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

I. Call to Order, Verification of Quorum
II. Approval of minutes from the January 12, 2026 Policy Committee Meeting.
III. Discussion regarding policy/regulations
   A. Policy/regulation review — no changes P 6142.1 Family Life and Sex Education
      P 6142.2 Recognition of Religious Holidays
      R 6142.2 Recognition of Religious Holidays
      P 6144 Controversial Issues
      P 6145 Extra Curricular Program
      P 6145.5 Organizations Associations
      P 6146.1 Grading System
      P 6147 Curriculum Exemptions
      P 6151 Class Size
      P 6161.2 Care of Instructional Materials
      R 6010.1 Academic Honesty
      R 6111 School Calendar
      R 6140.1 Approval of Academic Programs
   B. Policy/regulation review — updates P 0210 Mission and Functions - Goals_Objectives for Student
      P 1258 Non-Discrimination
      R 1258 Non-Discrimination (Complaint Procedure)
      P 6000 Concept and Roles in Instruction
      P 6010 Philosophical Guidelines
      P 6111 School Calendar
      P 6112 School Day
      P 6121 Non-Discrimination_Instructional Program
      P 6141.312 Migrant Students
      P 6145.3 Publications
      P 6162.6 Use of Copying Devices

R 6142.3_5141.5 Suicide Prevention_Education
R 6114.1 Fire Emergency
P 6114 Emergencies and Disaster Preparedness
P 1311.1 Political Activities of School Employees
P 1251 Loitering or Causing Disturbance
P 1252 Possession of Deadly Weapons or Firearms
R 1230 Sexual Offenders

C. Policy/regulation review — new P 0000 Statement of Philosophy
P 0100 Mission Statement
P 1110.1 Communication with the Public_Parent Involvement
P 6162.51 Survey of Students
P 6171.2 Pre-School Special Education

D. Policy/regulation review — retire P 0220 Mission and Function - Goals and Objectives for School Operations_System

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

V. The next scheduled meeting of the Policy Committee: March 3, 2206, 9:00 AM, via Zoom.

VI. Adjournment

Policy Committee Meeting
Monday, January 12, 2026
10:00 AM
Zoom Webinar

Absent: David Felton, **Present:** Sharon Ferraro, Michael Guido. Present: 2, Absent: 1.

I. CALL TO ORDER, VERIFICATION OF QUORUM
Additional Attendees:
Erica Forti, Superintendent of Schools; Tracy Edwards, Assistant Superintendent of Pupil Services

The meeting delayed while awaiting a quorum. Once quorum was met, the meeting was called to order.

II. APPROVAL OF MINUTES

A. Approval of minutes from the December 12, 2025 Policy Committee Meeting.
Moved that the minutes of the December 10, 2025 meeting were presented for review. With corrections noted, the minutes were approved. Carried with a motion by Guido, Michael and a second by Ferraro, Sharon.
Sharon Ferraro: Yea, Michael Guido: Yea
Yea: 2, Nay: 0

III. DISCUSSION OF POLICIES, REGULATIONS, AND BYLAWS

A. Discussion of policy/regulation for review:

P 5114 Student Discipline Policy
P 1112 News Media Relations
P 1120 Board of Education Meetings Policy
R 1220 Citizens' Advisory Committee
P 1257 Automatic External Defibrillators
R 1257 Automatic External Defibrillators

DRAFT

P 1311 Staff Participation in Community Activities
P 1321 Public Performances by Students
P 1416 Fiscal Authority
P 1500 Associations and the Schools (Relations between Area, State, Regional & National Associations and the Schools

P 5114 - Student Discipline reviewed again. Changes are primarily statutory; limited local discretion. Confirmed that administrators were consulted extensively prior to the meeting. Key updates include: new statutory definition of bullying. Changes to disciplinary durations and procedures. P 1112 - News Media Relations, no substantive changes recommended. P 1120 - Board of Education Meetings, remove references to newspapers, reflect current practices (district website, town website, calendar postings, social media). P 1257/R 1257 - Automatic External Defibrillators (AEDs), no substantive policy changes proposed. P 1311 - Staff Participation in Community Activities, determined that political activity concerns are already addressed in a separate policy (P 1311.1). P 1321 - Public Performances by Students, no changes recommended. P 1416 - Fiscal Authority, no changes recommended. P 1500 - Associations and the Schools, reviewed and deemed appropriate as written.

B. Discussion of policy/regulation for revision:

P 1220 Citizens' Advisory Committees
P 1256 Prohibition Against Alcohol, Smoking, E-Cigarettes, and Vapor Products
R 1321 Public Performances by Students
P 1500 Associations and the Schools (Relations between Area, State, Regional & National Associations and the Schools,

P 1220 - Citizens' Advisory Committees, minor legal reference update made, regulation and policy reviewed together. P 1256 - Prohibition Against Alcohol, Smoking, E-Cigarettes, and Vapor Products, definitions updated for clarity. R 1321 - Public Performances by Students, regulation aligns with policy and includes explicit prohibition on partisan/political activities. P 1500 - Associations and the Schools, no changes recommended.

IV. DISCUSSION OF POLICIES, REGULATIONS, AND BYLAWS IN FUTURE MEETINGS

Student survey policy still under development. Lice policy to be reviewed with nurse supervisor before being brought forward. Additional policies under review by administration and legal counsel will be scheduled for future agendas.

DRAFT

V. NEXT SCHEDULED MEETING OF THE POLICY COMMITTEE

A. February 3, 2206, 9:00 AM, Via Zoom

VI. ADJOURNMENT

Moved that the January 12, 2026 Policy Committee meeting be adjourned. Carried with a motion by Guido, Michael and a second by Ferraro, Sharon.
David Felton: Yea, Sharon Ferraro: Yea, Michael Guido: Yea
Yea: 3, Nay: 0

Respectfully submitted by:
Jodi Sacchetta

DRAFT

P 6142.1 Familv 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.

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

P 6142.2 Recognition of Religious Holidays Policy

It is the policy of the Weston Public Schools to be neutral in matters of religion. This means that the Weston Public Schools shall assume no responsibility for the religious training of students. The school system shall respect the freedom of each student's conscience and shall not promote the religious belief, disbelief or uncertainty about religious matters of any student.

This requirement of neutrality will neither preclude nor hinder the Weston Public Schools from educating students to be tolerant of and to respect religious diversity. The recognition of religious holidays provides an opportunity to develop an understanding of different religions and customs. The goal of this endeavor shall be to promote tolerance, mutual respect and an understanding of the diversity that is our democratic society.

This shall be done, while observing the following cautions:

1. All religions whose holidays are recognized must be afforded equal respect
2. The recognition of the holiday must be for secular, educational purposes. This will require activities which enhance tolerance through understanding, while not engaging students in religious ceremony, ritual or the promotion of any one religion.
3. The recognition of a religious holiday shall occupy a minor role in the curriculum. Therefore, class time shall be planned accordingly.
4. Parents may request, in writing, that their children be provided with an alternative experience rather than participate in activities related to religious holidays. This will be done without bias or embarrassment to the student
5. Students with secular beliefs shall be free to express their views.
6. Periodic evaluation of the policy and its regulations shall take place.

POLICY Adopted: June 28, 1994

Weston Public Schools Weston, Connecticut

R 6142.2
Instruction
Recognition of Religious Holidays

1.0 Curriculum Plan and Its Administration

1.1 Time devoted to recognition of religious holidays shall be kept in perspective and represent a minor impact on the curriculum.

1.2 The principal and teachers shall organize and administer the recognition of religious holidays annually, taking into account the social studies curriculum plan, the Board's policy and these regulations.

2.0 Classroom Activities, Decorations

2.1 Goals for lessons shall include development of an understanding of the historical and cultural significance of the religion and the holiday.

2.2 All lessons, activities and events involving religious holiday shall be secular in nature, not devotional, focusing on information and understanding of an important cultural and historical event for a significant number of people.

2.3 Religious symbols may be used as teaching aids, but will not become ongoing decorations in classrooms or common areas. Decorations in common areas will reflect the diversity in the school. Decorations that are part of the custom and folklore of a religious holiday, but have no direct religious meaning or significance, may be displayed.

2.4 No effort shall be made to indoctrinate or recruit students.

2.5 Parties, food preparation and other seasonal activities shall be permitted within the context of the curriculum.

3.0 School Performances, Assemblies, Displays

3.1 Recognition of religious holidays must be for artistic reasons, not religious reasons. Program notes or other commentary should inform the audience as to the educational purpose for using religious music or art.

3.2 Selections shall reflect the diversity in the school. Sacred music may be sung or played as part of the academic study of music. School concerts that present a variety of selections may include religious music. Concerts should avoid programs dominated by religious music, especially when they coincide with a particular religious holiday.

3.3 Students should not be assigned to produce art work that has religious meaning or significance unless in the context of an arts production. That which is spontaneously self produced is acceptable and may be displayed.

4.0 Parents' Rights to Opt Out

4.1 Parents shall have the right to request, in writing, that their children be provided an alternative to an educational experience or performance related to religious holidays without penalty.

4.2 Principals shall inform parents of programs and review their requests for an alternative experience.

5.0 Observation of Religious Holidays Outside of School

5.1 Absence from school to celebrate a religious holiday shall be an excused absence. Teachers shall not penalize students observing religious holidays. Major tests, evaluations, required homework and other important activities within reason shall not take place on these days for students observing those holidays.

6.0 Advisory Committee

6.1 An advisory committee shall assist the school system in matters related to religious holidays.

Regulation Adopted: June 28, 1994

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6144
Instruction
Controversial Issues

Effective education not only permits but often requires that controversial issues be considered in the classroom. Students shall have the opportunity for responsible discussion of controversial issues.

It is the Weston Board of Education's policy to give wide freedom of expression, subject to the following guidelines:

1. The issue must be relevant to the course of study.

2. The presentation must be fair and objective. Biased material should be identified and a counterbalance provided.

3. Matters of opinion should be distinguished from matters of fact.

4. The issue must be explored thoroughly, and in such depth as the maturity of the students allows.

The discussion and study of controversial issues shall be objective and scholarly, with a minimum emphasis on opinion. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Instructional policy on controversial issues is stated by the Board of Education to protect teachers and school administrators from unwarranted attack by pressure groups, and to insure youth a well-balanced preparation for American citizenship.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 5145.2 - Freedom of Speech/Expression)

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

Legal Reference: Connecticut General Statutes

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

Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)

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

P6145
Instruction
Extra Curricular Program

The schools shall offer a program of extracurricular activities (after school). This program shall be varied and shall make use, wherever possible, of parental assistance and community resources. Participation in extracurricular activities shall be considered a privilege.

Students shall be encouraged to participate in the after school program, but not to the extent of damaging their academic performance.

Supervision

Whenever or wherever held, when conducted under the name of the school or school district or any class or organization thereof, extracurricular activities shall be under the general supervision of the school authorities.

Non-Secret Groups

Extracurricular groups shall not be secret in nature.

(cf. 6145.4 - Guidelines for Weston Public School Functions)

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS, WESTON CT

P 6145.5
Instruction
Organizations/Associations

Student organizations contributing to learning shall be encouraged. Such organizations shall operate within the framework of the law, Board policy, administrative rules, and the parameters of the learning program. When such organizations are truly contributive, their establishment and operation shall be facilitated in reasonable ways by district staff and through utilization of district resources.

The Superintendent shall develop general guidelines for student organizations. Among other provisions, such guidelines shall require the assignment of at least one faculty advisor to each student organization and the approval by the Board of Education of any student organization.

This policy applies to in-school organizations only. It is not intended to restrict the organization of students into groups which function apart from the school.

Non-School Organizations

All organizations not specifically authorized and organized by the school are considered to be non-school organizations and beyond the jurisdiction and responsibility of school authorities.

However, should these groups conduct activities on school property, at school-sponsored activities or as a carry-over into the school day or reflect on the reputation of the school, the Superintendent is authorized to develop procedures concerning disciplinary action to be taken.

Activities which are contrary to the best interests of the school and reflect on the reputation of the school are forbidden, including:

1. Initiation and hazing on the school grounds or at school-sponsored events.
2. Indulging in group functions that violate federal, state or town laws.

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6146.1 Grading System

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.

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

A grade weighting system shall be implemented for the high school in accordance with the guidelines set forth and published annually in the Program of Studies and Student, Parent & Faculty Handbook.

(cf. 5124 - Reporting to Parents)
Policy adopted: March 5, 1991
Policy revised: May 15, 2000

Weston Public Schools Weston, Connecticut

P 6147 Curriculum Exemptions

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

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

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

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

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

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

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

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

Alternative Assignments:

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

Legal References:

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

Policy References:

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

ADOPTED: July 17, 2017

[ ] BOARD OF EDUCATION
Curricular Exemption Request Form

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

1. Dissection _

2. Family life education _

3. HIV/AIDS

4. Sexual abuse and assault awareness and prevention program.

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

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

_____
Name of Student (Please Print)

_____ _____
Parent's/Guardian's Signature Date

Or

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

Weston Public Schools Weston, Connecticut

P 6151
Instruction
Class Size

1. The establishment of individual class size is a matter of Board policy.

2. The first consideration in determining class sizes shall be furtherance of the educational philosophy of the Board of Education. Class size policy should be flexible and responsive to changing student needs.

3. In recommending the individual class size, each principal should include in his or her consideration the following factors:

a. Identification of student needs and recognition of the concept of flexibility in terms of establishing program and staffing to meet these needs.
b. The economics of education.
c. Teacher individuality.
d. Physical environment.
e. Nature of subject taught.

4. The Superintendent will discuss with the Board of Education, at least once a year, the implications of class size. Prior to approving any change in program or course offerings, which would affect class size, the Superintendent will review the change with the Board of Education. In the event an emergency occurs which affects class size, the Superintendent will make the necessary change and report such action to the Board as soon as possible thereafter.

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6161.2
Instruction
Care of Instructional Materials

Damaged or Lost Instructional Materials

Students are responsible for all books, locks, library materials, and other school property assigned to them during the school year. The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the Board.

Legal Reference: Connecticut General Statutes

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

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

R 6010.1
Instruction
Academic Honesty

All work submitted by students should be a true reflection of their effort and ability. If submitted work is not, then the student has manifested unacceptable academic behavior. Age appropriate guidelines will be established at each school to address this issue.

Regulation Approve: March 5, 1991
Weston Public Schools, Weston, CT

R 6111
Instruction
School Calendar

The Board of Education shall adopt the school calendar by April 1st for the ensuing school year. The Superintendent of Schools shall submit a proposed calendar to the Board in advance of the meeting.

Regulation Approved: March 5, 1991
Weston Public Schools, Weston, CT

R 6140.1
Instruction
Approval of Academic Programs

The Board of Education must be informed of any kind of curriculum study that may lead to the addition, deletion, or restructuring of academic programs or course offerings. Any proposal that results from such study must be presented to the Board for its approval. Furthermore, whenever it is appropriate, the proposal shall include program objectives, provisions for evaluation, projected student enrollments, and budget implications.

Regulation approved: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

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

RENUMBER: **P 0200**

Statement of Educational Goals and Student Objectives

Educational Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

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

Policy adopted:

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

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

Policy adopted: November 6, 1989

Weston Public Schools Weston, Connecticut

P 1258 Non-Discrimination

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

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

Retaliation Prohibited:

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

Discrimination on the Basis of Protected Class Association Prohibited:

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

Scope and Applicability:

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

The following definitions apply for purposes of this policy:

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

B. Harassment: Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it

creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

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

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

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

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

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

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

D. Sexual orientation: Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted,

inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

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

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

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

Alleged Discrimination/Harassment of Students or Employees:

Complaints of alleged discrimination and/or harassment of students and/or employees will be investigated in accordance with the non-discrimination policies applicable to students and/or personnel respectively. Complaints pertaining to specific forms of discrimination

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

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

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

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

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

Reporting to District Officials:

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

Any individual who believes a community member has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **Juliane Givoni** in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Community, which accompany this policy, and are available online at **www.westonps.org** or upon request from the main office of any District school.

Reporting to State and Federal Agencies:

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

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

Office for Civil Rights, Washington DC Office

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

Connecticut Commission on Human Rights and Opportunities:

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

Equal Employment Opportunity Commission (employees only):

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

Questions/Requests for Accommodation:

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

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

may contact any District administrator or the following District official:

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

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

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

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

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

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81c, Sexual orientation discrimination: Employment
Connecticut General Statutes § 46b-1, Family relations matters and domestic violence defined

Public Act No. 25-139, "An Act Concerning Human Trafficking and Sexual Assault Victims"

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

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

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

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

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

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

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

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

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

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

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

The Human Resources Manager

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

The Director of Special Education

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

The Human Resources Manager

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq*.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621

~~Americans with Disabilities Act, 42 U.S.C. § 12101~~
~~Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794~~
~~Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 *et seq.*~~
~~Connecticut General Statutes § 10-153. Discrimination on basis of marital status~~
~~Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60~~
~~Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions~~
~~Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.~~
~~Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement~~

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

Weston Public Schools Weston, Connecticut

R 1258 Non-Discrimination (Complaint Procedure)

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

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

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

Retaliation Prohibited:

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

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

Discrimination on the Basis of Protected Class Association Prohibited:

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

Scope and Applicability:

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

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

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

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

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

Complaint Procedure

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

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

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

Staff Development:

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

Complaint Procedure

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

The complaint should state the:

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

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

~~Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.~~

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

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

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

1. ~~offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;~~
2. ~~provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;~~
3. ~~investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;~~
4. ~~conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;~~
5. ~~maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;~~
6. ~~communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in~~

~~session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;~~

~~7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);~~

~~8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;~~

~~9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.~~

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

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;

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

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

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

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

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

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

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary;

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

10. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint

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

Complaint Procedure for Superintendent/Board Member Complaints:

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

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

Remedial Action:

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

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

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

A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion

from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;

B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;

C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;

D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;

E. Supports for the complainant; and

F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

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

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

Reporting to State and Federal Agencies:

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

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

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475

(202 453-6020)
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Equal Employment Opportunity Commission:

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

Connecticut Commission on Human Rights and Opportunities:

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

Questions/Requests for Accommodation:

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

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

may contact any building administrator or the following District official:

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

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

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

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

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

DISCRIMINATION/HARASSMENT COMPLAINT FORM

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

Name of the reporter _____

Relationship of reporter to the District_____

Name of the complainant/victim _____

Relationship of complainant/victim to the District _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

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

_____

Location where such alleged discrimination/harassment occurred _____

_____

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

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

_____

_____

_____

Proposed remedy:_____

~~**DISCRIMINATION COMPLAINT FORM**~~

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

~~Name of the complainant~~ _____

~~Date of the complaint~~ _____

~~Date of the alleged discrimination/harassment~~ _____

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

_____

~~Location where such discrimination/harassment occurred~~ _____

_____

_____

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

_____

_____

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

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~~Proposed remedy:~~ _____

Weston Public Schools Weston, Connecticut

P6000

Instruction

Concept and Roles in Instruction

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

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

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

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

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

Policy adopted: March 5, 1991 WESTON PUBLIC SCHOOLS

P 6010

Instruction

~~**Philosophical Guidelines**~~ **Goals and Objectives**

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

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

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

10-220 Duties of Boards of Education.

Policy adopted: March 5, 1991

Weston Public Schools

Policy 6111
Instruction
School Calendar

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

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

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

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

Legal Reference: Connecticut General Statutes

1-4 Days designated as legal holidays.

10-15 Towns to maintain schools

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

10-261 Definitions.

10-16l Establishment of graduation date.

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

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

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

Policy Adopted: March 5, 1991

Weston Public Schools, Weston, CT

~~Legal Reference:~~

~~Connecticut General Statutes~~

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

P 6112

Instruction

School Day

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

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

Number of School Days

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

Length of School Day: Special Education

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

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

Legal Reference: Connecticut General Statutes

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

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

10-16b Prescribed courses of study.

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

10-220 Duties of boards of education.

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

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

~~10-16 Length of school day~~

~~10-161 Graduation Exercises~~

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

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

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

~~10-76d-19 Transportation~~

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

P 6121 Non-Discrimination: Instructional Program

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

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

Legal Reference:

Connecticut General Statutes:

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

United Sates Code:

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

Policy References:

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

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

P 6141.312 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: Apri1 21, 2003

Weston Public Schools Weston, Connecticut

P 6145.3
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

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6162.6
Instruction
Use of Copying Devices

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

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

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

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

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

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

2. The nature of the copyrighted work.

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

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

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

The Board therefore directs that:

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

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

Any District employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. In no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their

duties properly. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

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

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

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

Legal Reference:

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

Policy adopted: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

R 6142.3/5141.5
Instruction
Suicide Prevention/Education

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

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

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

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

Regulation Approved: June 28, 1994

WESTON PUBLIC SCHOOLS
Weston, Connecticut

CURRENT REGULATION IN 5000 SERIES READS AS FOLLOWS:

R 5141.5 Administrative Regulations Regarding Suicide Prevention and Intervention

Management of Suicidal Risk

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

I. **Any staff member who becomes aware of a student who may be at risk of suicide must immediately notify the building principal or their designee.**

This must be done even if the student has confided in the staff member and asked that their communication be kept confidential. The principal or designee will then notify an appropriate Pupil Personnel Services (PPS) administrator.

II. **A PPS staff member (e.g., a social worker or psychologist) shall complete a risk assessment, consider available background information and determine whether the student is at "low risk", "moderate risk" or "high risk."**

III. **If the student is preliminarily assessed to be "moderate risk":**
    - A. **The PPS staff member shall notify the student's parent/guardian the same day or otherwise as soon as possible by calling each contact available to the school.**
    - B. **During the conversation with the student's parent/guardian, the PPS staff member shall discuss with the parent/guardian:**
        - a. **the seriousness of the situation**
        - b. **the potential need for any evaluations of the student**
        - c. **The need for continued monitoring of the student at home;**
        - d. **Referral to appropriate professional services outside the school system if the student is not already receiving support;**
        - e. **Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and**
        - f. **The student's access to ongoing counseling within the school.**
    - C. **The PPS staff member shall document in writing the course of events, including what transpired during the staff member's conversation with the student's parent/guardian and the outcome.**
    - D. **The PPS staff member may notify other staff or any other appropriate agencies as necessary to protect the student and others, and may take any other steps they deem appropriate in light of the circumstances (e.g., referral to appropriate outside agencies or school-based teams and/or staff).**
    - E. **The PPS staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.**

IV. **If the student is preliminarily assessed to be at "high risk":**
    - A. **The PPS staff member shall ensure that the student is not left alone.**
    - B. **The PPS staff member shall notify the principal or their designee, who in turn will contact the student's parent/guardian. During the conversation with the student's parent/guardian, the principal or their designee shall discuss with the parent/guardian:**
        - a. **The seriousness of the situation**
        - b. **The steps the PPS staff members are taking in response to the preliminary assessment that the student is at "high risk":**
        - c. **The need for continued monitoring of the student at home at any such time that the student returns home;**

d. Referral to appropriate professional services outside the school system if the student is not already receiving support;
e. Request for the parent/guardian to sign a release of information form permitting communication between the student's therapist (if any) and any other appropriate individuals; and
f. The student's access to ongoing counseling within the school to support the student's access to school.

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

Suicide Education/Prevention - Students and Staff

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

Legal Reference:

Connecticut General Statutes § 10-221(e)

POLICY ADOPTED: October 1, 1990

POLICY REVISED: May 15, 2023

R 6114.1

Instruction

Fire Emergency/Crisis Response Drills

In the event that fire is discovered in any of the school plants, the fire department shall be immediately notified and the building will be evacuated.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders including the local emergency management director, fire marshal, building inspector and emergency medical services representative. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Local law enforcement and other local public safety officials, as listed above, shall evaluate, score and provide feedback on fire drills and crisis response drills.

~~Connecticut State Law requires periodic fire drills in all public schools to ensure an orderly exit from the building in the event of fire or other emergency requiring evacuation.~~

~~The principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building.~~ When students are evacuating the building ~~the fire alarm sounds,~~ these are the procedures to be followed:

1. Students must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building. It is important to remain calm, quiet and follow instructions. Once outside, teachers are to take attendance.

2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.

3. A record shall be kept in the principal's office of each fire or crisis drill conducted. A copy of the record shall also be filed in the office of the superintendent.

4. Do not re-enter the building until directed to do so by authorized personnel from the fire response team ~~one of the volunteer fire department~~.

5. When instructed to return to the building, return promptly to class.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

The District shall annually submit a report, by July 1, to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills, utilizing the DESPP/DEMHS template for such reports.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

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

10-222n - School security and safety plan standards

PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

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

~~10-231 Fire drills~~

Regulation approved: March 5, 1991

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 6114

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

WESTON PUBLIC SCHOOLS
Weston, Connecticut

P 1311.1 Political Activities of School Employees

School employees are encouraged to assume full responsibilities as citizens of a democracy.

Performance of Civic Duties by Employees

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

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

Individual Responsibility in Participating in Political Functions

Employees engaging in political activities shall:

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

Legal Reference

7-421 Political activities of classified municipal employees
7-421a Inconsistent statutory or charter provisions
7-421b Limitation on restrictions of political rights of municipal employees
10-156e Employees of Boards of education permitted to serve as elected officials; exception

Policy adopted: November 6, 1989
Weston Public Schools Weston, Connecticut

FOR DISCUSSION AS THIS IS THE UPDATED VERSION OF THIS POLICY PER CABE. SHIPMAN DOES NOT HAVE A MODEL POLICY.

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

Prohibited activities include the posting of political circulars or petitions, collection or solicitation of campaign funds, solicitations for campaign workers, the use of students in writing or addressing campaign materials, and the distribution of campaign materials to students on District property or during school time in any manner which would indicate that a school employee is using a position in the school to further personal partisan views on candidates for public office or questions of public property. Teachers and other District

employees will not attempt to influence students concerning political party affiliations and will not praise or denigrate any particular political party.

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

(cf. 1140 - Distribution of Materials by Students)

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

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

(cf. 3543.13 - Mail and Delivery)

(cf. 4118.21 - Academic Freedom)

(cf. 6144 - Controversial Issues)

(cf. 6153.2 - Student Participation in Election Process)

Legal Reference: Connecticut General Statutes

7-421 Political activities of classified municipal employees.

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

9-369b Explanatory text relating to local questions.

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

10-239 Use of school facilities for other purposes

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

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

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

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

P 1251 Loitering or Causing Disturbance

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

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

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

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

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

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

Legal Reference:

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

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

Date Adopted: November 6, 1989

Weston Public Schools, Weston, CT

P 1252 Possession of Deadly Weapons or Firearms

I. Definitions:

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

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

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

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

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

II. Prohibition of Deadly Weapons and Firearms

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

III. Peace Officer Exception

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

IV. Other Exceptions

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

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

V. Consequences

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

I. Definitions:

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

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

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

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

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

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, on school transportation, or at a school-sponsored activity,

is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

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

IV. Other Exceptions

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

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

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

V. Consequences

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

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

C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, on school transportation, or at a school-sponsored activity, from using any and all school facilities.

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

~~Legal References:~~

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

Policy References:
Policy 5114, Student Discipline

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

ADOPTED June 16, 2014

Weston Public Schools Weston, Connecticut

R 1230 Sexual Offenders

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

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

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

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

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

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

Legal references:

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

Policy References:

Policy 4111.3, Background Checks

ADOPTED: April 24, 2017

Weston Public Schools Weston, Connecticut

Mission-Goals-Objectives **P 0000**

Statement of Philosophy

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

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

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

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

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

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

Policy adopted:

Mission Statement

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

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

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

Policy adopted:

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:

Mission Statement

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

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

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

Policy adopted:

Survey of Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

reasonable opportunity to opt their child out of participation. Such notice shall describe parents' rights to inspect survey instruments, instructional materials, and to opt students out of:

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

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

Definitions:

For purposes of this policy.

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

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

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

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

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

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

Legal References:

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

Cross-referenced Policies:

(cf. 5131.911 – Connecticut School Climate Policy)
(cf. 5149 – Restorative Practices Response Policy)

(cf. 6141.11 - Curriculum Research/Experimental Projects)
(cf. 6161 - Equipment, Books and Materials: Provision/Selection)
(cf. 6161.1 - Evaluation/Selection of Instructional Materials)
(cf. 6161.12 - Reconsideration of Materials)

Policy adopted:
Weston Public Schools, Weston, CT

Pre-School Students with Disabilities

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

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

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

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

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

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

Tuition

Pre-School Students with Disabilities

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

Legal Reference: Connecticut General Statutes

10 76a Definitions.

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

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

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

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

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

10 76g State aid for special education.

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

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

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

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

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

10 76l 1 Program Evaluation.

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

Pre-School Students with Disabilities

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

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

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

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

Policy adopted:

P 0220 Mission and Function - Goals and Objectives for School Operations/System

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

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

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

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

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

Policy adopted: November 6, 1989 **Weston Public Schools Weston, Connecticut**