



Policy Committee Meeting
Tuesday, May 5, 2026
9:00 AM
Zoom Webinar

- I. Call to Order, Verification of Quorum
- II. Approval of minutes from the March 3, 2026 Policy Committee Meeting.
- III. Discussion regarding policy/regulation: review, revision, retire, new
 - A. Review (no changes)
 - P 5131.5 Vandalism
 - R 5131.5 Vandalism
 - P 5131.91 Hazing/Initiation
 - P 6184 Unexpected Broadcast and Recording
 - B. Revision
 - P 4215 Personnel/ Non-Certified - Evaluation/Supervision
 - P 4153 Personnel - Family and Medical Leave
 - P 5118 Non-Resident Attendance and Tuition Fees
 - R 5118 Non-Resident Attendance and Tuition Fees
 - P 5123 Promotion/Acceleration/Retention
 - P 5124 Reporting to Parents
 - P 5126 Awards for Achievement
 - R 5131.3 Student Driving/Parking
 - P 5131.8 Chemical Health Policy for Student Athletes
 - P 5132 Dress and Grooming
 - P 5134 Married/Pregnant Students
 - P 5137 Physical Activity and Student Discipline
 - P 5145.2 Freedom of Speech/Expression
 - P 6112.1 Limited Open Campus
 - P 6155 Differentiation and Grouping
 - P 6163.3 Live Animals in the Classroom
 - P 6164.2 Guidance Services
 - P 6171 Special Education
 - P 6173 Homebound Instruction
 - C. Retire

- R 5144.1 Restraint and Seclusion of Students and Use of Exclusionary Time Out
 - R 4115 Personnel/Certified - Evaluation
- D. New
- P 4115 Personnel/Certified - Evaluation
- E. Returned to committee for additional review
- P 1110.1 Community Relations - Communication with the Public/Parent Involvement
 - P 1258 Non-Discrimination
 - R 1258 Non-Discrimination (Complaint Procedure)
 - P 1411 - Law Enforcement Agencies
 - P 6114 Instruction Emergencies and Disaster Preparedness -
 - P 6141.312 Instruction Migrant Students
 - P 6142.1 Instruction Family Life and Sex Education
 - P 6143 Instruction Parent and Guardian Access to Instructional Material
 - P 6145.2 Instruction Interscholastic Athletics
 - R 6145.2 Instruction Interscholastic Athletics
 - P 6145.3 Instruction - Publications
 - P 6162.51 Survey of Students
 - P 6180 Instruction Evaluation of the Instructional Program
- F.
- IV. Discussion regarding policy/regulation review at the next meeting
- V. The next scheduled meeting of the Policy Committee is on June 2, 2026, at 9:00 AM via Zoom.
- VI. Adjournment



Policy Committee Meeting

Tuesday, March 3, 2026

9:00 AM

Zoom Webinar

I. Call to Order, Verification of Quorum

Additional Attendees:

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

A quorum was met, and the meeting was called to order at 9:05 AM.

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

II. Approval of minutes from the February 2, 2026 Policy Committee Meeting.

Moved that the minutes of the February 2, 2026 meeting were presented for review. With corrections noted, the minutes were approved. Carried with a motion by Felton, David and a second by Guido, Michael.

David Felton: Yea, Sharon Ferraro: Yea, Michael Guido: Yea
Yea: 3, Nay: 0

III. Discussion regarding policy/regulation:

A. Policy/regulation - review, no changes:

P 5146 Pledge of Allegiance

P 6151.1 Minimum Class Size

P 6154 Homework

Policies were reviewed, date change only: P 5146 (Pledge of Allegiance): Reviewed and accepted as a standard policy. P 6151.1 (Minimum Class Size): The committee discussed the 15-

student minimum. Erica Forti noted that the policy remains applicable and provides flexibility for special circumstances, which are typically addressed during the budget process. P 6154 (Homework): The policy was reviewed for its emphasis on developing good work habits.

B. Policy/regulation - revisions

- P 1000 Concepts, Goals, and Roles in Community Relations
- P 1210 School-Community Associations
- R 1411 Law Enforcement Agencies
- P 5000 Concepts and Roles in Student Policies
- P 5121 Examination/Grading/Rating
- P 6143 Parent and Guardian Access to Instructional Material
- P 6145.2 Interscholastic/Intramural Athletics
- R 6145.2 Interscholastic Intramural Athletics
- P 6146 Graduation Requirements
- P 6164.11 Drugs, Tobacco, Alcohol
- P 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
- P 6172.5 English Language Learners
- P 6180 Evaluation of the Instructional Program

Several policies were discussed in detail: R 1411 (Law Enforcement Agencies): Revisions were made to include references to School Resource Officers (SROs), which were not in the original 1992 version, and to update legal references. P 5121 (Examination/Grading/Rating): This policy was updated to replace antiquated references to the CMT and CAPT tests with current Smarter Balanced assessment language. P 6146 (Graduation Requirements): Updated to include provisions for veterans of World War II, the Korean Hostilities, and the Vietnam Era to receive honorary diplomas. P 6164.12 (AIDS Policy): The bottom paragraph was rewritten to align with the CAFE model policy and update legal references. P 6180 (Evaluation of the Instructional Program): Clarified that the focus of the policy is on evaluating instructional outcomes and student achievement rather than strictly curriculum.

C. Policy/regulation - new

- P 1411 Law Enforcement Agencies

This new policy formally defines the relationship between the school district and law enforcement, specifically addressing the role of SROs. The committee discussed adding language regarding federal immigration (ICE) actions, but decided to instead include a cross-reference to Policy 1250 (Visitors and Observations) for specific protocols on that topic.

D. Policy/regulation review - retire:

- P 6181 Evaluation of the Special Education Program

This new policy formally defines the relationship between the school district and law enforcement, specifically addressing the role of SROs. The committee discussed adding language regarding federal immigration (ICE) actions but decided to instead include a cross-reference to Policy 1250 (Visitors and Observations) for specific protocols on that topic.

IV. Discussion regarding policy/regulation review at the next meeting

V. The next scheduled meeting of the Policy Committee: April 13, 2026 9:00 AM, via Zoom.
The April 13, 2026 meeting is canceled. The next meeting will be May 5, 2026.

VI. Adjournment
The meeting adjourned at 9:45 AM.

Moved that the March 3, 2036 Policy Committee meeting be adjourned Carried with a motion by Felton, David and a second by Guido, Michael.
David Felton: Yea, Sharon Ferraro: Yea, Michael Guido: Yea
Yea: 3, Nay: 0

Respectfully submitted by:
Jodi Sacchetta, Board Clerk

Jodi Sacchetta

P 5131.5

Students

Vandalism

The parent or guardian of any minor/un-emancipated child who willfully cuts, defaces or otherwise injures in any way any property real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed under state law.

The liability provided under [Connecticut General Statutes 52-572](#) does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent for damages done by a minor child is in addition to any other liability which exists in law.

The parent or guardian of a minor child shall also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school system. The student may also be subject to disciplinary action.

Vandalism by an Adult Student

An adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the school district. The student may also be subject to disciplinary action.

(cf. 6161.2 - Care of Instructional Materials)

Legal Reference:

Connecticut General Statutes

[10-221](#) (c) Boards of Education to Prescribe Rules

[52-572](#) Parental Liability for torts of Minors. Damage Defined

Policy Adopted: October 1, 1990

Policy Reviewed: January 20, 2009

Policy Reviews:

R 5131.5

Students

Vandalism

Property damage, theft, or endangering the well-being of others is not permitted. Reimbursement of costs, referral to policy, suspension, or expulsion will result.

Student Responsibility for Vandalism to the School

If an individual or group has been identified as causing damage to the school building, equipment, or property, the individual or group will be responsible for covering all costs incurred by the school system in repairing the damage.

Regulation Approved: October 1, 1990

Regulation Reviewed: January 20, 2009

Policy Reviewed:

Weston Public Schools Weston, Connecticut

P 5131.91

Students

Hazing and Initiation

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. Under this policy, any individual engaging in hazing activities, including being a recipient as described in Section IV-A, may be subject to discipline upon investigation.

II. Definitions

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of physical or emotional harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a substance on the body that may cause harm.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects a person to a risk of harm or that adversely affects the mental or physical health of a person.
3. Any activity of affiliation or initiation involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects a person to a risk of harm or that adversely affects the mental or physical health of a person.
4. Any intentional activity of affiliation or initiation that intimidates or threatens a person with ostracism, that subjects a person to significant embarrassment, or humiliation, that significantly and adversely affects the mental health or dignity of a person or discourages a person from remaining in school.
5. Any activity of affiliation or initiation that causes or requires a person to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Hazing activities are seriously disruptive of the educational process in that they involve the students with violence, threats of violence, or emotional harm. This policy applies to behavior that occurs on or off school property and during and/or after school hours.

E. A person who engages in an act that violates school policy, including this policy, or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

IV. Reporting Procedures

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct that may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. In addition, any person who has knowledge that he or she may be a victim of hazing or conduct that may constitute hazing shall also report such information immediately to an appropriate school district official described by this policy; the failure to make such a report may be determined as consent to any such hazing that does occur and may be punished under this policy.

B. The building administration is responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Superintendent or his/her designee.

C. The building administration will notify the Superintendent and the Director of Pupil Services of any reported incidents of hazing.

D. School employees who witness conduct that appears to constitute hazing must inform the building administration immediately.

E. Submission of a good faith complaint or report of hazing by a non-participant will not affect the complainant or reporter's future employment, grades, education or participation in school programs or work assignments.

V. School District Action

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials, local police, or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, exclusion, expulsion, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.

VI. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. Dissemination of Policy

This policy shall appear in each school's parent and/or student handbook, the athletic handbook, and in each school's staff handbook.

(cf. 5114(e) – Intimidation, Harassment, Hate Crimes and Physical Force)

Policy adopted: June 22, 2000

Policy Reviewed:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6184

Instruction

Unexpected Broadcast and Recording

Using smartphones, cell phones, or any other type of recording device to record someone covertly, or posting such a recording to a place such as the Internet for public display or otherwise sharing that recording with others without the subject's consent, is hereby prohibited. Such actions are a violation of privacy and will not be tolerated. This prohibition applies to students, employees, volunteers, or any other person on school property or at a school-sponsored activity. "Recording" for the purposes of this policy includes audio recording, video recording, and the taking of photographs. Violation of this policy may result in disciplinary action against students, up to and including suspension and/or expulsion, or disciplinary action against employees, up to and including suspension and termination.

This Policy shall not apply to members of the school administration or individuals assigned by the administration, who are engaged in official business. However, administrators and/or individuals assigned by administration should verify that their actions are not otherwise prohibited by law prior to engaging in Recording activities.

Further, except as stated in the final paragraph below, it shall not be a violation of this Policy for an individual to record someone covertly if the purpose of the recording is to capture conduct that is reasonably believed by the individual making the recording to be a violation of the law, Board Policy, Administrative Regulations, or school rules, and such recording is shared with the administration, other certified staff, or law enforcement authorities. It shall remain a violation of this Policy for any individual other than an administrator or law enforcement officer to post or further share such a recording.

In certain circumstances, the audio recording of individuals constitutes a criminal violation of state and federal law. Such circumstances include, but are not limited to, the audio recording of another individual when the party making the recording is not present for the conversation.

Notwithstanding the foregoing provisions of this Policy, making a recording in violation of state or federal law is a violation of this Policy.

Legal References:

[Conn. Gen. Stat. §52-570d](#). Action for illegal recording of private telephonic communications.

[Conn. Gen. Stat. §53a-187](#). Wiretapping.

[Conn. Gen. Stat. §§ 53a-189](#). Eavesdropping.

[18 U.S.C. §2511](#). Interception and disclosure of wire, oral, or electronic communications prohibited.

Policy References:

Policy 5136. Use of Privately Owned Technological Devices by Students

Policy Adopted: January 22, 2008

Policy Revised: March 21, 2017

Policy Reviewed:

Weston Public Schools Weston, Connecticut

P 4153

Personnel

Family and Medical Leave

Purpose

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the Weston Board of Education (the "Board"), under the federal Family and Medical Leave Act of 1993 ("Federal FMLA") and/or the Connecticut Family and Medical Leave Act ("CT FMLA") and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

~~The purpose of this policy is to establish guidelines for leaves taken by employees of the Weston Board of Education under the Federal Family and Medical Leave Act of 1993 ("FMLA").~~

Eligibility

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.*, a "noncertified employee") is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

~~Employees who have worked for the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 hours during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.~~

Definitions

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, an individual’s or family member’s genetic tests, and/or the fact that an individual or an individual’s family member sought or received genetic services or participated in clinical research which includes genetic services. “Genetic information” includes 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 utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Noncertified employee: For purposes of this policy, “noncertified employee” means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

Reasons for Leave

(a) Federal FMLA

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee’s newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee’s spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee’s position;
- to care for a covered injured or ill servicemember (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of an employee’s spouse, child, or parent’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the Human Resources Office:
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;

- financial and legal arrangements;
- counseling;
- rest and recuperation;
- post-deployment activities;
- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

- upon the birth of the employee's newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee's family member, if such family member has a serious health condition;
- because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

~~Leaves under the FMLA may be taken for the following reasons:~~

- ~~● incapacity due to pregnancy, prenatal care or child birth; or~~
- ~~● to care of the employee's newborn child; or~~
- ~~● the placement of a child with the employee by adoption or for foster care; or~~
- ~~● to care for the employee's spouse, child or parent who has a serious health condition; or~~

- ~~to care for the employee's own serious health condition that renders the employee unable to perform the functions of his or her position; or~~
- ~~to care for an injured or ill service member (see below -- Length of Leave -- for further information); or~~
- ~~a qualifying exigency arising out of a family member's military service, including one or more of the following reasons (note -- more detailed information on the following categories is available from the Human Resources office):~~
 - ~~short notice deployment;~~
 - ~~military events and related activities;~~
 - ~~childcare and school activities;~~
 - ~~financial and legal arrangements;~~
 - ~~counseling~~
 - ~~rest and recuperation;~~
 - ~~post-deployment activities;~~
 - ~~parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;~~
 - ~~additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency and agree to both the timing and the duration of such leave.~~

Length of Leave

(a) Basic FMLA Leave Entitlement

(1) Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

(2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional work weeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

The 12-month entitlement period for family or medical leave is measured on the basis of (1) the calendar year; (2) any fixed 12-month "leave year" such as a fiscal year or a year starting on the employee's anniversary date; (3) the 12-month period measured forward from the initial date of an employee's first leave under this policy; or (4) a "rolling" 12-month period measured

backward from the date an employee uses any FMLA leave. Currently, the 12-month period is calculated using a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Any change in calculation methods requires at least sixty (60) days' notice to all employees, and does not permit any reduction in rights for employees using/requesting leave at the time of transition.

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) work weeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard leave procedures described below apply to all requests for and designation of leave for this purpose. However, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

(a) Basic FMLA Leave Entitlement

~~If a leave is requested for one of the above listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in any 12-month entitlement period.~~

~~The 12-month entitlement period for family or medical leave is measured on the basis of (1) the calendar year; (2) any fixed 12-month "leave year" such as a fiscal year or the employee's anniversary date; (3) from the initial date of an employee's first leave under this policy; or (4) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Currently, the 12-month period is calculated using a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. Any changes in calculation methods require at least sixty (60) days notice to all employees, and does not permit any reduction in rights for employees using/requesting leave at the time of transition.~~

~~(b) Leave to Care for an Injured or Ill Service Member~~

~~In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FLMA leave during a 12-month period to care for (i) an injured or ill service member who is the employee's spouse, parent, child or next of kin, and who incurred the injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or, (ii) an injured or ill covered veteran who is the employee's spouse, parent, child or next of kin.~~

~~For service members, the injury or illness must render the service member medically unable to perform the duties of his/her office, grade, rank or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.~~

~~For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and s/he (1) was a member of the Armed Forces (including the National Guard or Reserves); (2) was discharged or released under conditions other than dishonorable; and (3) was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.~~

~~For covered veterans, serious injury or illness means any of the following:~~

~~(i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or~~

~~ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~

~~(iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~

~~(iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.~~

~~When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose.~~

Types of Leave and Conditions

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the Federal FMLA and/or CT FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule Federal FMLA and/or CT FMLA leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered servicemember's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, Federal FMLA and/or CT FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered

family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care, or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If Federal FMLA leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

~~(a) Full-Time, Intermittent and Reduced Schedule Leave~~

~~Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. Full-time leave excuses the employee from work for a continuous period of time.~~

Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

An employee may take full-time, intermittent or reduced schedule leave whenever it is medically necessary for a serious health condition of the eligible employee, his or her spouse, child or parent. Intermittent leave or reduced schedule leave for other reasons will be permitted only with the approval of the Superintendent or his/her designee.

If intermittent or reduced schedule leave is medically required, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period). For purposes of this policy, an instructional employee is defined as a teacher or other employee of the board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

(b) Both Spouses Working for the Same Employer

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total twelve (12) week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the twelve (12) weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

~~If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.~~

~~If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.~~

~~If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.~~

Requests for Leave

(a) Foreseeable Leave

An employee must notify the **Human Resources department** of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

(b) Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

Requests for a family or medical leave must be submitted to the Human Resources department at least thirty (30) days before the leave is to commence, if possible. If thirty (30) days notice is not possible, requests must be submitted as soon as practicable under the circumstances.

For leaves taken because of the employee's or a family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form before the

leave begins if possible. This form may be obtained from the Human Resources department. If such advance certification is not possible, the medical certification must be provided by the employee within fifteen (15) calendar days of the Board's request for the medical certification.

If an employee takes leave to care for his or her own serious health condition, immediately upon return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the Human Resources department.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information. 'Genetic information,' as defined by GINA, includes an individual's 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.

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the Human Resources department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Human Resources department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

Required Certifications/Documentation

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a complete and sufficient certification

form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Human Resources department of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. Federal FMLA- and/or CT FMLA-protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Human Resources department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional Federal FMLA and/or CT FMLA leave (if eligible for such leave and such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

Use of Paid Leave

Paid sick leave, personal leave, and vacation, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy ("PTO") will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the

use of paid leave, but only in connection with the receipt of such payment. An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority") for partial income replacement benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

~~Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.~~

~~In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee agrees with the Board to do so, the Board will apply the employee's available accrued paid leave in increments as a~~

supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain his or her regular weekly income level.

Medical Insurance and Other Benefits

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During a Federal FMLA and/or CT FMLA leave, an employee shall not accrue benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

~~During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.~~

~~During an FMLA leave, an employee shall not accrue benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board Policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under Board's attendance policy.~~

Reinstatement

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

~~Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job held prior to the leave or to an equivalent position with equivalent pay and benefits.~~

Complaints

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

Additional Information

Questions regarding family or medical leave may be directed to the Superintendent or designee. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Questions regarding family or medical leave may be directed to the Superintendent or his/her designee. An employee may file a complaint with U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

Legal References:

[Conn. Gen. Stat. § 31-51rr](#)

[Regs. Conn. State Agencies 31-51rr-1, et seq.](#)

Family and Medical Leave Act of 1993, [29 U.S.C. Section 2601](#) et seq., as amended

[29 CFR Part 825.100](#) et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, [Pub.L.110-233, 42 USC 2000ff](#); [29 CFR 1635.1](#) et seq.

Legal References:

Connecticut:

Conn. Gen. Stat. § 31-51kk et seq.

Conn. Gen. Stat. § 31-49e et seq.

Regs. Conn. State Agencies 31-51qq, [et seq.](#)

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"

Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 [et seq.](#), as amended

29 CFR Part 825.100 [et seq.](#)

Title II of the Genetic Information Nondiscrimination Act of 2008,
42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

Policy Adopted: June 28, 1994

Policy Revised: December 15, 2008

May 15, 2017

Month DD, YYYY

Non-Certified - Evaluations/Supervision

The Board of Education endorses ~~a continuous process of~~ **the annual written** evaluation of all employees of the school district. **To this end, the Board of Education delegates to the Superintendent of Schools, who works with the professional staff, the responsibility to annually evaluate or cause to be evaluated all non-certified staff.**

It is also the intention of the Board of Education that all employees receive supervision to ~~insure~~ **ensure** that all aspects of their job assignments are properly and competently performed.

Policy adopted: July 16, 1990

Revised:

P 5118

Students

Non-Resident Students, Tuition Fees

FINAL COMBINED VERSION

The Weston Board of Education (the “Board”) recognizes the potential benefits to the student body and the community of admitting non-resident students to participate in the educational programs of the Weston Public Schools.

The Board authorizes the Superintendent of Schools or designee to accept non-resident students for admission on a tuition basis, subject to the conditions set forth in administrative regulations. Applications for admission shall be submitted in writing to the Superintendent.

Admission of non-resident students shall be at the discretion of the Superintendent or designee and may be granted when space is available in existing classes or programs, and when such admission will not require the employment of additional staff or the expansion of existing programs.

As a condition of enrollment, the parent(s)/guardian(s) of a non-resident student, or the student if of the age of majority, shall enter into a written agreement with the Board establishing the terms and conditions of attendance. Such agreement shall include, among other provisions, that the student’s right to attend Weston Public Schools may be terminated at the discretion of the Superintendent or designee for violation of school or district policies.

Parent(s)/guardian(s) shall be responsible for providing transportation to and from school unless otherwise permitted under administrative regulations.

Non-resident students shall be charged the tuition rate established by the Board, in addition to any costs for programs and services provided beyond the general education curriculum, as determined by the Superintendent or designee.

Enrollment of non-resident students shall be for a period not to exceed one (1) school year and shall be subject to annual reapplication, review, and approval.

Participation of a non-resident student, including payment of tuition, shall not be construed as establishing residency within the Town of Weston or eligibility for resident status.

Legal References: Connecticut General Statutes

10-4a Educational interests of state defined.

10 35 Notice of discontinuance of high school service to nonresidents.

10 253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

Policy Adopted:

Weston Public Schools, Weston CT

R-5118 Non-Resident Attendance and Tuition Fees

The Weston Board of Education ("the Board") authorizes the Superintendent of Schools to accept nonresident students on a tuition basis under the following conditions:

1. ~~The Board will set tuition rates on an annual basis. In the case of a student entering school after the first day of school, tuition will be prorated on a per diem basis based on a 180 day school year. Non-resident children of certified staff will pay tuition at the rate of 25% of the regular non-resident tuition rate established by the Board. In the event the enrolled student requires special education and/or other services beyond the regular education program, the certified staff member must pay, in addition to the tuition fee stated above, the full cost of any such special education services and/or other services subject to the terms of paragraph 8 below.~~
2. ~~The admission of any non-resident student is contingent upon the Superintendent of Schools' assessment of class size and the availability of school resources. A non-resident student will not be admitted if such admission will require that an additional staff member be hired by the Board or if the Superintendent determines, in his/her sole discretion that admitting the student is not in the best interest of Weston Public Schools.~~
3. ~~Application for admission on a tuition basis shall be made in writing on a form supplied by Weston Public Schools, and the prospective student and the student's parents/guardians shall be interviewed by the principal of the school which the students would attend if admitted. The decision to admit a tuition student is in the sole discretion of the Superintendent.~~
4. ~~Non-resident Open Choice students may be accepted by the Superintendent pursuant to the provisions of state law.~~
5. ~~Semi-annual tuition shall be paid as follows:
 - (a) ~~One-half of the annual tuition fee is payable by the first day of school or the first day the student is enrolled to attend school;~~
 - (b) ~~One-half of the annual tuition fee is due and payable on January 15th.~~~~
6. ~~Tuition students will not be permitted to attend school until the first tuition payment described in paragraph 5(a) above is received by the Human Resources office. Tuition students will not be permitted to continue to attend school past January 15 in a given school year unless the second tuition payment described in paragraph 5(b) is received by the Human Resources office by January 15. In the event a student withdraws mid-semester, tuition for the semester in progress will not be refunded.~~
7. ~~Tuition students will not be provided with transportation services provided by the Board and must make their own transportation arrangements. However, tuition students may, at the Superintendent's sole discretion, be allowed to use district transportation services if they board and disembark at an already established bus stop within the district and there is sufficient space on the bus to accommodate them.~~

~~This regulation does not obligate the Board to provide special education programs and/or other services beyond the regular education program. The attendance of a tuition student with disabilities at a Weston public school pursuant to the provisions of this regulation is not an acknowledgement that Weston Public Schools must provide special education or other services beyond the regular program, and Weston Public Schools shall not act as the responsible local educational agency for the purpose of meeting the mandates of federal and state laws that concern the education of disabled children. The tuition student's district of residence remains responsible for the provision of a free, appropriate education and meeting all associated procedural requirements. Tuition students requiring special education and/or other services beyond the regular education program must pay, in addition to the regular tuition fee, the full cost of any such special education services and/or other services. Such costs will be estimated at the beginning of the school year and must be paid in two equal installments when regular tuition is paid as described in paragraph 5 above. To the extent that that the costs of such services exceed the estimated amount, Weston Public Schools will send the tuition student's parent(s) or guardian(s) an invoice reflecting the increased amount which must be paid within thirty (30) days of its issuance. If the cost of such services is lower than the estimated amount, the parent(s)/guardian(s) of the tuition student will receive a refund reflecting the difference between the estimated costs and the actual costs.~~

- ~~8. Admission as a student will be for one year or less. Students shall be required to reapply for all subsequent years of attendance, and their continued enrollment will be conditioned on the student's cooperation and compliance with all school requirements and expectations, satisfactory academic process and attendance, and a satisfactory disciplinary record. In addition, the decision to readmit a tuition student for subsequent school years is in the sole discretion of the Superintendent. The Superintendent or his/her designee may commence proceedings to deny further school accommodations at any time if he or she determines, in his or her sole discretion, that the student's continued enrollment is not in the best interest of the school system and/or the student.~~

Legal References:

~~[Conn. Gen. Stat. 10-261](#), Definitions~~

~~[Conn. Gen. Stat. 10-15](#), Towns to Maintain Schools~~

~~[Conn. Gen. Stat. 10-220](#), Duties of Boards of Education~~

Policy References

~~[5111](#), Admission/Placement~~

~~[5111.12](#), Change of Resident Status~~

Administrative Regulation References

~~5111, Admission/Placement~~

~~5111.12, Change of Resident Status~~

~~5112, Ages of Attendance~~

~~Regulation approved: June 17, 1991~~

~~Regulation revised: April 9, 2007~~

~~December 16, 2013~~

R 5118

Non-Resident Attendance and Tuition Fees

General Provisions

The Superintendent of Schools or designee may approve the admission or continued enrollment of non-resident students on a tuition basis, subject to class size, program capacity, and resource availability.

Admission shall be at the sole discretion of the Superintendent.

No additional staff shall be hired to accommodate the enrollment or continued enrollment of non-resident students.

The Superintendent or designee shall determine school placement and class assignment. Admission of non-resident students shall be for one (1) school year or less.

Students must reapply annually. Continued enrollment shall be contingent upon:

- Compliance with Board of Education policies and school rules;
- Satisfactory attendance and academic progress;
- Appropriate conduct; and
- Continued availability of space and resources.

The Superintendent or designee may terminate a non-resident student's enrollment at any time if such enrollment is determined not to be in the best interest of the student or the school system.

Application for admission and continued enrollment shall be made in writing on forms provided by Weston Public Schools. The Superintendent or designee may require additional information or administrative review, including an interview with school personnel.

No non-resident student shall be permitted to attend school until tuition payment has been received in accordance with this regulation.

Non-resident students shall not be entitled to transportation services.

Non-resident students participating in the Open Choice Program may be admitted in accordance with applicable state law.

Payment of tuition for a non-resident student shall not be construed as establishing residency within the Town of Weston or eligibility for resident status in Weston Public Schools.

Tuition and Fees

Tuition rates shall be established annually by the Board of Education.

Tuition shall be prorated on a per diem basis for students enrolling after the start of the school year or withdrawing prior to its completion, based on a one-hundred-eighty (180) day school year.

Tuition shall be paid as follows:

- One-half (1/2) of the annual tuition shall be due prior to the first day of attendance;
- One-half (1/2) shall be due on or before January 15.

Non-resident students shall not be permitted to attend school until the initial tuition payment is received and shall not be permitted to continue attendance beyond January 15 unless full payment has been made.

In the event of a voluntary or involuntary withdrawal:

- Tuition paid may be refunded on a prorated basis;
- Any unpaid tuition shall remain the obligation of the parent(s)/guardian(s).

Special Education and Additional Services

Enrollment of a non-resident student shall not obligate the Board of Education to provide special education programs or services beyond those available in the regular education program.

Weston Public Schools shall not serve as the responsible local educational agency (LEA) for non-resident students. The student's district of residence shall remain responsible for ensuring compliance with all state and federal requirements, including the provision of a free appropriate public education (FAPE).

If special education or additional services are provided, any additional costs for these services shall be invoiced and payable within thirty (30) days, and overpayments shall be refunded.

Children of Certified and Non-Certified Staff

Children of certified and non-certified staff may be admitted upon written request and the Superintendent's approval.

Tuition for such students shall be assessed at twenty-five percent (25%) of the standard non-resident tuition rate.

Payment may be made:

- In accordance with the standard tuition schedule set forth in Tuition and Fees; or
- Through monthly payroll deductions.

Children of certified and non-certified staff shall be subject to the same provisions governing special education and additional services as all other non-resident students. In the event such services are required:

- The full cost of special education and/or additional services shall be paid by the parent/guardian in addition to the reduced tuition rate;
- All provisions set forth in the Special Education and Additional Services of this regulation shall apply.

In the event that the certified or non-certified staff member terminates employment with Weston Public Schools, any student of that individual who remains enrolled in the district for the remainder of the school year shall be subject to the full established tuition rate effective as of the date of employment termination.

Legal References:

[Conn. Gen. Stat. 10-261](#), Definitions

[Conn. Gen. Stat. 10-15](#), Towns to Maintain Schools

[Conn. Gen. Stat. 10-220](#), Duties of Boards of Education

Policy References

5111, Admission/Placement

5111.12, Change of Resident Status

Administrative Regulation References

5111, Admission/Placement

5111.12, Change of Resident Status

5112, Ages of Attendance

Regulation approved: June 17, 1991

Regulation revised: April 9, 2007
Regulation revised: December 16, 2013
Regulation revised: _____, 2026

Weston Public Schools Weston, Connecticut

WESTON PUBLIC SCHOOLS

Non-Resident Student Tuition Agreement

This Agreement (“Agreement”) is entered into by and between the **Weston Board of Education** (“Board”) and the undersigned parent(s)/guardian(s) (or student, if of the age of majority) for the enrollment of the student identified below as a non-resident student in Weston Public Schools, in accordance with Board Policy 5118 and Administrative Regulation 5118.

I. Student Information

Student Name: _____

Date of Birth: _____

Grade: _____ School: _____

Parent(s)/Guardian(s): _____

Address (Residence): _____

Parent/Guardian is a Weston Public Schools employee
(If checked, complete Section XI – Payroll Deduction Authorization)

II. Term of Agreement

This Agreement shall be effective for the _____ school year only. Enrollment is for one (1) school year or less and is subject to annual review and approval by the Superintendent or designee.

III. Tuition and Payment

1. The parent(s)/guardian(s) agree to pay tuition at the rate established annually by the Board of Education.
2. Tuition shall be paid as follows:
 - One-half (1/2) due prior to the first day of attendance;
 - One-half (1/2) due on or before January 15.
3. The student shall not be permitted to attend school until the initial payment is received and may not continue attendance beyond January 15 unless full payment has been made.

4. Tuition shall be prorated on a per diem basis for late enrollment or withdrawal. In the event of withdrawal:
 - Tuition paid may be refunded on a prorated basis;
 - Any unpaid tuition remains the obligation of the parent(s)/guardian(s).
-

IV. Special Education and Additional Services

1. Weston Public Schools shall not serve as the responsible local educational agency (LEA). The student's district of residence remains responsible for providing a free appropriate public education (FAPE).
 2. The Board is not obligated to provide special education or additional services beyond the regular education program.
 3. If special education or additional services are provided:
 - The parent(s)/guardian(s) agree to pay the full cost of such services in addition to tuition;
 - Additional costs will be invoiced and payable within thirty (30) days;
-

V. Transportation

The parent(s)/guardian(s) agree to provide transportation to and from school. Non-resident students shall not be entitled to transportation services.

VI. Student Conduct and Compliance

The student shall comply with all Board of Education policies, school rules, and expectations, including those related to attendance, academic performance, and behavior.

VII. Termination of Enrollment

The Superintendent or designee may terminate this Agreement and the student's enrollment at any time if:

- The student violates Board policies or school rules;
 - Tuition payments are not made as required; or
 - Continued enrollment is not in the student's or the school system's best interest.
-

VIII. Residency

The parent(s)/guardian(s) acknowledge that:

- The student is not a resident of Weston, Connecticut; and
 - Participation in Weston Public Schools, including payment of tuition, does not establish residency or confer resident status.
-

IX. General Provisions

1. This Agreement is subject to all applicable Board policies and administrative regulations.
 2. This Agreement constitutes the entire understanding between the parties.
 3. The Board reserves the right to modify terms consistent with policy and regulation.
-

X. Staff Tuition Rate (If Applicable)

If the parent/guardian is a certified or non-certified employee of Weston Public Schools:

- Tuition shall be assessed at **twenty-five percent (25%) of the standard non-resident tuition rate;**
 - All provisions of this Agreement, including those related to special education and additional services, shall apply.
-

XI. Payroll Deduction Authorization (Staff Only)

I hereby authorize the Weston Board of Education to deduct tuition payments for the above-named student from my payroll.

I understand and agree that:

1. Tuition payments may be deducted in equal installments from my paychecks, consistent with the district's payroll schedule;
2. Deductions will continue until the full tuition amount (and any additional approved charges, including special education or additional services) is paid in full;
3. If my employment with Weston Public Schools ends for any reason, any remaining tuition balance shall become immediately due and payable;
4. I remain responsible for any unpaid balance not covered through payroll deduction.

Employee Name: _____

Signature: _____ Date: _____

Position: _____

XII. Signatures

By signing below, the parties acknowledge that they have read, understand, and agree to the terms of this Agreement.

Parent/Guardian1 Signature: _____ Date: _____

Parent/Guardian2 Signature: _____ Date: _____

Student Signature (if 18 or older): _____ Date: _____

Superintendent/Designee: _____ Date: _____

P 5123

Students

Promotion/Acceleration/Retention

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and will monitor students' performance in a continuous and systematic manner. The administration and staff shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The District shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and successful completion of the curriculum. Consideration will be given to a student's grades, attendance, and performance on testing instruments, including but not limited to the ~~CMT and CAPT~~ state-wide assessments in grades **3-8 and 11** ~~4, 6, 8 and 10~~, and other standardized tests as selected by the District.

Students shall be promoted primarily on the basis of academic achievement. Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructional/learning objectives at the next educational level may be promoted.

The Board of Education shall approve the grading and reporting systems as developed by the administration and staff upon the recommendation of the Superintendent of Schools.

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Students' readiness for work at the next grade level shall be required before he/she is promoted. Students who have mastered the appropriate academic and social skills will be promoted; those who have not will be retained.

Determination of grade level status shall be based on the number of credits achieved in required subjects and electives, which are necessary for graduation as determined by Board policy.

When high academic achievement is evident, the Superintendent or his/her designees may approve a student for acceleration into a higher grade level. The student's social and emotional

growth shall be taken into consideration in making a determination to accelerate a student. The recommendation to accelerate a student will require the approval of the parent.

Schools shall identify students in danger of failing and being at risk for retention. Parents will also be informed. The administration shall determine remedial assistance and provide supplemental services for a student who is not or may not be promoted.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process. Parents will be notified as early as possible that retention is being considered and, except in very unusual circumstances, not later than April 1st. The Principal shall be responsible for making the final decision as to retention and assignment.

Notice of this policy shall be given annually to students and parents.

(cf. 5124 – Reporting to Parents)

(cf. 6146 – Graduation Requirements)

(cf. 6146.1 – Grading System)

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules.

10-223a Promotion and graduation policies. Basic skills necessary for graduation; assessment process

~~P.A. 99-288 An Act Concerning Education Accountability~~

~~10-221 (b) Board of education to prescribe rules~~

Policy adopted: October 1, 1990

Policy revised: June 22, 2000

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 5124

Students

Reporting to Parents

The Board of Education encourages good communication between parent and teacher and shall promote frequent and varied reporting **methods** ~~contacts~~. ~~All forms and methods of communications, such as parent teacher conferences, mail, email, telephone, and school visitation by parents will be utilized.~~ **Parent-teacher conferences, letters and informal notes, telephone calls to parents, and school visitation should be used regularly, among other means, to inform parents of student successes and student needs and to inform teachers of parent concerns about, suggestions for, and perceptions of their children which may help the teacher in his or her work with particular children.**

Report Card

~~Written reports on student progress will be issued to parents on a regular basis. The reporting dates will be determined annually and disseminated to parents.~~ **Written reports on student progress will be issued in accordance with a schedule approved by the superintendent of schools after consultation with Principals. Reporting dates shall be determined annually and placed on the school calendar.** Parents will be advised no later than April 15 of a student's potential failure and the possibility of having to repeat a grade or course.

Report cards should reflect the educational growth of the student in relationship to each student's ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for his/her age and grade.

Teachers also may report on student progress through scheduled parent conferences.

Warning Notices

Student progress reports may be sent any time between marking periods to parents/guardians of students who need some type of special attention. These reports do not necessarily mean that a student is failing but a deficiency is noted which needs correction. Acknowledgment of this report by a note, email, phone call or conference by the parent or guardian is advisable.

If the parents of a child are separated or divorced, both parents will have the right to be informed of their child's progress in school unless there is an order from the court to the contrary. To receive written reports and notification of conferences. **Noncustodial parents shall receive written reports and conference notifications upon a request to the school principal.** ~~a noncustodial parent will make such request to the school Principal.~~

Legal Reference: Connecticut General Statutes

10-1 5b Access of parent or guardian to student's records

46b-56 Access to records of minor children by noncustodial parent

Policy Adopted: October 1, 1990

Policy Revised: March 16, 2009

WESTON PUBLIC SCHOOLS, Weston, Connecticut

P 5126

Students

Awards for Achievement

The Board of Education encourages the *administration* to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for scholarship and distinguished service in any school activity. ~~In all cases, the relationship between the award and the relevant goal or goals of the schools should be indicated.~~

The relationship between awards and relevant goals of the schools should be clear, and approval of student achievement awards from outside the school shall require affirmative answers to at least the following questions:

1. Is the proposed award free from inappropriate personal or corporate gain and/or publicity?
2. Are criteria for the award established by the professional staff or acceptable to the staff?
3. Are the purposes, either implied or explicit, of the proposed award consistent with the goals of district schools?

~~The *administration* is authorized to review and approve, or reject, proposed trophies, prizes, scholarships or other awards from non-school donors. Acceptance will require affirmative answers to at least the following questions:~~

- ~~1. Can the proposed award be considered free from motives of personal or corporate gain and publicity?~~
- ~~2. Are the criteria for making the award under the control of the professional staff, or acceptable to the staff?~~
- ~~3. Are the purposes, either implied or explicit, of the proposed award consistent with the schools' goals?~~

Policy Adopted: October 1, 1990

Policy Revised: January 20, 2009

Weston Public Schools Weston, Connecticut

R 5131.3

Students

Student Driving/Parking

~~All students will recognize that driving to school is a privilege and not a right. All the rules of road safety apply on school grounds.~~

Parking a privately owned vehicle on the Weston Public School campus is a privilege, not a right. This privilege is granted to students who have met the mandatory documentation/permitting/fees required to park a privately owned vehicle on campus and also demonstrate academic responsibility, acceptable attendance, and a commitment to following all rules, policies, and regulations governing the safety and security of students and the Weston Public Schools campus.

Students granted parking privileges must have a signed *Open Campus Form* on file, to be renewed annually, which includes parental permission and a waiver of liability for the Weston Board of Education and the Town of Weston. Additionally, all students with parking privileges must adhere to the mandatory administrative sign-out/in process when leaving or returning during unassigned time.

Students must operate motor vehicles in a safe and legally permitted manner at all times. This includes compliance with Connecticut General Statutes Section 10-220 and all DMV regulations regarding teen driving, as well as, adherence to local traffic laws. Any unsafe operation will lead to a review and potential revocation of campus parking privileges.

Student parking privileges may be limited, suspended, or revoked due to, but not limited to, the following:

- Unsafe vehicle operation (including but not limited to speeding, dangerous driving, and not yielding to pedestrians).
- Failure to follow sign-out/in protocols or leaving school grounds without permission.
- Excessive tardiness.
- Failure to park in designated areas or assigned parking spaces.
- Emergency situations or school operational needs.
- Inappropriate loitering of students in their cars or accessing the vehicle without express permission by school personnel.
- Other disciplinary actions as determined by school administration.

Grounds for Revocation of Permits:

~~Students who have obtained parking permits may bring their cars on campus. Parking is by permit only. Students driving to school must observe appropriate speed limit, register car and display parking permit in plain view at all times, park in designated areas -- student parking will be confined to the official school parking lot in front of the school.~~

~~Students are not to be in their cars at any time except for the obvious purpose of parking the car or leaving the grounds.~~

~~Abuse of the above procedures may result in loss of parking privilege and/or other disciplinary action.~~

Regulation Approved: October 1, 1990

Regulation Revised: January 20, 2009

Regulation Revised:

Weston Public Schools Weston, Connecticut

P 5131.8

Students

Chemical Health Policy for Student Athletes

Policy Statement

The Board of Education ("the Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances (as defined below) or alcohol during any school sponsored athletic activity, whether occurring on or off school property. In addition, it is the Board's policy that the use, sale, distribution or possession of tobacco, electronic nicotine delivery systems, and/or vapor products (as defined below) on school property or at any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving the possession, distribution, sale or use of substances that affect behavior, including performance enhancing substances, as well as tobacco, electronic nicotine delivery systems, and vapor products. This policy applies to all student athletes participating in school sponsored athletics (interscholastic and intramural), whether or not such athletes are participating in CIAC controlled activities.

Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to [Connecticut General Statutes Section 21a-243](#), as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine type, barbiturate type, cannabis type, cocaine type, hallucinogenic, morphine type and other stimulant and depressant drugs. [Connecticut General Statutes Section 21a-240\(8\)](#).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to [Connecticut General Statutes Sections 21a-243](#) and [21a-240\(9\)](#).
- (3) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in [Connecticut General Statutes Section 21a-240\(20\)\(A\)](#), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any

object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. [Connecticut General Statutes Section 21a-240\(20\)\(A\)](#).

(4) Electronic Nicotine Delivery System: means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

(5) Performance Enhancing Substances: means any anabolic steroid, hormone or analogue, diuretic or other substance designed to enhance a student's performance in athletic competition, including creatine, androstenedione, ephedrine or other performance enhancing nutritional supplements as defined by the World Anti-Doping Agency (WADA) www.wada-ama.org, except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.

(6) Professional Communication: means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. [Connecticut General Statutes Section 10-154a\(a\)\(4\)](#).

(7) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." [Connecticut General Statutes Section 10-154a\(a\)\(2\)](#).

(8) Student Athlete: means any student participating in a co-curricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student athletes who are participating in CIAC controlled activities.

(9) Vapor Product: means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not contain nicotine, that is inhaled by the user of such product.

Procedures

(1) Discretionary Nature of Student Athletics:

The Board sponsors athletic programs as part of its co-curricular. The opportunity to participate in co-curricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities in its discretion.

(2) Emergencies:

If an emergency situation results from the use of drugs, performance enhancing substances or alcohol, the student athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

(3) Prescribed Medications:

The parent or guardian of any student athlete who is required to take any prescribed medication during student athletic activities shall so inform the school nurse or the

person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student athlete under the supervision of the school nurse or designee in accordance with [Connecticut General Statute Section 10-212a](#) and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration, except as provided below.

Student athletes taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student athletes with a documented medical history demonstrating the need for regular use of performance enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student athlete in accordance with [Connecticut General Statute Section 10-212a](#) and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes over the age of eighteen (18) with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student athlete in accordance with [Connecticut General Statutes § 21a-408a through 408g](#). Under no circumstances shall the school nurse or designee administer to the student, or permit the palliative use of marijuana by the student, on a school bus, school grounds or property, in public places or in the presence of persons under the age of eighteen (18).

(4) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral) to a Professional Employee:

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

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

(b) Any physical evidence obtained from such student athlete through a professional communication indicating that a crime has been or is being committed by the student athlete **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays.

Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student athlete from whom the evidence was obtained.

[Connecticut General Statutes Section 10-154a](#)(b).

(c) Any professional employee who has received a professional communication from a student athlete may obtain advice and information concerning appropriate resources and refer the student athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student athlete consents to disclosure of a professional communication concerning the student athlete's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student athlete's name and problem to the school's building administrator or designee who shall refer the student athlete to appropriate school staff members for intervention and counseling.

(5) Involuntary Disclosure or Discovery of Drug/Alcohol Problems:

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs, obtains information related to a student athlete ***from a source other than the student athlete's confidential disclosure***, that the student athlete, on or off school grounds or at a school sponsored activity, is unlawfully under the influence of, or unlawfully possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply:

(a) The staff member, coach or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student athlete to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs, drug paraphernalia or performance enhancing substances) obtained from a student athlete indicating that a crime has been or is being committed by the student athlete must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two (2) calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. [Connecticut General Statutes Section 10-154a](#)(b). The name of the student athlete must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A staff member, coach or volunteer who reasonably suspects that a student athlete is violating a state/federal law, school substance abuse policy or this chemical health policy must **immediately** report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student athlete's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student athlete has violated or is violating either the law, a school substance abuse policy, or this chemical health policy.

Any physical evidence obtained in the search of a student athlete, or a student athlete's possessions, indicating that the student athlete is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three (3) calendar days after receipt of such

physical evidence, excluding Saturdays, Sundays and holidays. [Connecticut General Statutes Section 10-154a](#)(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(6) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia, Performance Enhancing Substances or Alcohol:

(a) Any student athlete in the Weston Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol, either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with [Connecticut General Statutes § 21a-408a through 408g](#), is subject to discipline up to and including expulsion pursuant to the Board Policy 5114, Student Discipline.

(b) Student athletes found to be in violation this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(c) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy and this chemical health policy with the student athlete and parent or guardian.

(d) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol.

(e) A student athlete found by the administration to have violated this policy may, in the discretion of school administrators, be suspended from play for short or long term periods, or may have their have their student athletic participation privileges revoked.

(f) A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) school days. The Board shall report the violation to the CIAC.

(g) The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

(7) Prohibition on Smoking

Student Athletes are prohibited from smoking or any other unauthorized use or possession of tobacco or tobacco products such as chewing tobacco, electronic nicotine delivery systems (e.g. e-cigarettes or similar devices), or vapor products (or similar products) An ongoing program of student support and counseling will be offered, at the discretion of the administration, to provide support for students who wish to break the smoking habit.

~~Student athletes who violate this policy will be subject to disciplinary action consistent with the provisions of Section 6 above, as well as other relevant Board policies, administrative regulations, school rules, and athletic rules.~~

~~(8) Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches or Volunteers:~~

~~(a) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student athlete except under the supervision of the school nurse or designee in accordance with [Connecticut General Statute Section 10-212a](#) and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.~~

~~(b) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.~~

~~(c) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.~~

~~(d) A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student athletes and/or state and local authorities:~~

~~(e) The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student athletes and/or state and local authorities:~~

~~(9) Publication of Chemical Health Policy to School Staff Members, Coaches, Volunteers and Student Athletes:~~

~~(a) The Board shall publish this chemical health policy to all school staff members, coaches and volunteers responsible for or involved in student athletic programs.~~

~~(b) The Board shall publish this chemical health policy to all student athletes and their parents/guardians.~~

The Weston Board of Education (the "Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school-sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving

the possession, distribution, sale or use of substances that affect behavior, including performance-enhancing substances. This policy applies to all student athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

Definitions

(1) **Controlled Drugs:** means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, 21 U.S.C. § 801 *et seq.*, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to Connecticut General Statutes Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. Connecticut General Statutes Section 21a-240(8).

(2) **Controlled Substances:** means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to Connecticut General Statutes Sections 21a-243 and 21a-240(9).

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

(4) **Performance Enhancing Substances:** means any anabolic steroid, hormone or analogue, diuretic or other substance designed to enhance a student's performance in athletic competition, except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.

(5) **Professional Communication:** means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. Connecticut General Statutes Section 10-154a(a)(4).

(6) **Professional Employee:** means a person employed by a school who (A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is

not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school. Connecticut General Statutes Section 10-154a(a)(2).

(7) **Student Athlete:** means any student participating in an extracurricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student athletes who are participating in CIAC controlled activities.

Procedures

(1) Discretionary Nature of Student Athletics.

The Board sponsors athletic programs as part of its extracurricular program. The opportunity to participate in extracurricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities in its discretion.

(2) Emergencies.

If an emergency situation results from the use of drugs, performance enhancing substances or alcohol, the student athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

(3) Prescribed Medications.

The parent or guardian of any student athlete who is required to take any prescribed medication during student athletic activities shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student athlete under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration, except as provided below.

Student athletes taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student athletes with a documented medical history demonstrating the need for regular use of performance enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes Sections 21a-408a through 408q. Under no circumstances shall the school nurse or designee administer to the student, or permit the palliative use of marijuana by the student, on a school bus, school grounds or property, in public places or in the presence of persons under the age of eighteen.

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

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

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

(b) Any physical evidence obtained from such student athlete through a professional communication indicating that a crime has been or is being committed by the student athlete **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student athlete from whom the evidence was obtained. Connecticut General Statutes Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student athlete may obtain advice and information concerning appropriate resources and refer the student athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student athlete consents to disclosure of a professional communication concerning the student athlete's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student athlete's name and problem to the school's

building administrator or designee who shall refer the student athlete to appropriate school staff members for intervention and counseling.

(5) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs, obtains information related to a student athlete **from a source other than the student athlete's confidential disclosure**, that the student athlete, on or off school grounds or at a school-sponsored activity, is unlawfully under the influence of, or unlawfully possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The staff member, coach or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student athlete to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs, drug paraphernalia or performance enhancing substances) obtained from a student athlete indicating that a crime has been or is being committed by the student athlete must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(b). The name of the student athlete must be disclosed to the building administrator or designee.

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

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

encouraged to contact the school administration immediately upon obtaining physical evidence.

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

(a) Any student athlete in the Weston Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol, either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes Sections 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

(b) Student athletes found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(c) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy and this chemical health policy with the student athlete and parent or guardian.

(d) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol.

(e) A student athlete found by the administration to have violated this policy shall be suspended from play for short or long term periods, or may have student athletic participation privileges revoked as outlined in the Weston High School Athletic Handbook.

(f) A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) days. The violation shall be reported to the CIAC.

(f) The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

(7) Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches or Volunteers.

(a) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student athlete except under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.

(b) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.

(c) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.

(d) A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student athletes and/or state and local authorities.

(e) The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student athletes and/or state and local authorities.

(8) Publication of Chemical Health Policy to School Staff Members, Coaches, Volunteers and Student Athletes.

(a) The Board shall publish this chemical health policy to all school staff members, coaches and volunteers responsible for or involved in student athletic programs.

(b) The Board shall publish this chemical health policy to all student athletes and their parents/guardians.

Legal References:

Connecticut General Statutes:

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

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

2021-2022 CIAC Handbook, Section 4.12.E (Chemical Health Policy and Regulations), available at https://www.casciac.org/pdfs/ciachandbook_2122.pdf

Policy References:

1256 - Prohibition Against Alcohol, Smoking, E-Cigarettes, and Vapor Products
5114 - Student Discipline
5131.6 - Use, Sale, or Possession of Alcohol or Controlled Drugs
5144.1 - Use of Physical Force/Corporal Punishment
5145.12 - Search and Seizure;Brethalyzer

Legal References:

Connecticut General Statutes:

~~[§10-154a](#)~~
~~[§10-212a](#)~~
~~[§10-221](#)~~
~~[§21a-240](#)~~
~~[§21a-243](#)~~
~~[§21a-408a through §408q](#)~~

~~[Public Act 14-76](#), "An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Vapor Products."~~

~~[Public Act 15-206](#), "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products"~~

POLICY ADOPTED: April 18, 2016

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5132

Students

Dress and Grooming

The Weston Board of Education encourages students to dress in clothing appropriate to the school situation. Students should dress within reasonable limits set by the styles and modes of the time. **The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.**

Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. is unsafe for the student or those around the student.
2. is disruptive to school operations and the education process in general.
3. is contrary to law.

No restriction on freedom of dress and adornment will be imposed which:

1. reflect discrimination as to civil rights.
2. enforce particular codes of morality or religious tenets.
3. attempt to dictate or adjudicate style or taste.
4. do not fall within the direct or implied powers of the Board of Education.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students, and parents.

Policy Adopted: October 1, 1990

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

Policy Reviewed: March 16, 2009

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5134

Students

Married/Pregnant Students

Married students shall have the same educational opportunities in this school system as unmarried students.

Further, the responsibility of the Board of Education for the education of all school-age children includes the pregnant student, married or unmarried. These students shall be allowed to remain in school and support services shall be made as part of the school program. Any variation from their continuing in regular school classes shall be based upon their assessed needs. A pregnant **student** may remain in her regular school program as long as her physical and emotional condition permits. Homebound and hospitalized instruction shall be provided only when **a student assistance team** finds that it is in the best interest of the student.

Married students shall have the same educational opportunities as unmarried students, and the Board of Education's responsibility for the education of all school-age children includes pregnant students whether married or unmarried who shall be allowed to remain in school, provided adequate physical and emotional wellbeing, and provided appropriate support services as a part of the school program. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate.

Legal References: Connecticut General Statutes

10-184 Duties of parents.

10-186 Duties of local and regional boards of education re school attendance.

State Board of Education Regulations

10-76a-35 Educationally exceptional children.

10-76d-15 Homebound and hospitalized instruction (subsection b4).

10-76d(e)(2) 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. §§1681-1688.

~~10-184~~ Duties of parents

~~10-186~~ Duties of local and regional boards of education re school attendance

State Board of Education Regulations

~~10-76a~~ Educationally exceptional children

[10-76d](#) Homebound and hospitalized instruction (subsection b4)

Policy Adopted: October 1, 1990

Policy Revised: March 16, 2009

Policy Revised:

Weston Public Schools Weston, Connecticut

P 5137

Students

Physical Activity and Student Discipline

It is the policy of the Board to promote the health and well-being of District students by encouraging healthy lifestyles, including promoting physical exercise and activity as part of the school day.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team ("PPT") may develop a different schedule for students requiring special education and related services.

Definition: For the purposes of this policy, a "school employee" is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the District schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the District schools pursuant to a contract with the Board.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may not prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

School employees may prevent or restrict recess when:

- a. a student poses a danger to the health or safety of other students or school personnel or

b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may not require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

~~Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:~~

~~In an effort to promote physical exercise, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise during the regular school day, except in instances where the student's behavior poses a health and/or safety concern.~~

~~Prohibition on Compulsion of Physical Activity as a Form of Discipline:~~

~~For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.~~

Disciplinary Action for Failure to Follow Policy:

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the District and who fails to comply

with the requirements of this policy may be subject to having his/her contract for services suspended or terminated by the District.

Legal References:

[Connecticut General Statutes: § 10-221o](#), Lunch periods. Recess

10-221u Boards to adopt policies addressing the use of physical activity as discipline.

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children

Policy Adopted: January 25, 2016

Policy Revised:

Weston Public Schools Weston, Connecticut

5145.2

Students

Freedom of Speech/Expression

It shall be the policy of the school district to recognize and protect the rights of student expression. It will maintain a balance of these rights with the interests of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students. This policy will not be implemented on behalf of any other interests.

The school district shall assume no responsibility for the contents of any written material produced, posted, circulated or otherwise distributed, or of student conduct, taken in accordance with this policy, insofar as such matter or conduct may relate to any interests other than those of an orderly and efficient educational process and proper school environments.

In order to protect the educational process and school environment, printed material produced or distributed within the confines of school district property shall meet the following criteria:

1. Material shall be noncommercial.
2. Material shall not contain libelous or obscene language.
3. Material shall not advocate illegal actions.
4. Material shall not contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury of reputation.
5. Material will not imminently threaten to disrupt the educational process of the school.
6. Material shall not advocate action that would endanger the health or safety of students.
7. Material shall not invade the lawful rights of others.
8. Material published, posted or otherwise distributed shall bear the names of at least two students principally involved in the promotion of this material and, when applicable, the name of the sponsoring student organization or group.
9. Material may not be sold on school property, nor can material which seeks a donation or solicits funds be circulated.
10. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).

Grayned v. City of Rockford, 408 U.S. 104 (1972).

Amendment of U.S. Constitution Article I.

Connecticut Constitution, Article First, Declaration of Rights, Sections 4, 5.

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

Policy adopted: October 1, 1990

Policy revised:

WESTON PUBLIC SCHOOLS

Weston, Connecticut

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- ~~10. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.~~

~~(cf. 1220 — Citizens' Advisory Committees)~~

~~(cf. 1312 — Public Complaints)~~

~~(cf. 6144 — Controversial Issues)~~

~~(cf. 6161 Equipment, Books, Materials: Provision/Selection)~~

Legal References: Connecticut General Statutes

~~Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)~~

~~Grayned v. City of Rockford, 408 U.S. 104 (1972)~~

~~Amendment of U.S. Constitution — Article I~~

~~Connecticut Constitution, Article First, Declaration of Rights, Sections 4, 5~~

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

P 6112.1

Instruction

Limited Open Campus

~~Weston High School has a limited open campus policy. Freshman and Sophomore students are required to be present in school during all scheduled school time, including unassigned periods ("Unassigned Time"), and will be assigned as determined by the administration.~~

~~Junior and Senior students with an unweighted grade point average of 2.67 in the immediately prior quarter, and who meet the other requirements stated below, are permitted to be absent from school during Unassigned Time.~~

~~Junior and Senior students must have parental permission to be absent from school during Unassigned Time. Such parental permission must be in writing on a form approved by the administration ("Limited Open Campus Form") and must be renewed annually. The Limited Open Campus Form must include a waiver of liability for loss or injury occurring while the student is absent from the High School during Unassigned Time.~~

~~The Limited Open Campus Form must also include as well as an agreement to indemnify and hold harmless the Weston Board of Education, the Town of Weston, and their members, employees, agents and representatives against any liability or loss from any claim, demand, action, cause of action for damage, loss or injury arising while the student is absent from the High School during Unassigned Time. The signed "Limited Open Campus Permission Form" must be on file in the High School. Students who do not have permission on file will not be permitted to leave school during Unassigned Time.~~

~~Junior and Senior students who are absent from school during Unassigned Time must demonstrate a consistent appropriate use of Unassigned Time, a positive attendance record, safe and legally permitted operation of motor vehicles (if applicable), and ongoing adherence to school rules. If a student fails to meet any of these requirements, or fails to maintain the grade point average stated above, the school administration may limit, suspend, or revoke the privileges provided under this policy and take further disciplinary action as appropriate. Further, in the case of an emergency, or due to other operational needs, the school administration may limit or suspend the privileges provided under this policy.~~

~~Given the many "Unassigned Time" activities at Weston High School, as well as the academic demands of the curriculum and the availability of eating areas, study hall, academic resource centers, library media center, and extra help available from teachers, students should carefully consider any absence from the school and should discuss the issue with their parents. Furthermore, a student's day should be devoted to activities at the school. The school will function better as an educational institution if the student is present. Therefore, students are generally expected to be in school for the entire school day.~~

~~If a student leaves campus during Unassigned Time, the student, and his/her parent(s), must accept all responsibility for his/her actions. Any classes that are missed as a result of leaving~~

~~the campus will be considered unexcused absences. In addition to the possible loss of the privileges described in this policy, unexcused absences and tardies carry consequences that are detailed in Policy and Administrative Regulations Number 5113, Attendance and Excuses, and the Weston High School handbook.~~

~~The school will provide a mandatory sign out/in process that must be completed by Senior and Junior students when leaving during Unassigned Time and upon returning to school. Failure to complete the sign out/in process established by the administration will result in the loss of the privileges described in this policy for a period of time determined by the administration.~~

The Weston Board of Education recognizes that students may have periods of unassigned time within their daily school schedules. The Board also recognizes that the school campus provides important academic, social, and support resources that contribute to student learning and well-being. Students are therefore encouraged to remain on campus during the school day so that they may fully benefit from the educational opportunities and support services available within the school.

The Board may permit students to leave school grounds during unassigned periods under conditions established by the administration. Such privileges are intended to support responsible student independence while maintaining the safety, accountability, and orderly operation of the school.

Open campus privileges are considered a discretionary privilege and may be granted only to students who demonstrate the maturity, self regulation, respect, and responsibility necessary to manage unassigned time appropriately.

Eligibility

Eligibility for open campus privileges shall be determined by the school administration, completion of all required documentation and parental permissions, and based on factors including academic standing, attendance, behavior, and demonstrated responsibility.

- **Freshmen and Sophomores** may be permitted to leave campus only when unassigned time occurs at the beginning or end of the school day.
- **Juniors and Seniors** may be permitted to leave campus during unassigned periods within the school day, subject to administrative approval

Parental Permission

Students may participate in open campus privileges only with written permission from a parent or guardian. Formal documentation is a non-negotiable prerequisite for off-campus privileges. These mandates provide a legal framework that protects both the educational institution and the municipality while ensuring parents are fully informed of the responsibilities associated with off-campus status.

Required Open Campus Permission Form:

- **Parental Permission:** Formal written consent from a parent or guardian allowing the student to be absent from school during Unassigned Time. Such permission shall acknowledge that the student is permitted to leave campus during approved unassigned time and that the district is not responsible for the student while off school grounds.
- **Waiver of Liability:** A clear statement releasing the school from responsibility for any loss or injury that may occur while the student is absent from the High School.
- **Indemnification Agreement:** A comprehensive "hold-harmless" agreement protecting the Weston Board of Education, the Town of Weston, and their respective members, employees, agents, and representatives against any liability or loss from any claim, demand, or action arising while the student is off-site.

These forms must be renewed annually or at the time of any schedule in which a student's open campus access might change, to ensure that consent and liability protections remain current. Failure to have a signed, approved form on file results in an immediate denial of off-campus privileges.

Student Responsibility

Students granted open campus privileges remain responsible for attending all scheduled classes and school obligations, complying with school rules, and following established procedures for leaving and returning to campus.

Students granted this privilege are expected to demonstrate responsible use of unassigned time, maintain satisfactory academic and attendance records, comply with school rules, and conduct themselves safely and responsibly while off campus.

Revocation of Privileges

Open campus privileges may be limited, suspended, or revoked by the administration when a student fails to meet academic, attendance, behavioral, or safety expectations, or when necessary to maintain the safe and orderly operation of the school. The administration may also suspend open campus privileges for individuals or groups of students during emergencies, inclement weather, or when operational circumstances require.

This policy is designed to align with Connecticut State Law and local governance standards to ensure a safe and structured learning environment.

Legal References:

[Connecticut General Statutes Section 10-220](#)

Heigl v. Board of Education, 218 Conn. 1 (1991)

Purzycki v. Town of Fairfield, 244 Conn. 101 (1998)

Policy References:

Policy and Administrative Reg. 5113, Attendance and Excuses
Policy Number 5114, Student Discipline

Policy adopted: October 3, 1988

Policy revised: June 18, 2012

Policy revised:

Weston Public Schools Weston, Connecticut

P 6155

Instruction

Differentiation and Grouping

The placement of students in instructional groups, classrooms, and programs of study has a significant impact on their educational and social development. No single grouping, differentiation, or placement practice is best for all children in all circumstances, but some general principles apply to all proper grouping, differentiation and placement decisions. It is the policy of the Board of Education that grouping and placement decisions for purposes be based exclusively on educational considerations and that their primary goal is to promote the best educational supports and interests of the students in question.

The Board does not endorse any particular method of grouping students. However, in making grouping and placement decisions within individual schools, staff members must give due regard to the following general principles:

- Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;
- Different students have different skills and interests;
- Students develop at different rates in different areas of learning;
- Students learn from other students as well as from adults; and

Grouping, differentiation, and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping, differentiation, and placement decisions, consequently, and should be flexible and reviewed regularly to ensure appropriateness and expected outcomes.

Secondary Schools

Students may select their courses of study and classes when they are available. However, the students shall be advised of courses required for graduation, necessary to enter credit-bearing courses at the Connecticut University System or to meet their career choices.

Secondary students may be grouped to meet individual needs in certain subjects, such as English or Mathematics. Principals shall avoid scheduling or grouping arrangements that “lock” a student into a particular grouping or track for the entire school day.

The placement of a student in an instructional grouping or level or a subject shall be discussed with the parent and be cooperatively decided by the student, parent/guardian, guidance counselor, teacher, and/or administrator. A student’s assignment to a group or level shall not be considered permanent.

The Board of Education recognizes its responsibility to set policy so that students can be educated across a wide range of developmental levels, learning rates, previous preparation, learning styles, backgrounds, native languages and special needs. To this end, the Board endorses the need to differentiate instruction to meet the needs of each student.

The Board of Education, therefore, charges the Superintendent to see that each school develops an effective plan for differentiating instruction to meet the needs of its students. The goal of any differentiation and grouping practices is to provide challenging learning experiences for every student every day regardless of learning ability or performance level. High expectations shall be set for all students:

When grouping is used for instructional purposes, parents will be informed of the criteria used for placement. Academic achievement will be monitored on a regular basis. Students will be assured of continuous learning opportunities and will be able to change groups as their progress warrants:

Children with special learning needs such as handicaps, disabilities, dominance of a language other than English, skill deficits, learning rates significantly above or below the local norm, or giftedness may need instruction which supplements the regular classroom. Such instruction may require small group or individual instruction beyond the regular classroom. In such cases educational programs will be designed to place the child in the least restrictive environment.

Differentiation and Grouping (K-8)

- A. Classroom groups will be heterogeneous in composition, reflecting the variety of students in the school at a given grade level.
- B. Within heterogeneously grouped classes, subgrouping for instruction will be expected. Teachers will create instructional groups to reflect different skill and performance levels, varying interests, different learning styles, and other formats consistent with effective instruction.
- C. So that teachers may provide for the range of concept and skill development emerging at the K-8 level, instruction will be differentiated on a regular basis for mathematics and language arts. Instructional approaches shall provide both enrichment and acceleration for optimum learning. Students will be instructed based on their performance in the curriculum area and their readiness to progress in that discipline. Such organizational techniques must be responsive to student growth and avoid inappropriate permanent placement in groups.
- D. At the primary and intermediate levels, groups involving more than one class shall be provided for in grade level teams. Students may work in groups outside of their own grade level when the need is evident. In the middle level grades, such differences shall be provided through scheduled classes and support services among teacher teams organized by department.
- E. When curriculum areas other than mathematics and language arts warrant grouping children together from different classes, teachers will work in teams to provide

instruction and support services. This will be especially true when small populations need to be provided for without isolation. Such teams will be small enough to effectively communicate with each other and with parents.

- F. Grouping plans must reflect substantial teacher contact with meaningful engagement and reflect a variety of instructional methods and experiences so that all children benefit from quality instruction. Differentiation will be expected within grouped instructional settings.
- G. Student progress in grouping plans shall be monitored on a regular basis so that adjustments can be made as children mature, grow, learn and develop at different rates.
- H. Principals shall create a differentiation and grouping plan for their schools supporting teachers and coordinating teaming and support services within the master schedule for the building.
School wide plans shall ensure that students are challenged. Plans shall reflect practices that foster well-being for all students and ease of communication among staff and parents.
- I. Within the context of the school plan, teachers will develop differentiation and grouping plans for their classes each year for approval by the principal. The plans shall reflect the students in their classes and anticipate the need for instruction involving teaming and the use of support services.

Differentiation and Grouping (9-12)

- A. Recognizing the shift to a discipline based curriculum without grade level teams, the High School shall offer a range of instructional levels within each department consistent with the needs of the student population.
- B. Special education students whose individualized instructional plans call for mainstream classes with modifications shall have their modifications clearly defined.

Policy adopted: August 21, 1995

Policy revised:

Weston Public Schools Weston, Connecticut

P 6163.3

Instruction

Live Animals in the Classroom

~~No student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the principal, in order to protect both the animal and the students.~~

~~Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals which might present a health hazard shall not be allowed without the approval of the principal, and then only for class observation and study for a limited period of time.~~

~~Science teachers may have animals such as rats, mice and frogs in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that the utmost care is taken to prevent accidents and/or suffering to the animals.~~

The presence of animals in classrooms may support instructional goals and enhance student learning when appropriate safeguards are in place. Animals may be brought into classrooms or maintained in school facilities only with the prior approval of the building principal or designee.

Animals permitted in classrooms must not present a health or safety risk to students or staff, including risks related to allergies, asthma, zoonotic disease transmission, or injury. Animals that are venomous, aggressive, or known carriers of communicable disease shall not be permitted in classrooms. Appropriate sanitation and hygiene procedures shall be followed when animals are present.

All animals maintained in classrooms or laboratories must be housed, fed, and cared for in a humane manner consistent with accepted standards of animal care. Animals shall not be subjected to unnecessary stress, injury, or neglect.

Animals used for science instruction shall be used only for educationally appropriate purposes and must be handled and maintained in accordance with accepted ethical and safety standards for educational settings.

Students shall not bring animals from home to school without prior approval from the teacher and the building principal or designee.

Animals kept in classrooms must receive proper care at all times. Teachers or responsible staff members shall ensure that arrangements are made for appropriate care during weekends, holidays, and school breaks when animals remain in the school building.

Parents/guardians shall be notified when animals will be regularly maintained in a classroom so that any health concerns, including allergies or sensitivities, can be addressed.

Nothing in this policy shall restrict the presence of service animals as required under the Americans with Disabilities Act or other applicable laws.

The principal or designee shall be responsible for ensuring compliance with this policy and any related health and safety procedures.

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6164.2

Instruction Guidance Services

Comprehensive School Counseling Program/Guidance Services

The District shall provide and maintain a comprehensive school counseling and guidance program in which students are systematically, actively, and purposely assisted in acquiring personal human skills. They also shall be provided with the assistance and guidance to effectively identify, select, plan, and prepare for post-secondary education or a career of choice.

The "Comprehensive Counseling and Guidance Program" is designed to assist students through specific self-appraisal and self-improvement activities, to enable effective planning to meet their personal education and career goals.

The specific goals of the school counseling program are:

1. Help students in developing a knowledge of self, including family relationships and the understanding of others.
2. Assist students with emotional growth, including family relationships and the understanding of others.
3. Assist students in the development of social skills and civic responsibilities.
4. Assist students in problem-solving, decision-making and coping skills.
5. Assist students in their career development and support partnerships between school and community.
6. Assist staff as resource/consultant in student-teacher relationships, behavior management, student evaluation and parent/guardian contacts.
7. Provide assistance to students and families during crisis situations.
8. Form relationships with parents/guardians to provide support as needed.
9. Assist in referrals to other student services personnel in the District and with out-of-school agencies serving youth.
10. Provide instruction and support students in developing effective executive functioning skills, self regulation, time management, and organization skills.

Pursuant to the Comprehensive School Counseling Guide prepared and distributed by the Connecticut Department of Education, each District school shall make reasonably available, within available resources, to all students, the following guidance and counseling services:

1. Academic Guidance to help students and their parents/guardians to acquire knowledge of the curriculum choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
2. Career Guidance to help students acquire information to plan for post-secondary education and career opportunities.
3. Personal or Social Counseling to help students develop an understanding of themselves and the rights and needs of others, resolve conflict, and define individual goals that reflect their interests and aptitudes. Such counseling may be provided either in groups in which generic issues of social development are addressed or through structured individual or small group multisession counseling that focuses on the specific concerns of the participant(s) (e.g., social skills, grief or anger management).

The major program components of the District's Comprehensive Counseling and Guidance Program shall contain the following:

1. Guidance Curriculum which is delivered through classroom presentations and activities, and structured group activities.
2. Individual Planning which is a process that includes activities to assist students and their parents/guardians in the planning, monitoring, and managing of the student's learning as well as his/her personal, educational, and career goals.
3. Responsive Services which meet the immediate concerns and needs of students, usually with a prevention focus, such as, but not limited to, drop out prevention, peer leadership, and drug and alcohol prevention.
4. System Support which focuses on program development, implementation, and management, and connects the guidance program to existing family and community support and to school improvement and student achievement.

It is expected that the collection and use of data that support and link the school counseling program to student academic success be an integral part of the program. Data collection provides the counseling program with the information needed to evaluate the program as it relates to student progress. This information ensures that the program is carried out as planned, serving every student, and that program effectiveness is analyzed, and improvements made as necessary. Essentially the accountability system shall measure the school counseling program's progress toward and impact on such things as, but not limited to, academic achievement, graduation rates, post-secondary options, school climate and attendance.

Parents/guardians shall be provided notification annually about the academic and career guidance and the personal or social counseling programs that are available to students.

The District shall not discriminate in the methods, practices, and materials used for counseling students on the basis of gender, sexual orientation, gender identity or expression, race, color,

national origin, religion, ancestry, religion or disability. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students.

Legal References: Connecticut General Statutes

Comprehensive School Counseling, A Guide to Comprehensive School Counseling Program Development, 2008, State Board of Education

Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.

~~The focus of the counseling and guidance program in Weston is on the developmental needs of all students at the elementary and secondary levels. Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents/guardians.~~

~~Counselors demonstrate respect for the dignity and worth of each individual, and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:~~

~~1. Educational Development~~

~~Students will participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations.~~

~~2. Personal/Social Development~~

~~Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities in order to enhance their career choices and personal development.~~

~~3. Career Development~~

~~Students will develop career options consistent with their interest, abilities and values. Career development includes focus on the exploration of desired vocation, appropriate educational alternatives, future life goals/needs, and citizenship.~~

~~Within the framework of the counseling and guidance goals, specific student and curricular objectives are to be developed.~~

~~Group guidance programs are an important component of any guidance service. Group programs occur when a counselor meets with two or more students to discuss matters such as academic program preparation for further education, career or vocational plans, college applications, etc. Group counseling may occur when it is felt that sensitive issues such as social and emotional adjustment, personal relationships, personal values and the like need to be discussed. Parents shall be informed of the content, duration and other specifics of such group counseling in advance. Parents may request that their children be excluded from such programs. In all cases the emphasis is always on the individual when group techniques are used.~~

~~Consistent with the rights of the individual and the obligations of the counselor as a professional, the counselor relationship and resulting information is, in most instances, protected as privileged communications. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.~~

~~(cf. 5124 – Reporting to Parents)~~

~~(cf. 5125 – Student Records)~~

~~Legal Reference: Connecticut General Statutes~~

~~10-21 Vocational guidance~~

~~Policy adopted: February 5, 1990~~

~~Policy revised:~~

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6171

Instruction

Special Education

~~The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.~~

~~The Superintendent of Schools is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of all individuals with exceptional needs residing in or attending school in the school district.~~

~~The Board of Education requests that the plan to be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.~~

The Board of Education accepts its legal duties and responsibilities for providing children with disabilities who reside in the Town of Weston access to the curriculum through a continuum of individualized services, accommodations, and modifications, as required under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504").

Pursuant to the IDEA and state law governing special education, the Board shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities. A student suspected of having a disability shall be referred to a planning and placement team ("PPT"), to consider whether an evaluation is necessary to determine whether the child is a child with a disability as defined in state and federal law. For students eligible for services under IDEA, they shall receive appropriate education programs and services that meet the student's needs for educational, instructional, transitional, and related services

For those students who, because of disability as defined by Section 504, need or are believed to need special instruction or related services, the Board shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s), guardian(s), or surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s) or guardians(s), representation by counsel, and a review procedure.

The Assistant Superintendent of Pupil Personnel Services (PPS) shall oversee compliance with the requirements of federal and state law for the education of students with disabilities residing in the Town of Weston.

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

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, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)

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.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

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).

10-264I Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

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.

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

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

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~~

~~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~~

~~10-76k Development of experimental educational programs~~

~~10-76m Auditing claims for special education assistance~~

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

~~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 CFR 300 Education Assistance to States for Handicapped Children~~

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6173
Instruction
Homebound Instruction

I. Purpose and Scope

In accordance with Section 10-76d-15 of the Regulations of Connecticut State Agencies and the federal and state laws governing the provision of special education, the Weston Board of Education shall provide homebound or hospitalized instruction to students under its jurisdiction when they are unable to attend school due to the reasons outlined in this policy. Such instruction shall be delivered under the conditions and in the manner described in this policy.

II. Definitions

“Medically complex” shall mean a student who has a serious, ongoing illness or chronic condition for at least one year and requires prolonged or intermittent hospitalization and ongoing medical treatment or medical devices to compensate for the loss of bodily functions.

“Maintaining the continuity of the student’s general education program” shall mean that a student will receive instruction in core academic subjects required by the Weston Board of Education for promotion or graduation, subject to the provisions of this policy.

III. Eligibility for Homebound Instruction

A. Verified Medical Reasons

The Board shall provide instruction to a student who is unable to attend due to a verified medical reason, which may include a mental health issue, provided that:

1. The student’s treating physician certifies the following in writing directly to the Board using the Board’s form:
 - a. The physician has consulted with the school health supervisory personnel and has determined that attendance at school with reasonable accommodations is not feasible;
 - b. The student is unable to attend school due to a verified medical reason;
 - c. The student’s diagnosis, with supporting documentation;
 - d. The student will be absent from school for at least ten (10) consecutive school days, or the student’s condition is such that the student may be required

to be absent from school for short, repeated periods of time during the school year; and

e. The expected date the student will be able to return to school.

2. The student's parent(s) or guardian(s) provides written consent permitting communication between the Board's school health supervisory personnel and the student's treating physician.

B. Pregnancy and Childbirth

The Board shall provide instruction to a student who is pregnant or who has given birth and cannot attend school. Such instruction shall include homebound instruction and other instruction that will enable the student to remain in school or otherwise have access to instruction and support services. Such supports may include transportation, a shortened school day, counseling, modified assignments, or a modified class schedule.

C. Students with or without Disabilities

In the case of a child receiving special education and related services, the planning and placement team (PPT) shall, where necessary, modify short term instructional objectives in the child's individualized education program (IEP)

In the case of a medically complex student, the PPT shall consider the student's education needs and the need for instruction to be provided in accordance with the student's IEP when the student is unable to attend school due to medical reasons. The PPT shall consider and accommodate for the student's program to be moved from the school setting to a home or healthcare facility, including but not limited to, a hospital, psychiatric facility, or rehabilitation center, and back to school when the student is able to return.

In the case of a student who has not previously been identified as eligible for special education and related services, but whom the Board suspects may require such services, the Board shall refer the student to a PPT to determine whether an evaluation is necessary to assess whether the student is a child with a disability under applicable state and federal statutes.

IV. Initiation and Timing of Instruction

Students eligible to receive homebound instruction under Section III(A) of this policy shall begin instruction no later than the eleventh day of absence from school, provided that the Board has received the documentation required by Section III(A) of this policy. At the Board's discretion, the instruction may begin earlier than the eleventh day, provided that the Board has received the documentation required by Section III(A) of this policy. If the student's medical condition

prevents them from receiving instruction on or before the eleventh day, the student's treating physician shall determine when instruction shall begin and inform the Board of the same in writing.

Students eligible to receive homebound or hospitalized instruction under Section III(C) who are medically complex shall begin instruction no later than the third day of absence, provided that the student is medically able to receive instruction.

V. Nature and Amount of Instruction

A. Educational Program

The Board shall provide homebound or hospitalized instruction that maintains the continuity of the student's general education program and, in the case of a student eligible to receive instruction under Section III(C) of this policy, the Board shall provide instruction that enables the student to continue to participate in the general education curriculum and to progress toward meeting the goals and objectives in the student's IEP.

B. Location of Instruction

The Board shall be responsible for determining the location of homebound instruction. Instruction may be provided in the student's home, provided that appropriate supervision of the student is present, the hospital in which the student is confined, or in another setting, such as the town library, taking into consideration the child's medical condition.

C. Time of Instruction

For students with disabilities who are three to five years old, the student's PPT shall determine the appropriate amount of time for instruction. For students in grades kindergarten through six, the Board shall provide no less than one hour per day or five hours per week of instruction. For students in grades seven through twelve, the Board shall provide no less than two hours per day or ten hours per week of instruction. The time of instruction may be modified if the Board and the student's parent(s) or guardian(s) agree that evaluative data indicates the instruction should be increased or decreased, or if the student's PPT determines the modification is appropriate.

VI. Dispute Resolution

A. Initial Review

If a dispute regarding the information submitted pursuant to Section III(A)(1) of this policy arises, the child shall receive the instruction pending review of the written statement provided by the child's treating physician by the Board's school medical advisor or other health professional employed by the Board who is qualified to review and assess the information submitted shall review the information submitted pursuant to Section III(A)(1) of this policy. The student's parent or guardian shall provide consent for the school medical advisor or said other health professional to consult with the student's treating physician. The Board is not required to commence instruction until such consent is provided by the student's parent(s) or guardian(s).

The Board shall consult with the student's treating physician and shall review the student's educational and medical records, and where appropriate, accommodations and school health services that can be provided to the student to allow the student to attend school safely. The Board shall review the information submitted pursuant to Section III(A)(1) of this policy once it receives consent from the parent(s) or guardian(s) to speak with the student's treating physician.

B. Independent Medical Review

If the dispute continues, the Board may offer an independent medical review of the student's case at the Board's expense. The failure of a student's parent(s) or guardian(s) to make the student available for such review shall end the Board's requirement to provide homebound instruction. If the student continues to be absent from school, the Board shall pursue attendance interventions in accordance with state law and the Board's policies.

C. Hearing or Mediation

The Board or the student's parent(s) or guardian(s) have the right to request a special education due process hearing if the dispute is not resolved. In the alternative, the Board or the student's parent(s) or guardian(s) may request mediation.

[LINK TO HOMEBOUND INSTRUCTION REQUEST FORM \(see below for form\)](#)

Legal Reference: Connecticut General Statutes

Section 10-76d-15 of the Regulations of Connecticut State Agencies as amended.

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-233a et sec. Exclusion.

Policy approved: March 5, 1991

Policy revised: December 17, 2018

I. ~~Definitions~~

A. ~~"Medically complex" shall mean a student who has a serious, ongoing illness or chronic condition for at least one year and requires prolonged or intermittent hospitalization and ongoing medical treatment or medical devices to compensate for the loss of bodily functions.~~

B. ~~"Maintaining the continuity of the child's general education program" shall mean that a student will receive instruction in core academic subjects required by the Weston Board of Education for promotion or graduation, subject to the provisions of this policy.~~

II. ~~General Requirements~~

A. ~~The Weston Board of Education shall provide homebound or hospitalized instruction to a student under its jurisdiction:~~

A. ~~For a verified medical reason, which may include mental health issues, after the student's treating physician provides a written statement directly to the Board, on a Board provided form, stating all of the following: (1) that the student's treating physician has directly consulted with school health supervisory personnel and determined that attendance at school with reasonable accommodations is not feasible, (2) that the student is unable to attend school due to a verified medical reason; (3) the student's diagnosis with supporting documentation, (4) that the student will be absent from school for at least ten consecutive school days or the student's condition is such that child may be required to be absent from school on short, repeated periods of time during the school year, and (5) the expected date the student will be able to return to school. The Board must also receive signed parental consent permitting communication with the student's treating physician before homebound instruction can commence.~~

~~B.——When a student is pregnant or has given birth and cannot attend school for medical reasons. Such a student shall be provided with homebound instruction and such other instruction as will enable the student to remain in school or otherwise have access to instruction and support services. Such services may include: transportation; shortened school day, counseling, modified class schedule.~~

~~B.——In the case of a student who is eligible to receive homebound or hospitalization instruction under Part A:~~

~~A.——The student shall receive instruction no later than the eleventh day of absence from school, provided that the Board has received the written notice required under Section A.1 of this Policy. At the Board's discretion, instruction may begin earlier than the eleventh day if the Board has been provided with adequate notice prior to the student's absence from school. If the student's medical condition fails to allow for receipt of instruction on or before the eleventh day, the treating physician shall determine when the student will be able to access instruction and inform the Board of the same in writing.~~

~~B.——The student shall receive instruction designed to maintain the continuity of the student's general education program.~~

~~C. For regular education students who are not suspected of having a disability, the requirements of evaluation and an individualized education program shall not apply and a PPT meeting need not be convened. In the case of a student not previously receiving special education and related services, requirements of evaluation and individual education program shall apply if the PPT has reason to believe the child may currently require special education and related services.~~

~~C. The amount of homebound instruction provided to a student shall be as follows:~~

~~A.——Homebound instruction is intended to be limited in duration. Homebound instruction should be discontinued as soon as the student is able to return to the school environment.~~

~~B.——For children in grades kindergarten through six, homebound and hospitalized instruction shall be provided for no less than one hour per day or five hours per week.~~

~~C. For children in grades seven through twelve, homebound or hospitalized instruction shall be for no less than two hours per day or ten hours per week.~~

~~D. For any child with a disability from three to five years of age, inclusive instruction shall be for the amount of time determined appropriate by the child's PPT.~~

~~E. Where evaluative data indicates that these time requirements should be modified, instruction may be increased or decreased upon the agreement of the parent and the Board, or upon a determination made by the PPT as appropriate in accordance with the student's individualized needs.~~

~~D. The location of homebound instruction shall be as follows:~~

~~A. Instruction may be provided in the student's home (provided that appropriate supervision of the student is present), the hospital to which the student is confined or in another setting, such as the town library, taking into consideration the student's medical condition and other relevant factors. The District will be responsible for making a determination regarding the location of homebound instruction.~~

~~III. Students with Disabilities~~

~~Homebound instruction may also be provided to a student under the jurisdiction of the Weston Board of Education when a student who is eligible for services and/or supports under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 and a properly convened PPT or Section 504 Team, as appropriate, places the student in a homebound setting. A PPT or Section 504 Team may also determine that instruction is appropriate when a student is confined to a hospitalized setting. A student with a disability shall be provided instruction sufficient to enable the student to continue to participate in the general education curriculum and to make progress toward meeting the goals and objectives of the student's IEP. Where necessary, the PPT may modify short-term instructional objectives in the child's IEP during a period of homebound placement or hospitalization depending upon the student's individualized needs.~~

~~IV. Medically Fragile Students~~

~~Homebound instruction shall be provided when a student has a disability and is considered to be medically complex and requires instruction to be provided in accordance with his/her Individualized Education Plan (IEP) when the student is unable to attend school due to medical reasons. The PPT shall consider and make accommodation for the child's program to be moved (A) from public school to a home or health care facility, including but not limited to, a hospital, psychiatric facility or rehabilitation center, and (B) back to school when the child is able to return to school.~~

~~A student with a disability who is medically complex shall begin instruction no later than the third day of absence provided the student is medically able to receive instruction.~~

V. Disputes

A. In the event of a dispute regarding the basis upon which the student's treating physician has asserted the need for instruction, the student shall receive instruction pending review of the written statement by the school medical advisor or other health professional employed by the Board who is qualified to review and assess the information submitted, so long as the parent or guardian has consent for communication with the physician is provided as described below. The Board is not required to commence instruction until such consent is provided by the parent or guardian of the child. Said consent must allow the Board's medical advisor or other qualified health employee to consult the student's treating physician to assess the need for instruction. Consultation with the treating physician shall include a review of educational and medical records, and where appropriate, include a review of accommodations and school health services that can be provided so the student can attend school safely.

B. In the event of a continued dispute, the Board may offer at its expense a review of the student's case by a qualified independent medical practitioner. If the parent or guardian fails to make the student available for the review, the Board is no longer legally obligated to provide homebound instruction. If the student continues to be absent from school, the Board shall pursue attendance intervention in accordance with state law and Board policy.

C. In the event of the failure to resolve the dispute, both the parent or guardian of the student and the Board have the right to request a hearing, or in lieu of a hearing, to request mediation pursuant to state law and the Regulations of Connecticut State Agencies.

VI. Miscellaneous Provisions

A. Any parent or Weston Public Schools staff member who believes a child may require homebound instruction should contact the Principal of the building in which the child attends school or the Assistant Superintendent for Pupil Personnel Services for the Weston Public Schools.

B. Homebound Instruction may also be provided in conjunction with an alternative education program. For more information, see Board Policy 5114, Student Discipline.

Legal Reference:

[R.C.S.A Section 10-76d-15](#) Homebound and hospitalized instruction (Connecticut State Board of Education Regulations)

HOMEBOUND INSTRUCTION REQUEST FORM

(This form is to be filled out by the student's treating physician)

https://docs.google.com/document/d/1uMYy7vhgWn_L9pkKuB8kBDXniFE2SVz5/edit

TO THE TREATING PHYSICIAN: Pursuant to the Connecticut State Department of Education regulations (specifically [R.C.S.A. §10-76d-15](#)), the following information must be provided to the district in order for a student to be eligible for homebound instruction. Please legibly complete this form.

If you have any questions about this form, please contact: Tracy Edwards, Director of Pupil Personnel Services, 203-221-6583

Student's Name: _____ **Date of Birth:** _____

Home Address: _____

Treating Physician's Name: _____

Address: _____ **Phone #:** _____

Email Address (optional): _____

This completed form is to be provided to the student's school's nurse. Please provide the information below. You are encouraged to attach extra paper as needed to this form in order to answer the questions as fully and completely as possible.

- a) State the student's current diagnosis:

- b) Please attach documentation to support this diagnosis including but not limited to a written statement, testing results, and/or medical records.

- c) Is the student unable to attend school due to a verifiable medical reason? If yes, what is the reason?

- d) Will the student be absent from school for at least 10 consecutive school days due to his or her condition?

- e) Is the child's condition such that the child may be required to be absent for short repeated periods of time during the school year?

- f) Have you consulted with school health supervisory personnel (i.e., the school nurse or the district's medical supervisor) and determined that the student's attendance at school is not feasible even with reasonable accommodations? If yes, please state the name of the school health supervisory personnel with whom you have consulted, the accommodations discussed, and the basis for determining what accommodation in school could not be provided.

The expected date the student will be able to return to school is:

mm/dd/yyyy

Signature of the Treating Physician: _____ **Date:** _____

Weston Public Schools Weston, Connecticut

**REQUEST TO RETIRE BECAUSE THE DISTRICT ALREADY HAS A
RESTRAINT/SECLUSION/EXCLUSIONARY TIME OUT POLICY and Regulation 5142**

R 5144.1

Students

Use of Physical Force/Corporal Punishment

Reasonable physical force may be used to the extent that, a teacher or other person entrusted with the care and supervision of a minor for school purposes, believes it necessary to:

1. Protect him/herself or others from immediate physical injury.
2. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
3. Protect property from physical damage.
4. Restrain student or remove student to another area to maintain order.

Physical force may not be used as a disciplinary measure.

Parents shall be notified within 24 hours when such an incident occurs.

Legal Reference: Connecticut General Statutes

53a-18 Use of reasonable physical force or deadly physical force generally

Regulation approved: October 1, 1990

WESTON PUBLIC SCHOOLS
Weston, Connecticut

~~Personnel—Certified~~

~~Evaluation~~

~~The Weston Board of Education believes that an effective system of evaluation is essential to the creation of educational excellence. Therefore, the purpose of the evaluation is the continuous development of the instructional skills and practices of teachers as well as determining the employment status of teachers.~~

~~The Board delegates to the Superintendent of Schools, who works with the professional staff, the responsibility of developing, organizing, and conducting a system-wide program of evaluation of teachers. The Superintendent shall be accountable to the Board for proper implementation of the program in accordance with state statutes and in accordance with Weston expectations for teacher performance.~~

~~Regulation approved: July 16, 1990~~

~~Recommend to sunset~~

P 4115

Personnel - Certified

Evaluation

The Weston Board of Education believes that an effective system of evaluation is essential to the creation of educational excellence. Accordingly, the purpose of evaluation is to guide the professional growth of Weston educators and leaders through engagement in continuous professional learning, collaboration, and reflection to deepen their expertise and help all students achieve high standards of learning and development.

The Board of Education shall adopt an evaluation program consistent with Connecticut State Department of Education requirements. The Board delegates to the Superintendent of Schools, who works with the professional staff, the responsibility to annually evaluate or cause to be evaluated all certified teachers and leaders in accordance with such program.

Legal references:

Conn. Gen. Stat. 10-151b Evaluation by superintendent of certain educational personnel

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

Policy adopted:

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:

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 individual's 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: _____

Weston Public Schools Weston, Connecticut

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

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:

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

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

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 (PPRA 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

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