meeting be held later than fourteen (14) days from receipt of the formal complaint. Upon completion of an investigation but in no event later than fourteen (14) days after meeting with the complainant, the Investigator shall render a written decision to the complainant as to the disposition of the complaint. The time for rendering a written decision may be extended if the Investigator determines that such extension is necessary for a thorough investigation and fair resolution of the complaint.

If the report results in a determination that sexual harassment has occurred, appropriate action shall be taken to ensure that the harassment ceases and will not reoccur. Appropriate action may include re-assignment, transfer, and/or disciplinary action up to and including termination of the employment of the harasser. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. In addition, temporary steps may be taken to prevent harassment and/or retaliation against the complainant or others pending the outcome of the investigation.

Policy Adopted: April 15, 2002

Policy Revised: May 19, 2014

Legal References: United States Constitution, [Article Amendment XIV](#)
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (~~N-915.035~~) on Current Issues of Sexual Harassment, ~~effective 10/15/88 (N-915.050), March 9, 1990.~~

Title IX of the Education Amendments of 1972, 20 U.S.C.S § 1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 CFR § 106, *et seq.*

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Public Act 19-16, "An Act Combatting Sexual Assault and Sexual Harassment"

Public Act 19-93, "An Act Concerning Sexual Harassment and Sexual Assault"

Constitution of the State of Connecticut, Article I, Section 20

Connecticut General Statutes § 46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

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Policy References: Non-Discrimination, 4118.11-4218.11

Policy Adopted: April 15, 2002

Policy Revised: May 19, 2014

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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Date Received in Central Office: _____

WESTON SCHOOL DISTRICT

SEXUAL HARASSMENT COMPLAINT FORM

Please complete:

Complainant's Name: _____ Date: _____

Name(s) of Alleged Harasser(s): _____

Date(s) of Alleged Harassment: _____

Witnesses: _____

Statement of the circumstances on which the alleged harassment occurred:

_____ Complainant's Signature: _____

Complainant's Home Phone Number: _____

_____ Complainant's Home Address: _____

_____ Date Signed: _____

**COMPLAINT FORM REGARDING SEX DISCRIMINATION
AND SEXUAL HARASSMENT (PERSONNEL)**

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: NEW Administrative Regulation 4118.12/4218.12 – Sex Discrimination and Sexual Harassment Complaint Procedure – First Reading

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Lewis Brey will present proposed Administrative Regulation 4118.12/4218.12 that was discussed by the Policy Committee. This item is on for a first reading.

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

PERSONNEL

Sex Discrimination and Sexual Harassment Complaint Procedure

Complaint Procedure

It is the express policy of the Weston Board of Education to encourage victims of sexual discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the district Title IX Coordinator or a building Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

The school district will provide training for all employees on federal and state sexual harassment laws and remedies available to victims and will provide periodic supplemental training to employees. The district will publish its policy and complaint procedures to staff and employees in an effort to maintain an environment free of sex discrimination and sexual harassment. The district will also post a notice regarding sexual harassment in a conspicuous place readily available for viewing by employees. The district will email this notice to employees within three months of hire with the subject line “Sexual Harassment Policy” or words of similar import.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the Southwest Regional Office of the Connecticut Commission on Human Rights and Opportunities, 350 Fairfield Avenue, Bridgeport, CT 06604, (203) 579-6246. (Your regional CHRO office can be found by accessing https://www.ct.gov/chro/lib/chro/CHRO_Regional_Map.pdf) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 800-669-4000). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred if the alleged discrimination/harassment occurred prior to October 1, 2019. If the alleged discrimination/harassment occurred after October 1, 2019, a complaint must be filed with the Connecticut Commission on Human Rights and Opportunities within 300 days of the date when the alleged discrimination/harassment occurred. Federal law requires that a formal written complaint be filed with the Equal Employment Opportunity

Commission within 300 days the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, punitive damages, hiring, promotion or reinstatement.

Title IX Coordinators

District Title IX Coordinator

The Title IX Coordinator for the Weston Board of Education is:

Lewis D. Brey
Director of Human Resources and Internal Counsel
Board of Education Building
24 School Road
Weston, CT 06883
(203) 221-6554
Internal Extension: 1521

Building Title IX Coordinators

Weston High School

Julianne Givoni
Assistant Principal
115 School Road
Weston, CT 06883
(203) 221-6505
Internal Extension: 4012

Matthew Filip
Assistant Principal
115 School Road
Weston, CT 06883
(203) 221-6504
Internal Extension: 4011

Weston Middle School

Martine King
Assistant Director of Pupil Personnel Services
135 School Road
Weston, CT 06883
(203) 221-6380

Dru Walters
Assistant Principal
135 School Road
Weston, CT 06883
(203) 221-6364
Internal Extension: 3011

Weston Intermediate School

Nicole Wilhelm
Assistant Principal
95 School Road
Weston, CT 06883
(203) 221-6334
Internal Extension: 2011

Hurlbutt Elementary School

Kimberly Kus
Assistant Principal
9 School Road
Weston, CT 06883
(203) 221-6304
Internal Extension: 1011

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: Policy 5125 – Confidentiality and Access to Student Records – First Reading

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Lewis Brey will present the revisions to Policy 5125 that were discussed by the Policy Committee. This item is on for a first reading.

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

Students
Confidentiality and Access to Student Records

5125

I. POLICY

The Board of Education ("Board") complies with the state and federal law and regulations regarding confidentiality, access to and amendment of education records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

II. DEFINITIONS

- A. Access is defined as the right to inspect or review a student's educational records or any part thereof. Access may include the right to receive copies of records under limited circumstances.
- B. Authorized representative means any entity or individual designated by the Board, a State educational authority, or an agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), to conduct –with respect to Federal or State supported education programs—any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
- CB. Biometric record, as used in the definition of Personally Identifiable Information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting.
- DC. De-identified education records means education records or information from education records from which all Personally Identifiable Information has been removed, and for which the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.
- ED. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team),

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dates of attendance, degrees and awards received, and the most recent previous schools attended, and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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FE. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.

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GF. Disclosure means to permit access to or release, transfer, or other communication of Personally Identifiable Information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.

HG. Education Records

1. Education Records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio recording, film, microfilm, and microfiche) and that is maintained by the school system or persons acting for the school system.
2. Education Records does not include:
 - a.) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";
 - b.) records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement;
 - c.) employment records used only in relation to the student's employment by the school district that are 1) made and maintained in the normal course of business, 2) relate exclusively to the student's capacity as an employee, and 3) are not made available for any other purpose;
 - d.) records on an eligible student (i.e. over 18 or attending a postsecondary educational institution) that are considered "treatment records" as they meet the following criteria: 1) the

records are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, 2) the records are made in connection with the treatment of the student and 3) the records are disclosed only to individuals providing such treatment (treatment does not include remedial educational activities or activities that are part of the program or instruction of the school district); however, the school district must, upon request, permit an eligible student to have a physician or other appropriate professional of the student's choice review his/her treatment records;

- e.) records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and
- f.) grades and feedback on peer-graded papers before they are collected and recorded by a teacher.

IH. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

IJ. Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.

KJ. Legitimate Educational Interest means the need for a school official to review an educational record in order to fulfill his or her professional responsibilities.

LK. Parent is defined as a parent or parents of a student, including a natural or adoptive parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer to an eligible student, however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1986 is entitled to access to the student's Education Records without the eligible student's consent.

ML. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or his/her family; personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific

student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

NM. School Official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; ~~a person or company with whom~~ volunteer, contractor or consultant, or other party who performs an institutional service or function for the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or school resource officer); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; ~~;~~ or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

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ON. Signed and Dated Written Consent to disclose Personally Identifiable Information from a student's records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. ANNUAL NOTIFICATION OF RIGHTS / RELEASE OF DIRECTORY INFORMATION

A. On an annual basis, the district will notify parents and/or eligible students currently in attendance of their rights regarding a student's Educations Records. This notice will be published in all student handbooks in the district and will also be published in the district's guide to Pupil Personnel or Special Education Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The district will take steps to ensure that parents or eligible students whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's Educations Records.

B. On an annual basis, the school district will also notify parents and/or eligible students currently in attendance of any categories of information designated as Directory Information. This notice will provide such individuals with an opportunity to object to such disclosure. Any objection to the disclosure of Directory Information shall be good for only one school year. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

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- C. In the annual notification, the school district will also provide notice to parents and/or eligible students that the district is legally obligated to provide military recruiters, ~~or~~ institutions of higher education, [or school choice programs](#), upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

IV. CONFIDENTIALITY OF EDUCATION RECORDS

- A. All school officials are directed to maintain the confidentiality of Personally Identifiable Information contained in a student's Educations Records. Each person who has access to Educations Records is responsible for ensuring Personally Identifiable Information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and administrative regulations and consistent with state and federal law.
- B. Educations Records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.
- C. The district shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those Educations Records in which they have a Legitimate Educational Interest.
- D. The district shall use reasonable methods to identify and authenticate the identity of parents, students, school officials and other parties to whom the district discloses Personally Identifiable Information from Educations Records.
- E. The district shall require contractors and other outside agencies with access to Educations Records to certify their compliance with the confidentiality requirements of this policy, as well as applicable state and federal law.

V. ACCESS TO EDUCATION RECORDS

The following procedures shall apply regarding access to student records:

- A. Parents and/or an eligible student have the right to inspect and review all Educations Records of the student unless such rights have been waived under Section XI, below. Parents’ rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to Educations Records must be in writing.
- B. When submitting a written request to inspect or review Educations Records, the request must identify the record or records being sought. The school district will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.
- C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of Educations Records to a designated representative must be signed and dated by the parent or eligible student.
- D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.
- E. For the records of regular education students, the Board will make records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
- F. For students requiring special education, the Board will comply with a request to review and inspect and review a student’s the child’s education records within ten (10) days of the request, or within three (3) days of the request if the request is in order to prepare for a without unnecessary delay and before any meeting regarding an IEP (planning and placement team meeting) or any due process proceeding, or any due process hearing or resolution session held in accordance with the IDEA; otherwise, the Board will comply with such request not later than ten (10) school days of such request.
- G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive one (1) free copy of their child’s (his/her) education records. The request for the free copy must be in writing and the Board will comply with the written request within ten (10) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an “education record” under the Family Educational Rights and Privacy Act, 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information and the Board ~~of Education~~ shall respond to reasonable requests from the parent or eligible student

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for explanations and [interpretations](#) of the student's education record, which may include reviewing copyrighted testing instruments.

H. Aside from a parent or eligible student, staff members, school employees and other school officials may access a student's Educations Records only if they have been determined by the school system to have a Legitimate Educational Interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Section VII, below.

I. Pursuant to the procedures set forth in Section VI, below, the district maintains a record of all parties that have requested access to Educations Records, including access to Educations Records found in computer memory banks ~~except as referenced in Article, Section D below.~~

J. Non-Custodial Parents

1. Divorced Parents

A parent does not lose his or her right to access to Educations Records upon divorce. Non-custodial parents retain their rights to review their child's Educations Records unless the district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

2. Parents Without Physical Custody

Nothing in this Policy shall be construed to limit a parent who is incarcerated from being entitled to knowledge of and access to all educational, medical, or similar records maintained in the cumulative record of any minor student of such incarcerated parent, except that such incarcerated parent shall not be entitled to such records if:

(a) such information is considered privileged under Conn. Gen. Stat. § 10-154a, regarding a communication made privately and in confidence by a student to a professional employee in the course of the professional employee's employment concerning alcohol or drug abuse or any alcoholic or drug problem of such student;

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(b) such incarcerated parent has been convicted in Connecticut or any other state sexual assault in violation of Conn. Gen. Stat. §§ 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b, or 53a-73a; or

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(c) such incarcerated parent is prohibited from knowledge of or access to such student's cumulative record pursuant to a court order.

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K. Unaccompanied Youth:

Notwithstanding anything in this Policy to the contrary, an unaccompanied youth shall be entitled to knowledge of and have access to all educational, medical or similar records in the cumulative record of such unaccompanied youth maintained by the school district. For the purposes of this provision, the term "unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

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L. Copies of Education Records

1. The school district cannot charge a fee to search for or to retrieve the Educational Records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' (or eligible student's) right to inspect and review the child's records shall include the right to receive one (1) free copy of those records. An eligible student who is identified as requiring special education and related services is entitled to one free copy of his/her records. TheA request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed 50¢ per page.
2. In addition to the provision above regarding special education students, if circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's Educations Records, the district shall:
 - a.) provide the parent or eligible student with a copy of the records requested, or
 - b.) make other arrangements for the parent or eligible — student to inspect and review the requested records.
3. Other than as stated above, the Board reserves the right to charge for copies of a student's Educations Records. Such charge will not exceed 50¢ per page.

VI. RECORD KEEPING REQUIREMENTS/DOCUMENTATION OF ACCESS TO EDUCATION RECORDS

- A. The school district will appoint an individual to be responsible for the care and upkeep of all student records. Educational records are kept by categories, each of which encompasses a specific type of data collected during a student's education career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of Educations Records collected, maintained, or used by the school district.

- B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, Personally Identifiable Information from the Educations Records of each student, including information found in computer memory banks. The record (log) shall contain:
 - 1. the name of any individual, agency, or organization that requested or obtained access to the student's records,;
 - 2. the date of the request for access;
 - 3. whether access was given;
 - 4. the purpose for which the party was granted access to the records;
 - 5. the names of additional parties to whom the receiving party may disclose the information on behalf of the school district;
 - 6. the Legitimate Educational Interest in obtaining the information.

- CD. The record (log) requirement does not apply to requests from, or disclosure to:
 - 1. a parent or eligible student;
 - 2. a party seeking Directory Information;
 - 3. a party who has a Signed and Dated Written Consent from the parent and/or eligible student;

4. school officials from the school district in which the student is currently enrolled who have a Legitimate Educational Interest in the information contained in the student's record;
5. persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be re-disclosed).

DE. The record (log) is a permanent part of the student's Educations Records and must be available to the parent or eligible student upon request.

EF. If the district makes a release of Educations Records without consent in a health or safety emergency, the District must record:

1. the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for the disclosure; and
2. the parties to whom the district disclosed the information.

VII. THE RELEASE OF RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

A. The school system or its designated agent(s) may not permit release of Education Records or files of any student or any information from such records which contains Personally Identifiable Information, other than Directory Information, to any outside individual, agency, or organization without the Signed and Dated Written Consent of the parents or eligible student, except as indicated in Section VII.C below. Personally Identifiable Information contained in Education Records, other than Directory Information, will not be furnished in any form (i.e., written, taped, [video or audio recorded](#), person-to-person, statement over the telephone, on computer disk, e-mailed [or electronic message](#), etc.) to any person other than those listed below, unless written consent has been obtained.

B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

C. ~~Education Records which contain~~ Personally Identifiable Information may be released without consent of the parents, or the eligible student, only if the disclosure meets one of the criteria set forth below:

1. School Officials:

a) The disclosure is to other school officials within the district, including teachers, who have been determined by the school district to have legitimate educational interests in the records.

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b) ~~The disclosure is to a~~ contractor, consultant, volunteer, or other party to whom ~~an agency or institution the district~~ has outsourced institutional services or functions, provided that the ~~outside~~ party (a)

1) performs an institutional service or function for which the district would otherwise use employees; ~~(b)~~

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2) is under the direct control of the district with respect to the use and maintenance of Educations Records; ~~and (e)~~

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3) is subject to the requirements of Federal Education Rights and Privacy Act ("FERPA") with respect to the use and redisclosure of Personally Identifiable Information from Education Records.

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c) The Board shall comply with the below Subsection I of this Section VII prior to the provision of student records, student information or student-generated content to any school official who is a consultant or operator, as those terms are defined in Subsection I.

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23. Transfer Students

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a) The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of Personally Identifiable Information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section X.

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b) When a student enrolls in a new public school district (including public charter school), the receiving school district must send written notice of such enrollment to the school the student previously attended not later than two (2) business days after the student enrolls. Not later than ten (10) days after receipt of such notice, the sending school shall transfer the student's records to the new school district.

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c) Upon notification by the Department of Children and Families of a decision to change the school placement for a student attending district schools who is placed in out-of-home care by DCF pursuant to an order of temporary custody or an order of commitment, in accordance with section 46b-129 of the Connecticut General Statutes, the Board shall transmit to the receiving school, not later than one (1) business day after receipt of such notification from DCF, all essential education records for the student, including, but not limited to, the student's individualized education program ("IEP") and behavioral intervention plan, if any, and all documents necessary for the receiving school to determine appropriate class placement and to provide educational services. The Board shall transfer nonessential records to the receiving school in accordance with subsection b) above.

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~~4.~~ 3. The disclosure is to authorized representatives of the U.S. Comptroller General of the United States; the U.S. Attorney General of the United States; the U.S. Secretary of Education; or State and local educational authorities. Disclosures of this nature may be made only in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with the Federal legal requirements that related to these programs. These entities may make further disclosures of personally identifiable information that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf if applicable requirements are met, under the following conditions: the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect personally identifiable information unless specifically authorized to do so by state and federal law or if the parent or eligible student has given written consent for the disclosure.

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45. The disclosure is made in connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.

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56. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the school district that (a) the information is required by the court, and (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under State law. Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's individualized education program (IEP) and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school

officials may issue their own recommendation concerning the conditions of the student's probation.

67. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as:

(a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization, and

b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and

c) the ~~Board~~ district enters into a written agreement with the organization conducting the study that satisfies the requirements of 34 C.F.R. §99.31(a)(6) ensures that the study protects the confidentiality of Personally Identifiable Information consistent with FERPA requirements.

78. The disclosure is to accrediting organizations in order to carry out their accrediting functions.

89. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.

910. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the district makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such disclosure is in compliance with:

a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in sections 2332(g)(5)(B) and 2331 of Title 18, U.S. Code.

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- 104. If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the Educations Records of the student that are relevant for the school district to proceed with the legal action as plaintiff.
- 112. If a parent or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's educational records that are relevant for the school district to defend itself.
- 123. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of Educations Records without consent in a health and safety emergency, the district may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the district reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from Educations Records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the district record such disclosure in accordance with Section VI (DF), above.
- 134. The disclosure is to the parent of a student who is under 18 years of age or the student.
- 145. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the district under 42 U.S.C. 14071 and applicable federal guidelines.

15. The disclosure is to the Secretary of Agriculture or an authorized representative from the Food and Nutrition Service, or contractors acting on its behalf, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more federal meal or nutrition programs in order to report aggregate results that do not identify any individual. Such disclosures may only be made if

- a) the data collected will be protected to prevent the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture, and

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b) any personally identifiable data will be destroyed when they are no longer needed for program monitoring, evaluations, and performance measurements.

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16. The disclosure is to an agency caseworker or other representative of the Department of Children and Families ("DCF") or other child welfare agency or tribal organization who has the right to access a student's case plan when the agency or organization is legally responsible for the care and protection of the student. The agency or organization may not disclose the Education Records or Personally Identifiable Information contained in such, except to an individual or entity engaged in addressing the student's educational needs and authorized by the agency to receive such disclosure. Any disclosures made by the agency or organization must comply with applicable confidentiality laws for student Education Records.

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D. ~~D~~ Directory Information

The school district will notify parents (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

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1. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one year.
2. In all other circumstances, information designated as Directory Information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.
3. The school district may disclose Directory Information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of Directory Information made while a student was in attendance unless the student rescinds the objection.

4. An objection to the disclosure of Directory Information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identity, or institutional email address in a class in which the student is enrolled. [Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district requiring students to wear or display a student identification card.](#)
5. The school district will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. De-identified Records and Information

1. The school district may release Educations Records or information from Educations Records without the consent of a parent or eligible student after the removal of all Personally Identifiable Information, provided that the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.
2. The district may release de-identified Educations Records including student level data from Educations Records for the purpose of education research by attaching a code to each record that may allow the recipient to match information receive from the same source, provided that:
 - (a) The district does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;
 - (b) The record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
 - (c) The record code is not based on a student's social security number or other personal information.

F. Disciplinary Records:

Nothing in this policy shall prevent the school district from:

1. Including in the Educations Records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

G. In accordance with state and federal law, the District will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends, or is instructed to enroll.

H. Records of the Department of Children and Families (“DCF”)

1. Documents related to any Department of Children and Families (“DCF”) child abuse and/or neglect investigations that are maintained by the Board are considered Educations Records under FERPA. As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records, including records of allegations, investigations, and reports made to DCF, should be kept in a confidential and central location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.

2. In addition, the district shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.

I. Except as set forth in subsection I.5, below, the Board shall enter into a written contract with a consultant or operator any time the Board shares or provides access to student information, student records, or student-generated content with such consultant or operator. This contracting requirement applies to any contract entered into, amended or renewed on or after October 1, 2016.

1. The provisions of said contract shall comply with the requirements of Conn. Gen. Stat. §§ 10-234aa to 10-234dd.

2. The district shall maintain and update an Internet web site with information relating to all contracts entered into pursuant to Subsection I. above. On or before September first of each school year, the Board

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shall electronically notify students and the parents or legal guardians of students of the address of such Internet website. Not later than five (5) business days after executing a contract pursuant to this subsection, the Board shall post notice of such contract on the Board's website. The notice shall:

- a. State that the contract has been executed and the date that such contract was executed;
- b. Provide a brief description of the contract and the purpose of the contract; and
- c. State what student information, student records or student-generated content may be collected as a result of the contract.

3. For purposes of this subsection, upon receipt of notice of a breach of security that results in the unauthorized release, disclosure or acquisition of directory information, student information, student records or student-generated content, the Board shall electronically notify, not later than two business days after receipt of such notice, the student and the parents or guardians of the student whose information is involved in such breach. The Board shall thereafter post notice of such breach on the Board's Internet web site. The Internet posting shall comply with the requirements of FERPA. All questions and concerns relative to breach of security shall be referred to Michael Rizzo, Assistant Superintendent of Pupil Personnel Services, Weston Board of Education, 24 School Road, Weston, CT 06883. Phone: (203) 221-6558. Email: michaelrizzo@westonps.org.

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4. For purposes of this subsection, the following definitions are applicable:

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- a. Consultant means a professional who provides noninstructional services, including but not limited to, administrative, planning, analysis, statistical or research services, to the Board pursuant to a contract with the Board.
- b. Operator means any person who (a) operates an Internet web site, online service or mobile application with actual knowledge that such Internet web site, online service or mobile application is used for school purposes and was designed and marketed for school purposes, to the extent it is engaged in the operation of such Internet web site, online service or mobile application, and (b) collects, maintains or uses student information.

- c. School Purposes means purposes that customarily take place at the direction of a teacher or the Board, or aid in the administration of school activities, including but not limited to instruction in the classroom, administrative activities and collaboration among students, school personnel or parents or legal guardians of students.
- d. Student means a person who is a resident of the state and (a) enrolled in a preschool program participating in the state-wide public school information system, pursuant to Conn. Gen. Stat. 10-10a; (b) enrolled in grades kindergarten to twelve, inclusive, in a school under the jurisdiction of the Board; (c) receiving special education and related services under an individualized education program; or (d) otherwise the responsibility of the Board.
- e. Student Information means personally identifiable information or material of a student in any media or format this is not publicly available and is any of the following:
 - 1) Created or provided by a student or the parent or legal guardian of a student, to the operator in the course of the student, parent or legal guardian using the operator's Internet web site, online service or mobile application for school purposes;
 - 2) Created or provided by an employee or agent of the Board to an operator for school purposes;
 - 3) Gathered by an operator through the operation of the operator's Internet web site, online service or mobile application and identifies a student, including but not limited to, information in the student's records or electronic mail account, first or last name, home address, telephone number, date of birth, electronic mail address, discipline records, test results, grades, evaluations, criminal records, medical records, health records, Social Security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious affiliations, text messages, documents, student identifiers, search activity, photographs, voice recordings, survey responses or behavioral assessments.
- f. Student Record means any information directly related to a student that is maintained by the Board or any information

acquired from a student through the use of educational software assigned to the student by a teacher or employee of the Board, except student record does not include de-identified student information allowed under the contract to be used by the consultant or operator to:

- 1) Improve educational products for adaptive learning purposes and customize student learning;
- 2) Demonstrate the effectiveness of the contractor's products in the marketing of such products; and
- 3) Develop and improve the consultant's or operator's products and services.

5. Notwithstanding anything in this Subsection to the contrary, the Board may use an operator's or consultant's services without entering into a contract as described above, if the use of an Internet web site, online service or mobile application operated by a consultant or an operator is unique and necessary to implement a child's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 and such Internet website, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb, provided:

- a. Such Internet web site, online service or mobile application complies with FERPA and the Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, as amended from time to time;
- b. The Board can provide evidence that it has made a reasonable effort to:
 - 1) enter into a contract with such consultant or operator to use such Internet web site, online service or mobile application, in accordance with the provisions of Conn. Gen. Stat. §§ 10-234bb; and
 - 2) find an equivalent Internet web site, online service or mobile application operated by a consultant or an operator that complies with the provisions of Conn. Gen. Stat. §§ 10-234bb;
- c. The consultant or operator complies with the provisions of Conn. Gen. Stat. § 10-234cc for such use; and

d. The parent or legal guardian of such child, and, in the case of a child with an individualized education program, a member of the planning and placement team, sign an agreement that:

1) acknowledges such parent or legal guardian is aware that such Internet web site, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. §§ 10-234bb; and

2) authorizes the use of such Internet web site, online service or mobile application.

e. The Board shall, upon the request of a parent or legal guardian of a child, provide the evidence described in subsection 5.b. above.

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VIII. REDISCLOSURE OF EDUCATION RECORDS

A. The school district may disclose Personally Identifiable Information from an education record only on the conditions that;

1. the party to whom the information is disclosed will not subsequently disclose the information to any other party without the proper consent of the parent or eligible student;
2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made; and
3. the party to whom the information is disclosed certifies in writing that it will comply with Sections A(1) and A(2) above.

B. Notwithstanding the provisions of Section A above, the school district may disclose Personally Identifiable Information from an education record with the understanding that the information may be redisclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C. above, and at least one of the following conditions is met.

1. ~~1.~~—The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.

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2. The original disclosure was to a state or local educational authority or federal official or agency as set forth in Article VII, Section C, and such

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[state or local educational authority or federal official or agency has complied with the requirements of 34 CFR 99.32\(b\)\(2\).](#)

32. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the district has made a reasonable effort to notify the parent or eligible student in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C (10)).

43. Disclosure is made to a parent, an eligible student, or the parent of an eligible student.

54. The information is considered Directory Information.

C. In the event that the Family Policy Compliance Office of the United States Department of Education determines that a third party outside of the school district has improperly redisclosed Personally Identifiable Information from Educations Records in violation of FERPA, the school district may not allow that third party access to Personally Identifiable Information from Educations Records for at least five (5) years.

IX. AMENDMENT OF EDUCATION RECORDS

A. If a parent or an eligible student believes that information in the student's Educations Records is inaccurate or misleading or in violation of the student's right to privacy, he/she is entitled to:

1. Request in writing that the school district amend the records;
2. Receive within a reasonable period of time, not to exceed 30 days, a decision from the school district with respect to its decision on the amendment(s) requested by the parent or eligible student.

B. If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments.

C. If the school district decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent or eligible student and advise him/her of the right to a hearing.

X. HEARING RIGHTS AND PROCEDURES

A. Rights

1. Upon written request of a parent or eligible student to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's Educations Records on the grounds that the information contained in the Educations Records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
2. If, as a result of the hearing, the school district decides that information contained in the Educations Records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent or eligible student shall be informed in writing.
3. If, as a result of the hearing, the school district decides that information contained in the Educations Records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to place in the student's records a statement commenting on the contested information or stating why he or she disagrees with the district's decision, or both.
 - a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
 - b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents and/or eligible student shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent or eligible student requests a delay.
2. The parent or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.
3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.
4. The parent or eligible student and the school system shall have the right to

be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.

5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. WAIVER OF RIGHTS

- A. A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:
 1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
 2. The letters or statements are used only for the purpose for which they were originally intended.
 3. The waiver is not required by the agency as a condition of admission to or receipt of any other service or benefit from the agency.
 4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.
- B. A waiver may be revoked with respect to any actions occurring after the revocation.
- C. Revocation of a waiver must be in writing.

XII. SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

- A. **The following definitions shall apply to Section XII X of this policy:**
 1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with mental retardation, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual, if an eligible student, or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

5. School Medical Personnel

"School medical personnel" means an employee of the Board of Education who is a school nurse or the school district medical adviser.

B. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential

HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.

2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board of Education policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:
 - a. the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;
 - b. any person who secures a release of confidential HIV-related information;
 - c. a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
 - d. a health care provider or health facility when knowledge of the HIV related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;
 - e. a medical examiner to assist in determining cause of death; or
 - f. any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.

2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.
3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian, shall keep such information confidential and shall not disclose such information.
4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.
6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."
2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.

3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. CHILD ABUSE REPORTING

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policies and Administrative Regulationsy 5141.4, R 5141.4; 4118.25 and R 4118.25; and Child Sexual Abuse and Assault Reporting Policy, 5141.45.-

XIV. RIGHT TO FILE A COMPLAINT

FERPA affords parents and eligible students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the [Office](#) that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Legal References:

State Law:

[Public Act 18-125, An Act Concerning Revisions to the Student Privacy Act](#)

[Conn. Gen. Stat. § 1-210 et seq.](#)

[Conn. Gen. Stat. §1-220h](#)

[Conn. Gen. Stat. § 10-15b](#)

[Conn. Gen. Stat. § 10-233d](#)

[Conn. Gen. Stat. § 10-234aa](#)

[Conn. Gen. Stat. §10-234bb](#)

[Conn. Gen. Stat. §10-234cc](#)

[Conn. Gen. Stat. §10-234dd](#)

[Conn. Gen. Stat. §10-220d](#)

[Conn. Gen. Stat. §10-253](#)

[Conn. Gen. Stat. § 17-16a](#)

Conn. Gen. Stat. Sec. 17a-28
Conn. Gen. Stat. Sec. 17a-101k
Conn. Gen. Stat. § 19a-581 et seq.
Conn. Gen. Stat. Sec. 46b-134

Regs. Conn. State Agencies § 10-76d-18
[Public Act 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians](#)
[State Department of Education, Guidance on Civil Rights Protections and Supports for Transgender Students, June 2017](#)

[State Department of Education, Guidance on Civil Rights Protections and Supports for Transgender Students: Frequently Asked Questions, June 2017](#)

[State Department of Education memorandum dated December 21, 2010, on school choice recruitment](#)

Office of the Public Records Administrator, Retention Schedule M8-
Education Records, available at <http://www.ctstatelibrary.org/wp-content/uploads/2015/07/M8.pdf> slib.org/retschedules.htm

Federal Law:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §§ 1232g et seq.

USA Patriot Act of 2001, Pub. L. 107-56

[No Child Left Behind Act of 2001, Pub. L. No. 107-110](#)

[Every Student Succeeds Act, Pub. L. No. 114-95](#)

[Healthy, Hunger-Free Kids Act of 2010, Pub. L. 111-296](#)

[The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Students Succeeds Act, Pub. L. 114-95](#)

34 CFR 99.1 - 99.67 ~~(as amended)~~

34 CFR 300.560-300.576

[Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, US Department of Education \(October 2007\), available at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/>](#)

Policy Adopted: October 1, 1990
Policy Reviewed: April 25, 2005
Policy Revised: December 17, 2007
Policy Revised: December 10, 2010
Policy Revised:

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: Administrative Regulation 5125 – Classification of Education Records – First Reading

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Lewis Brey will present the revisions to Administrative Regulation 5125 that were discussed by the Policy Committee. This item is on for a first reading.

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

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**ADMINISTRATIVE REGULATIONS REGARDING
CLASSIFICATION OF EDUCATION RECORDS**

The School District will appoint a Custodian of Records who will ensure that student education records are kept as follows:

A. CATEGORY "A" RECORDS:

- 1. Category A includes official administrative records that constitute the minimum personal data necessary for the operation of the educational system.
- 2. Category A records shall be maintained for at least fifty (50) years after the student leaves the school district or graduates.

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2-3. All Category A records created by the district shall include the student's state-assigned student identifier (SASID).

3-4. Notice of a student's suspension or expulsion shall be expunged from the student's cumulative education record if the student graduates from high school, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon.

4-5. *In cases where a student is suspended or expelled for the first time, and the Administration or the Board, respectively, has shortened or waived the period of suspension or expulsion in accordance with the Board's disciplinary policy relating to first time offenses, the Administration or the Board, respectively, may choose to expunge such notice of suspension or expulsion from the student's cumulative record at the time the student completes the specified program and any other conditions imposed by the Administration/Board, rather than upon graduation. The Board may choose to expunge an expulsion notice from a student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. Should the notice be expunged in accordance with ~~this provision one of these provisions~~, a record of the fact that the student had been suspended or expelled shall be maintained apart from the student's cumulative record, for the limited purpose of determining whether any subsequent offenses by the student would constitute the student's first suspension or expulsion.

5-6. Category A records shall include, at a minimum, the following:

<u>RECORD</u>	<u>LOCATION</u>
---------------	-----------------

a. Basic biographical information	Cumulative/Health File
b. Academic achievement (grades/transcripts)	Cumulative File
c. Date of high school graduation or equivalent	Cumulative File
d. Records of immunizations	Cumulative/Health/Pupil Personnel File
e. Attendance records (days absent/present/tardy)	Cumulative File
f. *Notice of Expulsion for Firearm or Deadly Weapon (C.G.S. 10-233c(e), 10-233d(f))	Cumulative File

B. CATEGORY “B” RECORDS

1. This includes verified information for the formulation of education programs for all students, but not absolutely necessary over an indefinite period of time.
2. Data in Category B must be accurate, clearly understood, and verified before becoming part of any continuing record. There should be no anonymous entries in a student's education record.
3. Category B records must be maintained for at least six (6) years after the student leaves the school district or graduates from high school.
4. Notice of a student’s suspension or expulsion shall be expunged from the student’s cumulative education record if the student graduates from high school, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon.
5. *In cases where a student is suspended or expelled for the first time, and the Administration or the Board, respectively, has shortened or waived the period of suspension or expulsion in accordance with the Board’s disciplinary policy relating to first time offenses, the Administration or the Board, respectively, may choose to expunge such notice of suspension or expulsion from the student’s cumulative record at the time the student completes the specified program and any other conditions imposed by the Administration/Board, rather than upon graduation. The Board may choose to expunge an expulsion notice from a student’s cumulative record prior to graduation if such student has demonstrated to the Board that the student’s conduct and behavior in the years following such expulsion warrants an expungement. Should the notice be expunged in accordance with ~~this provision~~ one of these provisions, a record of the fact that the student had been suspended or expelled shall be maintained apart from the student’s cumulative record, for the limited purpose

of determining whether any subsequent offenses by the student would constitute the student's first suspension or expulsion.

6. Records containing information pertaining to child abuse/neglect referrals or reports; or containing confidential HIV-related information should be kept separate from the student's cumulative folder, in confidential files.
7. Confidential HIV-related information contained in the confidential file should only be disclosed pursuant to district policy.
8. Information contained in documents related to any Department of Children and Families ("DCF") child abuse and/or neglect investigation, or any such investigation conducted by local law enforcement officials, shall be kept confidential. Such records shall only be disclosed in accordance with the Board's policy regarding Confidentiality and Access to Education Records.
9. Category B records shall include the following (if applicable):

<u>RECORD</u>	<u>LOCATION</u>
a. Child-Study Team Records / Student Assistance Team Records	Cumulative/Pupil Personnel File
b. Standardized group test scores (CAPT, CMT etc.)	Cumulative/Pupil Personnel File
c. Diagnostic reading/math test results (not special education)	Cumulative File
d. Educational and/or vocational interest	Cumulative File
e. Speech/language and hearing evaluations (not special education)	Cumulative/Health File
f. Comprehensive health records	Cumulative/Health/Pupil Personnel File
g. Correspondence relating to the student	Cumulative/Health/Pupil Personnel File
h. Suspensions/expulsions, <u>and the Individualized Learning Plan implemented for an expelled student, which shall include the student's state-assigned student identifier (SASID)</u>	Cumulative File
i. Parent/eligible student's signed release forms	Cumulative/Health/Pupil Personnel File

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j. Truancy Records (including record of parent conferences and referrals)	Cumulative File
k. Child Abuse/Neglect Forms	CONFIDENTIAL FILE <u>CENTRAL LOCATION</u>
l. Reports Containing Confidential HIV-Related Information	CONFIDENTIAL FILE
m. Awards	Cumulative File
n. Diagnostic test results (non special education)	Cumulative File/Pupil Personnel
o. Extracurricular Activities	Cumulative File
p. Letters of Recommendation	Cumulative File
q. Parent's/Eligible Student's signed release forms (permitting disclosure of records)	Cumulative File/Health/Pupil Personnel File
r. Diploma (if not picked up by student)	Cumulative File
s. Accident Reports	Cumulative File
t. Basic school entrance health histories	Cumulative/Health File
u. Cumulative Health Record (CHR-1, original or copy)	Health File (*copy remains with district/original follows student)
v. Individualized Health Care Plans / Emergency Care Plans	Cumulative/Health/Pupil Personnel File
w. Health Assessment Records (HAR-3)	Health File
x. Incident Reports	Cumulative File
y. Medication administration records(6 yrs OR until superseded by yearly summary on CHR-1), <u>which shall include the student's state-assigned student identifier (SASID)</u>	Health File

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z. Parent authorization for medications/treatments	Health File
aa. Physician’s orders for medications treatments	Health File
bb. Referral forms for services based on results of mandated screenings	Health/Pupil Personnel File
cc. Sports histories and physical-examination reports	Health File
dd. Nursing Records (Health assessment data; Nursing process notes; 3 rd party health records)	Health File
<u>ee. Correspondence to parents related to verified acts of bullying; intervention plans and safety plans, as may be required by state law</u>	<u>Cumulative File</u>

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C. CATEGORY “C” RECORDS – SPECIAL EDUCATION

1. Category C includes verified information necessary for the formulation of prescriptive educational plans designed to meet the unique needs of selected students.
2. Category C information should be kept separate from the student's cumulative folder, in the Pupil Personnel File.
3. Category C records must be maintained for at least six (6) years after the student leaves the school district or graduates from high school.
4. Prior to the destruction of Category C information, notification to parents and/or eligible students via media will be made and opportunity provided to copy said records.

Category C shall include (where applicable):

<u>RECORD</u>	<u>LOCATIONS</u>
a. PPT referral forms	Pupil Personnel File
b. School counselor case records	Cumulative/ Pupil Personnel File
c. School psychologists case records	Cumulative/Pupil Personnel File
d. School social-work case records	Cumulative/Pupil Personnel File

e. School speech/language pathology case records	Cumulative/Pupil Personnel File
f. Section 504 Records	Cumulative/Pupil Personnel File
g. Special Education assessment/evaluation reports	Pupil Personnel File
h. Due process records (including complaints, mediations, and hearings)	Pupil Personnel File
i. Individual Transition Plan	Pupil Personnel File
j. Individualized Education Program (“IEP”) Records	Pupil Personnel File
k. Planning and Placement Team (“PPT”) records (including notices, meetings, consent forms)	Pupil Personnel File
l. Individualized Family Service Plans (“IFSPs”)	Pupil Personnel File
m. Incident Reports of Seclusion	Pupil Personnel File
n. Incident Reports of Physical Restraint	Pupil Personnel File

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D. CATEGORY “D” RECORDS

1. Category D records must be maintained for minimum retention period specified below.

Category “D” shall include (if applicable):

<u>RECORD</u>	<u>MINIMUM RETENTION REQUIRED</u>	<u>LOCATION</u>
a. Sports Contract/Student Contract (including signature sheet for student handbook)	End of school year in which signed	Cumulative File
b. Permission slips / waivers	3 years	Cumulative File

c. Free/reduced meal application and documentation	3 years	Cumulative File
d. Annual Notification to Parents (Student behavior and Discipline, Bus Conduct, Electronic Communications Systems, and the National School Lunch Program)	1 year	Cumulative File
e. Adult education Registration Records	3 years or until audited, whichever comes first	Cumulative File
f. After school program registration records	1 year	Cumulative File
g. Pesticide application notification registration form	5 years	Cumulative File
h. School registration records including residency documentation	3 years or until audited, whichever comes later	Cumulative File
i. Student portfolio work (student produced work for grading assessment)	End of year in which student received grade	May be Maintained by Individual Teachers
j. Tardy slips from parents/guardians	End of school year	Cumulative File
k. Physician's Standing orders	Permanent; revise as required. Keep old copy separately.	Health File
l. Student's emergency information card	Until superseded or student leaves school district	Cumulative/Health File
m. Test Protocols	Discretion of district	Cumulative/Pupil Personnel File
n. Surveillance videotapes made on school bus (*if maintained by district)	2 weeks	N/A
o. Log of access to education records	Maintained for same retention period as required for the record	Cumulative/Health/Pupil Personnel

E. DURATION OF EDUCATION RECORDS

1. Records shall be destroyed in accordance with district policy and the Records Retention Schedule of the Public Records Administrator.
2. Records may be maintained for longer periods of time whenever valid cause for the retention of records is shown to the custodian of records.

3. Notwithstanding the applicable retention schedule, the school district shall not destroy any education record if a parent or eligible student has an outstanding request to inspect and review the education record.

F. MAINTENANCE OF EDUCATION RECORDS OF TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

1. The Administration shall comply with all processes and procedures relative to the amendment of education records when presented with a request to change a student's name, gender, or any other information contained in education records.

2. If the Administration changes the name and/or gender in a transgender or gender non-conforming student's education record, all education records containing the student's birth name and gender shall be maintained, if so required under federal and/or state law and regulations, separately from other education records in a strictly confidential location and manner.

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G. RESPONSIBILITY FOR MAINTENANCE OF EDUCATION RECORDS

1. The ~~Assistant Superintendent~~Director of Pupil Personnel Services is the Custodian of Records.
2. In addition, the following personnel are designated as the Guardians of records for each of the schools:
 - a. Categories A, B & D: Principal at each school.
 - b. Category C: Case Manager at each school.
 - c. With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the Guardian of the records. ~~With respect to child abuse and neglect investigation material, the Case Manager at each school shall be the guardian of the records.~~
 - d. With respect to child abuse and neglect investigation material, the Superintendent of Schools or designee shall be the guardian of the records.

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3. The Custodian of Records will annually list for public inspection the names and positions of the Guardians of records in each of the schools.
4. The Custodian of Records shall supply parents, on request, a list of the types and locations of education records collected, maintained, or used within the Weston Public Schools.
5. The Custodian of Records is responsible for ensuring compliance with the confidentiality and access provisions of this Board policy and these administrative regulations.

Regulation Adopted: October 1, 1990
Regulation Amended: June 14, 2001
Regulation Revised: April 25, 2005
Regulation Revised: December 17, 2007
Regulation Revised: December 10, 2010
Regulation Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Appendix A

Notification of Rights Under FERPA for Elementary and Secondary Institutions

[NOTE: Under the procedures outlined in the Policy, the following information will be disclosed on an annual basis to parents of students currently in attendance, or eligible students currently in attendance.]

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students ~~who wish to~~ may ask the District to amend an education record ~~that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student~~ should write the school principal, clearly identifying the part of the record the parents or eligible student want changed, and specify why ~~it is inaccurate or misleading, or otherwise violates the student's privacy rights~~ it should be changed.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing

procedures will be provided to the parents or eligible student when notified of the right to a hearing.

- (3) The right to ~~consent to disclosures~~ privacy of personally identifiable information ~~contained~~ in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform~~contracted to perform a special task~~ (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

~~Upon request, the District will disclose a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll. Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.~~

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- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the ~~office~~ agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, S.W.
Washington, DC 20202-~~85204605~~

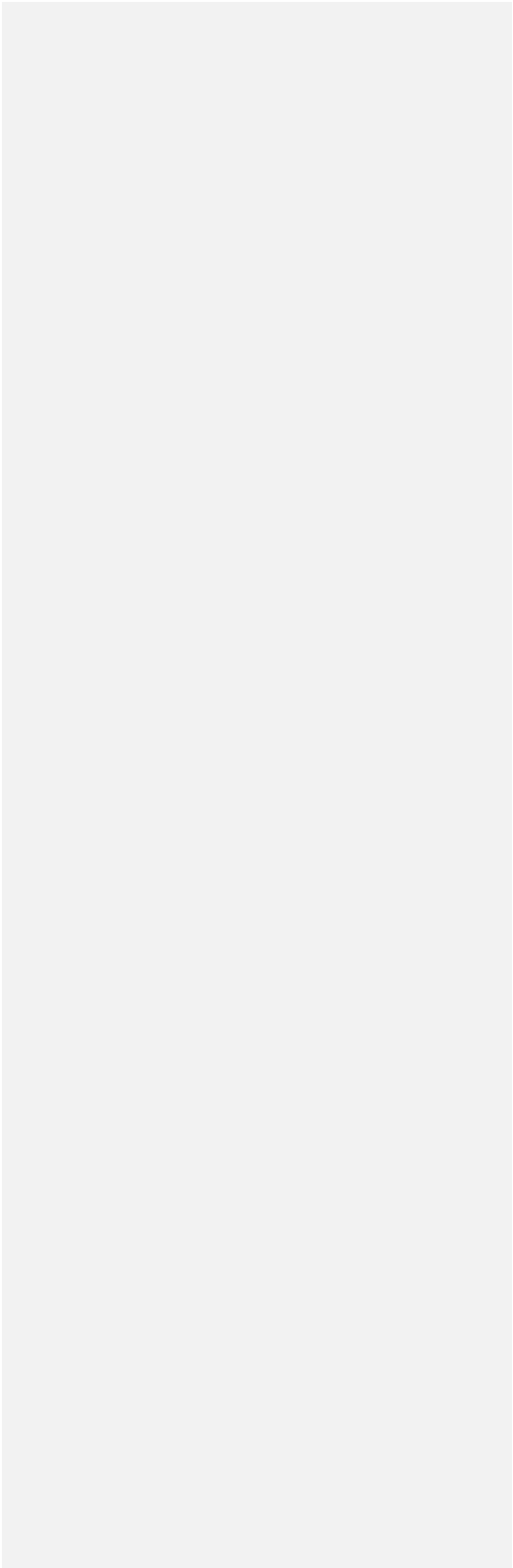
Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, and the most recent previous school(s) attended and student identification number for the limited purpose of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records and data. Directory Information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose Directory Information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of Directory Information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of Directory Information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of Directory Information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as Directory Information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational

interest of the school district and is consistent with the district's obligations under both state and federal law.



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Notification of Data Sharing Agreements Under Conn. Gen. Stat § 10-234bb(g)

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[NOTE: This notice must be sent on or before September 1 of each school year]

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Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Weston Board of Education (the “Board”) maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, “student data”). The address of the Internet website is westonps.org. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

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RELEASE OF CONFIDENTIAL HIV-RELATED INFORMATION

I hereby authorize _____ [name of individual who holds the information] _____, to release confidential HIV-related information, as defined in Conn. Gen. Stat. § 19a-581, concerning _____ [name of protected individual] _____, to the following personnel:

- _____ 1) School Nurse
- _____ 2) School Administrator(s)
 - a) _____
 - b) _____
- _____ 3) Student's Teacher(s)
 - a) _____
 - b) _____
- _____ 4) Paraprofessional(s)
- _____ 5) Assistant Superintendent ~~Director~~ of Pupil Personnel Services
- _____ 6) Other(s)
 - a) _____
 - b) _____

This authorization shall be valid for

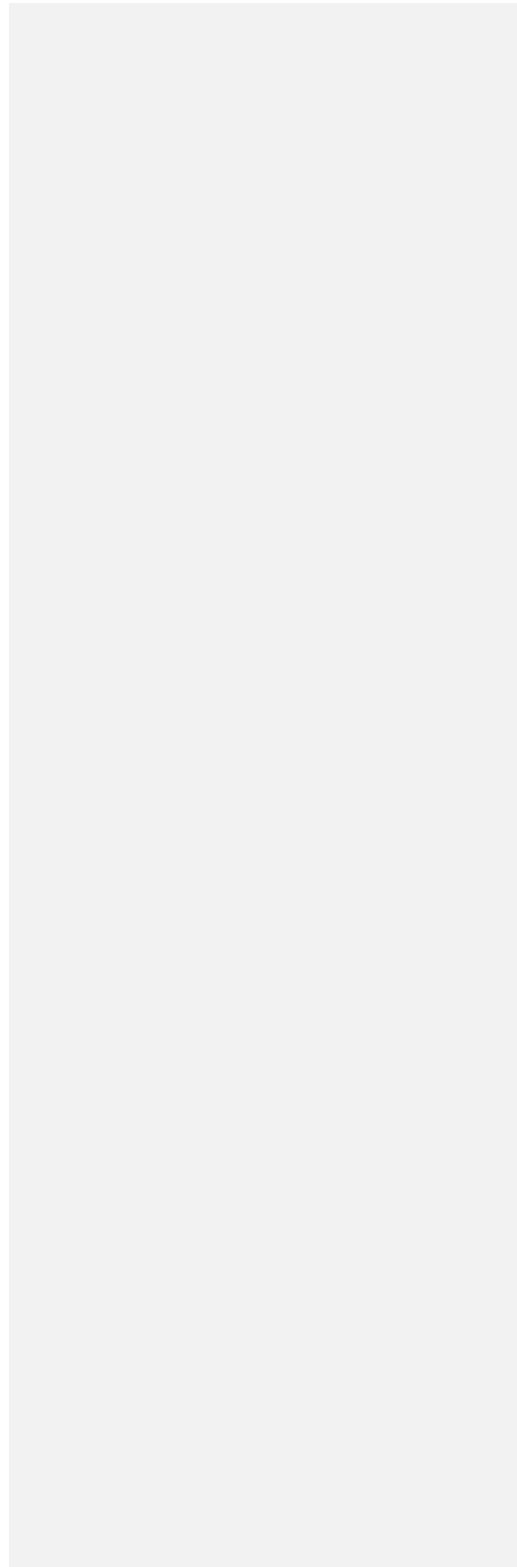
- _____ 1) The student's stay at _____ School.
- _____ 2) The current school year.
- _____ 3) Other _____
specify period

I provide this information based on my responsibility to consent for the health care of _____ . I understand that such information shall be held confidential by the persons authorized here to receive such information, except as otherwise provided by law.

[Name]

[Relationship to Student]

[Date]



TRANSFER OF CONFIDENTIAL STUDENT INFORMATION

Date: _____

Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), I hereby authorize the Weston Public Schools to **release** and/or **obtain** (please circle) the following confidential records regarding my child:

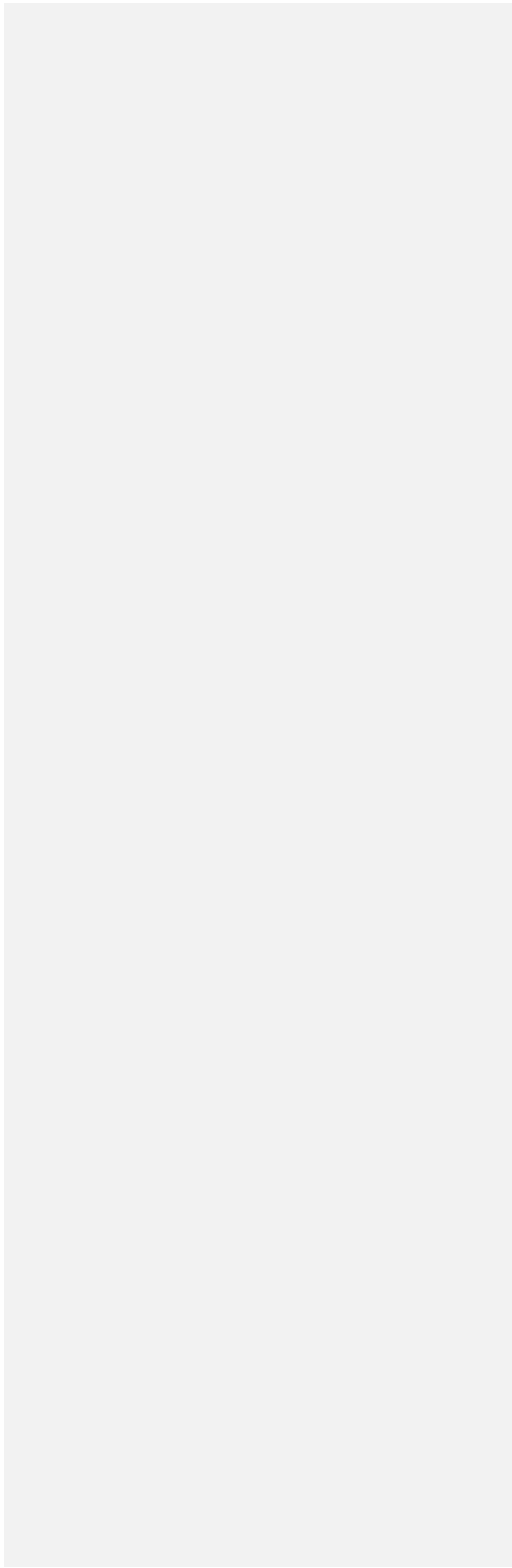
Name of Child: _____
Address: _____

DOB: _____

Parent(s)/Guardian(s): _____
School: _____

(Please check all that apply)

	<u>Obtain</u>	<u>Release</u>
All Records	<input type="checkbox"/>	<input type="checkbox"/>
Cumulative File	<input type="checkbox"/>	<input type="checkbox"/>



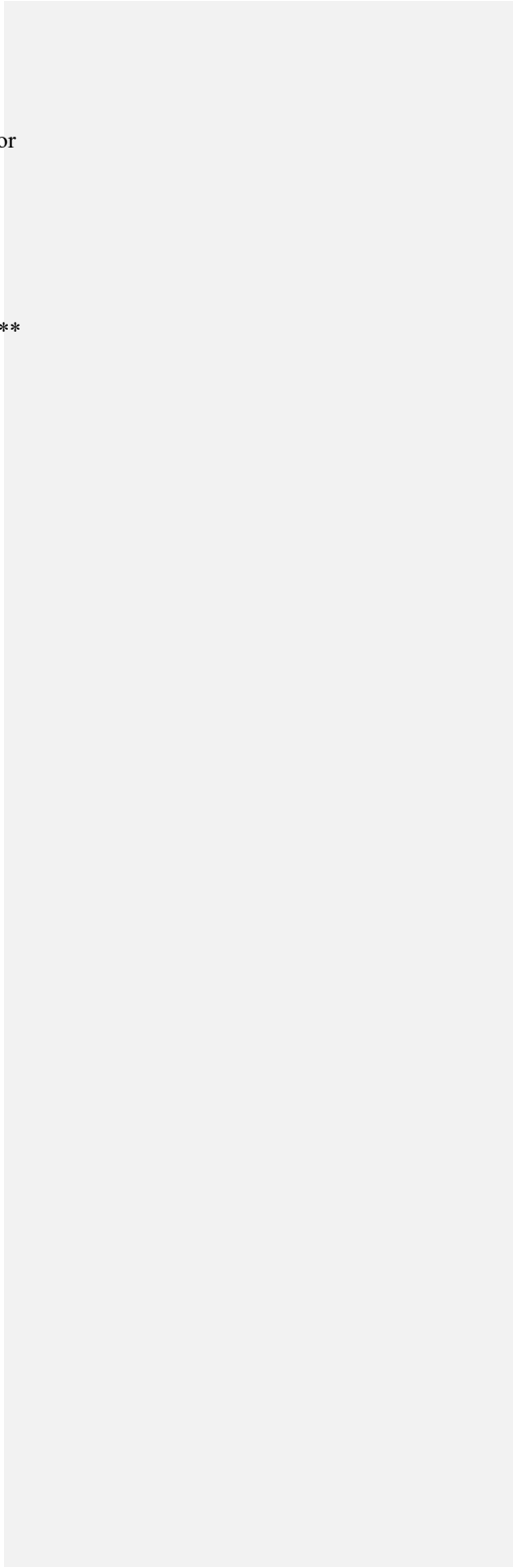
I understand that my child's treatment or continued treatment with any health care provider or enrollment or eligibility for benefits with any health plan may not be conditioned upon whether or not I sign this authorization and that I may refuse to sign it.

Any information received by the school pursuant to this authorization is subject to all applicable state and federal confidentiality laws governing further use and disclosure of such information.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: NEW Policy 6143.1 – Parent-Teacher Communications – First Reading

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Lewis Brey will present proposed new Policy 6143.1 that was discussed by the Policy Committee. This item is on for a first reading.

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

Instruction

Parent-Teacher Communication

The Board of Education believes that parents should be knowledgeable about the education that the school district provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. Therefore, it is the policy of the Board of Education to encourage parent-teacher communication. The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

The Superintendent is further required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile he or she submits annually to the Board of Education and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities. These policies and procedures may include monthly newsletters, required regular contact with all parents, meetings with parents, and the use of technology to allow parents to check on their children's assignments and students to get assistance if needed. Such policies and procedures shall require the district to conduct two flexible parent-teacher conferences for each school year.

The Board of Education requires that all communications and interactions between parents and teachers be respectful and appropriate in compliance with Board Policy 1255, Civility.

Legal references:

Connecticut General Statutes:

§ 10-220(c) Duties of Boards of Education

§ 10-221(f) Boards of Education to prescribe rules, policies and procedures

Policy references:

Policy 1255, Civility

ADOPTED: _____

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: Policy 3324.1 – Contracts – First Reading

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Lewis Brey will present the revisions to Policy 3324.1 that were discussed by the Policy Committee. This item is on for a first reading.

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

3324.1

Business

Contracts

All contracts between the district and outside agencies shall conform to prescribed standards as required by law.

All ~~other~~ contracts between the district and outside agencies shall be prepared/reviewed under the supervision of the Superintendent or his/her designee, and where appropriate, subject to the review and approval of the legal advisor to the district.

All contracts shall be signed by either the Superintendent of Schools or the Director of Finance and Operations. If a contract calls requires execution by the Chairperson of the Board of Education (“the Board”), or the approval of the Board, then such contract shall be submitted to the Board for approval at a properly posted meeting.

The school district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, sex, ethnicity, ancestry, religion~~us creed~~, age, marital status, national origin, veteran status, sex, learning disability, or physical handicap~~or disability~~, mental disability, intellectual disability, sexual orientation, transgender status, gender identity or expression, and workplace hazards to reproductive systems~~either in employment practices or as well as~~ the provision of benefits or services to students or employees~~all services, programs, and activities~~.

Legal Reference: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L.110
233, 42 USC 2000ff; 34 CFR 1635
Connecticut Fair Employment Practices Act, Connecticut General
Statutes § 46a-60
Connecticut General Statutes § 10-153. Discrimination on basis of
marital status
Connecticut General Statutes § 46a-81a Discrimination on basis of
sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination.
Employment.
Public Act 05-10: An Act Concerning Civil Unions

Public Act 11-55, An Act Concerning Discrimination.

~~Title VII, Civil Rights Act, 42, U.S.C. 2000e et seq. as amended by Title IX, Equal Opportunity Act~~

~~Title IX of the Education Amendments of 1972 (Higher Education Act) 42 U.S.C. 1134n et seq.~~

Regulation approved: February 5, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: November Curriculum Committee Minutes

Submitted by: Kenneth Craw

Document Summary/Purpose and/or Recommended Action:

November 2019 Curriculum Committee Minutes for Board Review

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

Curriculum Committee Meeting

November 13, 2019 9:00 a.m.

Central Office Conference Room

1. Call to Order

The meeting was called to order at 9:05 a.m.

Present Committee Members:

Taffy Miller (Chairperson), Anthony Pesco

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent of C&I; Michael Rizzo, Assistant Superintendent of PPS; Lisa Wolak, WHS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Matthew Filip, WHS Assistant Principal

Members of the Public:

Gina Albert, Hillary Koyner, Ruby Hedge, Doug Ronai, Rajan Sekeran

2. WHS Course Enrollment Report for 2019-20

Discussion:

- Mr. Filip reviewed with the Committee his report on course enrollment, which examines the process of providing a diverse program of studies while maximizing staffing efficiency.
- The report describes the scheduling process, the determination of how many sections of a course to run, when it is appropriate to run a smaller section, when to not run a course, and some the creative steps taken to remedy these situations.

3. NGSS Science Results for Grades 5, 8 and 11

Discussion:

- This past spring the first NGSS (Next Generation Science Standards) assessment was given to students in grades 5, 8 and 11.
- The new science standards represented a big change to the previous CT standards. With meticulous planning over a three-year period, Weston schools have fully implemented NGSS into the curriculum.
- Weston's performance on these assessments was strong and will serve as a baseline for the coming years. DRG results have not yet been released by the CSDE

4. Information on the Concept of Universal Pre-school

Discussion:

- Mr. Rizzo gave a brief overview of the costs and considerations of offering Universal Preschool—that is pre-school for all Weston residents ages 3 and 4 at no cost to the parents.
- In current years, almost all students entering Kindergarten have attended private preschool. If Weston were to offer the universal program at the current population projection, it would need nine classrooms with an estimated staffing figure of \$150k per classroom.
- Besides staffing, other considerations involve program accreditation, transportation and environmental issues—such as heights of sinks and toilets, door exits, etc.
- Ms. Miller inquired if there is an existing program that offers pre-school scholarships for low income students. Mr. Rizzo agreed to speak to the Town about low income needs.

5. K-5 Math CIL Restructuring

Discussion:

- Dr. Craw outlined his proposal for restructuring the CIL support for K-5 math.
- With our current structure, there is one CIL who coaches approximately 50 teachers in math and science in two buildings for grades K-5.
- The administration has determined that having CIL support for elementary school math is especially important for differentiation in the classroom.
- The proposed restructuring would add a new .4 FTE CIL for K-2 math.
- The current CIL for K-5 math and science, Mrs. Vinton, would continue to support math in grades 3-5 as well as science for grades K-5.

6. Approval of October 2019 Minutes

Motion Passed: passed with a motion by Anthony Pesco and a second by Taffy Miller.
2 Yeas - 0 Nays.

7. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 10:38 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent

**Minutes
Facilities Committee
December 6, 2019**

Present:

Ruby Hedge, Committee Member
Tony Pesco, Committee Chair
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Absent:

Dr. William McKersie, Superintendent of Schools

Guests:

David Coprio, Weston Building Committee

The meeting was called to order by Mr. Pesco at 9:05 a.m.

The Committee discussed the following items regarding a capital FY21 Update:

- Mr. DelMastro reported that he attended the recent building committee meeting where they discussed the upcoming projects.
- Regarding the chiller replacement at the elementary school, they have chosen an engineer to handle the project, and they are currently refining the cost and scope of work. The Town Administrator, Jonathan Luiz, is handling negotiations with the engineer. The project will not be completed before the summer, so Mr. DelMastro will work on getting temporary chillers in place in case they are needed when the weather warms up.
- Regarding the hot water heater at the high school, Mr. DelMastro reported that supply houses will be brought in to review the scope of work and provide a quote for supplies, and the job will be bid out to local contractors for completion over the summer.
- Regarding the steam traps and heat controls in the elementary school, Mr. DelMastro reported that supply houses will be brought in for this project as well to provide a quote for supplies, and then the project itself will be completed by in-house staff.
- Regarding the C wing HVAC rooftop units and D wing unit ventilators at the high school, Mr. DelMastro reported that he is having a walk-thru of the area the following

day with the building committee to give them a better idea of what's involved with the project.

- Regarding the high school roof concrete/brick repairs, Mr. Coprio reported that there are a lot of corner areas that are deteriorating. The building committee has hired an architectural firm to investigate the roof. At this point it's too early to tell what the cost will be. Ms. Hedge suggested adding these roof repairs to the capital budget, and Mr. DelMastro suggested that the money earmarked for the pool locker room repairs may be able to be used for this project if it is decided not to undertake any major repair projects at the middle school at this point.

The Committee discussed the following regarding risk management – inventory control:

- Mr. DelMastro reported that he has most of the inventory list completed, and it should be finished by the next meeting.

The Committee discussed the following regarding the maintenance checklist:

- Mr. DelMastro reported that district-wide, there are 65 unit ventilators, 22 boilers, 45 air handlers, 27 rooftop units and four chillers. All of these are maintained by the maintenance department.

The Committee discussed the following regarding the November minutes:

- The Committee approved the November minutes.

The Committee discussed the following regarding other business:

- Mr. DelMastro reported that the cleaning company has been performing better than a couple of months prior, and while they sometimes miss some areas, they are minor issues and in general they have improved. Mr. Cross added that the buildings are at a 90% clean level, which is better than they were under the previous company. Mr. DelMastro is meeting with the cleaning company next week.

There being no further business to discuss, the Committee adjourned at 9:44 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes
Finance Committee
November 14, 2019**

Present:

Tony Pesco, Committee Chair

Gina Albert, Committee Member

Ruby Hedge, Committee Member

Dr. William McKersie, Superintendent of Schools

Phil Cross, Director of Finance and Operations

Mike Rizzo, Assistant Superintendent of Pupil Personnel Services

Guests:

Dr. Craig Tunks, Director of Digital Learning and Innovation

The meeting was called to order by Mr. Pesco at 10:10 a.m.

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

- Mr. Cross reported a projected fund balance for FY 2020 of negative (\$506,101). Encumbrances total \$39,915,276 against a budget of \$53,073,710. The items contributing to the deficit are four additional SPED paras due to student needs. He added that mid-third quarter would be the best time to discuss whether or not any type of freeze may be necessary.
- Mr. Cross informed the Committee that the report reflects transfers totaling \$61,357.46. Of these transfers, three are in excess of \$5,000. These include \$15,000 for an executive leadership consultant, \$17,244 for an early retirement incentive, and \$19,626.46 for SPED ESY transportation.
- Regarding the Internal Services Fund, which now only includes dental, Mr. Cross reported that the current fund balance is \$1,380,488.

The Committee discussed the following regarding the monthly financial update on PPS/SPED:

- Mr. Rizzo reported that regarding special education out of district tuition and unilateral agreements for FY 2020, actual costs are \$513,572 but projected costs are \$1,717,227 for a total projection of \$2,663,595. This is against a budget of \$2,663,595.

The Committee discussed the following regarding tuition rates for the FY21 Hand-in-Hand Pre-K program:

- Mr. Cross presented the Committee with three options regarding a rate increase to the District's preschool program. The current annual tuition is \$6,250. These options include raising the annual tuition to \$6,723, which is based on the DRG A average, increasing it to \$7,253, which is based on the DRG A average of preschools with similar hours, and increasing it to \$6,359, which is based on a 1.75% CPI increase. The Committee suggested increasing the tuition to \$7,000 per year and agreed to bring this to the November Board of Education meeting for approval.

The Committee discussed the following regarding a transportation update:

- Dr. McKersie reported that the District met with a representative of First Student to discuss with them the fact that they have not been performing up to the level stipulated in their contract. Dr. Tunks added that in the past, the Transportation Coordinator handled the majority of transportation issues, including many of those which should have been handled by onsite First Student employees. Once that position was eliminated, there was a breakdown in the work flow. The District and First Student are currently working with these employees to give them the necessary training and technology to better perform their jobs. First Student has assured the District that they are committed to having everything up to par in five to six weeks, and Dr. Tunks has confirmed that things are running much better than they were at the beginning of the school year. He added that another issue is the age of the bus fleet and there have been several breakdowns because of this, but by the first week of January, half of the buses will be replaced with new ones. The second half will be replaced over the summer.
- The Committee agreed that future updates for transportation will be discussed at the Facilities Committee meeting.

The Committee discussed the following regarding a modification to the FY21 budget calendar:

- The Committee discussed adding an interactive budget meeting with the public to the FY21 budget calendar. They agreed to bring this to the full Board of Education for discussion at their November meeting.

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

- The Committee approved the October minutes.

There being no further business to discuss, the meeting adjourned at 11:43 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

Policy Committee Meeting

November 15, 2019, 9:30 am

Central Office Conference Room

Members Present:

Melissa Walker

Hillary Koyner

Taffy Miller

1. Call to Order

Melissa Walker called the meeting to order at 9:35am. In attendance were Lewis Brey, Director of Human Resources and Internal Counsel, Jen Ryan, HR Specialist and Gina Albert, member of the public.

2. Approval of Minutes

Discussion:

September minutes were approved.

3. Discussion of policies, regulations, and bylaws

3.A. New Policy 6143.1, Parent-Teacher Communications

Discussion: This new policy was brought forward to the committee with language prepared by Shipman and Goodwin. Mr. Brey will update the homebound tutor section to reflect Weston's current practice, and will bring to the December Board meeting for a first reading.

3.B. Policy 4118.12/4218.12, Sex Discrimination and Sexual Harassment

Discussion: This policy is now divided into a policy, regulation, and complaint procedure per Shipman and Goodwin's recommended changes. It was updated to reflect the new law that the State of Connecticut passed, requiring that every school employee as of October 2019 must receive needs two hours of sexual harassment training. The new regulation provides a clearer reporting timeline and process. This policy and regulation will go for a first reading at the December Board meeting.

3.C. Policy and Administrative Regulation 5125, Confidentiality and Access to Student Records

Discussion: Mr. Brey discussed the changes and updates to this policy and regulation per the State of Connecticut and Shipman and Goodwin. This policy and regulation will be forwarded for a first reading at the December Board meeting.

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

Discussion: Future topics could include Mandatory Cessation in regards to the vaping epidemic, Regulations provided by CES, and Animals in schools.

5. Adjourn 10:30am

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: December 16, 2019

Information Only

Action Requested

Agenda Item Subject: November-December Principals' Report

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

November-December 2019 Principals' Report for Board Review

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

WESTON PUBLIC SCHOOLS REPORT

December 16, 2019



Weston High School

Lisa Wolak, Principal

*In this issue... Principal's Update
School Counseling
Professional Development
Academic Programs
Performing Arts
Co-Curricular Programs
Athletics*

PRINCIPAL'S UPDATE



On November 11, Weston High School welcomed local veterans to celebrate Veterans Day. Students enjoyed their lunch period with the veterans and listened to a panel discussion during the last two blocks of the

day. The veterans had an engaging dialogue with students about their experiences during the panel discussion, as this was a great opportunity for students to get connected with our local veterans. A big thank you goes out to the veterans that participated as well as to the members of the American Heroes Club—particularly, club president Larry Shore—who organized this event.

A huge congratulations to all Weston athletes and coaches. Weston Athletics was recognized and honored as a Michaels Cup award recipient for overall sportsmanship and athletic performance by the CIAC at its annual Sportsmanship Conference.



Weston High School kicked off the annual 26 Days of Kindness on November 19, in memory of the victims of the Sandy Hook tragedy. The 26 Days of Kindness is an initiative to encourage kind acts among students, staff, and the community in order to promote positive cultural change. The 26 days were highlighted by acts of kindness by student groups, such as free baked goods, a food drive, and volunteer opportunities. Students signed pledges to commit acts of kindness over the 26 days, and a calendar of kindness events was posted in the lobby of the school. On Monday, December 9, a Kindness Assembly was organized by student government, which included a number of beautiful musical performances and highlights from the 26 Days. Students were inspired by the words of Mark Barden, father of Daniel Barden and brother-in-law of teacher Mr. Risoli. In the words of Dawn

Hochsprung, Principal of Sandy Hook Elementary School, "Be kind to one another. It's all that matters."

On December 10, our school was proud to host a delegation of 30 principals and elite teachers from the Guangdong Province of China. The purpose of their visit was to explore how schools in the United States develop and implement professional development in K-12 schools.

SCHOOL COUNSELING

On November 21, the School Counseling Department held the Junior College Kickoff evening presentation and we were so thrilled to have 168 families join us for the event. We covered various topics on the college admissions process including the use of Naviance, building a college list, application timeline, standardized testing, financial aid, the various components of an application and more. Junior families will begin having their individual post-secondary planning meetings in December, and we look forward to helping them navigate this exciting process.

During the week of December 2, Ms. Green and Mr. Meunier visited all senior English classes to prepare students for early admissions decisions to come in. While this is an exciting time, we understand that it can also be stressful, and we took this opportunity to discuss how to navigate the emotional rollercoaster that comes with different decisions.

On December 5, senior parents joined the School Counseling Department for a parent coffee that focused on preparing for admissions decisions to come in. We discussed the possible outcomes, admissions strategies moving forward, financial aid, scholarships, navigating the emotional challenges that might arise, how to best support their children and more.

PROFESSIONAL DEVELOPMENT

On November 21, English teachers Ms. Cincotta, Ms. Holmes, and Ms. Opidee attended the workshop, Poetry Out Loud, in West Hartford. Poetry Out Loud, which was sponsored by the National Endowment for the Arts and the Poetry Foundation, encourages students in the study of great poetry and provides them with an opportunity to engage in a dynamic recitation of that poetry. The teachers observed teaching artists in action as they shared methods on how to support students as they discover how powerful voice could be in poetry. The English department plans to host a WHS Poetry Out Loud competition in early February and our school winner will move on to the state-wide competition.

GUEST SPEAKERS

Faculty and nursing students from UConn School of Nursing visited sophomore health classes to discuss implications and incidence rates of STI's. This discussion was a coordinated effort with the Westport/Weston Health district.



On November 22, Introduction to Economics students welcomed Mr. Bill Greeley, who delivered a guest lecture on the practical application of economics principles. Mr. Greeley is a partner at Ridgefield Capital Asset Management, where he invests in commodities derivatives. His lecture helped students make connections between the theories they have studied in class and the real-world significance of those concepts.

Composer and Saxophonist, Mark Small from the University of Miami, led a day of Improvisation workshops with the musicians in our bands, choirs and orchestras this month.



ACADEMIC PROGRAMS

Students in Mr. Jorge's AP United States History class participated in a recent simulation focused on various crises our country faced during the 1830s. They assumed the roles of political leaders from this time, such as Andrew Jackson and Henry Clay, and groups of American citizens, such as factory workers and farmers, affected by the political decisions being made. They researched different issues that the United States faced during the Age of Jacksonian Democracy. The students then wrote and delivered speeches, and engaged in a question and answer discussion in an effort to gain the votes of the citizens for each round of the simulation. Pictured are the winners in Mr. Jorge's classes: Rhys Aronson and Jake Ferraro, Amanda Birbara and Rebecca Ronai, Jordan Conlon and Nick Sacchetta.



All students are participating in the English Department's annual film analysis unit this month. The intent of this unit is to develop and sharpen our students' visual literacy skills. English classes will meet in the auditorium to view Tim Burton's film, *Edward Scissorhands*. After each viewing, they will examine directorial choices as they relate to characters, themes, and storytelling, analyze the purpose of the visual metaphors, and engage in a focused evaluation of selected screenshots. Each course will have a common final assessment where students will be expected to demonstrate their ability to be thoughtful and analytical viewers.



Junior Alexander Colman had the opportunity to interview Connecticut Senator Richard Blumenthal over Thanksgiving break. Xander is currently working on StudentCam, C-SPAN's annual national video documentary competition that encourages students to think critically about issues that affect our communities and our nation. This year's competition theme, "*What's Your Vision in 2020? Explore the issue you most want presidential candidates to address during the campaign.*" Xander's documentary addresses the issue of water pollution and contamination.

School Resource Officer Joe Mogollon and student EMTs Bella Sperry and Connor Golden ran workshops in sophomore Health classes this November. The EMTs spoke about their experiences volunteering for local EMT services. Officer Mogollon presented on juvenile-related laws for motor vehicles and social media.



PERFORMING ARTS



The National Association for Music Education hosted the All National Honors Ensembles the weekend of November 6-10. Momo Burns-Min auditioned for and was accepted into the NAFME All National Honors Choir and performed at the concert in Orlando, Florida on November 9.



Our bands hosted a Veteran's Day Concert with the Westport Community Band on November 11. The salute to our veterans was well attended and toys were collected for Toys for Tots!

The a cappella group, The Wes Tones, opened for the professional a cappella group Rockapella at The Ridgefield Playhouse on December 11.

Company performed the Neil Simon comedy, *Rumors*, this November. The cast included: Will Berger (Ken Gorman), Momo Burns-Min (Chris Gorman), Jessica Dionian (Officer Welch), Remy Young (Cookie Cusak), Jonathan Eiler (Ernie Cusak), Vahn Kessler (Lenny Ganz), Erin Dillon (Claire Ganz), Brian Lombardi (Officer Pudney), Zaine Dove (Cassie Cooper) and Marc Lubliner (Glenn Cooper).



On November 23, Company performed a student-run production called "Once Upon a Time: A Musical Showcase." This production featured favorite Disney music including some songs from *Aladdin*, *Beauty and the Beast*, and *Frozen* and the short plays *Little Red Riding Hood*, *Where the Wild Things Are*, and *The Cat in the Hat*. Students Brooklyn Boehme, Lauren Lakra, and Julia Lawless produced the show with a student-run technical team, full costumes, and over 20 members of Company performing!

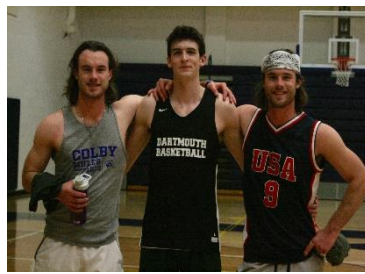
CO-CURRICULAR PROGRAMS

Weston celebrated the 74th anniversary of the founding of the United Nations on October 24. Students from the Model United Nations Club and the school's a cappella singing group, the Wes Tones, joined town officials and members of the UN Association of Southwestern Connecticut for this important



event. Secretary General of the club, Senior Aidan Delgass and First Selectman Chris Spaulding raised the flags of the United States and the United Nations to start off. Aidan spoke to the students and residents at town hall about his experience in the Model UN, how connected people across the earth are by our shared humanity, and the UN's role in helping solve pressing global issues. Weston resident and officer of the UNASWCT, Marge Nieuwenhuis, delivered an address, before introducing the Wes Tones who sang beautifully to mark this important day.

On November 23, the St. Baldrick's Club held its 2nd Annual 3v3 Basketball Tournament. This year the tournament fundraiser focused on raising money for the Smilow Cancer Center at Yale New Haven Hospital. They raised approximately \$600, which will be used to purchase games and toys for the cancer patients at Smilow. The St. Baldrick's Club raises money and awareness for children's cancer. This club works in tandem with St. Baldrick's Team Weston to help prepare for Team Weston's annual head-shaving event.



The Coding Club just finished Round #1 of the American Computer Science League Competition this month. In each of the four rounds this year, students must complete five challenging CS-related short answer problems under a strict time limit, and also a programming problem that must be solved by writing an original program in under 72 hours using a language of their choice. Congratulations go to junior Maksim Kirillov and freshman Dwight Koyner for posting the top scores in Round #1.



The Spanish Club held two fundraisers to support a local homeless shelter. The club sold sweet bread from Mexico and hot beverages to students and faculty in the morning. The money earned will be used to cook and serve a meal for the Open Door Emergency Homeless Shelter in Norwalk on December 14.

The Tutoring on Wheels club travels with WHS Spanish teacher Mrs. Davidow every Tuesday after school to Bridgeport to assist Cesar A. Batalla students in grades K-8 with their school assignments. Our students are able to improve their

Spanish conversational skills by working with the Bridgeport students, and gain a greater global perspective.

ATHLETICS

The fall season was an exciting adventure for athletes. The WHS football team qualified for the State playoffs for the third time in school history, and the first time since 2012. Both Girls' Volleyball and Girls' Soccer played in the State semifinals. Boys' Soccer played in the SWC Championship game and Girls' Swim & Dive won SWC Championship, as well as a State championship title. As of the first week of December, 15 students were named All-State Athletes. We are proud that 90% of fall student-athletes earned an academic recognition certificate. Winter sports kick off this month, and we wish them great success.

Weston Middle School

Dan Doak, Principal

In this issue... Colonial Day

Project Challenge Punkin' Chunkin'

Nature's Classroom

Veterans Day Celebration

Student Government Update

Advisory Door Decorating

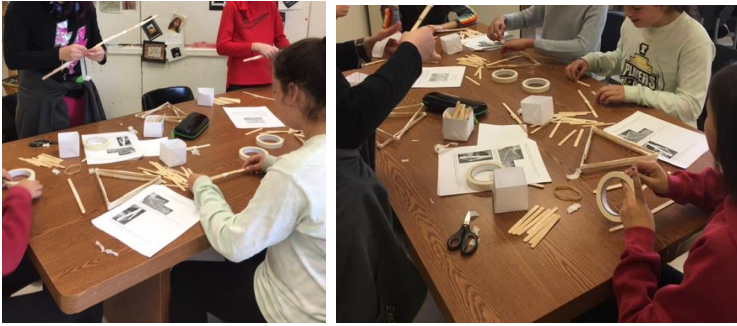
Square Dance Showdown

COLONIAL DAY

The Connecticut 4th Regiment visited WMS on Friday, November 8. The volunteer reenactors simulated a tavern meeting where they debated independence for our eighth graders. The students then rotated to eight stations, each with a reenactor who shared their expertise about different facets of the Revolutionary War. Students learned about the lives of a Continental soldier and a loyalist; 18th century medicine and surgical techniques; the Valley Forge experience; the symbolism present in flags; the Hessians; and intelligence gathering methods.



PROJECT CHALLENGE PUNKIN' CHUNKIN'

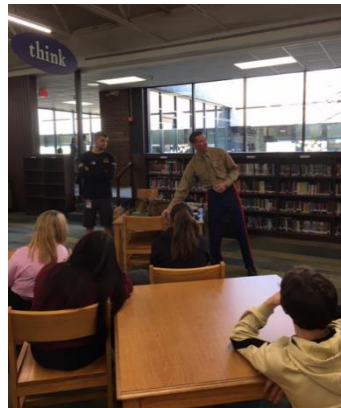


Students in Ms. Quaintance's Project Challenge classes were tasked with building a miniature catapult out of Popsicle sticks, tape, and rubber bands to enter the competition to celebrate the end of fall. Students competed to win points in categories such as accuracy, distance traveled, and best in show. In addition to the chocolate pumpkins used for the

miniature catapults, a large scale version of the Punkin' Chunkin' took place outside on the field with real pumpkins.

VETERANS DAY CELEBRATION

Once again, Weston Middle School students and staff honored our veterans through a variety of events on November 11. We kicked off the day by welcoming veterans at a breakfast in our cafeteria. We then held an all-school assembly, with several patriotic musical selections performed by our students. Our student emcees explained the historical significance of the day and our guest speaker, Mr. Bill Rother, shared his personal experiences of service to our country. Our eighth grade students participated in a "living history" experience, which gave them the opportunity to hear the stories of the veterans in attendance, including our very own faculty members, Mr. Dey and Mr. Adams. The eighth grade band then performed at the town ceremony. This day would not have been the success that it was without the tireless effort of Mr. Holmes and his committee of WMS faculty, working in collaboration with Ed Hutchins and the town Committee for Veterans, and Tammy Roberts and the WMS PTO.



NATURE'S CLASSROOM

Many sixth graders and staff from the middle school spent a wonderful three days at Nature's Classroom November 6-8. Students had an opportunity to complete team building activities, learn about animals in their natural habitat, build geodomes and rockets, learn to build a fire outdoors, learn how to identify different trees in Connecticut, and so much more. At meals, students had an opportunity to give a positive share describing something they got to explore, a fun activity they



participated in, or an act of kindness. Students were also encouraged throughout our stay to be mindful of the resources needed to produce the food and beverages provided and to make a conscious effort to only take what they could consume. Students looked forward to the ORT report provided at each meal and were delighted to see the number of pounds go down. (ORT is the food left uneaten on our plates.)



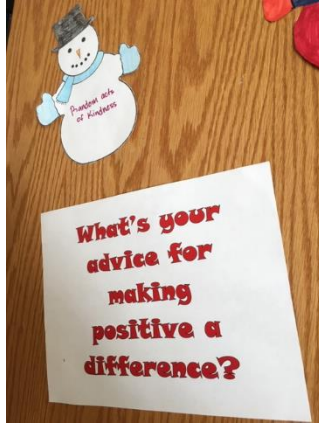
STUDENT GOVERNMENT UPDATE

The WMS SGA enjoyed a very productive and meaningful first trimester of the year! After hosting two successful socials, the grade 6 Halloween dance and the grade 7 Sky Zone social, SGA members ran the annual Thanksgiving Food Drive to benefit the Weston Food Pantry. WMS donations helped to stock the shelves for the holiday season as SGA members visited the Food Pantry on a service learning trip to see the results of their efforts. As we move closer to our winter vacation, SGA is in the midst of our annual toy drive to benefit the students of the Geraldine Claytor Magnet Academy in Bridgeport. SGA students are looking forward to their next service learning opportunity in delivering the toy donations prior to the break. The students are excited to continue exploring further opportunities for community service as we move into 2020.



ADVISORY DOOR DECORATING

During our December advisory period, students were given an image and a prompt which served as a theme that they used to decorate the classroom door. Prompts included: What gives you joy? What's your advice for combating loneliness? How do you spread kindness? Some of the student work is displayed below. We hold a 25 minute advisory period twice a month. The goals of our advisory program focus on building positive school climate and strong relationships among students and staff.



SQUARE DANCE SHOWDOWN

Sixth grade students recently completed their square-dancing unit in their physical education classes which culminated in a square dance showdown. As you can see in the photos below, the students did a great job.

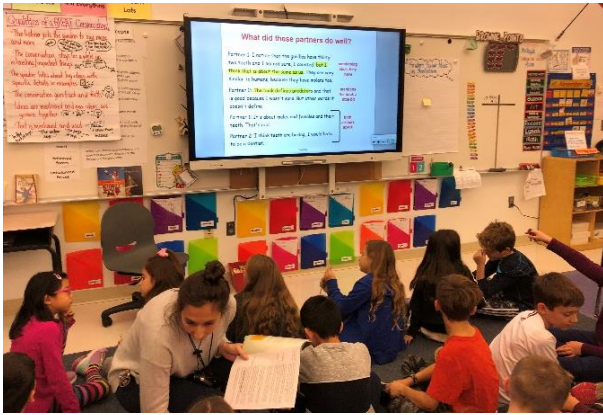


Weston Intermediate School

Pattie Falber, Principal

*In this issue...Grade Three Informational Reading and Writing
Grade Three Mathematics
Grade Four Science
Grade Five Science
All-School Assembly with Author, Dan Gutman
Grade Three Maker Tech
Veterans Day*

GRADE THREE INFORMATIONAL READING AND WRITING



Third grade readers and writers just wrapped up a study of how readers learn from nonfiction text and how writers construct nonfiction text. In reading, students read an abundance of informational texts to look for ways the main idea is revealed. A big focus of this unit was how to get ready to learn a lot from a text by previewing it first to notice the big things the text will teach. Some big ways students learned to do this was to study how an author teaches main ideas and details about a topic, and the ways nonfiction authors elaborate by including different kinds of information.

In writing, students learned about writing all-about chapter books that teach several different parts of a topic the writer is an expert on. Elaboration and organization is a big focus of this unit. Students learned the importance of organizing their writing into sections and subsections, as well as elaborating by using different kinds of information such as facts, explanations, definitions, dates, details, observations, and expert vocabulary. As students study the work of nonfiction authors, and then incorporate that work into their own writing, they are learning valuable ways of communicating information they know and learn.

GRADE THREE MATHEMATICS



This month the third grade students have also been developing their knowledge and use of bar models to build their conceptual understanding of mathematics. Bar modeling provides a strategy for the students to be able to draw and visualize mathematical concepts helping them to understand on a conceptual level what is being asked. This strategy draws on the Concrete-Pictorial-Abstract approach, an essential component of the *Math in Focus* program. Bar modeling helps students develop deeper

mathematical fluency and number sense. Students are currently using bar modeling with addition and subtraction problems, but will be used throughout the year across a wide range of concepts.



GRADE FOUR INFORMATION READING UNIT

This month, our fourth grade students finished their first information reading unit of the year. In this unit, students learned how to summarize and analyze non-fiction text by focusing on main ideas and text structures such as cause and effect, compare and contrast, problem and solution, and narrative. Students worked in research teams to investigate different aspects of weather and its relationship to natural disasters, including floods, hurricanes, tornadoes, blizzards, and earthquakes. By investigating multiple sources on a topic, students were able to synthesize information across texts, articles, and videos. Finally, groups presented their findings to their classmates. This unit was an incredibly

engaging way to launch our fourth graders into the world of information reading and research on real-world topics of significance.



GRADE FOUR SCIENCE

This month, the students finished their first science unit entitled, Energy Conversions. After learning that the energy for an electrical system must come from a source, and that the source is converted to electrical energy by a converter (such as a fuel-burning power plant, solar panel, or wind turbine); the students designed, built, and tested their own wind turbines.



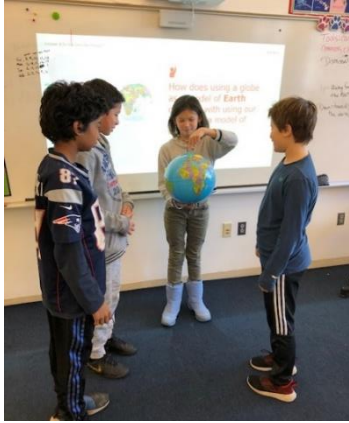
In the last chapter of this unit, students worked together to answer the question *How does energy get to the devices all over Ergstown?* Students investigated and reflected on why systems may fail

and discovered that if a part of an electrical system fails, then the whole system may also fail. Through investigations and reading, students learned about the electrical grid—the wires that connect the other parts of the electrical system—and then argued for the best solution for improving the electrical grid to reduce blackouts. As a culminating activity, the students synthesized all the evidence they collected to present two improvements to implement in the fictional town of Ergstown to prevent future blackouts. In one class a town-hall style meeting was held where students presented their recommendations to a panel of important town people (the mayor, town planner and board of selectman) played by various staff members and fifth graders. The recommendations were well-presented and supported by evidence; it was a difficult task to come up with the winning recommendation.



GRADE 5 SCIENCE

Grade five students began their second unit of the new science curriculum, Patterns of Earth and Sky: Analyzing Stars on Ancient Artifacts. Students are taking on the role of astronomers, helping a team of archaeologists explain the illustrations on a recently discovered, thousand-year-old artifact with a missing piece. They are using mathematical thinking to make sense of patterns in the sky, which they figure out by using physical and digital models and obtaining information from science books. They



are planning and conducting investigations to figure out how the spin and orbit of our planet are the cause of the daily and yearly patterns of stars we see in the sky. Through the use of computer simulations, students investigated why most stars are not visible in the daytime. Students constructed the idea that the sun, which is a relatively smaller star, only appears large because it is the closest star to Earth, while other stars only appear tiny because they are very far away. Students have also been introduced to some of the features of a scientific explanation and have composed their own scientific explanations that address the Chapter 1 Question: *Why don't we see a lot of stars in the daytime?*

ALL-SCHOOL ASSEMBLY WITH AUTHOR, DAN GUTMAN

In November, students were thrilled to welcome renowned children's author, Dan Gutman to our school. Mr. Gutman met with the students in grade-level assemblies



to talk about his books and his path to becoming an author. Mr. Gutman shared with the students that becoming a published author was difficult to do at first, but with persistence and a desire to learn and grow, he was able to overcome rejection and go on to author many, many books. Mr. Gutman has written over 70 books in the *My Weird School* series, as well as author several other series of books including, *Genius Files*, and *Baseball Card Adventures*, which revolves around a child who travels back in time to meet baseball legends. Most recently, Mr. Gutman has begun work on a new series of books entitled, *Flashback Four*, which blends fascinating real history with an action-

packed and hilarious adventure. Four very different kids are picked by a mysterious billionaire to travel through time and photograph some of history's most important events. With his books spanning a wide-range of interests and reading abilities, his books are a popular choice for our students.



GRADE THREE MAKER TECH



As part of Maker Tech instruction, third graders celebrated Halloween in the WIS Learning Commons using iPads and jointed paper skeletons to create stop motion videos of a skeleton dance. The literature connection for this activity was a picture book entitled *Halloween Hustle*, by Charlotte Gunnufson. Students worked in teams of two, taking on the roles of photographer and animator to create their dancing skeleton videos using an IOS app called Stop Motion.

One of the primary goals of the WIS Maker Tech program is to provide students guided exploration and the opportunity for independent practice with creative technology applications. Needless to say, a splendid time was had by all!

VETERANS DAY

On Monday, November 11, WIS students and staff took time to come together as a school to remember and honor Veterans Day, and the men and women who serve our country. The fourth and fifth grade chorus, led by Mrs. Moretti, began the assembly with *The Star Spangled Banner*. Students in each of the grade levels sang songs they had prepared to commemorate the day, and many students shared poems or short stories that they had written in honor of the holiday. We were pleased to welcome Retired Colonel Randall Chase, who shared with the students some of his experiences while serving 25 years in the military, along with many of the different hats he had worn over the years. The assembly ended with a school-wide sing-along of *Yankee Doodle* and *This Land is Your Land*, while a slide show played that included pictures from many of our staff and teachers who have family members who are veterans.



Hurlbutt Elementary School

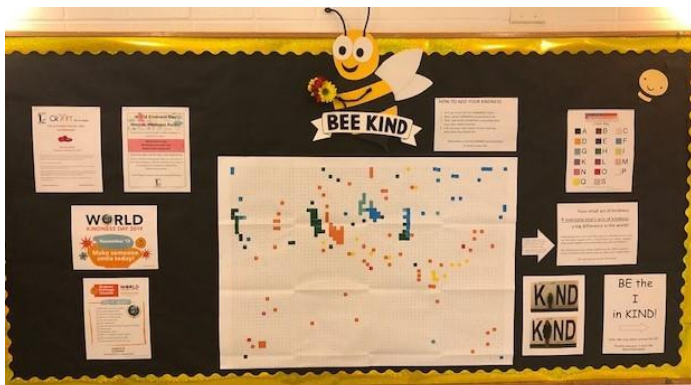
Laura Kaddis, Principal

*In this issue...Positive School Climate
School Fundraising and Community Events
Halloween at Hurlbutt
Teaching and Learning*

POSITIVE SCHOOL CLIMATE

Inspired by World Kindness Day, our students have been joining this important movement by making a promise to do something kind. To make their efforts visible, students add a sticker to our *Bee Kind* board after they have completed a kind act. Staff also add stickers to promote good deeds when they see students/staff spreading kindness. Students are learning that as the stickers make a difference in creating our mosaic, each individual act of kindness makes a difference in creating a kinder world. Students are continuing to practice safe, kind and responsible behaviors and we are yet again on our way to filling our Hurlbutt honey hive. Following our most recent full hive, classes were rewarded with extra recess and a new activity—"Mystery Moves." Sharon Rodko, our Librarian, created five movement break videos starring Hurlbutt staff performers. They were recorded using a green screen to add to the "professional" look. Students had no idea that the movement breaks they were getting to

watch for filling the Hive would be starring HES staff! This is another example of how our staff is committed to fostering a healthy Hurlbutt community for students and staff.



SCHOOL FUNDRAISING AND COMMUNITY EVENTS

Each year June Smith, kindergarten paraprofessional, leads Hurlbutt's *Shoot for the Cure* to raise money for the Susan G. Komen Breast Cancer Foundation. The staff participates by making a monetary donation to join a team and shoot baskets. The winning team this year was awarded pink cups as a token of appreciation. Following the event, our staff enjoyed a potluck breakfast drizzled in pink. Pink cream cheese, pink cookies, fruit and many other delicious treats rounded out this fun event. We are thankful to Panera Bread for the delivery of pink ribbon bagels for our staff. They sponsor us every year and the nourishment they provide contributes to the success of our event. This year was a record fundraising year, raising over \$500.00 for the foundation.



The students of Hurlbutt again participated in an annual Coin Drive during our PTO sponsored book fair. Together they raised \$1,400 for the purchase of books for schools in our surrounding communities. Students enjoyed coming into the office with a class bag filled with coins to sort and count. We are pleased that this activity supports our math curriculum as students experience sorting coins and counting pennies, nickels, dimes and quarters! In this electronic age, handling coins is no longer an everyday event for our young learners so this activity serves many purposes.

During the week of the book fair we also hold our annual *Run for Life* event, run by Wyatt Hallgren, Physical Education teacher. The Hurlbutt community arrived at school at 7:45am, Tuesday through Friday, the week of October 22 to walk with their children. We love seeing entire families including grandparents, neighbors, caregivers and friends on these energizing mornings. Everyone can participate as the event encourages walking running and/or jogging to promote lifelong fitness and well-being. It was the perfect time of year to enjoy our South House field as the leaves were changing and the field was awash in beautiful fall colors. During physical education classes the students walked or ran laps. Mr. Hallgren tallied the laps which totaled 14,607 this year (equaling 1,538 miles). The winning classes this year with the most laps per grade were Mrs. O'Hara's kindergarten class, Mrs. Merrifield's first grade class, and Ms. Weir's second graders! We think all of our classes were winners!



A second grader won the raffle prize donated by the PTO, a basket filled with books, markers, t-shirts and other fun school supplies.

HALLOWEEN AT HURLBUTT



From the sharks of Shark Week to Playdoh, Expo Markers, Beekeepers and Donuts, the hallways were buzzing with staff members in creative costumes! The students love the enthusiasm brought to school by our staff to make Halloween memorable. This was the first year in many that our parade was indoors due to inclement weather but the energy and excitement was the same. Our first and second graders watched the preschool and kindergarteners parade and cheered on their fellow schoolmates! All of our first and second graders also showed off their costumes to each other in the LRC and South House cafeteria during smaller parades in those locations. Rainy weather did not ruin this Hurlbutt Halloween!



TEACHING AND LEARNING

Our Kindergarten students are learning how to discuss text and share opinions about books with reading partners. Using our technology, students access reading material using Tumblebooks. Tumblebooks is an online resource that gives our students access to hundreds of books with a click. We love this resource as one of the features is the read-along option. Students can follow along as the book is read to them. This is a great feature for our budding readers. As part of this specific activity, students listened with partners and then verbalized why they liked the book. Sharing a book with a friend is a wonderful way to foster the love of literature, develop social skills and promote critical thinking skills.



Teachers at Hurlbutt continue to explore new ways to use digital tools to support student learning. Some first graders used the MyStory app to plan out steps for their How-To writing pieces. First, they picked a topic they were an expert in. Next, they recorded what would need to be done in each step. Then, they listened to their recording in order to write the words. Lastly, they could take photos of their illustrations or draw pictures to accompany their ideas within the app.

Kindergarten, first and second grade students worked in The Hive, the Hurlbutt makerspace. This initial experience gave students the opportunity to foster skills needed for working in a group. Each station presented a challenge that needed to be met using low-tech materials. Class discussions included using the Mood Meter chart from the Ruler Approach (part of our Emotional Learning Curriculum) to discuss strategies students could use to shift their moods from unproductive emotions, such as frustration, to those that better support learning and problem solving.



Students were led in the Pledge of Allegiance on Veterans Day by our security specialist, Mr. James Fisher of the United States Marine Corps. He was recorded using a green screen in order to include the waving flag behind him. Thank you to Mr. Fisher and to veterans everywhere for their service to our country.