Board of Education Regular Meeting
Monday, April 20, 2026
7:00 PM
Zoom Webinar

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action

II. PLEDGE OF ALLEGIANCE

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

III. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS: Discussion

IV. APPROVAL OF MINUTES: Discussion and possible action

- Board of Education Meeting: March 16, 2026
- Board of Education Special Meeting: March 23, 2026
- Board of Education Special Meeting: March 30, 2026

V. PUBLIC COMMENT

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

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

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

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

Third, the Board develops its meeting agenda carefully to ensure that the Board addresses matters that are pressing or relevant at the time of the meeting.

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

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

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

VI. OLD BUSINESS

A. Weston Board of Education Policies, Regulations, and Bylaws (second read): Discussion and possible action

1. Policy/regulation - review, updates:
    - P - 0210 Statement of Educational Goals and Student Objectives
    - P - 1000 Concepts, Goals, and Roles in Community Relations
    - P - 1210 School-Community Associations
    - R - 1230 Sexual Offenders
    - P - 1251 Loitering or Causing Disturbance
    - P - 1252 Possession of Deadly Weapons or Firearms
    - P - 1258 Non-Discrimination
    - R - 1258 Non-Discrimination (Complaint Procedure)
    - P - 1311.1 Political Activities of School Employees
    - R - 1411 Law Enforcement Agencies
    - P - 5000 Concepts and Roles in Student Policies
    - P - 5121 Examination/Grading/Rating
    - P - 6000 Concept and Roles in Instruction
    - P - 6010 Philosophical Guidelines
    - P - 6111 School Calendar
    - P - 6112 School Day

B. School Facilities/Campus Revitalization — quick updates, suggestions for questions: Discussion

VII. NEW BUSINESS

A. Consent Agenda: Discussion and possible action

1. Staffing Update
2. Gifts, Grants, and Bequests (Recognition, Acceptance, or Approval):
    - HES PTO Donation — $5,000 for East House Cafeteria painting and refresh
3. Overnight Field Trip (Mock Trial)

B. 2026-2027 Board of Education meeting Schedule: Discussion and possible action

C. Weston Board of Education Policies, Regulations, and Bylaws (first read): Discussion

1. Policy/regulation review — new
    - P 0000 Statement of Philosophy
    - P 0100 Mission Statement
    - P 1110.1 Communication with the Public
    - P 1411 Law Enforcement Agencies
    - P 6162.51 Survey of Students
    - P 6171.2 Pre-School Special Education
2. Policy/regulation review — updates
    - P 6114 Emergencies and Disaster Preparedness
    - R 6114.1 Fire Emergency
    - P 6121 Non-Discrimination Instructional Program
    - P 6141.312 Migrant Students
    - P 6142.1 Family Life and Sex Education
    - P 6143 Parent and Guardian Access to Instructional Material
    - P 6145.2 Interscholastic/Intramural Athletics
    - R 6145.2 Interscholastic Intramural Athletics
    - P 6145.3 Publications
    - P 6146 Graduation Requirements
    - P 6147 Curriculum Exemptions
    - P 6162.6 Use of Copying Devices
    - 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
    - R 6142.3_5141.5 Suicide Prevention Education
3. Policy/regulation - retire:
    - P 0220 Goals and Objectives for School Operations_System (replaced with P 0000 and P 0100)
    - P 6181 Evaluation of the Special Education Program

VIII. DISTRICT UPDATES
- A. Superintendent: Discussion
- B. Pupil Personnel Services and Special Education: Discussion
- C. Finance and Operations: Discussion

IX. COMMITTEE UPDATES (Refer to committee meeting minutes for details): Discussion
- A. Communications Committee
- B. Curriculum Committee
- C. Educational Optimization Committee (EOC)
- D. Finance & Operations Committee
- E. Negotiations Committee (AFSCME)
- F. Policy Committee
- G. Safety & Security Committee

X. MEMBER ORGANIZATION UPDATES: Discussion
- A. Connecticut Association of Boards of Education (CABE)
- B. Cooperative Educational Services (CES)

C. Weston Education Foundation (WEF)

XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- May 4, 2206, Time: TBD, Board of Education Executive Session, Via Zoom
- May 4, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom
- June 1, 2026, 7:00 PM, Board of Education Special Meeting (School Facilities/Capital Revitalization), Via Zoom
- June 15, 2026, 7:00 PM, Board of Education Meeting, Weston Middle School Library

A. Review of Pending Agenda Items for Next Meeting

XII. ADJOURNMENT: Discussion and possible action

Board of Education Regular Meeting
Monday, March 16, 2026
7:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

Absent: Sharon Ferraro, **Present:** David Felton, Peter Gordon, Michael Guido, Deborah Low, Lisa Luft, Nicole Wallach. Present: 6, Absent: 1.**Present:** Sharon Ferraro. Present: 7.

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action
Additional Attendees:
Erica Forti, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Chief Financial and Operations Officer; Tracy Edwards, Assistant Superintendent of Pupil Personnel Services; Juliane Givoni, Director of Human Resources; Daniel DiVito, Director of Digital Learning and Technology; Meghan Conetta, Jennifer D'Amico, Laura Kaddis: Building Principals; Alice Sullivan, Lexi Banks: WHS Student BOE Representatives; Kemp Morhardt, James Hoagland: SLAM; Scott Pellman, Colliers Collaborative

The meeting was called to order at 7:02PM

Sharon Ferraro joined the meeting at 7:06 PM

II. PLEDGE OF ALLEGIANCE

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

III. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS:

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The representatives discussed upcoming school events and schedule adjustments for late March and April 2026. Highlights include a recap of a Black History Month assembly led by ninth graders, with performances by the jazz band, a message from a former student, and a guest poet; a talent show postponed due to technical issues; a combined band, orchestra, and chorus concert at the high school themed "See the Shining Sea" in honor of America's 250th anniversary; POG presentations scheduled Wednesday through Friday; and an upcoming SAT Day for juniors. On the SAT Day, seniors have the day off to prepare for internships scheduled for May and June, the freshmen will attend a Generation SOS presentation, and sophomores will receive guidance on starting the college process.

IV. APPROVAL OF MINUTES: Discussion and possible action

- Board of Education Meeting: February 2, 2026
- Board of Education Special Meeting: February 23, 2026
- Board of Education Special Meeting: March 2, 2026

Minutes approved without objection
Moved that the minutes of the meetings were presented for review. There being no corrections, the minutes are approved as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

V. PUBLIC COMMENT

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public comment.

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Comments from the public: none

VI. OLD BUSINESS

A. SCHOOL FACILITIES/CAMPUS REVITILIZATION: Discussion, including follow-up with SLAM and Colliers Collaborative Continued collaboration with SLAM and Colliers on middle school project. Comparison: Renovation-to-new vs. New construction. Board working toward consensus on project direction. Major Findings: Revised Cost Estimates (significantly reduced): Renovation: ~$121.7M-$127.9M. New: ~$121.3M-$127.5M. Costs now roughly equivalent, slightly favoring new construction. Key Considerations: New Construction Advantages: Faster timeline (~20-24 months), no disruption to students, better for modern learning and energy efficiency. Renovation Challenges: Longer timeline (~39 months), occupied construction risks and costs, structural and mechanical limitations. Strategic & Financial Issues: State reimbursement: ~10% (new) vs ~18% (renovation adjusted). Not guaranteed; subject to state approval. Board may need to: approve ~$127M referendum without confirmed reimbursement. Not obligated to proceed after referendum if finances are unfavorable. Timeline Options: Recommended Option 2: Referendum Nov 2026, Grant submission June 2027, allows more public engagement and planning. Additional Topics: Potential 5-8 grade configuration, adds ~12-15k sq ft and ~$12-15M cost, sustainability (e.g., geothermal): removed from estimate but may be reconsidered. Inflation risks: delays could add ~$5-6M in escalation.

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VII. NEW BUSINESS

A. Consent Agenda: Discussion and possible action
Consent agenda approved without objection
Moved that the Weston Board of Education accept the consent agenda as presented. Carried with a motion by Felton, David and a second by Ferraro, Sharon.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 7, Nay: 0

1. Staffing Update

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

- WIS PTO Donation, $750: Book Bins
- Donation to WPS, $1,000: Telescope/guitar
- WIS PTO Donation, $1,200: Cameras for Student Use
- WIS PTO Donation, $1,500: Zen Den
- WIS PTO Donation, $1,600: Poster Printer
- WIS PTO Donation, $3,500: Robots/Dash Robot and Ball Launcher
- HES PTO, Donation, $4,000: Playground
- WIS PTO Donation, $18,000: Flexible Learning Space

B. Finance and Operations: Discussion and possible action

1. February 2026 Financial Update: Discussion and Possible Action
February 2026 financial report approved without objection
Moved that the Weston Board of Education approve the February 2026 Financial Report as presented. Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft:

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Yea, Nicole Wallach: Yea
Yea: 7, Nay: 0

2. FY27 Proposed Operating and Capital Adjustments: Discussion and Possible Action
   FY27 proposed operating and capital adjustments approved with one objection.
   Moved that the Weston Board of Education accept the FY27 Proposed Operating and Capital Adjustments as presented Carried with a motion by Felton, David and a second by Luft, Lisa.
   Peter Gordon: Nay, David Felton: Yea, Sharon Ferraro: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
   Yea: 6, Nay: 1

3. FY26 Technology Lease Bid Results: Discussion and Possible Action
   FY26 technology lease bid approved without objection
   Moved that the Weston Board of Education authorizes the Superintendent or designee to execute and deliver the lease purchase agreement with Cogent Bank, and any related documents on behalf of the Weston Board of Education as the co-lessee with the Town of Weston, and take all actions necessary and proper to complete the transaction. Carried with a motion by Felton, David and a second by Luft, Lisa.
   David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
   Yea: 7, Nay: 0

C. Weston Board of Education Policies, Regulations, and Bylaws (first read): Discussion
   Policies and regulations were presented for first review. Policy 6142.1 and 6147 were moved from review only to review with updates. Will be brought back for first review at the next board meeting.

1. Policy/regulation - no changes, add review date:

   - P - 5146 Pledge of Allegiance
   - R - 6010.1 Academic Honesty
   - R - 6111 School Calendar
   - R - 6140.1 Approval of Academic Programs
   - P - 6142.1 Family Life and Sex Education

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- P - 6142.2 Recognition of Religious Holidays
- R - 6142.2 Recognition of Religious Holidays
- P - 6144 Controversial Issues
- P - 6145 Extra Curricular Programs
- P - 6145.5 Organizations Associations
- P - 6146.1 Grading System
- P - 6147 Curriculum Exemptions
- P - 6151 Class Size
- P - 6151.1 Minimum Class Size
- P - 6154 Homework
- P - 6161.2 Care of Instructional Materials

2. Policy/regulation - review, updates:

- P - 0210 Mission and Functions - Goals_Objectives for Student
- P - 1000 Concepts, Goals, and Roles in Community Relations
- P - 1210 School-Community Associations
- R - 1230 Sexual Offenders
- P - 1251 Loitering or Causing Disturbance
- P - 1252 Possession of Deadly Weapons or Firearms
- P - 1258 Non-Discrimination
- R - 1258 Non-Discrimination (Complaint Procedure)
- P - 1311.1 Political Activities of School Employees
- R - 1411 Law Enforcement Agencies
- P - 5000 Concepts and Roles in Student Policies

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- P - 5121 Examination/Grading/Rating
- P - 6000 Concept and Roles in Instruction
- P - 6010 Philosophical Guidelines
- P - 6111 School Calendar
- P - 6112 School Day

VIII. DISTRICT UPDATES

A. Superintendent: Discussion
March is Board Appreciation Month and Superintenent Forti acknowledged members of the board thanking them for all they do.

B. Pupil Personnel Services and Special Education: Discussion
A presentation for parents was held at Weston Middle School on March 12. The presentation reviewed the roles and responsibilities of various staff members within PPS and special education. It provided an overview of the special education referral process, including evaluation procedures and the development of recommendations for an IEP. The presentation also included strategies for families to support students who might be experiencing anxiety, as well as ways to help children build a growth mindset and resilience. The presentation materials are available on the PPS website.

IX. COMMITTEE UPDATES (Refer to committee meeting minutes for details):

A. Communications Committee

B. Curriculum Committee

C. Educational Optimization Committee (EOC)

D. Finance & Operations Committee

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

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F. Policy Committee

G. Safety & Security Committee

X. MEMBER ORGANIZATION UPDATES:

A. Connecticut Association of Boards of Education (CABE)

B. Cooperative Educational Services (CES)

C. Weston Education Foundation (WEF)

XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- (HOLD) Board of Education Special Meeting (with public comment), March 23, 2026, 7:00 PM, Weston Middle School, Library Learning Commons
- Board of Education Special Meeting, March 30, 2026, 7:00 PM, Location: TBD

XII.

A. Review of Pending Agenda Items for Next Meeting

XIII. ADJOURNMENT: Discussion and possible action
The meeting adjourned at 9:14 PM
Moved that the March 16, 2026 Weston Board of Education meeting be adjourned. Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 7, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

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Weston Board of Education Special Meeting (Public Forum: School Facilities/Campus Revitalization)
Monday, March 23, 2026
7:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

Absent: Michael Guido, **Present:** David Felton, Sharon Ferraro, Peter Gordon, Deborah Low, Lisa Luft, Nicole Wallach. Present: 6, Absent: 1.

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action
Additional Attendees:
Erica Forti, Superintendent of Schools; Phillip Cross, Chief Finance and Operations Officer; Daniel DiVito, Director of Digital Learning and Technology; Scott Pellman, Colliers Collaborative; Kemp Morhardt, SLAM.

A quorum was met, and the meeting was called to order at 7:03 PM
Moved that the March 23, 2026 Weston Board of Education meeting is hereby called to order. Unseconded with a motion by Low, Deborah.

II. PLEDGE OF ALLEGIANCE

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

III. PUBLIC COMMENT: SCHOOL FACILITIES/CAMPUS REVITALIZATION

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

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The following members of the public spoke:

Kellie James - Bernhard Drive
Helen de Keijzer - Salem Road
Susan Baron - Old Hyde Road
Jasmine Kazakov - Old Field Road

IV. DISCUSSION: SCHOOL FACILITIES/CAMPUS REVITALIZATION

The Board and project team discussed how the educational teaming model drives classroom counts and building size, impacts state reimbursement, and the feasibility of adding 5th grade to the middle school. The group reviewed state reimbursement tiers, penalties for exceeding space standards, and enrollment thresholds, while also comparing schedule options for grant filing and referendum timing (Option 1 vs. Option 2 vs. Option 3), blackout period constraints, funding approval timing, and escalation impacts on costs. Energy and sustainability topics covered base-code performance (LEED Silver equivalency), PV readiness, geothermal constraints, and allowances. The Board weighed renovation vs. new construction, site constraints favoring multi-story design, and district-wide capital priorities. They outlined action items on ed spec

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audits (especially SPED and large rooms), legal clarifications on referendum advocacy, cost and reimbursement analyses, legislative outreach, committee formation, public engagement, and preparation of recommendations for town bodies.

V. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- Weston Board of Education Special Meeting (School Facilities/Campus Revitalization), March 30, 2026, 7:00 PM, TBD

- Weston Board of Education Meeting, April 20, 2026, 7:00 PM, Via Zoom

  The Board decided the March 30, 2026 special meeting will; be held via Zoom.

A. Review of Pending Agenda Items for Next Meeting

VI. ADJOURNMENT: Possible action
The meeting adjourned at 9:15 PM

Moved that the March 23, 2026 Weston Board of Education meeting be adjourned. Carried with a motion by Ferraro, Sharon and a second by Felton, David.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 6, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

DRAFT

Weston Board of Education Special Meeting (Forum (including Public Comment): School Facilities/Campus Revitalization)
Monday, March 30, 2026
7:00 PM
Zoom Webinar

Present: David Felton, Sharon Ferraro, Peter Gordon, Michael Guido, Deborah Low, Lisa Luft, Nicole Wallach. Present: 7.

I. CALL TO ORDER, VERIFICATION OF QUORUM: Possible action
Additional Attendees:
Erica Forti, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Chief Financial and Operations Officer; Tracy Edwards, Assistant Superintendent of Pupil Personnel Services; Daniel DiVito, Director of Digital Learning and Technology;

A quorum was met and the meeting was called to order at 7:02 PM Moved that the March 30, 2026 Weston Board of Education meeting is hereby called to order. Unseconded with a motion by Low, Deborah.

II. PLEDGE OF ALLEGIANCE

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

III. PUBLIC COMMENT: SCHOOL FACILITIES/CAMPUS REVITALIZATION

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Public comment speakers:
Susan Baron - Old Hyde Road
Laura Davis Gross - Fanton Hill Road
Amy Sandborn - Old Hyde Road
Lisa Yountchi - Partridge Lane
Keith Johnson - Singing Oaks Dr

Moved that the Weston Board of Education extend the 20-minute per topic rule per the bylaws, to a maximum of 45-minutes, for this special meeting on Monday, March 30, 2026
Carried with a motion by Luft, Lisa and a second by Ferraro, Sharon.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 7, Nay: 0

IV. SCHOOL FACILITIES/CAMPUS REVITALIZATION:

A. Discussion and follow-up from prior meetings
The Board reviewed the progression of the facilities planning process and addressed specific long-term campus flexibility options.

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B. Discussion and possible approval of educational specifications for a new Weston Middle School (March, 2026)
Board members discussed the timeline for grant applications and referendums.

BE IT RESOLVED, that the Weston Board of Education hereby approves the Educational Specifications for a new Weston Middle School (March, 2026). Carried with a motion by Felton, David and a second by Luft, Lisa.
Nicole Wallach: Nay, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea
Yea: 6, Nay: 1

C. Discussion and possible recommendation to convey the SLAM phase 1 and II building reports to the Weston Board of Finance and the Weston Board of Selectman for a new Weston Middle School and consider the comparative timelines for the grant application, referendum, and construction of a new Weston Middle School.

Moved that the Weston Board of Education recommends that the Weston Board of Finance and Board of Selectmen consider SLAM's Phase 1 and 2 Weston Middle School building assessments and consider the comparative timelines for the grant application, referendum and construction of a new Weston Middle School. Carried with a motion by Felton, David and a second by Luft, Lisa.
Nicole Wallach: Nay, David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea, Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea
Yea: 6, Nay: 1

V. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

- Weston Board of Education Special Meeting, April 13, 2026, 7:00 PM, TBD

- Weston Board of Education Meeting, April 20, 2026, 7:00 PM, Via Zoom

A. Review of Pending Agenda Items for Next Meeting

VI. ADJOURNMENT: Possible action
The meeting adjourned at 8:50 PM

Moved that the March 30, 2026 Weston Board of Education meeting be adjourned. Carried with a motion by Felton, David and a second by Luft, Lisa.
David Felton: Yea, Sharon Ferraro: Yea, Peter Gordon: Yea,

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Michael Guido: Yea, Deborah Low: Yea, Lisa Luft: Yea, Nicole Wallach: Yea
Yea: 7, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

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~~**P 0210 Mission and Functions - Goals/Objectives for Student**~~

RENUMBER: **P 0200**

Statement of Educational Goals and Student Objectives

Educational Goals

Weston residents continue to support high educational standards for their community. The Weston Board of Education is committed to a program of studies designed to challenge the abilities of school-age children, so they will emerge from the Weston schools as mature, confident young people ready to assume the responsibilities of adulthood. Within budgetary limitations that are responsive to Weston taxpayer interests, the Board shall develop, implement, and audit programs to accomplish these educational goals.

These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment. Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

To implement the Philosophy of the Public Schools, we accept this charge and the following objectives:

1. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;

2. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;

3. to enable students to apply knowledge, problem solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;

4. to enable students to pursue independent thought and research through both assigned and self initiated projects;

5. to enable students to explore the world's cultural heritage through experiences which help to broaden social awareness;

6. to provide curricular and co curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;

7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;

8. to enable students to develop aesthetic appreciation through integral experiences in art, music, science, literature, and languages;

9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;

10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;

11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical., and technical arts;

12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;

13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co curricular activities in the social sciences;

14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;

15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;

16. to provide a safe and orderly environment conducive to the learning process.

17. to integrate the principles and practices of social-emotional into the District's required professional development program pursuant to C.G.S. 10-148a.

Legal Reference: Connecticut General Statutes

10-4(c) Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children

Policy adopted:

~~Therefore, the school system shall provide a school program and learning environment that is committed to excellence and that will:~~

1. ~~Stimulate the desire for learning in each student, encouraging individuality and creativity.~~
2. ~~Expand the student's ability to think, to find and analyze information, and to make decisions.~~
3. ~~Ensure each student's mastery of the basic skills: reading, written and oral communication, and mathematics.~~
4. ~~Develop, to each student's full potential, the ability to explore knowledge, acquire skills, and express a thorough understanding of selected academic disciplines, including literature, mathematics, languages, sciences, and social studies.~~
5. ~~Offer a curriculum that introduces students to new and emerging fields.~~
6. ~~Encourage a continuing awareness of safety, physical fitness, health, and nutrition.~~
7. ~~Inspire and appreciation of the arts, promoting study and encouraging participation.~~
8. ~~Teach the principles of democracy and the rights and responsibilities of citizenship.~~
9. ~~Create in each student an understanding and appreciation of our own culture and of other cultures of the world.~~
10. ~~Foster positive self images and offer opportunities for personal and social growth.~~
11. ~~Require students to respect the rights, property, and opinions of others.~~
12. ~~Prepare the students to make post-secondary school choices that will fulfill their personal aspirations.~~

Policy adopted: November 6, 1989

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:

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:

R 1230 Sexual Offenders

Pursuant to state law, the Connecticut Department of Public Safety is obligated to notify school superintendents whenever a sexual offender is released into the community or whenever a registered sexual offender changes his or her address.

~~School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and prior to permitting a volunteer to work with students in any capacity. Registration as a sexual offender constitutes grounds for denial of employment and/or volunteer opportunities in the Weston Public Schools.~~

The Superintendent or their established designee, shall cross-reference the Connecticut Department of Emergency Services and Public Protection's sexual offender registry prior to hiring any new employee and prior to permitting a volunteer to work with students in any capacity. Registration as a sexual offender constitutes grounds for denial of employment and/or volunteer opportunities in the Weston Public Schools.

The Superintendent or his/her designee shall provide training to appropriate staff members regarding the methods for accessing the sexual offender registry information posted on the Connecticut Department of Emergency Services and Public Protection and the provisions of these regulations including appropriate handling of information and confidentiality requirements.

~~The Superintendent or his/her designee shall provide training to appropriate staff members regarding the methods for accessing the sexual offender registry information posted on the Connecticut Department of Public Safety and the provisions of these regulations.~~

Nothing in this regulation shall be construed to limit the District's authority to conduct additional background checks or take other actions deemed necessary to protect the safety and well-being of students and staff, consistent with applicable law.

Legal references:

Conn. Gen. Stat. § 54-258 **Availability of registration information. Immunity.**

Policy References:

Policy 4111.3, Background Checks

ADOPTED: April 24, 2017

P 1251 Loitering or Causing Disturbance

~~All visitors must register in the office of the school principal. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the principal. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there.~~

All visitors to school buildings or school grounds during the school day or during school-sponsored activities shall properly register at the school's designated main entrance and comply with all visitor identification, badging, and access-control procedures established by the Superintendent or designee.

Consistent with the Connecticut School Safety Infrastructure Standards, school buildings shall maintain controlled access points, and school staff shall remain vigilant for unauthorized individuals. Any concerns regarding unauthorized access, suspicious behavior, or potential disturbances shall be promptly reported to the school principal or designee.

A person shall be considered loitering on school property when he or she remains in or about a school building or on school grounds without a legitimate educational, employment, custodial, or school-related purpose, and without authorization or permission from school officials.

Any individual who causes a disturbance, interferes with the orderly operation of the school, refuses to comply with lawful directives of school personnel, or remains on school property after being directed to leave may be subject to removal from school grounds and referral to law enforcement, consistent with applicable law.

This policy shall be enforced in a manner that supports layered school security, preserves a safe and orderly educational environment, and respects the lawful rights of individuals.

Legal Reference:

Connecticut General Statutes § 53a-185
Loitering in or about school grounds; Class C misdemeanor

~~Legal Reference: Connecticut General Statutes~~
~~53a-185 Loitering in or about school grounds; Class C misdemeanor~~

Date Adopted: November 6, 1989

Weston Public Schools, Weston, CT

P 1252 Possession of Deadly Weapons or Firearms

I. Definitions:

A. **Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6). Pellet guns, BB guns, and airsoft guns are considered "firearms" for the purposes of this policy.

B. **Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19). Pellet guns, BB guns, and airsoft guns are considered "firearms" for the purposes of this policy.

C. **Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 2 of public act 13-170 who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).

D. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, administrative office buildings, maintenance buildings, and other buildings. Real Property includes, but is not limited to, the following: classrooms, offices, hallways, storage facilities, theaters, gymnasiums, other athletic facilities, cafeterias, common areas, fields, parking lots, access roads under control of the district, and wooded areas.

E. **School-Sponsored Activity** "means any activity sponsored, recognized or authorized by a Board of Education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(c) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the Real Property of the district or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item onto the Real Property of the district, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the Real Property of the district, or to a school-sponsored activity if:

A. The person brings the deadly weapon or firearm on the Real Property of the district, or to a school-sponsored activity, for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
B. The person possesses the deadly weapon or firearm on the Real Property of the district, or at a school-sponsored activity, pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
C. An armed security officer employed by the Board of Education to provide security services pursuant to Public Act 13-188 engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring and possess such item on the Real Property of the District and to a school-sponsored activity. No person providing security services may be armed without the approval of the Board of Education.

V. Consequences

A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the Real Property of the district and/or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
B. A student who possesses and/or uses any deadly weapon or firearm on the Real Property of the District or to a school sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the Real Property of the district, or at a school-sponsored activity, from entering district property, using any and all school facilities, and/or attending school sponsored events.

I. Definitions:

A. Deadly Weapon means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles or any device designed for violence and capable of inflicting serious bodily injury or death, including an air pistol" Conn. Gen. Stat. § 53a-3 (6).

B. Firearm means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).

C. Peace Officer means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles, who is certified under the provisions of sections 7-294a to 7-294e, inclusive, a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).

D. Real Property means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.

E. School-Sponsored Activity means "any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or

administrative office building in this district, on school transportation, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity, if:

A. The person brings the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.

B. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.

V. Consequences

A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.

B. A student who possesses and/or uses any deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.

C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative

office buildings, on school transportation, or at a school-sponsored activity, from using any and all school facilities.

Note: Under state law, in order to prohibit all persons from carrying deadly weapons and/or firearms onto school property (including persons who hold a legal permit to carry such weapons elsewhere), a school district must affirmatively pass a policy prohibiting such items. The policy above accomplishes this goal. Districts may legally prohibit other weapons as well, but issues exist regarding 1) a district's practical ability to enforce such prohibitions and 2) the definitions used to describe other types of weapons. If a district chooses to enact a wider prohibition on weapons, it is well advised to consult legal counsel for assistance in drafting a policy containing a wider prohibition.

~~Legal References:~~

~~Conn. Gen. Stat. §10-233a, *et. seq*., Suspension and Expulsion of Pupils~~
~~Conn. Gen. Stat. §29-28(c), Permit to Carry Pistol or Revolver~~
~~Conn. Gen. Stat. §53a-3, Penal Code, Definitions~~
~~Conn. Gen. Stat. §53a-217b, Possession of a Weapon on School Grounds~~
~~Public Act 13-188~~.

Policy References:
Policy 5114, Student Discipline

Legal References:
Connecticut General Statutes § 10-233a
§ 10-244a
§ 29-28(e)
§ 53a-3
§ 53a-217b

ADOPTED June 16, 2014

Weston Public Schools Weston, Connecticut

P 1258 Non-Discrimination

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class") is prohibited, whether by students, Board employees, Board members or third parties subject to the control of the Board, subject to the conditions and limitations established by law. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, school sponsored activities, as well as the district website.

It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, ancestry, alienage, disability (including pregnancy), genetic information, gender identity or expression, or veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law

Retaliation Prohibited:

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The following definitions apply for purposes of this policy:

A. Discrimination: Discrimination in violation of this policy occurs when an individual is denied participation in, or the benefits of, a program or activity of the Board because of such individual's actual or perceived membership in a Protected Class.

B. Harassment: Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

Tracy Edwards
Assistant Superintendent of Pupil Personnel Services
Weston Public Schools
24 School Road
Weston, Connecticut 06883
tracyedwards@westonps.org

C. Gender identity or expression: Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is

sincerely held, part of a person's core identity or not being asserted for an improper purpose.

D. Sexual orientation: Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

E. Veteran: A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in the United States Army, Navy, Marine Corps, Coast Guard, Air Force, and Space Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

F. Race: The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

G. Domestic violence: Domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the

family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

Alleged Discrimination/Harassment of Students or Employees:

Complaints of alleged discrimination and/or harassment of students and/or employees will be investigated in accordance with the non-discrimination policies applicable to students and/or personnel respectively. Complaints pertaining to specific forms of discrimination and/or harassment, such as sexual harassment or disability-based harassment, have specific policies and procedures applicable to these forms of harassment and will be investigated in accordance with the specific procedures for such issues. If a complaint involves allegations of discrimination or harassment of an employee or of a student based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. Complaints involving allegations of discrimination or harassment of an employee or of a student based on disability will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA.

Alleged Discrimination/Harassment of Community Members on the Basis of Sex:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) on the basis of sex, the complaint shall be referred to the District's Title IX Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Alleged Discrimination/Harassment of Community Members on the Basis of Disability:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) based on disability, the complaint shall be referred to the District's Section 504/ADA Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.

Any individual who believes a community member has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this

policy should report such concern in writing to **Juliane Givoni** in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Community, which accompany this policy, and are available online at **www.westonps.org** or upon request from the main office of any District school.

Reporting to State and Federal Agencies:

In addition to reporting to District officials in accordance with this policy, individuals also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Equal Employment Opportunity Commission (employees only):

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who:

1. has questions or concerns about this policy or its accompanying regulations; OR
2. wishes to request or discuss accommodations based on religion; OR
3. who would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination or harassment:

may contact any District administrator or the following District official:

Juliane Givoni
Director of Human Resources
Weston Public Schools
24 School Road
Weston, Connecticut 06883
julianegivoni@westonps.org

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of sex may contact the District's Title IX Coordinator:

Tracy Edwards
Assistant Superintendent of Pupil Personnel Services
Weston Public Schools
24 School Road
Weston, Connecticut 06883
tracyedwards@westonps.org

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the District's Section 504/ADA Coordinator:

Tracy Edwards
Assistant Superintendent of Pupil Personnel Services
Weston Public Schools
24 School Road
Weston, Connecticut 06883
tracyedwards@westonps.org

Legal References:

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 U.S.C. § 1681 et seq.

Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 1-1n, “Gender Identity or Expression” defined
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81c, Sexual orientation discrimination: Employment
Connecticut General Statutes § 46b-1, Family relations matters and domestic violence defined
Public Act No. 25-139, “An Act Concerning Human Trafficking and Sexual Assault Victims”

~~For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individuals' family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.~~

~~For the purposes of this policy, "gender identity or expression" means a person's gender- related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.~~
~~For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.~~

~~For the purposes of this policy, "race" is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles.~~

~~"Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs. Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination. These regulations accompany this policy and are available online www.westonps.org or upon request from the main office of any district school.~~

If a complaint involves allegations of discrimination or harassment, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy and Administrative Regulation #4118.12/4218.12, Sex Discrimination/Harassment in the Workplace (Personnel); Policy and Administrative Regulation #5114.6, Sex Discrimination and Sexual Harassment (Students); Policy and Administrative Regulation #4118.13, Disability and Accommodations (Personnel), Policy and Administrative Regulation 4118.11/4218.11, Non-Discrimination (Personnel) and Policy and Administrative Regulation #5145, Non-Discrimination (Students)).

~~Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):~~

~~Office for Civil Rights, Boston Office~~
~~U.S. Department of Education~~
~~8th Floor~~
~~5 Post Office Square~~
~~Boston, MA 02109-3921~~
~~(617) 289-0111~~
~~http://www2.ed.gov/about/offices/list/ocr/docs/howto.html~~

~~Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:~~

~~Connecticut Commission on Human Rights and Opportunities~~
~~450 Columbus Blvd.~~
~~Hartford, CT 06103-1835~~
~~(800-477-5737)~~

~~Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission and/or the Connecticut Commission on Human Rights and Opportunities:~~

~~Equal Employment Opportunity Commission, Boston Area Office~~
~~John F. Kennedy Federal Building~~
~~475 Government Center~~
~~Boston, MA 02203~~
~~(800-669-4000)~~
~~Connecticut Commission on Human Rights and Opportunities~~
~~450 Columbus Blvd.~~
~~Hartford, CT 06103-1835~~
~~(800-477-5737)~~

~~Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:~~

~~The Human Resources Manager~~

~~Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:~~

~~The Director of Special Education~~

~~Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's ADA Coordinator:~~

~~The Human Resources Manager~~

~~Legal References:~~

~~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 U.S.C. § 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 U.S.C. § 2000ff; 29 CFR 1635.1 *et seq*.~~
~~Connecticut General Statutes § 10-153. Discrimination on basis of marital status~~
~~Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60~~
~~Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions~~
~~Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.~~
~~Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement~~

Policy Adopted: January 22, 2018
Policy Revised: May 17, 2021
Policy Revised:

Weston Public Schools Weston, Connecticut

R 1258 Non-Discrimination (Complaint Procedure)

~~It is the policy of the Weston Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability (including pregnancy), genetic information, gender identity or expression, or veteran status is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.~~

It is the policy of the Weston Board of Education (the "Board") that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class") is prohibited in the Weston Public Schools (the "District"), whether by students, Board employees, Board members or third parties subject to the control of the Board, subject to the conditions and limitations established by law.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class") ~~protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability (including pregnancy), genetic information, gender identity or expression, or veteran status.~~

Retaliation Prohibited:

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class harassment or discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

If a complaint involves allegations of discrimination or harassment, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy and Administrative Regulation #4118.12/4218.12, Sex Discrimination/Harassment in the Workplace (Personnel); Policy and Administrative Regulation #5114.6, Sex Discrimination and Sexual Harassment (Students); Policy and Administrative Regulation #4118.13/4218.13, Disability and Accommodations (Personnel), Policy and Administrative Regulation 4118.11/4218.11, Non-Discrimination (Personnel) and Policy and Administrative Regulation #5145, Non-Discrimination (Students)).

Complaint Procedure

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

~~The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status. Any~~

~~such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.~~

~~The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.~~

Staff Development:

The District will periodically provide staff development for District administrators and periodically distribute the Board's Non-Discrimination policies and the implementing administrative regulations to staff, students and parents in an effort to maintain an environment free of discrimination and harassment.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to Protected Class discrimination ~~discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability (including pregnancy), genetic information, gender identity or expression, or veteran status~~ he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

A. Name of the complainant,
B. Date of the complaint,
C. Date(s) of the alleged harassment/discrimination,
D. Name(s) of the harasser(s) or discriminator(s),
E. Location where such harassment/discrimination occurred,
F. Names of any witness(es) to the harassment/discrimination,
G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
H. Proposed remedy.

Any individual who makes an oral complaint of discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the employee receiving the oral complaint will either reduce the complaint to writing, assist the individual with completing the written complaint form, or request the assistance of a District administrator to do so.

~~Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint~~

~~pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.~~

~~All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.~~

All complaints received by employees are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) under this complaint procedure, the Superintendent shall promptly investigate the complaint, or designate a District administrator or other trained individual to do so. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the reporter (if different from the complainant), the respondent and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

~~Upon receipt of a written complaint of discrimination, the investigator should:~~

1. ~~offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;~~
2. ~~provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;~~
3. ~~investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;~~
4. ~~conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;~~

5. ~~maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;~~
6. ~~communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;~~
7. ~~if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);~~
8. ~~whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;~~
9. ~~if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.~~

Upon receipt of a written complaint of discrimination or harassment of a community member, the investigator should:

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other

extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;

2. Provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;

3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;

4. Review any records, notes, statements, or other documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (e.g., "Consequences were imposed.").

7. Communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will take steps designed to remedy the discrimination or harassment, adhering to the requirements of state and federal law;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and

respondent (if any) will receive notice and interim measures may be implemented as necessary;

9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;

10. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

Complaint Procedure for Superintendent/Board Member Complaints:

Any District administrator or Board member who receives a complaint of discrimination, harassment or retaliation of a community member by a Board Member and/or the Superintendent shall forward the complaint promptly to Juliane Givoni. Complaints pertaining to the Superintendent or Board of Education members will be forwarded to the Chair of the Board of Education. Complaints pertaining to the Board Chair will be forwarded to the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the procedures described above.

If a complainant or a respondent is not satisfied with the findings and conclusions of an investigation in which the Superintendent or a member of the Board is the respondent, within ten (10) school days of receiving the findings such party may present the complaint and written outcome to the Board Chair (or, if initially presented by the Board Chair, the Board Vice Chair), who will take appropriate steps to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and

regulation. Such steps may include retention of an investigator different from the investigator who investigated the complaint.

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a community member, the District will take remedial action designed to:

A. eliminate the discriminatory/harassing/retaliatory conduct,
B. prevent its recurrence, and
C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
E. Supports for the complainant; and
F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

~~A complainant alleging race, color, national origin, alienage, ancestry, sex, disability or age discrimination may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).~~
~~A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).~~

~~An employee alleging discrimination related to their employment may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office. John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER: 800-669-4000) and/or with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 800-477-5737).~~
~~Regulation Adopted May 17, 2021~~

Reporting to State and Federal Agencies:

In addition to reporting to District officials in accordance with this policy, individuals also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who:

1. has questions or concerns about this policy or its accompanying regulations; OR

2. wishes to request or discuss accommodations based on religion; OR
3. who would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination or harassment:

may contact any building administrator or the following District official:

Juliane Givoni, Director of Human Resources, 24 School Road, Weston, CT Phone: 203-221-0505 Email: julianegivoni@westonps.org

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of sex may contact the District's Title IX Coordinator:

Tracy Edwards, Assistant Superintendent for Pupil Services, 24 School Road, Weston, CT Phone: 203-221-0505 Email: Tracyedwards@westonps.org

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the District's Section 504/ADA Coordinator:

Tracy Edwards, Assistant Superintendent for Pupil Services, 24 School Road, Weston, CT Phone: 203-221-0505 Email: Tracyedwards@westonps.org

DISCRIMINATION/HARASSMENT COMPLAINT FORM
(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, or status as a victim of domestic violence, sexual assault, or human trafficking)

Name of the reporter _____

Relationship of reporter to the District_____

Name of the complainant/victim _____

Relationship of complainant/victim to the District _____

Date of the complaint

_____

Date of the alleged discrimination/harassment
_____

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

_____
__

Location where such alleged discrimination/harassment occurred
_____

_____
__

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

Detailed statement of the circumstances constituting the alleged discrimination or harassment
_____

_____

_____

_____

_____

Proposed
remedy:_____

~~DISCRIMINATION COMPLAINT FORM~~
~~(For complaints based on race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability (including pregnancy), genetic information, gender identity or expression, or veteran status)~~

~~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 harassment _____

Proposed remedy: _____

P 1311.1 Political Activities of School Employees

~~School employees are encouraged to assume full responsibilities as citizens of a democracy.~~ **The** Weston Board of Education recognizes the right of its employees, as citizens, to engage in political activity. However, the Board recognizes that school property and school time are paid for by all the people of the District, and should not be used for partisan political purposes, except as provided for in policies pertaining to the use of school facilities by civic and political organizations.

Prohibited activities include the posting of political circulars or petitions, collection or solicitation of campaign funds, solicitations for campaign workers, the use of students in writing or addressing campaign materials, and the distribution of campaign materials to students on District property or during school time in any manner which would indicate that a school employee is using a position in the school to further personal partisan views on candidates for public office or questions of public property. Teachers and other District employees will not attempt to influence students concerning political party affiliations and will not praise or denigrate any particular political party.

Nothing in this policy will be interpreted as prohibiting teachers from conducting appropriate activities that encourage students to become involved in the political processes of the party of the students' choice or as independents; nor does it prohibit the use of political figures as resource persons in the classrooms.

Performance of Civic Duties by Employees

Employees should perform their civic duties commensurate with democratic ideals. These duties may include:

1. Voting and taking an interest in current social, political, and economic issues.
2. Exercising democratic rights and responsibilities shared with other citizens. These rights and privileges may include:
    A. Electioneering for candidates.
    B. Accepting positions in political campaigns.
    C. Holding an office in a political party organization.
    D. Serving as a delegate to political party conventions.

Individual Responsibility in Participating in Political Functions

Employees engaging in political activities shall:

1. Realize their obligation to their work as educators.
2. Help others understand that employee opinions and actions are expressed as individuals and not as representatives of the educational institution.
3. Engage in no political activities on school premises during school hours.

~~**Legal Reference**~~

~~7-421 Political activities of classified municipal employees~~
~~7-421a Inconsistent statutory or charter provisions~~
~~7-421b Limitation on restrictions of political rights of municipal employees~~

~~10-156e Employees of Boards of education permitted to serve as elected officials; exception~~

(cf. 1140 - Distribution of Materials by Students)

(cf. 1311.2 - Political Activities in the Schools/On School Board Property)

(cf. 1330/3515 - Community Use of School Facilities)

(cf. 3543.13 - Mail and Delivery)

(cf. 4118.21 - Academic Freedom)

(cf. 6144 - Controversial Issues)

(cf. 6153.2 - Student Participation in Election Process)

Legal Reference: Connecticut General Statutes

7-421 Political activities of classified municipal employees.

7-421b Limitation on restriction of political rights of municipal employees.

9-369b Explanatory text relating to local questions.

10-156e Employees of boards of education permitted to serve as elected officials; exception.

10-239 Use of school facilities for other purposes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

***Keyishian v. Board of Regents* 395 U.S. 589, 603 (1967)**

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Equal Access Act, 20 U.S.C. ss 4071-4074

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
Policy and Regulation 1250 - Visitors and Observations in Schools
Policy and Regulation 1600 - School Security and Safety

Regulation Adopted: February 24, 1992
Regulation Revised: June 19, 2017
Regulation Revised:

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

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 6000

Instruction

Concept and Roles in Instruction

The Weston Board of Education believes that all children can reach high levels of academic and personal achievement when the school, family, and community work together.

The primary purpose of schooling is the transmission of knowledge, culture, and development of skills through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared Connecticut's Common Core of Learning. The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

The school functions closely with the community through the Board of Education, which sets policy for all educational programs. The community is responsible for providing resources to maintain the programs, which the Board prescribes. The community has the right to expect that the school will reflect its needs and desires but should be responsive to the professional obligation of the staff and administration to guide the educational program.

The students, faculty, administration and community should be involved in the development of a learning process wherein all may engage in a mutual inquiry. The student's responsibility is to realize that through active participation in the process he/she becomes the ultimate agent in his/her own learning experience. The teacher's responsibilities are to guide the learning process, to stimulate the students' intellectual interests and to expose them to a variety of avenues within the learning process. The administrator's role should be that of a catalyst, providing leadership and giving direction to the total learning process.

For the school to achieve the mission of providing outstanding instructional opportunities the students, faculty, administration, and community need to be mutually involved in creating and guiding the learning process. A climate of mutual respect and commitment is needed and active communication is essential.

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS

P 6010

Instruction

~~Philosophical Guidelines~~ Goals and Objectives

Weston citizens continue to support high educational standards for their community. As elected representatives, the Weston Board of Education is committed, within responsible budgetary limitations, to the support and development of a dynamic and flexible program of studies designed to effectively challenge the school-age children of this town.

The guiding policy of the Board of Education is to create and sustain a public school system capable of developing to the utmost the resources of the children entrusted to it. The goal is to impart knowledge, and a love of knowledge; to teach each child to speak, to read, to write, to calculate, to think; and to do so with such initiative and imagination that each will be properly equipped to serve as a citizen of this community, this nation and this world.

To this end, the Weston Board of Education searches out administrators and teachers who are imaginative, energetic and enthusiastic, as well as competent; and encourages active community communication and participation. Through the development of sound educational policies and systematic curriculum review, the Board strives to foster, in every way possible, an environment in which the children will thrive.

The Board of Education establishes the following goals for the instructional program:

1. To instill in students basic skills as well as the knowledge, attitudes and habits that will allow them to adopt, adapt and utilize these skills in the ever-changing environment;

2. To provide an educational program that challenges each student yet minimizes failure. Everyone willing to make the effort to work and learn should be able to achieve a certain measure of success;

3. To develop an educational program that is comprehensive and involves input from all groups within the school community, especially administrators, staff, parents and students;

4. To create a learning process that emphasizes human worth and incorporates real and relevant experiences that students may identify with and learn from easily; and

5. To provide educational opportunities for students to interact with students and leaders from other racial, ethnic, and economic backgrounds

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

10-220 Duties of Boards of Education.

Policy adopted: March 5, 1991

Policy revised:

Weston Public Schools

Policy 6111

Instruction

School Calendar

The school calendar shall show the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Superintendent shall recommend to the Board of Education a school calendar that will meet the requirements of the law as well as the needs of the community, students, and personnel.

The Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

10-15 Towns to maintain schools

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations.

10-261 Definitions.

10-16l Establishment of graduation date.

10-66q Development and adoption of uniform regional school calendar. Report.

PA 22-47 An Act Concerning Children's Mental Health

PA 22-128 An Act Establishing Juneteenth Independence Day as a Legal Holiday

Policy Adopted: March 5, 1991

Weston Public Schools, Weston, CT

~~Legal Reference:~~

~~Connecticut General Statutes~~

~~1-4 Days designated as legal holiday~~

P 6112

Instruction

School Day

Each school day, including days shortened for staff in-service activities, parent conferences or other activities, must meet the statutory requirement of providing at least four hours of actual school work for students. In complying with statutory requirements for a minimum of four (4) hours per day and a minimum of 900 hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-institutional recesses at the elementary schools and students' lunch and passing time in the middle schools and the senior high school. ~~In kindergarten, however, a continuous session of two and one-half hours may be considered as a school day. Any school session of at least two hours, but less than the four hours of actual school work, may be counted as a half a day.~~

~~In the event of dismissal of school because of weather conditions, completion of the regular morning session may be considered a school day. In kindergarten, a continuous two-hour session may be considered a school day where school is dismissed because of weather conditions or a scheduled early closing.~~

Number of School Days

The district must by law provide in each school year no less than 180 days of actual school sessions for sessions for kindergarten through grade 12, and 900 hours of actual school work for grades 1 through 12. No more than 7 hours of actual school work in any school day may be counted toward the total required for the school year.

Length of School Day: Special Education

Unless otherwise specified in a child's individualized education program, the minimum day and year for children requiring special education and related services shall be the same as that for children in the ~~regular~~ general education program.

Total travel time shall not exceed one hour each way to and from a special education facility, unless parental consent and approval of the State Board of Education is obtained.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools. (as amended by P.A. 11-85, An Act Concerning the Achievement Gap)

10-16 Length of school day (as amended by PA 21-46, Sections 17, 18)

10-16b Prescribed courses of study.

10-16(l) Graduation exercises (as amended by PA 19-195)

10-220 Duties of boards of education.

Action of SBE on August 11, 2020, to authorize shortening of the school year.

~~**Legal References: Connecticut General Statutes**~~

~~10-16 Length of school day~~

~~10-161 Graduation Exercises~~

~~Legal References: State Board of Education Regulations~~

~~10-76d-3 Length of school day and year~~

~~10-76d-11 Individualized education program~~

~~10-76d-19 Transportation~~

Policy adopted: March 5, 1991 WESTON PUBLIC SCHOOLS
Weston, Connecticut

INTEROFFICE MEMORANDUM

To: **Erica Forti**

From: **Juliane Givoni - Director of Human Resources**

Subject: **Staffing Update – April 2026**

Date: **April 17, 2026**

NEW HIRES:

- Caila DeGrandi (1.0) WIS Building Substitute - Effective April 1, 2026
- Melinda Fierro (1.0) WHS Nurse – Effective May 4, 2026
- Sara Frascatore (1.0) WIS Long-term Substitute 5th Grade - Effective April 1, 2026
- Sandra Mackowski Homebound Tutor - Effective April 1, 2026
- Christopher Strange (.75) HES Early Learning Center Paraeducator – Effective April 20, 2026

RESIGNATIONS:

- Caila DeGrandi (.75) HES ELC Paraeducator - Effective March 23, 2026
- Nicole DiPierro (1.0) HES Registrar - Effective April 17, 2026
- Karen Gonillo (1.0) HES Building Sub - Effective March 20, 2026

RETIREMENTS:

- Susan Haven (1.0) HES Library Paraeducator - Effective June 30, 2026
- June Smith (1.0) HES Kindergarten Paraeducator - Effective June 30, 2026

CHANGE OF ASSIGNMENT:

- Jenna Barcello (1.0) LTS 2nd Grade - Effective March 23, 2026
- Abby Rodrigue (1.0) WMS/HES Social Worker - Effective August 24, 2026

NON-RENEWALS:

- Allison Anderson WIS Building Substitute - Effective June 25, 2026
- Jenna Barcello HES Long-Term Substitute - Effective June 25, 2026
- Cassandra Bates (1.0) WMS Social Worker - Effective June 25, 2026
- Mark Ciabaton (0.8) WHS Latin Teacher - Effective June 25, 2026
- Caila DeGrandi WIS Building Substitute - Effective June 25, 2026
- Silvia Dejaramillo WIS Cafeteria Aide - Effective June 24, 2026
- Debbie Ellison HES Cafeteria Aide - Effective June 24, 2026
- Eric Evarts WHS Building Substitute - Effective June 25, 2026
- Susan Forster WMS Building Substitute - Effective June 25, 2026

- Sara Frascatore WIS Long-Term Substitute - Effective June 25, 2026
- John Gustafson WMS Long-Term Substitute - Effective June 25, 2026
- Emmanuel Kouremetis HES Cafeteria Aide - Effective June 24, 2026
- Alexander Lynch HES Building Substitute - Effective June 25, 2026
- Brooke McKenna (1.0) HES/WIS Building Substitute - Effective June 25, 2026
- Dalbyn Rodriguez HES Cafeteria Aide - Effective June 24, 2026
- Delby Rodriguez HES Cafeteria Aide - Effective June 24, 2026
- Jacqueline Rodriguez HES Cafeteria Aide - Effective June 24, 2026
- Martha Rojas WIS Cafeteria Aide - Effective June 24, 2026
- Meghan Russo (1.0) HES Kindergarten Teacher - Effective June 25, 2026
- Kelly Scott (1.0) HES Kindergarten Teacher - Effective June 25, 2026
- Romy Weinberg WHS Building Substitute - Effective June 25, 2026

WESTON PUBLIC SCHOOLS
WESTON, CT

OVERNIGHT FIELD TRIP APPROVAL REQUEST FORM

SUBJECT AREA: ___WHS Mock Trial_____ **COST PER STUDENT:** _____**$1695 (estimate)**

DATE OF FIELD TRIP: _**May 6-10, 2026**_____ **FIELD TRIP DESTINATION:** ___Des Moines, Iowa___

STATE THE EDUCATIONAL PURPOSE OR RATIONALE FOR THE TRIP:

_____

Departure from: __Weston High/LGA Airport, NYC_____Date/Time: ____Wed., May 6th_2026. 1:45pm._
Return to: _____LGA Airport, NYC/Weston High_____Date/Time: ____Sun., May 10th 2026. 3pm._
Number of students: _____9_____ Grade(s): _____9th - 12th_____
Administrator in charge: __Meghan Conetta_____ Teacher in Charge: ___Matt Filip_____
Total Number of Chaperones: ____3_____ Ratio of Chaperone to Student: ___1 to 3_____
Names of Teachers: _____Other Adults: Carl Bernstein, Marcia Hamelin
Substitute coverage will be required: __X_Yes __1__# of Subs ____No
Parent Informational Meeting: Date: Multiple emails beginning 3/20/2026_____

Location: _____Email_____

TRANSPORTATION (Please check one)

- First Student: Yes _____ No __X___ If yes, how many buses? _____
- Alternate Bus Company Name ___Elite Limo_____
- Van: Driver Name _____
- Student Driver: Name(s)_____

Have you completed and attached to this request form a copy of the cover letter sent to parents? Yes __X___No _____

Have you provided the school nurse with a list of students who will attend this field trip? Yes__X__ No_____

Signed: _____
(Teacher)

Requested by: _____
(Principal)

Pre-Approval: _____
(Assistant Superintendent)

Pre-Approval: _____ **INSURANCE COVERAGE Y/N:** _____
(Director of Finance and Operations)

Approved: _____ ☐ Request denied
(BOE Chairperson)

Copies (once approved):

__Teacher
__Principal or Designee
__Bus Garage (First Student)
__Finance & Operations Office
__Assistant Superintendent
__Human Resources

WESTON PUBLIC SCHOOLS
Weston, Connecticut

BUS COMPANIES for Field Trips

	PHONE NUMBER
❖ First Student School Buses	(203) 454-1984
❖ DATTCO	(800) 229-4879
❖ Peter Pan Bus Lines	(800) 343-9999
❖ Coach Tours	(203) 740-1118
❖ J & R Tours	(203) 921-1890
❖ Land Jet	(800) 992-3231 or (203) 755-1647

PLEASE NOTE: You may use other bus companies, but they must provide the Board of Ed with proof of insurance with the following requirements on their Certificate of Insurance:

- $5 Million minimum coverage
- The certificate must read "Town of Weston/Weston Board of Education as additional insured."

Any questions, please call the Finance & Operations at X1550.

WESTON PUBLIC SCHOOLS
Weston, Connecticut

OVERNIGHT FIELD TRIP DETAILED DOCUMENTATION

Trip Destination(s): __Des Moines, Iowa for Mock Trial National Championship_____

Departure Date: _____May 6, 2026_____

Return Date: _____May 10, 2026_____

Trip Leader(s): _____Matt Filip_____

Travel Agency/Trip Sponsor ("Trip Advisor") (if any): _____

Detailed Itinerary:

Travel - Depart

Wednesday | May 6

- 1:45pm departure from WHS to LGA. Elite Limo.
- 5:15pm Flight Delta Airlines DL4904. LGA-DSM. 5:15pm-7:28pm.
- Shuttle from Airport to Hotel
- Check-in Hotel - Des Moines Marriott Downtown

Thursday, May 7

- Team & Observer Check-In/Registration
  9:00 AM – 5:00 PM | Marriott Downtown – Windows on 7th
- Scrimmage Rooms
  8:00 AM – 2:00 PM | Marriott Downtown
- Team Portraits
  10:00 AM – 3:00 PM | Marriott Downtown (Foyer 3)
- Coaches Orientation
  2:30 PM – 3:30 PM | Marriott Downtown
- Timekeeper Orientation
  2:30 PM – 3:30 PM | Marriott Downtown
- Pin Exchange (All-Access Pass Required)
  6:00 PM – 9:00 PM | Drake Stadium

Friday, May 8

- Round 1
  9:00 AM – 12:00 PM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Judges Orientation
  12:00 PM – 1:00 PM | Surety Hotel (includes judge's lunch)
- Round 2
  1:45 PM – 4:45 PM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Friday at the Fair Student Engagement Event (All-Access Pass Required)
  6:00 PM – 9:00 PM | The Shop DSM
- Possible Minor League Baseball Game (evening)

Saturday, May 9

- Round 3
  8:30 AM – 11:30 AM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Round 4
  1:00 PM – 4:00 PM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Announcement of National Finalist
  4:30 PM | Polk County Historic Courthouse Balcony
- National Championship Round
  5:00 PM – 7:45 PM | Polk County Historic Courthouse
- Awards Celebration Program (All-Access Pass Required)
  8:00 PM (doors open at 6:30 PM) | Marriott Downtown

Following the Awards Celebration Program, a student dance will take place at the Marriott.

Sunday, May 10th

- 6:00am hotel check-out
- Transfer from Hotel to Airport
- 9:00am Flight Delta Airlines DL4945. DSM-LGA. 9:00am-12:40pm.
- Transfer LGA to WHS, arrive 3:00pm. Elite Limo.

Flight Information:

May 6: Delta Airlines DL4904. LGA-DSM. 5:15pm-7:28pm.
May 10: Delta Airlines DL4945. DSM-LGA. 9:00am-12:40pm.
Group Size: 12
Inquiry ID: 2487629
Record Locator: GON99A

Hotel Information:

Des Moines Marriott Downtown
700 Grand Avenue Des Moines, IA 50309

Means of Travel:

Transfer from WHS to LaGuardia Airport and return. Elite Limo 14 passenger van.
Delta Airlines
Transfer from Des Moines Airport to hotel downtown and return
Taxi/Uber as needed in Des Moines (almost all events are within walking distance of hotel)

Travel Budget per student:

[The travel budget must include the overall cost per student broken down by detail (accommodations, food, airfare, chaperone stipend [per WTA contract], ground transportation, supplemental activities, etc.]

Airfare:	$490.80
Lodging/Hotel:	$486.82
Dinner/Food (estimate):	$250.00
Transportation to/from DSM Airport to Hotel (estimate):	$30.00
Supplemental Activities and Transportation (estimate):	$200.00
Bus Transport Round Trip WHS to LGA:	$132.22
WTA Chaperone Stipend:	$105.78
TOTAL per student (estimate):	**$1,695.62**

Note: Tournament Registration is funded by Connecticut Bar Association

PARENT PACKET AND DOCUMENTATION

WESTON PUBLIC SCHOOLS
Weston, Connecticut

A parent communication cover letter is required
(Please include with your document for parents)

In view of the Board of Education policy that field trips should be of significant educational value, the coordinator of the field trip must include a cover letter to each parent along with the required forms described below for written permission for their child to participate in a planned activity not held on the school grounds. This letter should include the following information.

- The purpose of the field trip and how it aligns to and enhances the school curriculum.
- The details of the field trip including destination, cost, departure time, return time, lunch provisions, etc.
- Any costs associated with the trip should be noted. This includes a stipulation that money may be made available from the Principal's Fund to provide for students who may be unable to afford the trip.
- The signature of the principal as well as that of the participating teacher.
- Assurance that adequate provisions have been made for chaperones to insure the safety and conduct of students.
- A contact name, email and phone number for questions and if there is an emergency during the trip.

Weston High School

115 School Road
Weston, Connecticut 06883

Meghan Conetta, Principal
Parthena Proskinitopoulos, Assistant Principal
Nicholas Torres, Assistant Principal

Telephone: (203) 221-6500
Fax: (203) 221-1252

April 2026

Dear Parents and Guardians,

We are thrilled to inform you that your student has been invited to participate in an overnight field trip to the **National High School Mock Trial Championship**, taking place **May 6–10, 2026** in **Des Moines, Iowa.** This prestigious event brings together the top mock trial teams from across the country and offers students a unique opportunity to engage with the legal process in a real-world, highly competitive setting.

Participation in the National High School Mock Trial Championship directly supports Weston High School's academic mission by reinforcing skills developed in our social studies, English, and public speaking curricula. Students will apply their knowledge of legal procedures, argumentation, critical thinking, and collaboration in a national courtroom simulation. The experience builds civic awareness, ethical reasoning, and leadership—skills that are essential for lifelong learning and active citizenship.

Trip Details

- Event: 2026 National High School Mock Trial Championship
- Location: Des Moines, Iowa
- Event Website: https://iowa2026.nhsmtc.org/

Departure – Wednesday, May 6, 2026

- 1:45pm transfer from WHS to LaGuardia Airport via Elite Limo.
- Flight Delta Airlines DL4904. LGA-DSM. 5:15pm-7:28pm.
- Transfer to hotel - Des Moines Marriott Downtown

Hotel Accommodations

- Des Moines Marriott Downtown
- 700 Grand Avenue Des Moines, IA 50309
- Check-in: May 6, 2026
- Check-out: May 10, 2026

Return – Sunday, May 10, 2026

- 6:00am hotel check-out
- Transfer from Hotel to Des Moines Airport
- Flight Delta Airlines DL4945. DSM-LGA. 9:00am-12:40pm.
- Transfer LGA to WHS, arrive 3:00pm via Elite Limo.

Identification Requirements for Air Travel

Beginning May 7, 2025, all travelers aged 18 and older must present a REAL ID-compliant form of identification or another acceptable form (such as a valid U.S. passport) to board domestic flights. A REAL ID-compliant license typically features a star in the upper right corner. For more information and to verify your ID's compliance, please visit the Department of Homeland Security's official website: https://www.dhs.gov/real-id.

Total Cost:

- **Total Cost (estimate): $1,695** per student (includes airfare, hotel, ground transportation, most meals, supplemental activites)
- Students should have money for airport meals and some meals in Des Moines.
- If there is financial hardship, please contact the Principal, Ms. Meghan Conetta, at (203) 221-6500.

Chaperones:

Students will be accompanied and supervised by the following faculty and adult chaperones:

- **Matt Filip,** Mock Trial Advisor, WHS math teacher
- **Carl Bernstein,** Coach
- **Marcia Hamelin,** Coach

Behavior & Conduct Expectations

All Weston Public Schools rules and policies, as defined in the WPS Code of Conduct, will be upheld throughout the duration of the trip. Students are expected to demonstrate responsibility, respect, and maturity as representatives of our school community. **Any violation of school rules may result in the student being removed from the trip. In such a case, a parent or guardian will be required to travel to Des Moines at their own expense to retrieve their child and fly them home.** All associated travel expenses will be the responsibility of the parent or guardian. Please note that **no portion of the trip cost is refundable** in the event of a disciplinary removal.

Emergency Contact Information

For any urgent needs or emergencies during the trip, please contact:

Matt Filip
Email: matthewfilip@westonps.org **Personal Cell Phone:** (203) 434-8620

Field Trip Forms

Please sign and return the attached trip forms by **Friday, April 24, 2026.**

Sincerely,

Mr. Matthew Filip
Math Teacher/Mock Trial Advisor

Ms. Meghan Conetta
Weston High School Principal

Mock Trial Roster - Nationals

1. Ruby Brownell - 10th
2. Andrew Carlon - 12th
3. Evelyn (Gracie) Chi - 9th
4. Sarra Grissa - 12th
5. Chloe Liu - 12th
6. Cavan Morvillo - 11th
7. Ananya Rajesh - 10th
8. Maddie Small - 9th
9. Will Walker - 11th

Chaperones/Coaches:

Matt Filip
Marcia Hamelin
Carl Bernstein

WESTON PUBLIC SCHOOLS
Weston, Connecticut

PERMISSION FORM AND ENFORCEMENT OF SCHOOL RULES

(In accordance to Weston Public School Policies 6153, 6153a, 6153b, and 6153c)

I give permission for my son/daughter to travel as per the attached itinerary for a Weston High School Field Trip to:

2026 National High School
Mock Trial Championship
Des Moines, Iowa May 6-10, 2026

I understand that all school rules will be strictly enforced and any violation of those rules can result in the student being sent home at the parent/guardian's expense and that other appropriate disciplinary action may be taken upon the student's return to Weston High School (including suspension from school). This includes prohibiting the use of any electronic devices.

Parent/Guardian's Name	Telephone Number
Parent/Guardian's Signature	Date

To help ensure an enjoyable trip for both students and chaperones, I give permission for my son's/daughter's bags to be inspected.

Parent/Guardian's Signature	Date

I, the student, understand that all school rules will be strictly enforced and any violation of those rules can result in my being sent home at my parent/guardian's expense and that other appropriate disciplinary action may be taken upon the student's return to Weston High School (including suspension from school).

Student Name	Student's Signature	Date

WESTON PUBLIC SCHOOLS
Weston, Connecticut

CONSENT FORM FOR DRIVERS OF STUDENTS ON SCHOOL RELATED ACTIVITIES

The Weston Board of Education is attempting to limit as much as possible the liability of individuals involved in transporting Weston Public School students on school related trips. This is the primary reason why the school system has strongly recommended the use of public transportation whenever and wherever possible to transport students to places of interest.

Individuals who plan to drive Weston students on school related activities should be aware that they assume responsibility and liability when they personally transport students in a private vehicle. Even though the Weston Board of Education's insurance will respond in case of an accident related to a school sponsored activity, when an individual is driving students in a private vehicle, the Board of Education's insurance will respond only after the individual's personal insurance responds. Furthermore, the Weston Board of Education's insurance will generally only respond in cases of third party loss.

- I have read the above statement concerning the responsibility assumed by individuals driving Weston Public School students on school related activities and understand the liability I am accepting in driving students on school-sponsored activities.
- I am a licensed driver in the State of Connecticut.
- I have not had an accident or received a traffic violation during the last three years.
- I currently have automobile insurance in force as prescribed by the State of Connecticut.
- **I have attached to this form a copy of my insurance card and a copy of the Connecticut driver's license.**

_____ _____

Signature Date

AGREEMENT, WAIVER AND RELEASE OF LIABILITY

The parties to this Agreement are the Student, the Student's parents or legal guardians, and **[WESTON PUBLIC SCHOOLS BOARD OF EDUCATION]** (the "District"). The Student, with the consent of the Student's parents or legal guardians ("Parents"), has chosen to participate in an off-campus, overnight travel program (the "Trip"). Participation in the Trip is voluntary and not an educational requirement of the District.

The Student and the Parents will:

- complete all forms and provide the necessary information as detailed in this Overnight Travel Packet,
- certify that the information provided in this Overnight Travel Packet is correct, and agree to keep it updated as necessary, and
- review and understand all information provided by the third-party travel agency/trip sponsor ("Trip Advisor") (as applicable).

I. Acknowledgements

- Participation in the Trip is voluntary and is not an educational requirement of the District. The Trip is offered as an accommodation to students who wish to travel abroad and is not considered part of the District's curriculum. No grade, award or academic advancement will be granted by the District as a result of a student's participation in the Trip.

- The Trip is not open to the general public and is offered only to qualified members of the District community. The District does not make any financial profit from the proceeds of the Trip nor does it charge any surcharge or other fee beyond those fees necessary to cover the cost of the Trip.

- The Student and the Parents have been given ample opportunity to review the Agreement and understand that the Agreement includes, among other things, a release of their claims against the District, its officers, directors, trustees, administrators, faculty, employees, agents and representatives (hereinafter "Released Parties") for personal injuries, damages and/or losses relating to and/or arising out of the Trip.

II. Acknowledgement of Risk(s)

The Student and Parents acknowledge and agree that:

- Travel generally and the activities associated with it and with the Trip present risks to the Student personally and to his/her property, some of which may result in serious personal injury or death, and that these risks can be a consequence of not only the Student's actions or negligence but also the actions or negligence of others, or travel conditions or equipment. Travel includes risks associated with the conduct of third parties, such as risk of traffic accidents, crime, assault and/or theft.

- Travel (particularly foreign travel) may also involve other risks, such as unfamiliar or different terrain, climate, food and drink, customs, laws, social and sexual mores, safety practices and regulations, communications, criminal and law enforcement activities, acts of war or terrorism, disability access, driving practices, disease, and lack of access to health care providers and facilities.

- The Student and the Parents have had the opportunity to read information that was provided about the Trip, and understand that it is their responsibility to review websites for the Centers for Disease Control ("CDC") and the most recent State Department Travel Advisory, if any, for the country(ies) that the Student will visit and to review such information periodically for updates and changes, particularly related to COVID-19, prior to the Trip. For Students who will be required to take any medications during the Trip, the Student and the Parents have conferred with the appropriate District personnel about any applicable laws, rules and/or regulations regarding the possession, use and administration of medications in the particular location(s) where the Student will be traveling during the Trip, which may be different from Connecticut's laws, rules and/or regulations regarding the possession, use and administration of medications.

PLEASE READ AND INITIAL TO CONFIRM:

I have read and/or reviewed the website for the CDC concerning health and other travel risks, cautions, and warnings, and recommendations, including any CDC Outbreak Notice/Travel Health in the areas in which the Student will be traveling, and the CDC and Connecticut Department of Public Health websites regarding COVID-19 available at https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19.html and https://portal.ct.gov/DPH, respectively.

I am responsible for consulting with a physician or appropriate specialist for advice on the risks of travel and recommendations for appropriate precautions.

I am responsible for taking the precautions recommended by the CDC.

I will continue to review the information above to obtain the most current, up-to-date travel information possible up to the departure date for the Trip.

_____ **Initials of Student**

_____ **Initials of Parent/Guardian**

- The Student and the Parents have reviewed the Trip literature provided by the District and, if applicable, the Trip Advisor, that describes the risks associated with the Trip. The Trip Advisor is solely responsible for describing the risks related to the services it provides. The Student's and the Parents' questions and concerns regarding those risks have been addressed to their satisfaction, and they fully understand and assume those risks.

- The Student and the Parents are responsible for evaluating the risks that the Student may face and for taking any health precautions that they deem advisable or necessary and agree that the Student may participate safely in all Trip activities with or without reasonable accommodation. If the Student requires a reasonable accommodation or if the Parents have concerns about the Student's participation in any Trip activities, they agree to provide written notice to the District at least four (4) weeks in advance of the Trip, unless extraordinary circumstances exist.

- The specific itinerary for the Trip may change during the course of the Trip due to unforeseen and unknowable circumstances and any activities that the Student may take part in, whether as a component of the Trip or separate from it, will be considered to have been undertaken with the Student's and the Parents' approval and understanding of any and all risks involved.

- The District is not responsible for any injury, loss, or damage to the Student's person or property, whether resulting from acts or omissions of third parties, or other persons not under the control of the District, from the operation or condition of facilities or premises, from acts of war or terrorism, or from acts of God or nature, except to the extent that the injury, loss, or damage is caused by the sole negligence or reckless, wanton or intentional misconduct of the District, its officers, trustees, faculty, employees, agents, or representatives.

- **Notice of Risks Related to COVID-19**

  COVID-19 is an illness caused by a virus that can spread from person to person, primarily through respiratory droplets, even among individuals with mild (or no) symptoms or those who do not feel ill. COVID-19 symptoms can range from mild (or no) symptoms to severe illness. Symptoms of COVID-19 may include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, headache, congestion or runny nose, muscle or body aches, sore throat, new loss of smell or taste, nausea or vomiting, and diarrhea. The estimated incubation period is between 2 and 14 days. Though COVID-19 is a relatively new disease, currently available information indicates that those at increased risk are older individuals or individuals of any age who smoke, are immunocompromised, or have underlying medical conditions (such as, but not limited to, cancer, chronic kidney disease, COPD, Down Syndrome, certain heart conditions, moderate to severe asthma, obesity, pregnancy, or sickle cell disease). Currently, there are authorized and recommended vaccines to prevent COVID-19, and the CDC recommends that everyone who is eligible get a booster and stay up to date on their COVID-19 vaccines, especially people with weakened immune systems. **Additional information regarding COVID-19 is available on the CDC's website at https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19.html and on the Connecticut Department of Public Health's website at https://portal.ct.gov/DPH.**

- The District cannot protect against exposure to or infection by COVID-19 that occurs due to the Student's participation in the Trip, particularly given that the Student will be traveling to another location outside of the District's control. However, by participating in the Trip, the Student and the Parents agree that the Student will abide by all health and safety protocols related to COVID-19, including those established by the District, the Trip, the Tour Company, the CDC, and other public health officials, and that they will continue to monitor information related to COVID-19 available at https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19.html and https://portal.ct.gov/DPH up to the date of departure for the Trip.

III. Assumption of Risks and Waiver of Liability/Release of All Claims

In consideration for being allowed to participate in the Trip, and with only those exceptions described below, the Student and the Parents fully ASSUME ALL RISKS, inherent

and otherwise, whether or not described above, in connection with the Trip and RELEASE AND DISCHARGE the District, its officers, trustees, faculty, employees, agents or other representatives under the direction and control of the District (the "Released Parties") from any and all liability, damage, injury or loss, including bodily injury or death, arising from, related to, occurring during, or associated with the Student's participation in the Trip for any reason. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims do NOT apply if (1) the liability, damage, loss or injury is CAUSED SOLELY BY THE NEGLIGENCE of the Released Parties and do not include the negligence or any other act or omission by any other person or entity (such as the Student, the Parents, other third parties or independent vendors/contractors); or (2) the liability, damage, loss or injury is CAUSED BY THE RECKLESS, WANTON or INTENTIONAL MISCONDUCT of a Released Party. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims will be construed in accordance with Connecticut law.

IV. Indemnification and Hold Harmless

The Student and the Parents agree to defend, indemnify and hold harmless the Released Parties from any and all claims, lawsuits or demands made by anyone arising from or relating to the Student's involvement with the Trip, except for negligence caused solely by a Released Party or the reckless, wanton or intentional misconduct of a Released Party.

V. Code of Conduct and Adherence to Standards

The Student and the Parents understand and agree that:

- By participating in the Trip, the Student is subject to the policies, rules and regulations of the District and any host school, company, and/or organization that may be involved regarding conduct on the Trip, including but not limited to the National High School Mock Trial Championship, and may be subject to District disciplinary action as provided in the District's Student Handbook and applicable student discipline policies for any violations of applicable policies, rules and/or regulations.

- The Participant will be subject to the laws, rules and regulations of the country[ies] where the Student is traveling and those laws may be substantially and materially different from those in the United States.

- While participating in the Trip, the Student will comply with the Expectations and Code of Conduct, attached as Appendix B, and the Expectations and Protocols Related to COVID-19, attached as Appendix D, and will not engage in inappropriate conduct, including but not limited to, the use of physical or verbal threats or violence, abuse of the customs or mores of the community, or unauthorized absences from scheduled Trip activities.

- Consumption, use or possession of illegal drugs or alcohol will not be tolerated. The laws of many foreign countries state that possession or use of illegal drugs is punishable by fine, imprisonment and/or deportment.

- The Student will obey all directives issued by the District, the Trip Leader(s), any associated organizations and/or the United States Government.

VI. Financial Obligations

The Student and the Parents agree:

- to pay any money owed to cover any costs and fees relating to the Trip (for travel, accommodations, cultural visits and the like) by the date specified;
- to pay any additional costs that may be incurred relating to the termination of the Student's participation in the Trip, as explained in the Expectations and Code of Conduct and Section VIII below; and
- to abide by the Trip Advisor's and/or the District's Refund Policies, which are attached as Appendix C.

VII. Participation and Trip Modification

The Student and the Parents understand and agree that:

- The District and/or Trip Advisor reserve the right to cancel or modify the Trip at any time for any reasons including, but not limited to, emergencies, low enrollment, change in conditions, COVID-19, and unavailability of facilities and/or personnel.
- Absent express permission from the Trip Leader(s), the Student will attend and participate in all scheduled Trip activities and will adhere to the Trip schedule as set by the District and/or the Trip Advisor.
- Failure of the Student to attend and participate in all scheduled Trip activities may result in increased risk for all of the participants and the District, and may result in disciplinary consequences in accordance with the Expectations and Code of Conduct.

VIII. Termination of Participation

The Student and the Parents understand and agree that:

- In its sole discretion, the District may terminate the Student's involvement with the Trip at any time, including before departure or during the Trip. Reasons for termination may include, but are not limited to, inappropriate conduct or other behavior by the Student deemed detrimental to the best interests of the Trip and violations of this Agreement, including (but not limited to) the Expectations and Code of Conduct, the Expectations and Protocols related to COVID-19, emergencies, or health or safety conditions or considerations.
- If the Student's conduct should cause him/her to be removed from the Trip, the Participant and the Parents or legal guardians will bear the costs of return transportation. Such termination shall not diminish or otherwise alter the Student's obligation to make any payment required for the Trip, and the District shall not be required to make any refund.

IX. Activities Outside the Trip's Itinerary

The District strongly advises against voluntarily withdrawing the Student early from the Trip and thereby causing the Student to travel separately from Trip participants and chaperones. Such early withdrawal of the Student from the Trip by the Parents and/or the Student presents risks to the Student personally and to his/her property, some of which may result in serious personal injury or death. Notwithstanding the foregoing, should the Student choose to, or should the Parents cause the Student to, remain at the Trip location or elsewhere after the Trip ends, or should the Student leave the Trip voluntarily or involuntarily, the Student will cease to be involved in the Trip; the Parents will be fully responsible for the Student thereafter; and the District will not be responsible for supervising the Student in any respect, or for any injury, loss, or damage to the Student's person or property.

X. Severability

It is understood and agreed that, if any provision or term of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions, terms or applications of this Agreement, which can be given effect without the invalid provisions, terms or applications. To this end, the provisions and terms of this Agreement are declared severable.

XI. Governing Law; Venue

This release shall be construed in accordance with, and governed by, the laws of the State of Connecticut. The parties agree that the venue for any dispute arising under this Agreement shall be in any Connecticut court of competent jurisdiction.

XII. Construction and Scope of Agreement

The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This Agreement, which includes the entire International Travel Packet, is the entire and complete agreement of the parties relating in any way to the subject matter hereof. This Agreement supersedes any earlier written or oral understandings or agreements between the parties.

Student signature Date

Parent/Legal Guardian signature Date

Parent/Legal Guardian signature Date

Weston Public Schools

Signature Date

Print Name Title

STUDENT INFORMATION SHEET

Student Information and Instructions

Student's Name:
Student's Cell #:

Parent(s)/Guardian(s) and Other Contacts

Parent/Guardian 1 Name:	
Parent/Guardian 2 Name:	
E-mail address:	
Address of Parent(s)/Guardians:	
Home# /	**Work#** /
Cell# /	

Medical/Health/Insurance Care Information

Student's Doctor Name:	
Address:	
Office Telephone:	**After Hours Number:**

Health Insurance Company:
Group or Policy Number:
Name of Insured:
Date of Birth of Insured:
Worldwide Telephone Number:

Secondary Health Insurance Company, if any:
Group or Policy Number:
Name of Insured:
Date of Birth of Insured:
Worldwide Telephone Number:

Passport Information Form

If you have a passport, please complete this form. If you do not yet have your passport, you must complete this form as soon as you receive your passport. Make sure to attach a photocopy of the first page of your passport, showing your personal data and signature. If you have a student visa, please make a photocopy of your I-20 form as well.

Name as it appears on passport

Country of issue

Passport Number

Date of Issuance

Place of Issuance

Date of expiration

YOU MUST ATTACH A PHOTOCOPY OF THE FIRST PAGE OF YOUR PASSPORT SHOWING YOUR PERSONAL DATA AND SIGNATURE

WESTON PUBLIC SCHOOLS
Weston, Connecticut
PARENTAL MEDICAL AUTHORIZATION
(For Students Under 18)

I am the legal parent or guardian of _____ (my "child"), who was born on _____ and who is currently less than eighteen (18) years of age as of departure of the Trip. I understand that, in the United States, in the event of a medical emergency threatening my child's life or limb, no informed consent is required for my child's treatment and that emergency medical care will be obtained and rendered to my child. I further understand that if my child's medical condition is urgent but not life threatening, informed consent is required for treatment. I also understand that the customs and requirements in other countries may differ as to the need for consent.

If my child needs medical care for which informed consent or my permission may be required, whether on an emergency or urgent basis, and if reasonable attempts to reach me for consultation and informed consent are unsuccessful, then I hereby delegate to the Trip Leader(s) or his/her designee or representative the authority to make on my behalf all medical decisions regarding the care and treatment of my child, including decisions regarding surgery, transfusions, and the administration of anesthetic, and to give informed consent to such treatment.

I also consent to, and authorize, the Trip Leader(s), or his/her designee, to arrange for and provide routine care and treatment for my child's health needs or conditions, such as basic first aid. I understand and agree that further specific consent will not be obtained prior to providing such routine treatment.

I hereby confirm that I have reviewed the District's Policy 5141.21 and understand that, if my child is required to take any medications during the Trip, such medications will be administered in accordance with this Policy and Regulations and all applicable federal, state and international laws. As such, if my child is required to take any medications during the Trip, an authorized prescriber has provided a written medication order, including the recommendation for self-administration by my child, if applicable. I further understand that I must meet or speak with the school nurse prior to the Trip to review and discuss procedures for the administration of the medication.

I represent that medical professionals have verified that my child has no past or current physical or psychological condition that might adversely affect his or her participation in these activities, other than as described on the Medical Information Form. My child is fully capable of participating in this activity, with or without reasonable accommodations, without causing harm to himself/herself or others.

Parent/Legal Guardian Signature_____ Date_____

Printed Name of Parent/Legal Guardian_____

Address_____

(OVER)

Home Telephone_____ Business Telephone_____

Cell Phone_____ E-mail Address_____

PARENTAL AND STUDENT MEDICAL AUTHORIZATION
(For Students 18 or Older)

I, _____ (the "Student"), was born on _____ and I am now or will be or become during the Trip at least eighteen (18) years of age. I understand that, in the United States, in the event of a medical emergency threatening my life or limb, no informed consent is required for my treatment and that emergency medical care will be obtained and rendered to me. I further understand that if my medical condition is urgent but not life threatening, informed consent is required for treatment. I also understand that the customs and requirements in other countries may differ as to the need for consent or as to the age of majority.

If I need medical care for which informed consent or my permission may be required, whether on an emergency or urgent basis, and if I am unable to consent or give permission, I request that reasonable attempts be made to reach my parents/guardians for consultation and informed consent. If those efforts are unsuccessful, then I hereby delegate to the Trip Leader(s) or his/her designee or representative the authority to make on my behalf all medical decisions regarding my care and treatment, including decisions on surgery and the administration of anesthetic, and to give informed consent to such treatment.

I hereby confirm that I have reviewed the District's Policy 5141.21 and understand that, if I am required to take any medications during the Trip, such medications will be administered in accordance with this Policy and Regulations and all applicable federal, state and international laws. As such, if I am required to take any medications during the Trip, an authorized prescriber has provided a written medication order, including the recommendation for self-administration by me, if applicable. I further understand that I must meet or speak with the school nurse prior to the Trip to review and discuss procedures for the administration of the medication.

I represent that medical professionals have verified that I have no past or current physical or psychological condition that might adversely affect my participation in these activities, other than as described on the Medical Information Form. I am fully capable of participating in this activity, with or without reasonable accommodations, without causing harm to myself or others.

I acknowledge that this document may not comply with the laws of the state where it was signed to constitute a power of attorney for health care, but I nevertheless wish it to provide guidance to health care providers as to who may give substituted consent on my behalf if I cannot speak for myself or make an informed decision.

Student Signature_____ Date_____

Printed Name of Student_____ Place of Execution_____

(OVER)

I am the parent or legal guardian of the above-named Student and, to the extent required, confirm the instructions and wishes of the Student as expressed in this Authorization.

Parent/Legal Guardian Signature_____ Date_____

Printed Name of Parent/Legal Guardian_____

Address_____

Home Telephone_____Business Telephone_____

Cell Phone_____E-mail Address_____

MEDICAL INFORMATION FORM

Student name: _____ Date: _____

Name of Primary Care Physician: _____

Office Address: _____

Phone number: _____ Fax number: _____

Date of Student's Last Physical Exam: _____

Emergency Contact Person: _____

Phone number: _____ Email Address: _____

Relationship of Emergency Contact Person: _____

Does this person have authority to make medical decisions for the Student? _____

Secondary Emergency Contact Person: _____

Phone number: _____ Email Address: _____

Relationship of Secondary Emergency Contact Person: _____

Does this person have authority to make medical decisions for the Student? _____

1. Does your child have any health conditions?

_____

_____

2. Is your child under any medical treatment?
(Please indicate name of treatment or medication, dosage and directions for use.)

_____

_____

3. Does your child have any allergies? (Please list foods, medications or other allergies.)

_____

_____

4. If the answer to number 3 is yes, does your child have a prescription for an EpiPen?

_____

5. Is there any medical restriction or other reason that would cause your child to be unable to participate in any part of the Trip?

_____

_____

6. You are strongly encouraged to purchase travel insurance for your child to cover accident, illness and injury. Have you purchased travel insurance for your child that covers accidents, illness and injury while abroad? If so, please provide policy information below.

_____

_____

7. In order to participate in the Trip, you must provide us with the following:

   a. A medical certificate from the child's physician certifying that your child is physically able to travel abroad, up to date with all scheduled immunizations, and is able to participate in all aspects of the Trip with or without reasonable accommodations.

   b. The administration of medication on this Trip shall be done in accordance with the District's 5141.21 and all applicable laws. As such, if the Student is required to take any medications during the Trip, an authorized prescriber must provide a written medication order, including the recommendation for self-administration by the Student, if applicable. A parent/guardian must meet or speak with the school nurse prior to the Trip to review and discuss procedures for the administration of the medication.
   c. I have filled out the medical and emergency contact information section above fully, accurately and to the best of my ability and I certify that there is no medical or health condition that I have not reported herein.

_____
Name of Parent/Guardian (Please Print)

_____ _____
Parent/Guardian Signature Date

Suggested Packing List (optional)

[This packing list should be inclusive of all items recommended for participation in the Trip and should be as detailed as possible. These items may include but are not limited to the following: specific types of clothing and accessories appropriate for weather, planned activities and terrain; backpacks/small travel bags; bug spray; sunscreen; leisure items; toiletries; personal items; rain gear; footwear.]

APPENDIX B

Expectations and Code of Conduct

WESTON BOARD OF EDUCATION wishes to insure that the Trip is a great one for everyone involved. With large groups, order is important. Rules are necessary to guarantee your safety and the success of the Trip. Please understand that the guidelines listed below are important and are for everyone to follow. As this is a District sponsored trip, all participants are expected to conduct themselves with the maturity, respect and dignity that are expected of a student in the District. Each participant is an ambassador for the District and the reputation you create by your behavior, actions, and performance directly reflects on the entire school community.

1. All participants will be expected to follow behavior guidelines and requirements as set forth by the Weston Public Schools Student Handbook and Policy 5114-2.21.
2. The use of any alcoholic beverages, drug substances, or any type of tobacco is not permitted.
3. Students will follow the directives of all chaperones that have been appointed for the Trip.
4. Involvement in any misconduct during the Trip that violates local or federal law, where such conduct or the likelihood of engaging in such conduct poses a clear and present danger to the health, welfare or safety of other students or chaperones, will result in disciplinary action. Chaperones cannot intervene on behalf of any student who might be arrested for shoplifting, vandalism, disturbing the peace, etc. Such an event would jeopardize the success of the Trip and the possibility of any future trips hereafter.
5. Leaving assigned areas without prior consent from a chaperone will not be permitted.
6. Students will be responsible for their own belongings, including luggage, music, and passport.
7. Do not use hotel phones or make any additional room purchases.
8. Students will be on time on all occasions, respecting the group timeline of the Trip.
9. Students are not permitted to leave hotel premises after curfew. Disciplinary action will be taken.
10. Students will be expected to have spending money and money for meals/snacks as requested on the Trip.
11. All students are expected to travel in groups of three or more at all times.

If infractions occur during the Trip, it will be at the discretion of the chaperones and/or school administrators what action will be taken during the Trip, including but not limited to the following: (1) limited free time; and/or (2) students will be sent home early at parent's or legal guardian's expense. Students may also face disciplinary action upon return to the country and to their school site.

(OVER)

I have read the above rules and regulations. I agree to the consequences in the event a problem with my child arises. I understand that I will be required to provide transportation for my child to return home, if it is deemed necessary by the chaperone(s) and/or the District's administration.

Parent's Signature: _____ **Date:** _____

I have read the above rules and regulations and I agree to abide by them. I also understand that, in the event of my misconduct, I will be sent home at my parent's or legal guardian's expense.

Student's Signature: _____ Date: _____

Student's Name: _____

APPENDIX C

Refund Policies (optional)

APPENDIX D

Health and Wellness Expectations and Protocols in Accordance to Policy 5132.2

Before the Trip:

- Students must be in good health, have no flu-like symptoms, including being fever-free for 24 hours before the departure of the trip.
- It is highly recommended that all students participating in the Trip be vaccinated. Please email the school nurse with a copy of your child's COVID-19 vaccination card, if you have not done so already.
- During the week prior to the Trip, students will be required to test for COVID-19. Additional information regarding COVID-19 testing prior to the Trip.
- Students who test positive for COVID-19 before departing for the Trip will not be permitted to participate in the Trip. For information regarding refund policies, please refer to the Agreement above and Appendix C.

Protocols for students experiencing COVID-19 symptoms during the Trip:

- If a student experiences or exhibits Flu-like or COVID-19 symptoms at any point during the Trip, the following actions will be taken:
- The student promptly will be given a COVID-19 test via self-testing with an FDA approved or authorized COVID-19 test kit ("Test Kit"), administered by the Trip nurse or other chaperone.
- If the student tests negative for COVID-19, the student may continue participating in the Trip with no change to the applicable expectations, rules, and protocols for the Trip.
- The student's parent/guardian will be promptly notified of the test result.

Protocols for students who test positive for COVID-19 via a Test Kit:

- The student will be isolated in a hotel room and will be monitored regularly by the Trip nurse and a chaperone.
- The student's parent/guardian will be notified promptly, and the parent/guardian will be required to travel to the trip site within 24 hours of receiving such notification.
- Once the student is with their parent/guardian at the Trip site, the student's participation in the Trip is terminated and the parent/guardian will be considered to have assumed full responsibility for the student's care, including, without limitation, responsibility for monitoring the student and transporting the student home. The parent/guardian is responsible for all costs incurred in connection with the student upon termination of the student's participation in the Trip, as set forth more fully in Appendix C.

WESTON PUBLIC SCHOOLS

2026-2027 BOARD OF EDUCATION MEETING CALENDAR - #2

AUGUST 2026				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	19	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2026				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	21
26	27	28	29	30

NOVEMBER 2026				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	28	30	31	

JANUARY 2027				
M	T	W	TH	F
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25	26	27	28	29

FEBRUARY 2027				
M	T	W	TH	F
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15	16	17	18	19
22	23	24	25	26

MARCH 2027				
M	T	W	TH	F
1	2	3	4	5
8	9	19	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2027				
M	T	W	TH	F
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5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027				
M	T	W	TH	F
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JUNE 2027				
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DATE	MEETING/HOLIDAY
August 17	Board of Education Meeting (In-Person)
August 27	First Day of School
September 1	Board of Education Meeting (In-Person)
September 7	Labor Day
September 21	Yom Kippur
September 14	Board of Education Meeting (Remote)
October 5	Board of Education Meeting (Remote)
October 12	Columbus /Indigenous Peoples Day
October 19	Board of Education Meeting (Remote)
November 2	Board of Education Meeting (Remote)
November 3	Election Day
November 16	Board of Education Meeting (Remote)
November 25 - 26	Thanksgiving Recess
December 7	Board of Education Meeting (In-Person)
December 21	Board of Education Meeting (Remote)
December 24 - 31	Winter Recess
January 1	New Year's Day
January 4	Board of Education Meeting (Remote)
January 18	Martin Luther King Jr. Day
January 19	Board of Education Meeting (Remote)
February 1	Board of Education Meeting (Remote)
February 15	Presidents Day
February 15 - 16	February Recess
February 22	Board of Education Meeting (Remote)
March 1	Board of Education Meeting (In-Person)
March 15	Board of Education Meeting (Remote)
March 26	Good Friday
April 5	Board of Education Meeting (Remote)
April 12 - 16	April Recess
April 19	Board of Education Meeting (Remote)
May 3	Board of Education Meeting (Remote)
May 17	Board of Education Meeting (Remote)
May 31	Memorial Day
June 7	Board of Education Meeting (In-Person)
June 18	Juneteenth (Observed)
June 21	Board of Education Meeting (Remote)

The Weston Board of Education reserves the right to modify this calendar. Approved by the Board of Education on _____.

WESTON PUBLIC SCHOOLS

2026-2027 BOARD OF EDUCATION MEETING CALENDAR - #1

AUGUST 2026				
M	T	W	TH	F
3	4	5	6	7
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SEPTEMBER 2026				
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OCTOBER 2026				
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NOVEMBER 2026				
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DECEMBER 2026				
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JANUARY 2027				
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FEBRUARY 2027				
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MARCH 2027				
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APRIL 2027				
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MAY 2027				
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JUNE 2027				
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Date	Event / Holiday
August 17	Board of Education Meeting (In-Person)
August 27	First Day of School
September 7	Labor Day
September 21	Yom Kippur
September 22	Board of Education Meeting (In-Person)
October 12	Columbus /Indigenous Peoples Day
October 19	Board of Education Meeting (Remote)
November 3	Election Day
November 16	Board of Education Meeting (Remote)
November 25 - 26	Thanksgiving Recess
December 21	Board of Education Meeting (In-Person)
December 24 - 31	Winter Recess
January 1	New Year's Day
January 18	Martin Luther King Jr. Day
January 19	Board of Education Meeting (Remote)
February 15	Presidents Day
February 15 - 16	February Recess
February 22	Board of Education Meeting (Remote)
March 15	Board of Education Meeting (In-Person)
March 26	Good Friday
April 12 - 16	April Recess
April 19	Board of Education Meeting (Remote)
May 17	Board of Education Meeting (Remote)
May 31	Memorial Day
June 18	Juneteenth (Observed)
June 21	Board of Education Meeting (In-Person)

The Weston Board of Education reserves the right to modify this calendar. Approved by the Board of Education on _____.

WESTON PUBLIC SCHOOLS

2026-2027 BOARD OF EDUCATION COMMITTEE MEETING CALENDAR

AUGUST 2026				
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SEPTEMBER 2026				
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OCTOBER 2026				
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NOVEMBER 2026				
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DECEMBER 2026				
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JANUARY 2027				
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FEBRUARY 2027				
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MARCH 2027				
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APRIL 2027				
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MAY 2027				
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JUNE 2027				
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COMMITTEE
Communication Committtee
Curruculum Committee
Education Optimization Committee
Facilities, Finance and Operations Committee
Policy Committee
Safety and Security Committee
EOC and FFOC Committee Meeting overlap

There are several days when the Education Optimization Committee and the Facilities, Finance and Operations Committee are on the same day: 10/11, 1/16, 2/12, 4/9, 5/21, and 6/11.

Mission-Goals-Objectives **P 0000**

Statement of Philosophy

The Board of Education believes that the educational programs and services available in the school system are designed to provide opportunities for the academic, social, and emotional growth of our student population. Among its high priorities, the Board accepts the national challenge that academic excellence and quality education must be achieved and maintained within the fiscal parameters of the community. To that end, every effort will continue to be made to support the Superintendent, administrators, and staff, both professional and non-certified, in their recommendations to improve, expand, or change current programs and services.

The Board of Education also places a high premium on accountability:

1. in measurable achievement of student learning; in the evaluation of all staff performance and including the Board;
2. in commending individual student and staff performance;
3. in maintaining appropriate fiscal controls.

The Board recognizes that continuing improvement of the school system rests on the professional abilities and commitment of the various staffs in the schools. The leadership role of the Superintendent and the policy and decision-making roles of the Board will be successful concomitant with the efforts of all concerned with the educational progress to work together to achieve those common goals. Incumbent with those roles is the high order need to communicate, to engage in constructive discussions when addressing identifiable change needs in the system, and to develop strong rationales with supportive data to support program or service recommendations.

Recognizing that within a school system there are diverse issues, strengths, and weaknesses, the overriding philosophy is to coalesce the positive energies of all involved personnel into a strong unit working together. There always is to be the opportunity for the alternative or divergent opinion to be considered in any decision-making process. When a final decision is made, however, there is the expectation that everyone will work in concert with the intent of that decision. To do otherwise would be counter-productive to the system's ability to progress.

Students are the primary focus of the system's activities, processes, and procedures. They have been entrusted to us for the expertise we can and do provide. That is an enormous responsibility. That responsibility is the staging upon which the Board accepts its roles as guardian and advocate. That is the responsibility the Board of Education charges the system personnel to accept with total and unequivocal professionalism.

Policy adopted:

Mission-Goals-Objectives **P 0100**

Mission Statement

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, the mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

To accomplish this, we must seek the necessary resources to:

- Provide a safe, nurturing and academically challenging learning environment.
- Provide students and staff with resources, supports, and opportunities to reach their full potential.
- Prepare students to become productive, lifelong learners.
- Instill in our students a curiosity and love for learning which embraces their interests and the world around them.
- Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.
- Improve student learning by holding staff accountable for creating effective learning environments and using the most effective teaching strategies.

Policy adopted:

Community Relations **P 1110.1**

Communication with the Public/Parent Involvement

Constructive engagement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of meaningful opportunities for parents to connect with the schools in which their children are enrolled, and with the overall school system. These steps may include, but are not limited to the following:

- Promoting and supporting parenting skills.
- Regular and meaningful two-way communication between home and school. (Such communication may include monthly newsletters, electronic communications, phone calls, parent-teacher conferences or scheduled appointments in school).
- Welcoming various aspects of parent input, support and assistance in decisions that impact children and families.
- Making community resources available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report to the Board of Education on parent involvement activities as necessary.

Legal Reference: Connecticut General Statutes

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

10-221(g)(1)-(3) Boards of Education to prescribe rule(s), policies, and procedures

Policy adopted:

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

Instruction

Survey of Students

The Weston Public Schools ("District") recognizes that surveys are essential tools for identifying student needs, monitoring school climate, and supporting continuous improvement. Surveys shall be used to gather feedback that enhances teaching and learning, promotes student well-being, and informs restorative and preventive strategies. All surveys shall be research-based, developmentally appropriate, culturally responsive, and administered in compliance with state and federal laws, including Connecticut's School Climate Policy and the Protection of Pupil Rights Amendment (PPRA). Student participation shall respect privacy, allow for parental review, provide required consent or opt-out opportunities, and protect confidentiality.

As required under CT PA. No. 23-167, beginning in the 2025–26 school year and biennially thereafter, each school shall administer a school climate survey consistent with the Connecticut School Climate Policy. Prior written notice shall be provided to parents/guardians regarding the content and administration of the school climate survey, and it shall include an opportunity for them to opt their child out of participation. Survey data shall be used by the School Climate Specialist and School Climate Committee to develop, revise, and implement the School Climate Improvement Plan as required under state law. (P5131.911)

Survey data, including climate survey results, shall be incorporated into the District's continuous climate improvement cycle. Such data shall inform the development of restorative strategies, identification of challenging behaviors, and schoolwide interventions that support a positive, safe, and equitable learning environment. (P5131.911)

Surveys may be used by administrators, educators, school climate committees, and the Board to gather information necessary for improving instruction, identifying student needs, assessing school climate, supporting student well-being, or informing district policies and practices. All survey instruments must receive administrative approval. Student responses shall not be used in any personally identifying manner unless required by law and shall never be used for disciplinary action.

Surveys used in any experimental program or research project will be subject to the requirements of applicable Board of Education Policy. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board of Education must approve all that are received by the Superintendent that include reference to any of the factors listed below.

No school climate survey shall solicit information from students that falls within the eight PPRA-protected categories unless explicit parental consent is obtained or unless required for mandated school climate reporting and structured in non-identifying form.

Any survey created by or administered on behalf of an external agency, researcher, or organization must be reviewed by the Superintendent and approved by the Board of Education if it includes questions soliciting sensitive information, requires student data disclosure, or is intended for public release. Results of Board-approved surveys must be shared with the Board.

No student may take part, without written parental consent when federally funded, or without prior notification and the opportunity to opt out when not federally funded, in any survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parents;
2. mental or psychological problems;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of close family relationships;
6. legally privileged relationships;
7. income (unless required by law for financial aid eligibility);
8. religious practices, affiliations, or beliefs.

These PPRA protections apply to all District-administered and third-party surveys.

In addition to PPRA requirements, the District shall notify parents/guardians of the administration of the mandatory biennial school climate survey and provide a reasonable opportunity to opt their child out. No student shall be required to participate in a climate survey if a parent/guardian opts out or if the student is 18 years old and opts out on their own behalf.

Parents/guardians shall have the right to inspect, upon request, a survey created by a third party before it is administered or distributed by a school to a student. Such requests shall be made in writing to the district employee working with the third party seeking to implement the survey with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above

Aggregate, non-identifiable results of school climate surveys shall be made available to the school community and reviewed annually by the School Climate Coordinator, School Climate Specialists, and School Climate Committees to inform improvement planning, restorative practices, and professional learning.

Parents/guardians shall be notified annually at the beginning of the school year, as well as upon a student's initial enrollment, of their rights under this policy and the Protection of Pupil Rights Amendment (PPRA). This notice shall inform parents/guardians, and students 18 years or older, of their right to: (1) inspect survey instruments and instructional materials used in conjunction with any survey; (2) opt their child out of the collection, disclosure, or use of personal information for marketing purposes; (3) opt their child out of any survey that includes PPRA-protected topics; and (4) opt their child out of any non-emergency, invasive physical examination not required by law. The notice shall also include information regarding the administration of the biennial school climate survey and provide parents/guardians with a reasonable opportunity to opt their child out of participation. Such notice shall describe parents' rights to inspect survey instruments, instructional materials, and to opt students out of:

1. collection or disclosure of personal information for marketing;
2. administration of surveys asking about PPRA-protected topics;
3. non-emergency, invasive physical examinations not required by law.

All surveys must be administered using neutral, unbiased questions. Responses shall be collected, reported, and stored in a non-identifiable manner unless required by federal or state law. Survey responses shall not be used for disciplinary purposes and shall instead support system-level improvements, including school climate goals, social-emotional learning, and restorative practices.

Definitions:

For purposes of this policy.

"Invasive Physical Examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

"Personal Information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.

"Instructional Material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

"School Climate Survey" means a research-based, validated, developmentally appropriate survey administered to students, school employees, and families that measures and identifies school climate needs and tracks progress within the school climate improvement plan. (P5131.911)

"Challenging Behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with learning or safety. (P5131.911

"Restorative Practices" means evidence- and research-based practices that build constructive relationships, require student accountability, and support reintegration after harm. (P5149)

Legal References:

Elementary and Secondary Education Act of 1965
Public Act No. 23-167
20 U.S.C. §1232h (PPRA), Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95
Regulation 34 CFR Part 98 (PRRA Regulations)

Cross-referenced Policies:

(cf. 5131.911 – Connecticut School Climate Policy)
(cf. 5149 – Restorative Practices Response Policy)
(cf. 6141.11 - Curriculum Research/Experimental Projects)
(cf. 6161 - Equipment, Books and Materials: Provision/Selection)
(cf. 6161.1 - Evaluation/Selection of Instructional Materials)
(cf. 6161.12 - Reconsideration of Materials)

Policy adopted:

Weston Public Schools, Weston, CT

Pre-School Students with Disabilities

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District will provide a preschool program consistent with the regulations delineated by the State. The Assistant Superintendent of Pupil Personnel Services (PPS) is responsible for coordinating the program and evaluating it annually. The administrative practices and procedures of this program shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Assistant Superintendent of PPS;
2. Ensuring that the parents of preschool-age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool-age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students receiving special education services who are enrolled in the program and require it per a Planning and Placement Team (PPT) decision;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and

recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (general education) students enrolled in the preschool program will be required to pay tuition for the program. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

10 76c Receipt and use of money and personal property.

10 76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10 76e School construction grant for cooperative regional special education facilities.

10 76f Definition of terms used in formula for state aid for special education.

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

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

Policy adopted:

Instruction

Emergencies and Disaster Preparedness

The Board of Education recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

Each school building shall maintain procedures for fire, crisis, and other emergencies, in accordance with the District's plan and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings. All building security and safety plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection, beginning with the 2014-2015 school year.

The District will cooperate with local law enforcement, fire department and civil defense authorities and other civic agencies in the event of a declared emergency situation.or (alternate paragraph to the previous paragraph)

The Superintendent shall develop and maintain an emergency preparedness plan which shall make provisions for handling a variety of foreseeable emergencies, all-hazard threats, including terroristic activity. The emergency plan shall be kept current. The Superintendent shall use state-approved Standardized Emergency Management System guidelines and the accompanying School Security and Safety Plan Template, be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating District and site-level emergency and disaster preparedness plans and be compliant with the standards issued by the Department of Emergency Services and Public Protection.

Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.

The Board will conduct a security and vulnerability assessment for each of its schools in compliance with Section 87 of P.A. 13-3. By November 1 of each year the District must submit to the DEMHS Regional Coordinator one of the following: (1) those plan pages that have been updated; (2) the DEMHS provided form that the plan has not changed; or (3) a revised plan if the current plan has undergone a major revision.

~~All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times.~~

~~The administration shall require building principals to maintain procedures for fire, civil defense, and other emergencies, and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings.~~

First Aid and CPR

At least one person at each school site should hold current first aid and/or CPR certification.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

10-222m - School security and safety plans. School security and safety committees

10-222n - School security and safety plan standards

~~**Legal Reference: Connecticut General Statutes**~~

~~10-231 Fire drills~~

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Non-Discrimination: Instructional Program

Weston Public Schools pledges to prohibit discriminatory actions, and seeks to foster good human and educational relations which will help attain:

1. equal rights and opportunities for students and employees in the school community.
2. equal opportunity for all students to participate in the total program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to students with access not solely based upon race, color, religion, age, marital status, national origin, sex, pregnancy, sexual orientation, transgender status, gender identity or expression, or disability.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Legal Reference:

Connecticut General Statutes:

§10-15, Town to maintain schools
§10-15c, Discrimination in public schools prohibited
§10-18a, Contents of textbooks and other general instructional materials
§10-145a(b) Certificates of qualification for teachers; intergroup relations programs
§10-226a, Pupils of racial minorities
10-220 Duties of boards of education.

United Sates Code:

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq*.
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy References:

Policy and Admin Reg. 5114.6, Sex Discrimination and Sexual Harassment
Policy and Admin. Reg. 5145, Non-Discrimination (Students)

Policy Adopted: March 5, 1991
Policy Revised: March 21, 2016
Policy Revised:

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the district.
This program will include a means to:

1. Identify migrant students and assess their educational, social and related health needs.
2. Provide a full range of services including applicable Title I programs, special education, gifted education, vocational education, language programs, and counseling services.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all students are expected to meet.
4. Provide advocacy and outreach programs to the students and their families and professional development to District staff
5. Provide parents the opportunity for meaningful participation in the educational program.

Program for Parent(s)/Guardian Involvement

Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

A. A "migratory child" means a child who:

(1) is a migratory agricultural worker or a migratory fisher; or

(2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher -

(i) Has moved from one school district to another;

(ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

B. Qualifying Move means a move from one residence to another residence that occurs due to economic necessity and from one school district to another school district.

C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: Federal Register - July 29, 2008 - Final Rule

34 C.F.R. Part 2000

P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

~~Legal Reference: No Child Left Behind Act of 2001, section 1301 *et.seq.*, 20 U.S.C., 6391 *et seq.*, 34 C.F.R. 200.40-200.45~~

Policy Adopted: April 21, 2003
Policy revised:

Weston Public Schools Weston, Connecticut

Instruction
Family Life and Sex Education

~~The Board of Education recognizes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society.~~

~~Students, parents or guardians shall be informed of their right to exempt the student from family life and sex education programs.~~

The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society. Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior, including traditional moral values.

The Superintendent will, in writing, notify the appropriate professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities.

~~**To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, notify the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities.**~~

The district will comply with federal guidelines concerning age appropriate sex education.

Legal Reference:
Connecticut General Statutes
10-16c State Board to develop family life education curriculum guides
10-16d Family life education programs not mandatory
10-16e Students not required to participate in family life education programs
10-16f Family life programs to supplement required curriculum
20 U.S.C. 7906 No Child Left Behind Act of 2001

Policy adopted: March 5, 1991
Policy revised: April 27, 2004

CABE Policy:

Family Life Education

The Board of Education recognizes that the purpose of family life education is to help students acquire factual knowledge, attitudes and values which will contribute to the well-being of the individual, the family and society. Among other things, family life education provides instruction directed toward enabling students to discuss effectively problems with family members. Such communication shall include the willingness and ability to listen, accept criticism and respond with openness, frankness and honesty, thus demonstrating a mutual respect and love for other members of the family.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior, including traditional moral values.

To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, notify the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal guidelines concerning age appropriate sex education.

A family life and sex education committee shall be established to plan, develop and monitor the family life and sex education program. It will also serve as a resource for evaluation and ensuing recommendations. The committee shall be responsible to the Board of Education and shall work in cooperation with the Superintendent and any other auxiliary committees the Board may appoint for this program.

Students and parents or guardians shall be informed of their right to exempt the student from the family life program.

Legal Reference: Connecticut General Statutes

10-16c State board to develop family life education curriculum guides.

10-16d Family life education programs not mandatory.

10-16e Students not required to participate in family life education programs.

10-16f Family life programs to supplement required curriculum.

20 U.S.C. 7906 No Child Left Behind Act of 2001

Instruction
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

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
Insterscholastic ~~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

Instruction
Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

Freedom of speech and of expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6145.3 - Resolution of Differences)

Legal Reference:

Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd cir. 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd cir. 1977) cert. denied, 435 U.S. 925 (1978)

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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.

NOTES FROM STATUTE: (k) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, which veteran or person served during World War II or the Korean hostilities, as described in section 51-49h, or during the Vietnam Era, as defined in section 27-103, withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

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

Instruction
Curriculum Exemptions

Mandatory Curricular Exemptions:
Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Weston Board of Education ("the Board") shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program (effective upon the implementation of the sexual abuse and assault awareness and prevention program identified or developed by the state).

Definitions:
"Dissection Instruction" is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

"Family Life Education Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

Written Request for Mandatory Exemption:
Parents who wish to exercise such exemptions must notify the school district in writing within the first ~~two (2) weeks~~ four (4) weeks of school or as otherwise directed by the Superintendent or his/her designee.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.
2. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.
3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

Conn. Gen. Stat. § 10-16c.
Conn. Gen. Stat. § 10-16e.
Conn. Gen. Stat. § 10-18d.
Conn. Gen. Stat. § 10-19(b).
Conn. Gen. Stat. § 17a-101q.

Policy References:

Policy 5141.45, Child Sexual Abuse and Assault
Policy 6142.1, Family Life and Sex Education
Policy 6164.12, Acquired Immune Deficiency Syndrome (AIDS)

Policy adopted: July 17, 2017
Policy revised:

WESTON BOARD OF EDUCATION

Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas: Check all that apply:

1. Dissection _

2. Family life education _

3. HIV/AIDS _

4. Sexual abuse and assault awareness and prevention program. _

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by _____.

Date

_____

Name of Student (Please Print)

_____ _____
_ Date
Parent's/Guardian's Signature
Or

_____ _____
_ Date
Student's Signature (if 18 years of age)

Weston Public Schools Weston, Connecticut

Instruction
Use of Copying Devices

Publication or Creation of Educational Materials — Copyrights: Printing and Duplication

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, theatrical performances, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike. The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of “fair use.”

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use"*, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.

2. The nature of the copyrighted work.

3. The amount and importance of the portion used in relation to the copyrighted work as a whole.

4. The effect of the use upon the potential market for or value of the copyrighted work.

The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use”, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed in public.

The Board therefore directs that:

1. Unlawful copies of copyrighted materials may not be produced on District-owned equipment or any other equipment on District property.

2. Unlawful copies of copyrighted materials may not be used with District-owned equipment or other equipment on District property.

Any District employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. In no circumstances

shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

~~It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.~~

~~The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use".~~

~~Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bound of "fair use" as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.~~

Legal Reference:

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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

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

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 English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to address 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 for students who are English Learners (ELs) to acquire English language and academic proficiency.

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 learner services for all identified students.
- Annually assess the English proficiency of all English learner 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 a 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 includes 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 in achieving fluency in English, including listening, comprehension, speaking, reading, and writing. 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 in 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:

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

R 6142.3
R 5141.5

Instruction
Suicide Prevention/Education

THIS REGULATION WAS REVISED IN 2023 AND IS CURRENTLY LOCATED IN THE 5000 SERIES. WE CAN EITHER REPLACE THE BELOW WITH THE CURRENT REGULATION OR ERRADICATE THIS R6142.3 SO THE REGULATION ONLY APPEARS IN THE 5000 SERIES.

Annually, youth suicide prevention education shall be incorporated into the health education program and other pertinent curriculum. The focus of the curriculum will emphasize the development of self-esteem, coping skills, and trusting relationships with adults; build skills in stress management and problem solving; and identify support services and resources.

The professional staff shall become more aware of the factors that may increase a student's risk for suicide; symptoms of stress, coping difficulties, depression and self-destructive behaviors; warning signs of suicide; and information on school and community resources.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff in order to achieve the goals of this Board approved regulation, and that full cooperation with community agencies be given wherever such cooperation can work to the advantage of the students.

Regulation Approved: June 28, 1994

WESTON PUBLIC SCHOOLS
Weston, Connecticut

CURRENT REGULATION IN 5000 SERIES READS AS FOLLOWS:

R 5141.5 Administrative Regulations Regarding Suicide Prevention and Intervention

Management of Suicidal Risk

The school cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, the Weston Board of Education (the "Board") is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or is seriously considering attempting suicide. The following procedures shall be implemented toward this end.

I. **Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or their designee. This must be done even if the student has confided in the staff member and asked that their communication be kept confidential. The principal or designee will then notify an appropriate Pupil Personnel Services (PPS) administrator.**
II. **A PPS staff member (e.g., a social worker or psychologist) shall complete a risk assessment, consider available background information and determine whether the student is at "low risk", "moderate risk" or "high risk."**
III. **If the student is preliminarily assessed to be "moderate risk":**
    A. **The PPS staff member shall notify the student's parent/guardian the same day or otherwise as soon as possible by calling each contact available to the school.**
    B. **During the conversation with the student's parent/guardian, the PPS staff member shall discuss with the parent/guardian:**
        a. **the seriousness of the situation**
        b. **the potential need for any evaluations of the student**
        c. **The need for continued monitoring of the student at home;**
        d. **Referral to appropriate professional services outside the school system if the student is not already receiving support;**
        e. **Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and**
        f. **The student's access to ongoing counseling within the school.**
    C. **The PPS staff member shall document in writing the course of events, including what transpired during the staff member's conversation with the student's parent/guardian and the outcome.**
    D. **The PPS staff member may notify other staff or any other appropriate agencies as necessary to protect the student and others, and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).**
    E. **The PPS staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.**
IV. **If the student is preliminarily assessed to be at "high risk":**
    A. **The PPS staff member shall ensure that the student is not left alone.**
    B. **The PPS staff member shall notify the principal or their designee, who in turn will contact the student's parent/guardian. During the conversation with the student's parent/guardian, the principal or their designee shall discuss with the parent/guardian:**
        a. **The seriousness of the situation**
        b. **The steps the PPS staff members are taking in response to the preliminary assessment that the student is at "high risk":**
        c. **The need for continued monitoring of the student at home at any such time that the student returns home;**
        d. **Referral to appropriate professional services outside the school system if the student is not already receiving support;**

e. **Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and**
f. **The student's access to ongoing counseling within the school to support the student's access to school.**

C. **The principal or designee shall call 911 to arrange for transport of the student to an appropriate evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).**
D. **The student shall be monitored by PPS staff until transfer to a higher level of care is complete.**
E. **The PPS staff member shall document in writing the course of events and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).**
F. **The PPS staff member shall inform the principal or their designee of the course of the events and the outcome.**
G. **The PPS staff member may notify any other staff, as necessary to protect the student and others.**
H. **When a student assessed to have been at "high risk" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school including a safety plan, and changes in the instructional program, as necessary.**

Suicide Education/Prevention - Students and Staff

I. **As part of the Weston Public Schools' Health Education Curriculum and Developmental Guidance Curriculum, students will be educated in developmentally appropriate ways regarding suicide risk factors and warning signs, and how they might appropriately respond if confronted with suicidal behavior, verbalizations, or thoughts.**
II. **Annually, in-service training for school staff will be held in each school building to discuss suicide risk factors, warning signs, and the procedures outlined in these regulations.**

Legal Reference:

Connecticut General Statutes § 10-221(e)

~~POLICY~~ REGULATION ADOPTED: October 1, 1990

~~POLICY~~ REGULATION REVISED: May 15, 2023

Regulation revised:

Mission and Function
Goals and Objectives for School Operations/System

Weston residents approach education with a strong belief in the importance of high educational standards for their community. As elected representatives, the Board of Education is committed to the support and development of a dynamic and flexible program of studies designed to effectively challenge the ability differences found among the school-age children of Weston.

Therefore, to meet its assigned tasks, the school system is striving -

1. To give each child a firm foundation and mastery of the basic skills in reading, writing, spelling and arithmetic so that he/she will have the necessary tools for further study.
2. To encourage the development of imaginative and creative thinking processes so that the children can deal with abstractions as well as concrete issues.
3. To foster scientific curiosity based upon an understanding of principles and concepts without de-emphasizing facts.
4. To stimulate an appreciation and understanding of the arts.
5. To develop in each child an understanding and appreciation of democracy so that he/she can take his/her rightful place in a democratic society.
6. To introduce the history of our culture and our social and economic institutions in relation to other world cultures and institutions.
7. To teach children about government - local, state, national, and international - so that they can assume their vital role as citizens on each level.
8. To develop in each child respect for the rights, property and opinions of others.
9. To instill in the students ethical and spiritual principles so that they will develop a good sense of values and have a firm foundation for reaching moral decisions.
10. To develop in each child an emotional stability that will enable him/her to function effectively.
11. To develop an awareness in each child of how to communicate and work with other people.
12. To teach children sound principles of health.

With these objectives in mind, the following summation may be interpreted as a beginning of an evolving statement of purposes for the Weston schools:

> The guiding policy of the Board of Education is to create and sustain a public school system capable of developing to the utmost the resources of the children entrusted to it. The goal is to impart knowledge, and a love of knowledge; to teach each child to speak, to read, to write, to calculate, to think, and to do so with such initiative and imagination that each will be properly equipped to serve as a citizen of this community, this nation, this world, and to pursue self-education throughout life. To this end, the Board searches out principals and teachers who are imaginative, energetic, enthusiastic, as well as competent, and it strives to foster, in every way possible, an environment in which the children will thrive.

Policy adopted: November 6, 1989
Policy retired:

Weston Public Schools Weston, Connecticut

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

Policy retired:

WESTON PUBLIC SCHOOLS
Weston, Connecticut