



Policy Committee Meeting
Tuesday, March 3, 2026
9:00 AM
Zoom Webinar

- I. Call to Order, Verification of Quorum
- II. Approval of minutes from the February 2, 2026 Policy Committee Meeting.
- III. Discussion regarding policy/regulation:
 - A. Policy/regulation - review, no changes:
 - P 5146 Pledge of Allegiance
 - P 6151.1 Minimum Class Size
 - P 6154 Homework
 - B. Policy/regulation - revisions
 - P 1000 Concepts, Goals, and Roles in Community Relations
 - P 1210 School-Community Associations
 - R 1411 Law Enforcement Agencies
 - P 5000 Concepts and Roles in Student Policies
 - P 5121 Examination/Grading/Rating
 - P 6143 Parent and Guardian Access to Instructional Material
 - P 6145.2 Interscholastic/Intramural Athletics
 - R 6145.2 Interscholastic Intramural Athletics
 - P 6146 Graduation Requirements
 - P 6164.11 Drugs, Tobacco, Alcohol
 - P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
 - P 6172.5 English Language Learners
 - P 6180 Evaluation of the Instructional Program
 - C. Policy/regulation - new
 - P 1411 Law Enforcement Agencies
 - D. Policy/regulation review - retire:
 - P 6181 Evaluation of the Special Education Program
- IV. Discussion regarding policy/regulation review at the next meeting

- V. The next scheduled meeting of the Policy Committee: April 13, 2026 9:00 AM, via Zoom.
- VI. Adjournment



Policy Committee Meeting

Tuesday, February 3, 2026

9:00 AM

Zoom Webinar

Present: David Felton, Sharon Ferraro, Michael Guido. Present: 3.

Absent: David Felton. Present: 2, Absent: 1.

David Felton left the meeting at 9:58 AM

I. Call to Order, Verification of Quorum

Additional Attendees:

Erica Forti, Superintendent of Schools; Tracy Edwards,
Assistant Superintendent of Pupil Personnel Services

The meeting was called to order at 9:05 AM

Moved that the February 3, 2026 Policy Committee meeting is
hereby called to order Unseconded with a motion by Ferraro,
Sharon.

II. Approval of minutes from the January 12, 2026 Policy Committee Meeting.

Moved that the minutes were presented for review. With
corrections noted, the minutes were approved. Carried with a
motion by Guido, Michael and a second by Ferraro, Sharon.
David Felton: Yea, Sharon Ferraro: Yea, Michael Guido: Yea
Yea: 3, Nay: 0

III. Discussion regarding policy/regulations

A. Policy/regulation review – no changes

P 6142.1 Family Life and Sex Education

P 6142.2 Recognition of Religious Holidays

R 6142.2 Recognition of Religious Holidays

P 6144 Controversial Issues

P 6145 Extra Curricular Program

P 6145.5 Organizations Associations

P 6146.1 Grading System

P 6147 Curriculum Exemptions

P 6151 Class Size
P 6161.2 Care of Instructional Materials
R 6010.1 Academic Honesty
R 6111 School Calendar
R 6140.1 Approval of Academic Programs

P 6142.1 - Family Life and Sex Education: Questions raised about legacy federal references (No Child Left Behind) and language on contraceptive distribution, confirmed language exists in the CABE model policy, will to double-check statutory references before bringing to Board. *If change is made, it will move to policy review - updates.*

The following policies will have a review date added, no Board action required.

P 6142.2 Recognition of Religious Holiday: No changes recommended. R 6142.2 Recognition of Religious Holidays: No changes recommended. P 6144 - Controversial Issues: P 6145.5 - Organizations / Associations. P 6145 - Extra Curricular Program: No changes recommended. P 6145.5 - Organizations / Associations: P 6145.5 - Organizations / Associations: No changes recommended. P 6146.1 Grading System: No changes recommended. P 6147 - Curriculum Exemptions: No changes recommended, other than changing first two-weeks to first four-weeks. P 6161.2 Care of Instructional Materials: No changes recommended. R 6010.1 Academic Honesty: No changes recommended. R 6111 School Calendar: No changes recommended. R 6140.1 Approval of Academic Programs: No changes recommended.

B. Policy/regulation review - updates

P 0210 Mission and Functions - Goals_Objectives for Student
P 1258 Non-Discrimination
R 1258 Non-Discrimination (Complaint Procedure)
P 6000 Concept and Roles in Instruction
P 6010 Philosophical Guidelines
P 6111 School Calendar
P 6112 School Day
P 6121 Non-Discrimination_Instructional Program
P 6141.312 Migrant Students
P 6145.3 Publications
P 6162.6 Use of Copying Devices
R 6142.3_5141.5 Suicide Prevention_Education
R 6114.1 Fire Emergency
P 6114 Emergencies and Disaster Preparedness
P 1311.1 Political Activities of School Employees
P 1251 Loitering or Causing Disturbance
P 1252 Possession of Deadly Weapons or Firearms
R 1230 Sexual Offenders

P 0210 Mission and Functions - Goals_Objectives for Student: renumber to P 0200 and move forward as updated. P 1258 Non-Discrimination: move forward as updated. R 1258 Non-Discrimination (Complaint Procedure): move forward as updated. P 6000 Concept and Roles in Instruction: move forward as updated. P 6010 Philosophical Guidelines: change to Goals and Objectives, move forward as updated. P 6111 School Calendar: move forward as updated. P 6112 School Day: move forward as updated. P 6121 Non-Discrimination_Instructional Program: move forward as updated. P 6141.312 Migrant Students: move forward as updated. P 6145.3 Publications: move forward as updated. P 6162.6 Use of Copying Devices: move forward as updated. R 6142.3_5141.5 Suicide Prevention_Education: Convert the instructional content into a standalone policy, policy 6142.3 → Suicide Prevention Education (student instruction and staff training), retain policy/regulation 5141.5 for suicide prevention intervention and response, removing instructional language from that policy, ensure appropriate cross-referencing between the instructional policy and the intervention policy/regulation;. R 6114.1 Fire Emergency: move forward as updated. P 6114 Emergencies and Disaster Preparedness: move forward as updated. P 1311.1 Political Activities of School Employees: move forward as updated. P 1251 Loitering or Causing Disturbance: move forward as updated. P 1252 Possession of Deadly Weapons or Firearms: move forward as updated. R 1230 Sexual Offenders: move forward as updated.

C. Policy/regulation review – new

P 0000 Statement of Philosophy
P 0100 Mission Statement
P 1110.1 Communication with the Public_Parent Involvement
P 6162.51 Survey of Students
P 6171.2 Pre-School Special Education

P 0000 Statement of Philosophy: new policy, move forward as presented. P 0100 Mission Statement: new policy, move forward as presented. P 1110.1 Communication with the Public_Parent Involvement: new policy, move forward as presented. P 6162.51 Survey of Students: new policy, move forward as presented. P 6171.2 Pre-School Special Education: new policy, move forward as presented:

D. Policy/regulation review – retire

P 0220 Mission and Function - Goals and Objectives for
School Operations_System

P 0220 Mission and Function - Goals and Objectives for
School Operations_System: retire this policy, identified as
redundant in light of newer and more comprehensive mission-,
philosophy-, and goals-related policies reviewed during the
meeting (e.g., P 0000, P 0100, P 0210).

- IV. Discussion regarding policy/regulation review at the next
meeting
Working through the remaining 6000 series.
- V. The next scheduled meeting of the Policy Committee: March 3,
2206, 9:00 AM, via Zoom.
- VI. Adjournment
The meeting adjourned at 10:26 AM
Moved that the February 3, 2026 2026 Policy Committee meeting
be adjourned Carried with a motion by Guido, Michael and a
second by Ferraro, Sharon.
Sharon Ferraro: Yea, Michael Guido: Yea
Yea: 2, Nay: 0

Respectfully submitted by:
Jodi Sacchetta

P 5146

Pledge of Allegiance

In accordance with [Connecticut General Statutes Section 10-230](#)(c), the Board of Education shall ensure that a period of time is set aside each school day to allow those students who wish to do so the opportunity to recite the Pledge of Allegiance. This policy shall not be construed to require any person to recite the Pledge of Allegiance, should he or she choose not to do so.

Legal References:

[Conn. Gen. Stat. §10-230](#)

Adopted: February 28, 2017

Weston Public Schools Weston, Connecticut

P 6151.1

Instruction Minimum Class Size

Class size, an outcome of program, shall be flexible and responsive to changing students needs. To this end, class size shall be no less than fifteen (15) students. An exception to this policy may be granted by the Board of Education for one or more of the following reasons:

1. Number of Student Stations

Instructional space is less than the minimum class size and the insufficiency would impair the health or safety of participating students.

2. Advance Subject Sequence

Students who successfully complete a first year course with a two or more year sequence may expect advanced offerings when class size is reasonably less than the minimum.

3. Special Needs for one or more of the following circumstances:

- in classes where the nature of the subject is highly specialized
- the students' needs are unusual and diverse; and/or
- a great amount of individual instruction and supervision is required
- where economics of the situation justify the small class size

The Board of Education shall consider the appropriateness of exceptions on a timely basis, prior to budget considerations.

Policy Adopted: September 3, 1991

Weston Public Schools
Weston, Connecticut

P 6154 Homework

The Weston Board of Education recognizes the value of homework and considers it an integral part of the educational process.

Homework may be assigned to:

- Strengthen and expand classroom learning;
- Reinforce content and allow the opportunity to practice essential skills;
- Develop good work habits and routines; and,
- Develop organizational, executive functioning and time management skills.

The administration shall issue guidelines outlining the responsibility of teachers, parents and students with respect to homework. Guidelines should be aligned with current research and best practices in education. Further, the guidelines should be developmentally appropriate and align with the district's commitment to promoting healthy learning environments.

Weston Public Schools Weston, Connecticut

P 1000

Community Relations Concepts, Goals, and Roles in Community Relations

The Board of Education recognizes that the state and school system's community shapes the quality of local education. ~~The Board of Education recognizes that the community, defined broadly as the state and specifically as the area served by the school system, determines the quality of local education.~~ It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs and evaluating results.

School-community relations are not merely reporting and interpreting. Rather, they are part of a public enterprise in which community members and school personnel play their respective roles in the best interests of the school district.

The Board of Education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence and interest in the school system.
3. To promote effective dissemination of information concerning school activities.
4. To solicit **and consider** community opinions about the school system.
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.
6. **To invite community participation in school activities**

Policy adopted: November 6, 1989

Policy revised:

Weston Public Schools Weston, Connecticut

P 1210 School-Community Associations

~~The Board of Education recognizes school-community groups such as Parent-Teacher Associations or Parent-Teacher Organizations as integral parts of the school community which can promote better educational programs.~~

~~The Board of Education encourages active support of and cooperation with school-community organizations.~~

~~Among the many services which such associations can offer, the Board of Education especially endorses support for parent/citizen volunteer programs in our schools.~~

The Board of Education encourages the creation of parent-organizations such as PTA, PTO units and student, teacher, and parent councils as appropriate means of achieving effective parental involvement with the school system.

The Board of Education encourages the Superintendent of Schools, administrators, teachers and staff members to work closely with the officers and directors of parent organizations.

Among the many services which such associations can offer, the Board of Education acknowledges the support from parent/citizen volunteer programs in our schools.

Policy adopted: November 6, 1989

Policy revised:

Weston Public Schools Weston, Connecticut

R 1411

Law Enforcement Agencies

~~Release of Pupils to and Questioning of Pupils by Law Enforcement Officials~~

~~In the absence of parental or guardian consent, the principal shall release pupils to law enforcement officials only if an arrest warrant is presented or if the law enforcement officer informs the principal that the pupil has been observed engaging in a criminal act immediately prior to the arrest. Reasonable efforts will be made to notify parents/guardians of the arrest. If a warrant is issued by an official from the agency other than the Weston police, the principal must contact the Weston police who will verify the authenticity of the warrant. In any case where a law enforcement officer seeks to arrest a student, the principal must immediately notify the Superintendent of Schools or his/her designee.~~

~~If law enforcement officers seek to question a student at school, the decision whether or not to allow questioning will be made by the principal or designee. If the principal or designee determines that questioning by law enforcement will be disruptive to the educational process or maintenance of discipline in the school, the request may be denied. Unless there exists a clear and present danger as determined by the principal, no questioning by law enforcement shall be allowed in the absence of the student's parent or guardian. In any case where a law enforcement officer seeks to question a student on school grounds, the principal must immediately notify the Superintendent of Schools or his/her designee.~~

~~If there exists a clear and present danger as determined by the principal, a student who is not a suspect in the case may be questioned by law enforcement in the presence of the principal or his/her designee. The student's parent or guardian will be notified as soon as possible by the principal or his/her designee and informed of the questioning by law enforcement.~~

~~Notwithstanding the foregoing, if the law enforcement officer seeking to arrest a student, or to question a student, declines to honor a refusal by the principal to permit the removal from school or questioning by law enforcement as provided above, the principal should not attempt to interfere with the officer's actions. Rather, the principal should verbally object to the officer's actions and document his/her objections in a written communication to the officer and the officer's supervisor.~~

Purpose and Scope

This regulation governs coordination between Weston Public Schools and law enforcement agencies, including School Resource Officers (SROs), in a manner consistent with District threat assessment procedures, memoranda of understanding (MOUs), and applicable law.

Release of Students to Law Enforcement

In the absence of parental or guardian consent, the principal or designee shall release a student to law enforcement officials only when a valid arrest warrant is presented, the officer informs the principal that the student was observed committing a criminal act immediately prior to arrest, or other lawful authority exists. The Superintendent or designee shall be notified in all such cases.

Questioning or Interviewing of Students

Law enforcement questioning of students on school grounds shall be coordinated with the principal or designee and conducted consistent with the District's behavioral threat assessment and management procedures. Reasonable efforts shall be made to notify parents or guardians prior to questioning, unless exigent circumstances exist.

Threat Assessment and Safety Exception

Law enforcement officials, including SROs, may participate in behavioral threat assessment activities and may question students when an immediate safety concern exists. Such questioning shall occur with administrative oversight and parental notification as soon as practicable.

SRO Coordination

SROs assigned to the District shall operate pursuant to a Board-approved MOU. SROs may engage in safety planning, threat assessment, and crisis response consistent with their law enforcement role and the educational mission of the District.

Non-Interference and Documentation

School officials shall not physically interfere with lawful law enforcement actions. Any objections shall be documented in writing, and all law enforcement interactions involving students shall be documented in accordance with District procedures.

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules.

[10-233a](#) through [10-233s](#) re student suspension, expulsion.

[10-233g\(b\)](#) Boards to report school violence.

[10-233h](#) Arrested students. Reports by police to the superintendent, disclosure, confidentiality.

[17a-101](#) Protection of children from abuse.

[17a-102](#) Report of danger of abuse.

[46b-124](#) Confidentiality of records of juvenile matters. Exception

[53-206c](#) Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.

[53a-185](#) Loitering in or about school grounds: Class C Misdemeanor.

Reports of principals to police authority.

New Jersey v T.L.O., 53 U.S.L.W. 4083 (1988), 469 U.S. 325; 105 S.Ct 733.

[54-76j](#) Disposition upon adjudication as youthful offender.

Policy Reference:

Policy and Regulation 5145.12 – Search and Seizure

Regulation Adopted: February 24, 1992

Regulation Revised: June 19, 2017

Regulation Revised:

P 5000

Students

Concepts and Roles in Student Policies

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Weston Board of Education's policies and the Administrator's regulations.

Each child of each parent shall be given equal opportunity. However, children vary widely in capacities, interests, social and economic background therefore, no two can be treated exactly alike if the fullest development of each is to be achieved.

Discrimination among students attending our schools with respect to race, color, religious Creed, age, marital status (including civil unions), national origin, sex, sexual orientation, or physical disability, **gender identity or expression, status as a victim of domestic violence, ancestry, present or past history of mental disorder, or disability (including pregnancy)** is prohibited.

Legal Reference:

Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds (as amended by PA 11-55)

10-184 Duties of parents. (re mandatory schooling of children five years of age and over and under eighteen)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board.

10-226a Pupils of racial minorities.

Section 504, U. S. Rehabilitation Act of 1973, 29 U.S.C. @ 794

~~10-15c Discrimination in Public Schools Prohibited~~

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

~~Section 504, U.S. Rehabilitation Act. 1973, 29 U.S.C. 794~~

Policy Adopted: October 1, 1990

Policy Revised: January 20, 2009

WESTON PUBLIC SCHOOLS Weston, Connecticut

P 5121

Students

Examination/Grading/Rating

The Board of Education seeks, through performance objectives in its instructional program, to make achievement both recognizable and possible for students.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform the student, the student's parents and counselor of his/her progress, and to provide a basis for bringing about change in student performance, if such change seems necessary.

Students enrolled in grades 3 through 8 inclusive and grade ten or eleven shall take an annual mastery examination in reading, language arts and mathematics, during any month of the school year. *(Currently administered during the last 12 weeks of the school year.)* Each student enrolled in grade 5, 8, 10 or 11 shall annually, in March or April, take a state-wide mastery examination in science. Achievement of a satisfactory score on the mastery test shall not be required as the sole criterion for promotion or graduation. The State Board of Education shall approve the provision and administration of all mastery examinations.

Students with significant cognitive disabilities in grades 3 through 8 and 11 shall be assessed with the Connecticut Alternate Assessment.

~~Each student enrolled in grades three through eight shall take the Connecticut Mastery Test, and students in grade ten shall take the Connecticut Academic Performance Test, provided by and administered under the supervision of the State Board of Education. Achievement of a satisfactory score on the mastery test shall not be required as the sole criterion for promotion or graduation.~~

(cf. 6146 – Graduation Requirement)

(cf. 6146-2 – statewide Proficiency/Mastery Examinations)

(cf. 6180 – evaluation of the Instructional Program)

Legal Reference: Connecticut General Statutes

10-14m Development and submission of educational evaluation and remedial assistance plans.
(Contents of plan)

10-14n State-wide mastery examination

10-14p Reports by local and regional boards re instructional improvement and student progress

10-14q Exceptions

10-140 Compensatory education grant. Financial statement of expenditures

10-221a High School graduation requirements

Policy Adopted: October 1, 1990

Policy Revised: March 16, 2009

Policy Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6143 Parent and Guardian Access to Instructional Material

~~In accordance with federal law and Board policy, parents and legal guardians shall be permitted access to instructional material used as part of the educational curriculum for any student.~~

~~"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include formative or summative assessments and tests of any kind.~~

~~Upon request, the district shall permit parents and legal guardians to inspect any Instructional Material which has been utilized in the educational program of their student. The district shall grant reasonable access to Instructional Material within a reasonable period of time after a parental/legal guardian request is received. Instructional Material developed by Board employees is subject to copyright and other intellectual property protections belonging to the Board.~~

In accordance with federal law, state law, and the Weston Board of Education (the "Board") policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board's curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials ("Curriculum"). Curriculum does not include academic tests or academic assessments.

Beginning with the 2026-2027 school year, and each school year thereafter, the Board shall post the objectives and scope and sequence of all approved curriculum on its website.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

State Law:

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

Public Act 25-174, “An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027.”

Legal Reference:

~~Elementary and Secondary Education Act of 1965, [20 U.S.C. § 1232h](#), as amended by the Every Student Succeeds Act, [Pub. L. 114-95](#)~~

Policy adopted: December 16, 2016

Policy revised:

Weston Public Schools Weston, Connecticut

P 6145.2

Instruction

Interscholastic/~~Intramural~~ Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, ~~and of annual sports schedules.~~

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. ~~In addition, the Board encourages intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.~~

Each student who chooses to participate in an interscholastic athletic program is required to have on file ~~in the offices of the building administrator and the athletic director,~~ a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. **The electronic certificate of consent, signed by both the athlete and the parent will be valid for the school year.** ~~This certificate of consent shall be in effect for each student for each sports season.~~

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the prime consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Although user fees are designed to partially offset the costs of extracurricular athletics, these programs shall be open to all students without regard for ability to pay. Funding shall be provided for student unable to pay for participation in approved sports and activities.

Legal Reference: Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton v St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 Conn. L. Trib. **26) 9/87**

U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

R 6145.2

Instruction

Interscholastic ~~Intramural~~ Athletics

In order to be considered as a Club Sport by the Board of Education, a petition in writing must be submitted to the Athletic Director/Principal with a copy to the Superintendent of Schools. The Superintendent of Schools will submit the petition to the Board of Education for approval.

Parties submitting a petition attest/agree to the following:

- There is enough interest to support a viable competitive team,
- The club will be formed in compliance with non-discrimination regulations of Title IX,
- All costs of funding the program will be absorbed by the participants,
- Coach(es) are certified by the State of Connecticut and will attend pre-season athletic department meetings,
- All athletes will comply with Board and Weston High School policies,
- Submission of a copy of the club's athletic schedule to the Athletic Director,
- ~~● Submission of a team roster within one week of the start of the season,~~
- **Registration and submission of all required forms for team members will be conducted in accordance with all other athletic programs**
- Members will comply with all SWC and CIAC rules of eligibility,
- ~~● Submission of all required forms (parent consent, emergency medical card, current physical);~~
- Training rules which prohibit the use and/or possession of illicit drugs including alcohol, tobacco (smoking, chewing, snuff), inhalants or steroids,
- Program supervision by the Athletic Director, and
- Transportation by bus to and from all competitions for team, not individual competitors.

The Board in accepting a sport under Club Status assumes the responsibility for liability insurance and, if the sport grows as a program over a three year period, agrees to the club sport becoming an athletic program under the auspices of the Board. Participants will be eligible for athletic honors and awards. The Athletic Director will provide scheduling support to the club.

The Board reserves the right to accept or reject an activity as a club and/or financially supported athletic program.

Regulation adopted: April 21, 2003

Regulation revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6146

Instruction Graduation Requirements

Graduation from Weston Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education; and (3) that they have fulfilled the legally mandated number and distribution of credits required to graduate from high school.

Commencing with classes graduating in 2027, and each graduating class thereafter, the Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward program goals and requirements to warrant graduation according to the terms of paragraph #1 above.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Board of Education's standards for graduation will meet or exceed the state law regarding credits for graduation from high school at all times.

Legal Reference:

Connecticut General Statutes

[10-221a](#) High School Graduation Requirements

Policy adopted: March 5, 1991

Policy revised: February 25, 2014

Policy revised:

Weston Public Schools Weston, Connecticut

P 6164.11

Instruction

Drugs, Tobacco, Alcohol

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts which touch on the subject.

It is desired that the administration make use of in-service training sessions for ~~both~~ **appropriate** certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

10-19a Superintendent to designate substance abuse prevention team

10-19b Advisory councils on drug abuse prevention

10-220 Duties of boards of education

10-221(d) Boards of education to prescribe rules

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6164.12

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

~~Acquired Immune Deficiency Syndrome (AIDS) is one of the most serious health problems that Americans have ever faced. As many as 1 to 1.5 million Americans may be infected with the virus that causes AIDS. Thousands of them are young adults and teens. AIDS does not discriminate and can affect anyone - male and female, rich and poor, white, Black, Hispanic, Asian and Native American.~~

~~Currently there is no cure for those infected with AIDS, but the Board believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.~~

~~Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with regulation.~~

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of students from such instruction upon the written request of the student's parent or guardian.

Legal Reference: Connecticut General Statutes

10-19(c) AIDS education

Policy adopted: June 4, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6172.5

Instruction

~~English Language Learners~~

~~Limited English Proficiency Program (English Learners)~~

~~The Superintendent of schools shall establish services for English Language Learners (also referred to as limited English Proficient [LEP] students) in the district. The program may employ the student's native language and English for instruction. Identification of eligible students shall occur through the use of standardized assessments as required by the State Department of Education.~~

~~The program for LEP students shall concentrate on the following areas:~~

- ~~1. development of English language proficiency and literacy through English as a second language~~
- ~~2. teaching and student achievement in all the core content areas taught, especially language arts or reading, mathematics and science~~
- ~~3. long term professional development for administrators associated with the program and for teachers of program students~~
- ~~4. parental notification and involvement.~~

~~Students will continue to eligible for services until they achieve levels of mastery on English Language Learner assessments as defined by the State Department of Education.~~

~~Legal Reference:~~

~~No Child Left Behind Act of 2001, sec.3115, 3116, 3125, 3129, 3301, and 9101
Title III of the Elementary and Secondary Education Act, [20 U.S.C.](#)~~

The Board of Education (Board) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. Multilingual learners or students who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.

The Board believes that high-quality, comprehensive, and effective English Learner/Multilingual Learner and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English Learners (ELs).

In compliance with Public Act 23-150, Section 17, the Board will provide the parents and guardians of eligible students with a copy of the multilingual learner bill of rights in the dominant language of such parents and guardians and post the document on the District website.

The Superintendent or his/her designee is directed to develop and implement procedures, consistent with the requirements of the Every Student Succeeds Act (ESSA) and the Connecticut State Department of Education (CSDE) ESSA plan which:

- Determine if a student is a potential EL student through adherence to the Home Language Survey Guidance and completion of the Home Language Survey (HLS).

- Administers the state-mandated English Language Proficiency (ELP) Screener when the review of the HLS results indicates the student may have a primary or home language other than English.
- Informs parents/guardians, in writing, if the results from the ELP assessment indicate the student qualifies as an English Learner.
- Implements English learners services for all identified students.
- Annually assess the English proficiency of all English learners students during the testing window using the state-mandated English language proficiency assessment. (Students can only exit EL status if they meet all EL exit criteria.)
- Monitor the progress of students receiving English as a Second Language (ESOL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law and encourage parental appraisal of their child's program.

Definitions

English Learner (EL) refers to an LM student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

Multilingual Learner (ML) refers to an asset-based approach that includes all the languages with which children and families interact or children who use two or more languages.

English for Speakers of Other Languages (ESOL) refers to an instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

Bilingual Education refers to an instructional approach that explicitly included the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teachers are available.

Parents who are not able to use English in a manner that allows full participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand and a copy of the Parent Bill of Rights in their dominant language.

The goal of the ESOL program is to assist students to achieve fluency, including listening, comprehension, speaking, reading, and writing, in English. The goal of the bilingual program is to permit students to learn subject matter in their dominant language while developing English language skills.

Parents/guardians of EL/ML students shall be notified by mail that their child is eligible for enrollment in a bilingual, ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child into the program.

Communications with parents/guardians of students in these programs shall be in writing, in both English and their dominant language.

Information regarding English Proficiency Assessments - LAS Links can be accessed through the following CSDE Link:

<https://portal.ct.gov/SDE/Student-Assessment/ELP-Assessment/English-Language-Proficiency-Assessment---LAS-Links/Documents>

(cf. 6141.31 - Bilingual-Bicultural Education)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10 17 English language to be medium of instruction. Exception.

10 17a Establishment of bilingual and bicultural program.

10 17d Application for and receipt of federal funds.

10 17e Definitions.

10 17f Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

10 17g Application for grant. Annual evaluation report.

10-76e Definitions.

10 146f Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

10 17h 1 to 10 17h 15. Programs of bilingual education.

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Title III, Language Instruction for English Learners and Immigrant Students, P.L. 114-95, ESSA, Sections 3001-3121

(20 U.S.C. 6812, 20 U.S.C. 6823)

P.A. 23-150 Section 17

Policy Adopted: April 21, 2003
Policy Revised:

Weston Public Schools Weston, Connecticut

P 6180

Instruction

Evaluation of the Instructional Program

~~Appropriate means for continuing evaluation of the entire education program shall be established and maintained. Special attention shall be given to (a) elimination of discrimination as to race, color, creed, religious creed, age, marital status, national origin, sex or physical disability and (b) recognition of the individual child.~~

The Board of Education recognizes that education is a continuous process that cannot be satisfactorily achieved without the coordination and cooperation of all components of the entire system. To achieve the highest quality of education on all levels, a critical appraisal of the program as it operates in each school and at each level is essential. The purposes of evaluation of instruction are to:

1. indicate instructional strengths and weaknesses;
2. provide information needed for advance planning;
3. provide data for public information;
4. show the relationship between achievement and the school system's stated goals; and
5. check on the suitability of the instructional program in terms of community requirements.

A continuing evaluation will be conducted at the school and system-wide level. The needs as shown by this evaluation will be listed on a priority basis. School improvement programs will be aimed at meeting these needs.

The administration shall submit an annual report to the Board stating the strengths and weaknesses of the school program. Plans for correcting the weaknesses will be a part of the report.

Legal Reference: Connecticut General Statutes

10-76d(g) Duties and powers of boards of education to provide special education programs and services.

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

(cf. 6121 - Nondiscrimination in the Instructional Program)

~~Legal Reference: Connecticut General Statutes~~

~~10-14m Development and submission of educational evaluation and remedial assistance plan~~

~~10-76d(g) Duties and powers of boards of education to provide special education programs and services~~

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 1411

Law Enforcement Agencies

Purpose

The Board of Education recognizes that schools are responsible for students during school hours and school-sponsored activities. This responsibility includes safeguarding student safety, protecting constitutional rights, ensuring due process, and maintaining an orderly educational environment. The Board further recognizes the essential role of law enforcement agencies as partners in maintaining school and community safety.

This policy establishes governance principles for interactions between the Weston Public Schools and law enforcement agencies, balancing educational responsibilities with public safety needs.

Policy Statement

The Weston Board of Education supports cooperative and professional relationships with local, state, and federal law enforcement agencies. Such cooperation shall be conducted in a manner that:

- Protects the safety and well-being of students and staff;
- Respects the legal and constitutional rights of students;
- Minimizes disruption to the educational environment; and
- Complies with all applicable state and federal laws

Law enforcement officials are recognized as key community stakeholders in school safety and emergency preparedness, including participation in threat assessment activities and the planning and implementation of district emergency operations, security procedures, and crisis response protocols.

Student Arrests and Questioning

Interactions between students and law enforcement officials on school grounds or during school-sponsored activities shall be governed by administrative regulations established by the Superintendent of Schools.

Such regulations shall address, at a minimum:

- The release of students to law enforcement officials;
- Questioning or interviewing of students by law enforcement;
- Parental or guardian notification requirements;
- Administrative oversight and documentation; and
- Coordination with local law enforcement agencies.

Nothing in this policy shall be construed to expand or limit the lawful authority of law enforcement officials acting within the scope of their duties.

Superintendent Authority

The Superintendent of Schools is authorized to develop and implement regulations, procedures, and administrative guidance necessary to carry out this policy and to establish appropriate lines of communication with law enforcement agencies.

Non-Interference Clause

Nothing in this policy shall be interpreted to require school officials to physically interfere with lawful law enforcement actions. Any objections shall be documented and handled in accordance with administrative regulations.

Policy References:

Policy and Regulation 5145.12 – Search and Seizure

Legal References:

Conn. Gen. Stat. §§ 10-221; 10-233a et seq.; 10-233h; 46b-124

Policy adopted:

Weston Public Schools

Weston Connecticut

P 6181

Instruction

Evaluation of the Special Education Program

The Superintendent shall make an annual report to the Board of Education concerning the special education programs of the school district, with particular attention to the individual education programs, by program and school.

The report shall include recommendations of the Superintendent and staff, and by any Board authorized advisory groups, for improvement in the program.

In addition to the annual report the Superintendent shall make interim reports whenever it may be necessary to make adjustments in the program.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

Legal Reference: State Board of Education Regulations

10-76d-1 through 10-76d-19 Duties and powers of boards of education to provide special education programs and services

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut