



Policy Committee Meeting  
Tuesday, June 2, 2026  
9:00 AM  
Zoom Webinar

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- I. Call to Order, Verification of Quorum
- II. Discussion regarding policy/regulation:
  - A. Returned to committee for additional review
    - P 1110.1 Community Relations - Communication with the Public/Parent Involvement
    - P 1258 Non-Discrimination
    - R 1258 Non-Discrimination (Complaint Procedure)
    - P 1411 - Law Enforcement Agencies
    - P 6114 Instruction Emergencies and Disaster Preparedness -
    - P 6141.312 Instruction Migrant Students
    - P 6142.1 Instruction Family Life and Sex Education
    - P 6143 Instruction Parent and Guardian Access to Instructional Material
    - P 6145.2 Instruction Interscholastic Athletics
    - R 6145.2 Instruction Interscholastic Athletics
    - P 6162.51 Survey of Students
    - P 6180 Instruction Evaluation of the Instructional Program
    - P 6145.3 Publications
- III. Additional policies/regulations returned for review (from June 1 BOE meeting)
- IV. Discussion regarding policy/regulation review at the next meeting
- V. Next scheduled Policy Committee Meeting:
  - A. 2026-2027 Committee Meeting Schedule
  - B. The next scheduled meeting of the Policy Committee is Tuesday, September 1, 2026, 9:00 AM, via Zoom
- VI. Adjournment

**Communication with the Public/Parent Involvement**

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

**Policy adopted:**

## **P 1258 Non-Discrimination**

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

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

### ***Retaliation Prohibited:***

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

### ***Discrimination on the Basis of Protected Class Association Prohibited:***

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

### ***Scope and Applicability:***

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

The following definitions apply for purposes of this policy:

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

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

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

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

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

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

Tracy Edwards  
Assistant Superintendent of Pupil Personnel Services  
Weston Public Schools  
24 School Road  
Weston, Connecticut 06883  
[tracyedwards@westonps.org](mailto: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](http://www.westonps.org) or upon request from the main office of any District school.

***Reporting to State and Federal Agencies:***

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

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

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

Connecticut Commission on Human Rights and Opportunities:

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

Equal Employment Opportunity Commission (employees only):

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

***Questions/Requests for Accommodation:***

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

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

may contact any District administrator or the following District official:

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

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

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

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

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

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.  
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.

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

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

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

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

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

## **Law Enforcement Agencies**

### **Purpose**

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

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

### **Policy Statement**

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

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

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

### **Student Arrests and Questioning**

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

Such regulations shall address, at a minimum:

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

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

**Superintendent Authority**

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

**Non-Interference Clause**

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

Policy References:

Policy and Regulation 5145.12 – Search and Seizure

Legal References:

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

Policy adopted:

Weston Public Schools

Weston Connecticut

## Instruction

### Emergencies and Disaster Preparedness

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

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

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

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

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

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

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

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

### **First Aid and CPR**

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

#### **Legal Reference: Connecticut General Statutes**

10-221 Boards of education to prescribe rules

10-231 Fire drills

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

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

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

10-222n - School security and safety plan standards

#### **Legal Reference: Connecticut General Statutes**

~~10-231 Fire drills~~

Policy adopted: March 5, 1991

Policy revised:

## Instruction

### Migrant Students

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

This program will include a means to:

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

### Program for Parent(s)/Guardian Involvement

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

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

### Migratory Child/Student Definition

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

- (1) is a migratory agricultural worker or a migratory fisher; or
- (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher -
  - (i) Has moved from one school district to another;
  - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

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

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

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

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

34 C.F.R. Part 2000

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

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

Policy Adopted: April 21, 2003

Policy revised:

**Weston Public Schools Weston, Connecticut**

**Instruction**  
**Family Life and Sex Education**

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

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

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

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

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

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

Legal Reference:

Connecticut General Statutes

[10-16c](#) State Board to develop family life education curriculum guides

[10-16d](#) Family life education programs not mandatory

[10-16e](#) Students not required to participate in family life education programs

[10-16f](#) Family life programs to supplement required curriculum

[20 U.S.C. 7906](#) **No Child Left Behind Act of 2001**

Policy adopted: March 5, 1991

Policy revised: April 27, 2004

## **CABE Policy:**

### **Family Life Education**

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

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

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

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

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

#### **Legal Reference: Connecticut General Statutes**

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

**10-16d** Family life education programs not mandatory.

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

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

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

## Instruction

### Parent and Guardian Access to Instructional Material

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

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

~~Upon request, the district shall permit parents and legal guardians to inspect any Instructional Material which has been utilized in the educational program of their student. The district shall grant reasonable access to Instructional Material within a reasonable period of time after a parental/legal guardian request is received.~~

~~Instructional Material developed by Board employees is subject to copyright and other intellectual property protections belonging to the Board.~~

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

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

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

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

Legal Reference:

Federal Law:

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

**State Law:**

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

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

**Legal Reference:**

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

Policy adopted: December 16, 2016

Policy revised:

**Weston Public Schools Weston, Connecticut**

## **Instruction**

### **Interscholastic/~~Intramural~~ Athletics**

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

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

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

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

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

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

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

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

### **Legal Reference: Connecticut General Statutes**

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

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

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

**Instruction****Insterscholastic ~~Intramural~~ Athletics**

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

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

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

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

Regulation adopted: April 21, 2003

Regulation revised:



## Instruction

### Survey of Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions:

For purposes of this policy.

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

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

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

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

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

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

**Legal References:**

Elementary and Secondary Education Act of 1965

Public Act No. 23-167

20 U.S.C. §1232h (PPRA), Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95

Regulation 34 CFR Part 98 (PPRA Regulations)

**Cross-referenced Policies:**

(cf. 5131.911 – Connecticut School Climate Policy)

(cf. 5149 – Restorative Practices Response Policy)

(cf. 6141.11 - Curriculum Research/Experimental Projects)

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

(cf. 6161.1 - Evaluation/Selection of Instructional Materials)

(cf. 6161.12 - Reconsideration of Materials)

**Policy adopted:**

**Weston Public Schools, Weston, CT**

## **Instruction**

### **Evaluation of the Instructional Program**

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

(cf. 6121 - Nondiscrimination in the Instructional Program)

~~Legal Reference: Connecticut General Statutes~~

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

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

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

Policy adopted: March 5, 1991

Policy revised:

WESTON PUBLIC SCHOOLS  
Weston, Connecticut

## Policy Committee 2026-2027 Meeting Schedule

Committee	Members	Time	2025-2026	Time	2026-2027
Policy	Sharon Ferraro (Chair)	9:00:00 AM - 10:00 AM	Tuesday, September 10, 2024	9:00:00 AM - 10:00 AM	Tuesday, September 1, 2026
Policy	David Felton	9:00:00 AM - 10:00 AM	Tuesday, October 1, 2024	9:00:00 AM - 10:00 AM	Tuesday, October 6, 2026
Policy	Michel Guido	9:00:00 AM - 10:00 AM	Tuesday, November 12, 2024	9:00:00 AM - 10:00 AM	Tuesday, November 3, 2026
Policy		9:00:00 AM - 10:00 AM	Tuesday, December 3, 2024	9:00:00 AM - 10:00 AM	Tuesday, December 1, 2026
Policy	Admin Rep: Erica Forti	9:00:00 AM - 10:00 AM	Tuesday, January 7, 2025	9:00:00 AM - 10:00 AM	Tuesday, January 5, 2027
Policy	Admin Support: Jodi Sacchetta	9:00:00 AM - 10:00 AM	Tuesday, February 4, 2025	9:00:00 AM - 10:00 AM	Tuesday, February 2, 2027
Policy		9:00:00 AM - 10:00 AM	Tuesday, March 4, 2025	9:00:00 AM - 10:00 AM	Tuesday, March 2, 2027
Policy		9:00:00 AM - 10:00 AM	Tuesday, April 1, 2025	9:00:00 AM - 10:00 AM	Tuesday, April 6, 2027
Policy		9:00:00 AM - 10:00 AM	Tuesday, May 6, 2025	9:00:00 AM - 10:00 AM	Tuesday, May 4, 2027
Policy		9:00:00 AM - 10:00 AM	Tuesday, June 3, 2025	9:00:00 AM - 10:00 AM	Tuesday, June 1, 2027