

10-19-20 Board of Education Regular Meeting

Monday, October 19, 2020 6:00 PM

Via Zoom *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda., 24 School Road, Weston, CT 06883-1623

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. RECOGNITION

- A. Recognize the Donation from Weston Gun Club for
WHS Digital Sound Board

IV. APPROVAL OF MINUTES

- V. **PUBLIC COMMENT** - *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for the link to the agenda, YouTube live stream link and link to the Public Comment Form.

VI. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

VII. NEW BUSINESS

A. Retirements

- 1. Acceptance of Retirement of Dana Goetz, WMS, English/Language Arts Teacher as of June 30, 2021
- B. Schooling Scenarios Update and Voluntary Distance Learning Update
- C. Third FY 2021 Financial Update

D. Revised FY20 Year End Financial Report

E. Weston Board of Education Policies, Regulations, and Bylaws

- 1. Policy and Regulation 6154, Homework
- 2. Policy 3541.5 Transportation Complaints
- 3. Policy and Regulation 5132.1 C - Use of Face Coverings in School (New)
- 4. Policy Hate Based Conduct

F. FY 22 Budget Calendar Approval

G. FY 22 Budget Assumptions Approval

VIII. OLD BUSINESS

A. Weston Board of Education Policies, Regulations, and Bylaws

- 1. Second Reading of Policy and Regulation 5135, Student Use of the District's Computer Systems

and Internet

2. Second Reading of Policy and Regulation 5136,
Use of Privately Owned Technology Devices by
Students
3. Second Reading of Policy and Regulation
4118.11-4218.11, Personnel Sex Discrimination and
Sexual Harassment
4. Second Reading of Policy and Regulation 5114.6,
Student Sex Discrimination and Sexual Harassment

IX. SUPERINTENDENT'S REPORT

- A. District Update

X. COMMITTEE REPORTS

- A. Communications Committee
- B. Curriculum Committee
- C. Facilities Committee
- D. Finance Committee
- E. Policy Committee
- F. Negotiations Committee
- G. CES
- H. CABE
- I. Weston Education Foundation

**XI. NEXT SCHEDULED MEETINGS OF THE BOARD OF
EDUCATION**

- A. Regular Session on November 16, 2020 at 6:00
p.m.
- B. Review of Pending Agenda Items for Next Meeting

XII. ADJOURNMENT

Board of Education Regular Meeting

September 22, 2020 5:00 PM

Via Zoom

*Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda.

Attendance Taken at 5:02 PM:

Present Board Members:

Anthony Pesco
Melissa Walker
Ruby Hedge
Gina Albert
Taffy Miller
Hillary Koyner
Victor Escandon

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

Motion Passed: Move that the Weston Board of Education approve the minutes from the July 22 Special Meeting, July 24 Executive Session, July 27 Regular Meeting, August 10 Special Meeting, August 25 Regular Meeting and September 21 Executive Session; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

IV. PUBLIC COMMENT - *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for the link to the agenda, YouTube live stream link and link to the Public Comment Form.

Discussion:

Andrew Herbst MD, 5 White Birch Ridge

In order to do any kind of distance learning a child needs to have some sort of computer literacy and reading ability. The current system does not work for younger elementary students at all. If we want to keep the number of children in school at 50% we need to switch ASAP to two 3 hour sessions with reading, writing, math, and maybe some science taught in class to each cohort in person. There can be on line sessions for specials and other subjects. This change should be implemented ASAP for Hurlbutt. In addition, the precautions being taken are such that it is very unlikely for infected children to pass on the infection to each other while in school. As positive cases occur we would hope that the contact tracing can be done in a more expedient manner than currently done.

Kristana Esslinger, 59 Ledgewood Drive

These questions are being submitted tonight on behalf of members of the Weston High School PTO Board.

Q1. Weston High School Question: As it pertains to the possible decision of moving from Early Dismissal Hybrid to Full Day Hybrid, please clarify the specifics of what that means. Will Full Day Hybrid include live instruction for students on off-cohort days (remote) which is different from the current Early Dismissal Hybrid on off-cohort days where they have free assignment time (self-instructed)? The idea of off-cohort days being totally off-line/self-instruction seems like a step backwards (which was the original Hybrid 2 model). Live streaming appears to be working for other school districts that have similar sized student body numbers as Weston.

Q2. BOE Committee Question: As the Weston High BOE Rep (signed below), I am trying to stay as informed as possible. As I cannot listen in to all of the Committee meetings, I rely on reading the minutes afterwards. However, on CABE there are hardly any minutes posted for these committee meetings. When will minutes be posted for the meetings that have occurred since the summer months? I am hoping going forward these will also be posted.

Q3. Is it possible for teachers to record lessons? We are hearing that students are "burning out" on screen time and losing focus so they would like to be able to go back and re-watch if needed.

Q4. A PTO Member has a friend who works at Easton public schools and has asked if there are contingency plans for teachers/staff to be able to switch to temporary virtual teaching should they have to quarantine or be tested due to either a family member having coronavirus or being contact traced to a person who has the virus?

Q5. In theory, kids who are identified as close contacts through contract tracing should be quarantining for at least 10-14 days. What is the current plan for these students? Are they able to move more quickly to the VDL category than waiting 5 days?

Q6. Will the HS be surveying the students to see how they feel the model is working so far? This would include questions on VDL or Hybrid (in-person alternating and afternoons DL) depending on their participation.

Q7. The high school principal told a parent on Friday that there are only 2 custodians at the HS that can help with lunch and this is one of the factors holding back moving to full day hybrid. If this is the case, is there funding to add additional custodians to help with lunch clean up and disinfecting in order to get the students into full day learning or at least full day hybrid?

V. NEW BUSINESS

V.A. Retirement

V.A.1. Acceptance of the Retirement of Elizabeth Fogarty, WMS, Art Teacher

Motion Passed: Move that the Weston Board of Education accept the retirement of Elizabeth Fogarty, WMS Art Teacher passed with a motion by Gina Albert and a second by Melissa Walker.

7 Yeas - 0 Nays.

V.B. Resignation

V.B.1. Acceptance of the Resignation of Diane Schirizzo, WHS, CASE Counselor

Motion Passed: Move that the Weston Board of Education accept the resignation of Diane Schirizzo, WHS CASE Counselor; passed with a motion by Gina Albert and a second by Taffy Miller.

7 Yeas - 0 Nays.

V.C. Fall 2020 Reopening Update

Discussion:

Dr. McKersie spoke regarding the two confirmed cases of COVID-19 at both WHS and HES. Ms. Wolak, Ms. Kaddis and Dr. McKersie, in conjunction with the Westport/Weston Health District, reviewed the steps that were taken over the course of the weekend and going forward, procedures that can be altered slightly to make the process of identifying and notifying go smoother.

Dr. McKersie, school administrators and WTA are talking about where we are as a District and the potential to switch to a full-day hybrid model. He has identified three areas in which need a little more strengthening prior to moving to a full-day hybrid model.

A discussion between the Board and Administration regarding overall instructional time for the year and the timing of moving towards a full-day hybrid model. Dr. Pesco proposed a special meeting to discuss and review plans to move between the models. It was requested that Mr. Cooper and Dr. Marks be in attendance.

NOTE: The order of agenda items was switched to allow Chief Henion and Sergeant Brodacki to speak earlier in the meeting regarding the School Resource Officer program.

V.D. School Resource Officer Update

Discussion:

Chief Henion spoke regarding the great relationship that WPS and the Weston Police Department have and the SRO program works well in the schools. The SRO's continue to receive advanced training on an annual basis.

Sergeant Brodacki mentioned that this year, they are working to be flexible with the schools in the mode that school is operating in and that State mandated fire drills are still required this year, however due to the fact that only 50 percent of students are currently in at a time, the number of drills are doubled.

V.E. School Resource Officer Memorandum of Understanding Approval

Motion Passed: Move that the Weston Board of Education renew the three-year Memorandum of Understanding (adopted September 23, 2019) between the Weston Police Department and the Weston Board of Education regarding the School Resource Officer Program; passed with a motion by Gina Albert and a second by Melissa Walker.

7 Yeas - 0 Nays.

Discussion:

After the vote on the SRO Memorandum of Understanding, Mr. Berkowitz gave an update regarding athletics. Currently the teams have been cohorting in groups of 10 and on Wednesday, will be able to participate in full team activities. As of now, the CIAC considers football to be a non-season this year, but he is awaiting direction regarding youth clubs as well as direction from the Westport/Weston Health District. Games will start on October 1. SWC is not allowing fans at this time and the CIAC is recommending not allowing fans as well. Mr. Berkowitz is hoping that this decision will change as the season gets underway.

V.F. WPS BOE-WTA Memorandum of Understanding for Fall 2020 Reopening

Discussion:

Dr. McKersie and Dr. Pesco reviewed the Memorandum of Understanding between the Weston Board of Education and the Weston Teachers Association for Fall 2020 Reopening. This MOU was based in the teacher's concerns surrounding re-entering back into the school setting. The main negotiating points are that there is representation of teachers in the re-opening committee, working conditions and paid leaves and accommodations.

The Negotiations Committee was thankful that both the Board and the Weston Teachers Association have a good working relationship and were able to work collaboratively.

V.G. Enrollment and Voluntary Distance Learning Opt-In Update

Discussion:

Dr. McKersie spoke regarding the Enrollment Update and Virtual Distance Learning Opt-In Update. We currently have a slight growth from last year, but not as large as we had anticipated a few weeks ago (upwards of an additional 70 students). We have had a slight drop in VDL students, but the past week remained flat.

A question was asked as to whether students decided not to enroll or perhaps chose to go to private schools. Also, how many parents chose to homeschool their children or withdraw from the District. This information will be helpful to know as we enter the budget process for the next fiscal year.

V.H. Ratification of the Tentative Agreement between Weston Board of Education and AFSCME, Local 1303-110 of Council 4, for a collective Bargaining Agreement, Effective July 1, 2020 through June 30, 2023

Discussion:

A tentative agreement has been reached between the Weston Board of Education and AFSCME. The Negotiations Committee members spoke regarding the collaborative nature between the Board and AFSCME. The two main points of the agreement are the health premium cost share and salary increases.

Motion Passed: Move that the Weston Board of Education ratify the Tentative Agreement between the Board of Education and AFSCME, Local 1303-110 of Council 4, for a collective Bargaining Agreement, effective July 1, 2020 through June 30, 2023; passed with a motion by Gina Albert and a second by Melissa Walker.

7 Yeas - 0 Nays.

V.I. Second FY 2021 Financial Update - Including Unanticipated Re-Opening Costs due to COVID

Discussion:

Mr. Cross provided the second FY 2021 Financial Update, which includes three years' worth of historical data. He also provided a detailed account of the current unanticipated expenses, mainly attributed to COVID-19. He went on to discuss the Non-Lapsing Funds Account, potential reimbursements from Federal and State agencies and the Internal Services Fund.

Motion Passed: Move that the Weston Board of Education approve the second FY 21 Financial Update; passed with a motion by Gina Albert and a second by Ruby Hedge.

7 Yeas - 0 Nays.

V.J. Weston Board of Education Policies, Regulations, and Bylaws

V.J.1. Student Use of the District's Computer Systems and Internet and V.J.2. Use of Private Technology by Students

Discussion:

Ms. Walker provided a first reading of the two policies Student Use of the District's Computer Systems and Internet and the Use of Private Technology by Students. These policies have been reviewed by the Policy Committee and Mr. DiVito was instrumental in helping with the content and language. A Use Agreement is in place for everyone who uses District devices.

V.J.3. Prohibition of Sex Discrimination and Sexual Harassment (Personnel) Title IX and V.J.4. Prohibition Sex Discrimination and Sexual Harassment (Student)- Title IX

Discussion:

Ms. Walker provided a first reading of both the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) Title IX Policy and Administrative Regulation and Prohibition Sex Discrimination and Sexual Harassment (Student) Title IX Policy and Administrative Regulation. The changed were drafted by our outside counsel and the Policy Committee worked with Ms. Edwards, who is the District's Title IX Coordinator on language and content.

VI. SUPERINTENDENT'S REPORT

VI.A. District Update

Discussion:

Dr. McKersie mentioned that one Policy that did not make it on the agenda for this evening was the Homework Policy. A draft of the policy has been reviewed through both the Policy and Curriculum Committees and is ready to be presented to the full Board. The policy will be put on an upcoming Board meeting for discussion and review. Dr. Craw mentioned that the Homework Policy will take time to implement and will begin to make plans once we are more settled in our education delivery process due to COVID-19.

VII. COMMITTEE REPORTS

VII.A. Communications Committee

Discussion:

Ms. Hedge mentioned that Mr. DiVito will be working on a way to make it easier for families to know what type of day it is for their child via the school calendars on the District website (blue day, gold day, etc.).

VII.B. Curriculum Committee

VII.C. Facilities Committee

VII.D. Finance Committee

Discussion:

Ms. Albert mentioned that there will be a BOE Budget Workshop on Friday, September 25, 2020 to review last year's process and discuss the process for the next budget cycle.

VII.E. Policy Committee

VII.F. Negotiations Committee

VII.G. CES

VII.H. CABA

VII.I. Weston Education Foundation

VIII. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

VIII.A. Regular Session on October 19, 2020 at 7:00 p.m.

Discussion:

Dr. Pesco discussed the next monthly Board meeting and their desire to return to a more typical arrangement as a socially-distanced, in-person meeting at the WMS Library.

Mr. DiVito looked last week at the current technology in the WMS Library and determined that the microphones are not strong enough for people to be heard through masks and that the three cameras we have permanently mounted in the ceiling, would not be able to view a socially-distanced Board and Cabinet. The cameras are not able to span that wide a distance. Mr. DiVito has had someone come in to look at our current system and quote on overhauling it for an updated one. Pricing is expected within 1-2 weeks. He will also find out what lead time and installation would be on such a purchase and installation. As far as additional cleaning of the WMS Library,

Mr. Cross said that the only additional expense would be the cleaning of the space by a WPS custodian, who would also be able to use the mister to help with the disinfecting. It was determined that the October 19 BOE meeting will continue in the same Zoom meeting format.

VIII.B. Review of Pending Agenda Items for Next Meeting

Discussion:

Dr. McKersie reviewed some of the items that are scheduled for the October monthly Board Meeting. The three top items would be the Homework Policy, the schooling model scenarios and the Gauging Student Progress report.

Dr. Pesco will work with Dr. McKersie and Principals to schedule a Board Special Meeting regarding the schooling model scenarios ahead of the monthly Board Meeting.

IX. ADJOURNMENT

Discussion:

The meeting was adjourned at 8:51 p.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Taffy Miller.

7 Yeas - 0 Nays.

Chairperson

Superintendent

9-25-20 Budget Workshop

September 25, 2020 12:00 PM

Zoom Livestream. Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda.

Attendance Taken at 12:02 PM:

Present Board Members:

Anthony Pesco

Melissa Walker

Ruby Hedge

Gina Albert

Taffy Miller (left meeting at 1:15 p.m.)

Hillary Koyner

Victor Escandon (left meeting at 1:04 p.m.)

1. Debrief on the 20/21 Budget Process

Discussion:

The Board of Education took time to debrief and give their thoughts on the budget process for FY 2021. With Mr. Cross starting in October of 2019, it was a steep learning curve for him to learn about the processes in Weston and how we go about creating the budget.

Dr. Pesco mentioned that the issue of affordability regarding the proposed budget is discussed too late in the process. The BOE needs to understand earlier in the process and part of that is understanding all contractual obligations and the things that we need/must do within the District. He then opened up comments from other Board Members. The following are things that were mentioned in looking back at last year's budget process:

- The FY 2021 budget lacked the substance that previous budgets had. This led to the Board asking many more questions than in previous years.
- The Board is excited that Mr. Cross is able to come into the budget process with fresh eyes, and based on past experience, be able to help better the way in which we create and present the budget.
- Last year's budget was difficult to connect the strategy and got lost in much of the details.
- Within some of the meetings last year, they got too lost in the smaller details and they should focus on overarching broader topics that can be accomplished by the Board as a whole.
- In past budgets, within each section there was a page that highlighted the important drivers. This allowed for a better understanding of why the budget was changing. This helps to tell the story much more quickly.

2. Budget Calendar Review

Discussion:

The Board and Mr. Cross reviewed the draft FY 2022 Budget Calendar. There were a few changes in some of the workshops scheduled in early January in order to

help the Board provide the Administration with any questions they might have, while giving the Administration enough time to respond.

3. Discussion on Multi-Year Budget Format

Mr. Cross outlined a sampling of what he will be looking change for the FY 2022 budget. He will include the last three years of the District's budget as well as a three-year projected budget. This would be pro forma and some items, such as salaries, would be based on a historical average increase over a set amount of time. The Board is very excited to see this and how it will help make better informed decisions each year. The Administration needs to understand how we are able to this from a legal perspective with regard to the negotiation process with each union represented within the District.

4. Discussion on 21/22 Budget Process/Format

Discussion:

Mr. Cross will also be changing the budget so that we will highlight object lines, allowing all costs district wide to roll up into one number, rather than each school having its own line. It has been very hard to understand how much is being budgeted looking individually at line items, rather than an object line and then seeing what makes up the total number. The Board agrees that this is a much better way to streamline and view the budget. It will give better understanding to them and help tell the story of what is being requested. It is still important for each principal to speak regarding each of their own schools and their budget requests.

4.1. Coordination with Board of Selectmen and Board of Finance

Discussion:

The Board spoke about the current process with both the Board of Selectman and the Board of Finance-review by the BOS in February and in March by the BOF. Having a Tri-Board meeting earlier in the process and understanding where the Town stands, in order to create the budget to be presented, would be beneficial to everyone involved.

5. Other Business

Discussion:

The question was raised as to how better we could use Zoom for Public Comment, rather than the Google Form. Mr. DiVito said he would look to see what safe alternatives there may be to allow for public comments in live form. With a motion by Dr. Pesco, and second by Ms. Hedge, the meeting was adjourned at 1:55 p.m.

Chairperson

Superintendent

Board of Education Executive Session

October 06, 2020 8:00 AM

Via Zoom

Attendance Taken at 8:02 AM:

Present Board Members:

Anthony Pesco
Melissa Walker
Ruby Hedge
Gina Albert
Taffy Miller
Hillary Koyner
Victor Escandon

1. Personnel Matter: Discussion and Review of Superintendent's Employment Contract

Upon a MOTION by Dr. Pesco, second by Ms. Walker, the Board entered Executive Session at 8:02 a.m. to discuss and review the Superintendent's employment contract.

Upon a MOTION by Ms. Albert, second by Ms. Walker, Executive Session adjourned at 8:59 a.m.

Chairperson

Superintendent

Board of Education Special Meeting

October 8, 2020, 2:00 p.m.

Via Zoom Live Stream.

Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda.

Attendance Taken at 2:00 p.m.:

Present Board Members:

Anthony Pesco

Melissa Walker

Ruby Hedge

Gina Albert

Taffy Miller

Hillary Koyner

Victor Escandon

I. Discussion and Potential Decisions Regarding WPS Schooling Scenarios

Discussion:

Dr. Pesco opened by stating that the meeting was not a referendum and the final decision rests with the superintendent.

Dr. McKersie spoke regarding the recommendations on updating schooling scenarios.

- The recommendation based on feedback from administration, teachers, parent representatives, and notably Dr. Cooper and Dr. Marks, is that grades K-5 return full day, five days a week starting October 26. Dr. McKersie noted that with a shift to full time school, teaching to Voluntary Distance Learning (VDL) students while having a full day with students becomes very difficult for teachers. He cited other district's use of dedicated VDL teachers and would recommend that for Weston Schools.
- Weston Middle School would shift to a full day hybrid schedule and the high school will stay as is until the end of the first quarter.
- Parents of VDL students would be asked to re-commit to their VDL status and keep the commitment for up to three months.

Principal Laura Kaddis provided details on K-2 full day reopening.

- In K-1 classrooms, the average spacing is approximately five feet between students.
- The average class size in K-1 is about 18 but we continue to enroll as families move into Weston.
- In grade 2, the distancing reduces to three feet due to the size of the room and enrollment. Class size guidelines is at 24 and we are currently at 21-22 per class.
- All students will be cohorted within their classrooms in masks; a second mask break will be worked into the full day schedule.
- For grade 2, we would have to rotate our students into our large spaces during lunchtime in order to provide at least six feet of social distancing during this time without masks.
- A full recess period will be reinstated, weather permitting.
- Considerations:
 - Increased staffing for recess and lunch supervision may be necessary.
 - May need to adjust arrival and dismissal times due to increase in parent drop off/pick up; and this may warrant increased staffing to assure safety and efficiency.

Principal Pattie Falber provided details on grade 3-5 full day reopening.

- With class sizes ranging from 21-23 pupils, social distancing between students is about four feet.
- WIS may have to consider using the gym in addition to the cafetorium in order to achieve six feet social distancing during lunch.

DRAFT

- All academics and specials are in the classroom.
- Dismissal challenges are the same as HES, increased staff is necessary to maintain safety for students on pickup/drop off line.

Dr. Craw spoke about considerations for teaching voluntary distance learners.

- With the K-5 full return, we will look to identify separate teachers to manage these students and may need to hire additional teachers. Currently the VDL counts across the grades is: K – 15, grade 1 – 28, grade 2 – 15, grade 3 – 22, grade 4 – 34 and grade 5 – 36.
- Teachers will work on how best to teach VDL students so they are not on their computers constantly.
- It was noted that teachers strongly expressed the importance of added professional learning with the full day return and requested a weekly early dismissal on Wednesday to accommodate this.

The presentation paused to take questions from Board members.

- Board members expressed their concerns of having to hire additional teachers to manage VDL students and asked that the administration come up with more creative solutions including a model where there are no added hires.

Dr. McKersie promised to bring forth these options no later than October 13 so that a final decision could be made by October 16.

- Board members also expressed the need to effectively communicate the efficacy of safety protocols especially for classrooms with less than six feet of social distancing.

Principal Dan Doak spoke about the Full Day Hybrid Scenario proposed for Weston Middle School.

- With the shift to full day hybrid, the cohort that is at home will be joining the class via Zoom for the entire day along with the VDL students. There is more clarity and synchronicity in this model, but there is concern for students who have to be on Zoom all day.
- There will be differences in activities for students who are in person and those who are on Zoom depending on the discipline.
- Lunchtime will be managed to ensure social distancing, using a combination of no touch delivery and large open spaces.
- Recommend an early dismissal with asynchronous learning for the remainder of the day once per week for teachers to have time for collaboration, curriculum design and professional learning.
- There will be an additional bus run while the middle school and high school are on different dismissal schedules. Finance director, Mr. Cross stated that the additional bus run will be covered by CRF funds available through December 2020.
- The proposed start date is October 26 rather than October 19 for scheduling, transportation and professional learning considerations.
- Board members asked for more details in an updated report on the proposed once a week early dismissal and asynchronous learning day.

Principal Lisa Wolak spoke about the plans for the high school.

- The proposed start date of full day hybrid for WHS is November 16. This is essential so that students do not have a shift in their schedule and routine during the Fall Quarter, which is an especially significant period for juniors and seniors in terms of post-secondary preparations.
- The schedule will return to the six period, drop two daily schedule.
- Full in everyday is not recommended because social distancing of six feet cannot be guaranteed with all students in the building at the same time.

Ms. Walker asked if it were possible for teachers to have a focused professional development on bringing consistency between VDL and in-person students and proposed sending a survey to VDL parents. Teachers at the K-5 level have voiced their opinions about possible solutions for working with VDL students and have favored having separate teachers for these students.

Dr. McKersie concluded that he will work on these VDL scenarios relative to K-5 and bring it forward and set another meeting for making a decision by October 16. He stated that tomorrow a message will go out to parents outlining the decision to have K-5 come back to full time, middle school move to full day hybrid learning on October 26, and the high school stay at the current schedule until the end of the first quarter.

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Dr. Pesco acknowledged that a lot of progress was made in this meeting and thanked Dr. McKersie, the administrators and entire staff for their hard work.

With a motion to adjourn by Dr. Pesco, second by Ruby Hedge, the meeting was adjourned at 5:07 p.m.

Chairperson

Superintendent

DRAFT

Board of Education Budget Workshop

October 13, 2020 9:00 AM

Via Zoom Live Stream.

Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda.

Attendance taken at 9:00 a.m.

1. Call to Order, Verification of Quorum

Present Board Members:

Anthony Pesco
Melissa Walker
Gina Albert
Taffy Miller
Ruby Hedge
Hillary Koyner
Victor Escandon

2. Discussion of Voluntary Distance Learning Options within Modified School Scenarios

Discussion:

- Dr. Craw gave an overview of the K-5 Voluntary Distance Learning Options document and discussed with the Board the details of each option.
- Principals Falber and Kaddis described the how a no-hire dedicated teacher option for VDL students would impact in-person classroom rosters.
- Specific support structures such as reading and math intervention for VDL students would continue to be ongoing and the possibility of a dedicated VDL teacher was also mentioned.
- Principals described the distribution of student materials, procedures around testing and gauging progress, as well as conferencing for VDL students.
- Mr. DiVito described how classroom ambient microphones and other enhancements addressed poor sound quality for students at home and addressed other IT questions troubleshooting questions.
- Board members inquired if there is anything that the VDL student was not receiving for being at home. The administration explained that all of our support structures for in-person students are available for VDL students and can be done remotely.
- Dr. Craw and Principal Kaddis described the role of CILs and Team Leaders in working collaboratively during PD time to share their best practices across grade levels and at the building level so that teachers are at the same level of expertise.
- Board members asked for more creative ways to use staff to support VDL students especially in the early days of full day implementation. Dr. McKersie will work with the principals and PPS Director, Tracy Edwards to do a VDL parent outreach to get more information on the challenges.
- Board members asked that the updated communication to parents regarding VDL supports contain more detail and clarity for not only K-5 students but for all levels including the middle and high school.

3. Review of FY22 Budget Calendar

Discussion:

DRAFT

Finance Director, Phil Cross noted two minor changes to the January calendar. He also noted that the dates from February onward were for informational purposes only and will be updated when the Town provides their calendar. Dr. Pesco also mentioned that the Tri-Board meeting needs to be added.

4. Review of FY22 Budget Assumptions

Discussion:

Dr. McKersie gave a brief overview of each of the budget assumption items and what changes to expect for the coming year and with the understanding that this is a post-COVID budget. He emphasized that the enrollment projections are preliminary and are based on last year's projections. They will be updated in the budget documents in the November report with the Milone and MacBroom updates. Board members suggested including healthcare costs in the assumptions.

5. Review of Preliminary/Estimated/Discussion-Only Pro Forma FY22

Discussion:

Mr. Cross reviewed the Pro-Forma the document line by line and gave the rationale of estimates and increases. The document reflects costs as if we had not made any additional changes.

6. Adjournment

Discussion:

The meeting was adjourned at 11:23 a.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Gina Albert.
7 Yeas - 0 Nays.

Chairperson

Superintendent

Hi Dr. McKersie and Ms. Wolak,

I hope you both had a great weekend! Ava and I are so sorry we both cannot attend tonight's BOE meeting to speak on behalf of the student body for we have soccer practice right in the middle! Ava and I have drafted a list of things we feel have been going really well this year along with some concerns and words from the students since this unfamiliar school year has started. Below are some points we would have brought up if we were attending the meeting tonight-- thank you so much and enjoy the rest of your evening!!

Talking Points:

1) Students love being back: Kids love interacting with other students, teachers and faculty members on a face to face level. It has been much easier to learn and focus in the classroom rather than being distanced-- as shown as the voluntary distanced learners have pretty much all come back to school! Being able to have sports, clubs and working to create a more social, yet safe school community has kept our students positive and hopeful for a safe full re-opening. Fans at sports games, in person classes, small "happy" events-- passing out of goodie bags from parent reps all help make this time more fun and "normal".

2) Concerns: Mental health-- work loads, stress of due dates, confusing platforms of canvas and multiple places teachers are putting assignments as well as having all classes on a computer screen then having homework all online is straining eyes since we are on technology for 8-10 hours a day. We recognize the efforts the school and our community is putting forth to make this year as normal as possible, but at times students are feeling stressed, overlooked and overwhelmed by not only school work, but also outside sources such as what is going on around us, like the global pandemic. Thinking about how our schedule will change November 16th (we know nothing is set in stone, but the ideas are scaring students) is stressful. Students want to go back full time, like most teachers, but concerns are being brought up about being on a computer from 7:45-2:30 on your non alphabet day. We know there are a lot of factors that come into play when planning a school wide COVID schedule, but a main fact that must remain in our heads is the STUDENTS WELL BEING for we are the ones learning and put in these unfamiliar environments.

3) Future Plans: Ava and I will come up with possible ideas for potential schedules for returning full time. Student government as a whole is brainstorming covid friendly activities and events to keep the students hopeful and excited.

4) Seniors: The senior class is so happy with the little goodie bags we got with candy and a Dunkin gift card last week-- little things really go a long way! Keeping a smile on people's faces during hard times like these in a small community like Weston is what helps move things along while staying positive. We are so grateful for all that everyone is doing!

Thank you so much! We apologize for our absence tonight and have a great rest of your evening! Stay safe and healthy!

Sincerely,

Natalie Haythorn & Ava Pouloupoulos

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Schooling Scenarios Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Attached is the October 9, 2020 Decisions on WPS Schooling Scenarios and the October 13, 2020 memo on Final Modifications to WPS Schooling Scenarios-Effective October 26, 2020.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



Weston Public Schools
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

October 9, 2020

TO: WPS Families and Staff

FROM: William S. McKersie, Ph.D., Superintendent

RE: Decisions on Modifications to WPS Schooling Scenarios -- Effective 10.26.20

The Board of Education met Thursday in a Special Meeting to discuss recommendations for modifications to WPS Schooling Scenarios. The recommendations were framed by our top priorities for health and safety, academic growth and social-emotional learning. We drew on feedback from teachers, administrators and families on how well the current Schooling Scenarios have been working and what modifications are necessary to maximize the quality of teaching and learning for students. We also drew heavily on advice from public health and medical experts.

The following decisions were made, which will take effect on Monday, October 26, 2020. (Please note that we list below several decisions still pending, with the deadline for these decisions set for October 16.)

1. HES and WIS – Shift to Full Return

Starting on Monday, October 26, 2020, HES and WIS (grades K-5) will return for in-person school (the “Full Return” in recommendation documents), five days per week and for complete school days. Students will continue with the same teacher they have had during the Hybrid Scenario.

The daily schedule is still under review. One option is 8:30 a.m. – 3:10 p.m., which may need to be modified to account for traffic. The other option is to run the in-school portion of the day from 8:30 a.m. - 1:15 p.m., with the remaining school time to be used for teacher and student interactions remotely. We will announce the final arrival and dismissal schedule by Friday, October 16.

Additional details on the shift to a Full Return for HES and WIS will be forthcoming from Laura Kaddis and Pattie Falber, respectively. We ask that families hold questions and inquiries until they have received information from the principals.

2. HES and WIS -- Voluntary Distance Learning Program -- Decision Pending

The BOE and administration discussed at length the need to improve the quality of the Voluntary Distance Learning Program for K-5. With a shift to Full Return, we must make sure that Voluntary Distance Learning students receive focused attention from teachers. We discussed several possible approaches: (1) Establishing dedicated teachers for the Voluntary Distance Learning Program; (2) Deploying existing staff to work with groups of Voluntary Distance Learning students; and, (3) Continuing with the current approach of blending Voluntary Distance Learning students with in-school classrooms, which includes focused time with teachers at the close of the day (we could do this if the HES/WIS schedule has the in-school time ending at 1:15 p.m.).

A final decision on the Voluntary Distance Learning Program for HES and WIS will be made by Friday, October 16.

3. WMS – Shift to Hybrid Full-Day

Starting on Monday, October 26, 2020, WMS will shift to a Hybrid Full-Day Scenario. The basic elements are as follows:

- Blue/Gold Cohorts would continue from the current plan.
- Full-Day Schedule -- 7:45 a.m. - 2:25 p.m.
 - Final details on timing for dismissal will be communicated by October 16.
- Additional end of school day bus run established for WMS until WHS shifts to Hybrid Full-Day and aligns with WMS schedule.
- Students on remote day would participate with in-school students via synchronous instruction, in interactive formats.
- In-school students would follow the current health and safety protocols, including:
 - Masks required at all times, other than designated mask breaks.
 - Social distancing of six feet.
- Lunchtime and recess will be managed to ensure social distancing.
- Voluntary Distance Learning students participate with in-school students each day via synchronous instruction, in interactive formats.

Details on the shift to a Hybrid Full-Day for WMS will be forthcoming from Dan Doak. We ask that families hold questions and inquiries until they have received information from Mr. Doak.

4. WHS -- Continue with Early Dismissal Hybrid

The high school would continue with the current Hybrid scenario and schedule through at least November 11, 2020, which coincides with the start of the next quarter. We do not want students shifting their schedule and routine during the Fall Quarter, which is a significant period for juniors and seniors in terms of post-secondary preparations. The

high school is developing plans for a Hybrid Full-Day, which it will discuss with the BOE as we move into November.

Details on a shift to a Hybrid Full-Day for WHS would be forthcoming from Lisa Wolak. We ask that families hold questions and inquiries until they have received information from Ms. Wolak.

5. Increased Professional Learning for Staff

Professional learning time embedded into the 2020-21 calendar is essential for increasing the amount and quality of synchronous learning. Since synchronous instruction entails teaching students both in person and remotely, which has never been implemented previously in Weston, teachers need time carved into the calendar to plan and collaborate as they implement this model. Additional professional learning time needs to be provided for teachers to continue to be more skilled and competent with the various technology tools and programs that support synchronous learning. In addition, professional learning time is needed for planning and management as all students are fully integrated into the classroom.

We currently have the following dates on the approved BOE calendar between now and December 31. Additionally, adding an early release on Wednesday, November 18 gives us two Full-Day professional learning days and three early release days between now and the end of the calendar year.

Current Calendar

- Monday, October 12 - Full-Day
- Wednesday, October 21 - Early Release
- Tuesday, November 3 - Full-Day
- Wednesday, December 9 - Early Release

Proposed Addition to Calendar

- Wednesday, November 18 - Early Release

Ken Crow, Dan DiVito, Tracy Edwards, school administrators, the Professional Growth Committee and Curriculum Instructional Leaders collaborate in planning and developing all professional learning. Additional professional learning opportunities will be added as we move through the school year. We want to provide a regular set of learning experiences for teachers and administrators, which will be a boost to the quality of teaching and learning in what has proven to be a unique year.



Weston Public Schools
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

TO: WPS Families and Staff

FROM: William S. McKersie, Ph.D., Superintendent

DATE: October 14, 2020

RE: Final Modifications to WPS Schooling Scenarios -- Effective 10.26.20

Background

As announced on Friday, October 9, WPS will modify its Schooling Scenarios starting on October 26, 2020. HES and WIS will shift to Full Return of students; WMS will shift to Hybrid Full Day; and, WHS will continue with Hybrid Early Dismissal until mid-November, with plans underway to shift to Hybrid Full Day. Left to further consideration was the Voluntary Distance Learning Program for HES and WIS.

The Board of Education held a workshop Tuesday morning to discuss the K-5 Voluntary Distance Learning Options within the framework of a Full Return. The administration shared three VDL Options with the Board taking into account feedback from families and staff. Described in the document at the following link, the options included two Full Return approaches that continue the current practice of blending VDL students into in-person classrooms and a third approach that would provide dedicated VDL teachers ([Supporting VDL Document](#)).

We ask that all WPS families and staff read this document carefully. It has important information for all grades K-12.

Final Decision K-5 VDL

We will implement the Full Day approach, which integrates K-5 VDL students with their classes throughout the school day. (WMS and WHS VDL students will continue the approach underway since the start of the school year.)

¹[BOE Workshop Meeting Video](#)

We have structured into the K-5 Full Day schedule that every Wednesday through December will be a 12:35 p.m. early-release either for individualized or small-group check-ins with VDL students or a professional learning day. The specific dates are listed at the close of this document.

Opting In or Out of VDL -- October 16 Deadline

After reviewing the following material, please contact your building administration by October 16 if you are planning to move in or out of VDL. You do not need to contact us if there is no change to your plans. For those families who choose the VDL pathway, we ask that you maintain this commitment through the end of December. There are many scheduling and planning considerations when a student moves between in-person and VDL.

VDL is not an option for in-school students who are briefly ill or away from school for other reasons. The exception is that students who are out of school due to COVID-19 quarantines may participate in their classes remotely via VDL. Families must communicate with their building administrator and teachers beforehand.

WPS Schooling Scenarios -- Starting October 26, 2020

Stated briefly, the changes to the WPS Schooling Scenarios will be as follows.

HES & WIS Full Return -

- All in-person students will attend school on a daily basis five days a week from 8:30 a.m. to 3:15 p.m.
- VDL students will follow the same full day school schedule with their current classroom teacher and in-person peers, while attending classes synchronously.
- Every Wednesday will be a 12:35 p.m. early-release either for individualized or small-group check-ins with VDL students or a professional learning day.
- The K-5 VDL synchronous format is highlighted on the next page.
- More detailed information will be sent ahead of October 26 by Laura Kaddis and Pattie Falber.

WMS Full Day Hybrid -

- All in-person students will attend school on their assigned cohort days for the full day from 7:45 a.m. to 2:30 p.m.
- Students on remote day would participate with in-school students via synchronous instruction, in interactive formats.
- VDL students participate with in-school students each day via synchronous instruction, in interactive formats.
- More detailed information will be sent ahead of October 26 by Dan Doak.

WHS Continue with Early Dismissal Hybrid -

- WHS would continue with the current Hybrid scenario and schedule through at least November 11, 2020, which coincides with the start of the next quarter.
- WHS is developing plans for a Hybrid Full-Day, which it will discuss with the BOE as we move into November. More details will be shared by Lisa Wolak.

K-5 VDL Synchronous Format

The K-5 VDL format will be interactive and synchronous throughout the school day. It is envisioned as an important step to increase the quantity and quality of instructional and support time for VDL students, who will attend core and special area classes with their in-person classmates. The most salient characteristics of the VDL synchronous format are highlighted in the table below.

K-5 VDL Synchronous Characteristics	
Students	<ul style="list-style-type: none">• Continue with current teacher assignments.• At home and VDL students Zoom in at the beginning of each class.• All students (in school, at home, VDL) participate actively in all classes throughout the day.• All students will work on camera unless directed by the teacher to work independently on specific tasks, projects, or independent practice or learning.• In the event that a student is placed on quarantine, the student may participate in the class remotely.
Teachers	<ul style="list-style-type: none">• Maintain current student and classroom assignments.• Provide direct instruction related to curriculum and unit outcomes.• Confer with individual students for feedback, instruction, or assessment.• Confer with small groups for guided practice/instruction.• Support students who have questions or concerns.
Schedule	<ul style="list-style-type: none">• Follows the school day schedule.• VDL students participate in Morning Meetings with in-person students.• All VDL students participate in each class period with their in-person classmates.• Students (in-person and VDL) attend specials daily.
Learning environment	<ul style="list-style-type: none">• Interaction occurs throughout the school day during morning meetings, lessons, and read alouds.• Teachers will employ a variety of strategies to instruct in-person and remote groups of students.• The Technology Teacher Toolkit provides the teacher with the flexibility to engage the remote groups of students by assigning breakout rooms for small group work, determining what students are viewing from home, and building a sense of community in the classroom.• At times, at home students will engage in independent work and will be able to access the teacher for support.
Curriculum	<ul style="list-style-type: none">• Synchronous learning allows the teacher to advance the curriculum on a daily basis and engages all students in the lesson regardless if they are in-person or remote.

Instruction	<ul style="list-style-type: none"> • In-person, at home and VDL students participate in whole group and small group instruction that employs a variety of instructional strategies to meet student needs. • Teachers may differentiate the learning activities for in-person and remote groups to better meet their needs. • There are certain activities that can only happen in school (i.e. hands on science activities, math unit assessments) which will require at home students to have an alternate asynchronous task. • After school check-ins are replaced with conferencing and conferring during the school day as part of the workshop model.
Parents	<ul style="list-style-type: none"> • Adult/parent supervision for at home learning. • Support with focus and engagement, as needed. • Ensures the child joins Zoom at the appropriate time.
Screen time	<ul style="list-style-type: none"> • VDL students will not be on their screens all class period. • Teachers will identify time within literacy and math workshops for students to work asynchronously.
Technology	<ul style="list-style-type: none"> • Synchronous instruction will be most effective for in-person and remote learners when there are minimal technical difficulties in school and at home. • Parents should ensure working technology, connectivity, and support for technology usage issues that may arise on the student end. • Classroom teachers are not able to provide technology support during lessons.

Increased Communication and Support for VDL Students and Families

Communication with VDL Families

We recognize that families will have questions about the learning model for VDL students. We will be scheduling a Zoom meeting next week for VDL families with district and school administrators and teachers to review the changes and improvements. The date and time for this meeting will be forthcoming in a separate communication. Going forward, we will have periodic informational and listening meetings via Zoom with VDL families.

Additional VDL Supports

Based on feedback from families and staff, we are identifying additional strategies to support VDL students in several important areas. We believe that the every Wednesday early-release (either for individualized or small-group check-ins with VDL students or a professional learning day) will be an important way to provide additional support. Three areas will receive special attention:

- Academic support - We are examining ways to help VDL students who may be struggling or need differentiated support with their learning.
- Social emotional learning - Our PPS department will be working with school administrators and teachers to identify additional strategies to increase social and emotional support for VDL students. We will be reaching out to VDL families to better understand how to address social emotional learning for remote students.

- Technology support - We have received feedback that VDL students require more timely access to technology support if issues should arise when connecting into classrooms. We will provide an update promptly on solutions.

Schedule for K-5 Check-ins:

- Wednesday, October 28, 2020
- Wednesday, November 11, 2020
- Wednesday, December 2, 2020
- Wednesday, December 16, 2020

Increased Professional Learning for Staff

Professional learning time embedded into the 2020-21 calendar is essential for increasing the amount and quality of interactive synchronous learning. Since synchronous instruction entails teaching students both in-person and remotely, which has never been implemented previously in Weston, teachers need time carved into the calendar to plan and collaborate as they implement this model. The dates below have been identified for this purpose.

Calendar of K-12 professional learning teacher meetings:

- Wednesday, October 21 - Early Release
- Tuesday, November 3 - Full-Day
- Wednesday, November 18 - Early Release (New Added Date)
- Wednesday, December 9 - Early Release

Ken Crow, Dan DiVito, Tracy Edwards, school administrators, the Professional Growth Committee and Curriculum Instructional Leaders collaborate in planning and developing all professional learning. Additional professional learning opportunities will be added as we move through the school year.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Voluntary Distance Learning Update

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Attached is the Voluntary Distance Learning spreadsheet, indicating the number of participating students as of October 16, 2020.

As of October 16, the count for Voluntary Distance Learning is at 261 (11.6 percent), which is the lowest level yet. The most recent counts:

- 297 as of 10.9.20
- 309 as of 10.2.20
- 346 as of 9.29.20
- 341 as of 9.18.20
- 362 as of 9.8.20.

The continued shift out of VDL reinforces the practice of including the Voluntary Distance Learning students in the calculation of social distancing space in classrooms--we have to be able to allow students to return without disrupting social distance plans. VDL families deciding to Homeschool their child account for a small number of the latest shift.

The decrease from the latest count is across all schools: WHS went from 71 to 56; WMS from 79 to 76; WIS from 90 to 77; and HES from 57 to 52. The proportions of VDL students per school still varies: seven percent at WHS; 13 percent at WMS; 16 percent at WIS; and 13 percent at HES.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

**Voluntary Distance Learning Opt-In
as of October 16, 2020**

Grade	# of Students for Voluntary Distance Learning	Total by School for Voluntary Distance Learning	Confirmed Enrollment as of 10-1-20	Confirmed Total Student Enrollment by School as of 10-1-20	% VDL by Class Size as of 10-16-20
PK	3 (not included below)	PK @ HES: 3(not included below)			
K	14		122		11.5%
1	25		142		17.6%
2	13	HES: 52 (13.2% total population)	131	395	9.9%
	52				
3	16		145		11.0%
4	29		176		16.5%
5	32	WIS: 90 (15.6% total population)	172	493	18.6%
	77				
6	22		172		12.8%
7	28		190		14.7%
8	26	WMS: 76 (13.2% total population)	196	558	13.3%
	76				
9	13		198		6.6%
10	16		194		8.2%
11	16		207		7.7%
12	11	WHS: 56 (7% total population)	204	803	5.4%
	56				

261 (11.6% Total Population VDL Opt-In)

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WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/19/20

Information Only

Action Requested

Agenda Item Subject: Approval of the September 2020 Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the third FY21 (September 2020) Financial Report Including Internal Services Fund (for Dental). We are recommending approval of the report.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



October 9, 2020

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: September Financial Report for FY 20-21

Below is a summary report of the FY 21 Budget through September, 2020.

Object Series	FY 21 Adjusted Budget	FY 21 YTD Actuals	FY 21 Encumbrances	FY 21 Estimated Adjustments	FY 21 Projected to EOY	FY 21 Balance Available	Previous Month Balance
Salaries (1000's)	33,082,118	4,796,214	22,721,607	5,632,297	33,150,118	(68,000)	(226,402)
Benefits (2000's)	9,666,960	2,597,973	6,025,435	1,061,122	9,684,530	(17,570)	(46,211)
Professional Services (3000's)	1,517,445	182,065	685,204	650,176	1,517,445	-	-
Property Services (4000s)	2,139,034	408,598	1,169,906	787,531	2,366,035	(227,001)	(246,145)
Other Services (5000s)	5,858,228	490,272	1,764,286	3,579,420	5,833,978	24,251	-
Supplies (6000s)	2,691,613	657,052	1,554,178	518,848	2,730,078	(38,465)	(130,731)
Equipment (7000s)	219,008	207,637	19,830	40,572	268,038	(49,030)	(152,358)
Other Objects (8000s)	119,424	61,481	22,659	35,284	119,424	-	-
Revenue (9000s)	(1,132,387)	(85,180)	8,649	(1,349,922)	(1,426,452)	294,065	619,563
Total	\$54,161,443	\$9,316,112	\$33,971,754	\$10,955,327	\$54,243,194	(\$81,751)	(182,285)

Month over Month Changes:

Salaries

We have encumbered all salaries for all groups except AFSCME. Our staffing levels are still unsettled. As we explore shifting our learning models I do expect that there will be some changes. As of September's report, I believe we will be able to cover the increase section staff for grades 1 and 3. In addition, we will be able to cover the additional cost for summer PD and summer work. I will provide another update when our staffing needs have settled.

The AFSCME contract was ratified late September. We are working on updating the salaries and the retro pay for this group. The goal is to hopefully have an update at the next meeting.

Benefits

Worker's Compensation – Early in the summer the Insurance Advisory Committee was able to negotiate a reduction in the renewal premium. This resulted in a budgeted savings of \$28,641

Other Services

LAP Insurance – Early in the summer the Insurance Advisory Committee was able to negotiate a minimal increase in premiums.

Athletic Insurance- No premium increase

ESS- No increase in pricing

Supplies & Materials

Materials-The CSDE & OPM had several zoom calls to review and discuss the CRF grant application and funding. Based on those calls, I am confident that we will be reimbursed for our PPE purchases. Based on this, I have moved these purchases (\$125,701) to the grant account.

In October, The CSDE & OPM will provide guidance regarding out of category expenditures.

Software- The total software cost for the teacher toolkit is \$45,779. Of this amount, \$15,000 was reimbursed from the ESSER grant. This will leave a balance of \$30,779. It is unlikely that this will be reimbursed from the CRF grant.

Equipment

The total hardware cost for the teacher toolkit is \$81,250. Of this amount, \$36,548 was reimbursed from the ESSER grant, \$24,557 is projected to be reimbursed from the CRF grant. This will leave a balance of \$20,145. It is unlikely that this will be reimbursed from the CRF grant.

Revenue

While we have submitted an application to FEMA for reimbursement, I am no longer optimistic that we will receive a reimbursement. As a result, I have removed the estimated amount (\$44,321) from the monthly update. This decision was made because, on a recent conference call with our FEMA representative, we were notified that there were changes in FEMA's reimbursement guidelines.

Under the new guidance, FEMA will no longer pay for some safety measures related to COVID-19 that it had previously covered, including cloth face coverings or personal protective equipment in nonemergency settings. It will also stop paying for cleaning and disinfection costs unless they are considered an emergency protective measure.

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT**

Sep-20
Period: 3 of 12

2017-2018	2018-2019	2019-2020	Object Code	Description	2020-2021 Adopted Budget	2020-2021 Budget Transfers	2020-2021 Adjusted Budget	2020-2021 YTD Expended	2020-2021 Encumbered	2020-2021 Anticipated	2020-2021 Projected To EOY	10/9/2020 Balance Available
2,710,109	2,958,120	2,940,692	1110	Administrators	2,832,305		2,832,305	734,239	1,987,001	111,065	2,832,305	-
13,752,057	14,000,983	14,458,759	1111	Regular Ed. Teachers	14,439,162		14,438,162	1,754,984	12,589,388	93,789	14,438,162	-
2,228,605	2,261,144	2,279,850	1112	Special Ed. Teachers	2,364,062		2,364,062	208,858	2,088,989	(5,785)	2,364,062	-
1,096,676	1,400,515	1,020,707	1113	Guidance	1,061,845		1,061,845	126,821	961,605	(26,582)	1,061,845	-
442,412	441,883	472,621	1114	Psychologist	535,766		535,766	59,261	440,787	35,718	535,766	-
70,541	146,140	193,946	1115	Social Worker	161,848		161,848	20,238	141,610	0	161,848	-
712,850	766,769	758,161	1116	Speech & Hearing	591,674		591,674	65,525	492,365	33,784	591,674	-
198,176	201,820	205,471	1117	Academic Assistants	1,076,723		1,076,723	84,807	856,878	135,037	1,076,723	-
386,123	508,457	399,004	1119	Talented & Gifted	198,569		198,569	26,628	188,659	(11,719)	198,569	-
116,665	117,832	59,505	1135	Library/Media	412,193		412,193	50,039	362,154	0	412,193	-
817,750	827,912	824,102	1139	Transition Coordinator	60,457		60,457	5,780	44,312	10,365	60,457	-
570,587	557,734	584,428	1140	Certified Stipends	878,090		878,090	84,794	151,948	641,407	878,090	-
3,550	1,136	371	1141	Academic Leader (CLTs)	583,975		583,975	72,582	511,393	0	583,975	-
180,922	260,095	272,612	1142	Mentor Teacher	3,000		3,000	0	3,000	0	3,000	-
-	-	44,359	1143	Behavioral Analyst	277,765		277,765	32,718	245,190	(143)	277,765	-
\$ 23,799,635	\$ 24,694,776	\$ 25,031,956	1145	English Language Learner	45,069		45,069	5,200	39,869	0	45,069	-
				Sub-Total Certified Salaries	\$ 25,521,503	\$ -	\$ 25,521,503	\$ 3,404,414	\$ 21,097,149	\$ 1,019,940	\$ 25,521,503	-
					1,96%			13.3%	82.7%	4.0%	100.0%	0.0%
433,451	402,812	406,422	1210	Non-Cert. Supervisors	386,318		386,318	88,629	285,065	12,624	386,318	-
207,030	165,325	215,220	1211	Nurses	214,994		214,994	28,610	186,384	186,384	214,994	-
276,310	282,664	295,567	1215	Occupational Therapist	300,400		300,400	32,835	81,994	185,571	300,400	-
1,418,767	1,385,590	1,267,185	1221	Secretarial	1,207,649		1,207,649	257,983	494,535	455,131	1,207,649	-
1,600,146	1,681,669	1,761,865	1231	Para Educators	1,787,821		1,787,821	209,355	21,852	1,556,614	1,787,821	-
173,417	185,209	165,721	1234	Bus Aides	200,000		200,000	5,417	194,583	0	200,000	-
459,069	523,875	525,426	1235	Technicians	475,183		475,183	143,880	251,279	149,024	543,183	(68,000)
57,251	58,429	61,021	1237	Vocational Specialist	61,196		61,196	3,323	57,865	8	61,196	-
308,175	236,482	239,373	1241	Safety Monitors	246,804		246,804	31,278	0	215,526	246,804	-
501,950	483,773	476,898	1251	Custodians	495,354		495,354	103,123	0	392,231	495,354	-
505,294	555,800	456,755	1261	Maintenance Mechanics & Grounds	528,562		528,562	94,269	0	434,293	528,562	-
233,526	231,798	241,248	1269/80	Non-Certified Stipends	269,493		269,493	23,313	43,627	202,554	269,493	-
192,114	264,365	202	1295	School Van Drivers	0		0	0	0	0	0	-
\$ 6,366,441	\$ 6,457,791	\$ 6,112,902		Sub-Total Non-Certified Salaries	\$ 6,173,774	\$ -	\$ 6,173,774	\$ 1,022,014	\$ 1,236,217	\$ 3,983,543	\$ 6,241,774	\$ (68,000)
								16.6%	20.0%	64.5%	101.1%	-1.1%
105,560	78,442	55,905	1131	Homebound Tutor	114,500		114,500	2,184		112,316	114,500	-
247,496	235,636	147,029	1136	Degree Level Change	63,520		63,520	-		63,520	63,520	-
157,440	174,525	185,735	1137	Substitute Teacher	296,801		296,801	1,040		295,761	296,801	-
			1138	Summer Work - Certified Staff	162,300		162,300	219,218		(56,918)	162,300	0

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT

Sep-20

Period: 3 of 12

	2017-2018	2018-2019	2019-2020	Object Code	Description	2020-2021 Adopted Budget	2020-2021 Budget Transfers	2020-2021 Adjusted Budget	2020-2021 YTD Expended	2020-2021 Encumbered	2020-2021 Anticipated	2020-2021 Projected To EOD	2020-2021 Balance Available	10/9/2020
Year-End Expense	1,259,414	1,305,393	1,252,415	5100	Regular Transportation	1,521,003		1,521,003	80	340	1,520,583	1,521,003	-	
	99,873	85,138	685,161	5101	SPED Transportation	761,568		761,568	5,257	19,863	736,448	761,568	-	
	86,523	90,340	61,557	5104	Athletic Transportation	95,587		95,587	-	86,200	9,387	95,587	-	
	8,322	11,237	6,816	5105	Extra Curricular Transportation	12,938		12,938	-	-	12,938	12,938	-	
	108,543	93,719	70,605	5200	General Liability Insurance	93,508		93,508	89,784	-	-	89,784	3,724	
	104,074	110,645	16,650	5202	Athletic Insurance	19,242		19,242	16,650	-	-	16,650	2,592	
	170,078	115,430	91,922	5300	Communications	91,355		91,355	15,847	74,245	-	91,355	11,045	
	28,367	28,976	32,786	5400	Postage	33,137		33,137	7,350	25,786	-	33,137	-	
	2,365	4,099	5,964	5500	Advertising	6,000		6,000	597	-	5,403	6,000	-	
	15,602	14,991	16,281	5501	Printing	29,545		29,545	-	10,705	18,840	29,545	-	
	3,074,632	2,784,992	2,386,297	5600	Tuition	2,726,060		2,726,060	187,154	1,314,597	1,224,309	2,726,060	-	
	275,000	280,500	286,110	5605	Tuition-ESS	293,000		293,000	57,222	228,888	-	286,110	6,890	
	34,747	41,687	44,827	5800	Travel & Conference	47,919		47,919	11,295	3,630	32,994	47,919	-	
	26,429	12,868	8,258	5801	Mileage Reimbursement	11,365		11,365	1,500	31	9,834	11,365	-	
	25,175	15,172	2,528	5900	Other Purchased Services	7,421		7,421	-	-	7,421	7,421	-	
	\$ 5,343,467	\$ 5,017,416	\$ 5,064,662		TOTAL OTHER SERVICES	\$ 5,858,228	\$ -	\$ 5,858,228	\$ 490,272	\$ 1,764,286	\$ 3,579,420	\$ 5,833,978	\$ 24,251	
									8.4%	30.1%	61.1%	95.6%		
					Supplies & Materials (6000's)									
	389,792	490,336	449,521	6110	Materials	479,278		479,278	78,538	153,700	247,040	479,278	-	
	29,378	26,770	21,452	6120	Office Materials	35,326		35,326	1,686	11,823	21,817	35,326	-	
	145,563	183,156	143,209	6130	Maintenance Materials	181,624		181,624	13,700	74,156	95,768	181,624	-	
	80,236	59,514	88,739	6131	Custodial Materials	78,348		78,348	1,932	51,279	25,137	78,348	-	
	20,229	18,616	16,200	6132	Security Materials	20,684		20,684	2,760	2,450	15,474	20,684	-	
	382,771	463,940	467,463	6140	Software	511,112		511,112	425,035	55,259	61,597	541,891	(30,779)	
	78,212	103,121	91,051	6270	Diesel Fuel	78,092		78,092	7,686	78,092	-	85,778	(7,686)	
	143,439	153,849	163,395	6410	Books	170,536		170,536	21,707	99,558	49,270	170,536	-	
	409,902	379,379	338,642	6510	Heating Oil	402,574		402,574	13,210	389,364	-	402,574	-	
	845,158	646,742	619,849	6520	Electricity	730,039		730,039	90,799	635,696	3,544	730,039	-	
	3,707	1,988	1,745	6530	Propane gas	4,000		4,000	-	2,800	1,200	4,000	-	
	\$ 2,528,387	\$ 2,527,412	\$ 2,401,268		TOTAL SUPPLIES & MATERIALS	\$ 2,691,613	\$ -	\$ 2,691,613	\$ 657,052	\$ 1,554,178	\$ 518,848	\$ 2,730,078	\$ (38,465)	
									24.4%	57.7%	19.3%	101.4%		
					Equipment (7000's)									
	419,131	491,849	472,391	7300	Equipment	219,008		219,008	207,637	19,830	40,572	268,038	(49,030)	
	\$ 419,131	\$ 491,849	\$ 472,391		TOTAL EQUIPMENT	\$ 219,008	\$ -	\$ 219,008	\$ 207,637	\$ 19,830	\$ 40,572	\$ 268,038	\$ (49,030)	

**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM**

10/9/2020

Fiscal Year Ended

2021

STATEMENT OF REVENUES AND EXPENDITURES

Fund Balance -July 1, 2020

\$ 1,157,506

Revenues:

 General Fund Appropriation

\$ -

 Reimbursements

\$ -

 Total Contributions

\$ -

Total Revenues (A)

\$ -

Budgeted Expenditures

Delta Dental:

 Claims

\$ 374,355

 Administrative Fees

\$ 22,545

Total Health Plan Costs (B)

\$ 396,900

Net Change (A-B)

\$ (396,900)

Fund balance June 30, 2021 (Estimated)

\$ 760,606

Delta Dental- Actual Claims

Month	Claims & Fees
July	26,882
August	28,953
September	24,081
Total	\$ 79,916
Actual YTD Spend Rate	20.1%
Theoretical YTD Spend Rate	25.0%
YTD variance %	-4.9%
YTD variance \$	\$ 19,310

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/19/20

Information Only

Action Requested

Agenda Item Subject: Approval of the Revised FY20 Year End Financial Report

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is the revised FY20 Year End Financial Report. The available balance has increased by \$47,350. We are recommending that we ask the Board of Finance to add this additional amount to the newly established non-lapsing account.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



October 9, 2020

TO: BOE Finance Committee

FROM: Phillip Cross, Director of Finance and Operations

SUBJECT: June Financial Report for FY 2020

Below is a revised summary report of the FY 20 Budget through June 2020.

Object Series	Adjusted Budget	YTD Actuals	FY 20 Encumbrances	FY 20 Anticipated	FY 20 Balance Available	Balance as of 8-20-20
Salaries (1000's)	\$32,305,462	\$32,247,621			\$57,841	\$57,841
Benefits (2000's)	\$9,188,657	\$9,259,470			(\$70,813)	(\$68,771)
Professional Services (3000's)	\$1,570,677	\$1,526,084			\$44,593	\$44,293
Property Services (4000s)	\$2,353,884	\$2,198,730	\$76,944		\$78,209	\$73,861
Other Services (5000s)	\$5,680,067	\$4,973,662	\$91,000		615,404	\$573,580
Supplies (6000s)	\$2,662,157	\$2,401,268			\$260,888	\$257,986
Equipment (7000s)	\$394,227	\$461,414	\$10,977		(\$78,163)	(\$78,181)
Other Objects (8000s)	\$134,424	\$113,546			\$20,877	\$20,877
Revenue (9000s)	(\$1,215,843)	(\$1,111,924)			(\$103,919)	(\$103,919)
Total	\$53,073,710	\$52,069,872	\$ 178,921	\$ 0	\$824,918	\$777,568

We have reconciled our book balances with the Town. The above summary reflects our revised FY 20 fiscal year end results.

In the aggregate, the available balance has increased by \$47,350. This increase is attributed to open purchase orders that were subsequently closed or reduced.

It should be noted that the 8-20-20 encumbrance balance was artificially understated by anticipated receivables/negative encumbrance of \$108,753. Because the receivables were applied to the encumbrances and not to expenditures, expenditures were in effect artificially overstated. That is the normal practice we follow until the actual

receivables are collected. Once collected we reduce expense, and remove the credit from the encumbrance line. We have collected the receivables and all adjustment have been made.

I am recommending that we ask the BOF to add the \$47,350 to the newly established non-lapsing account.

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT**

Jun-20

Period: 12 of 12 (REVISED)

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available	10/9/2020
WESTON PUBLIC SCHOOLS											
Salaries & Wages (1000s)											
	Certified Staff	25,278,541	(275,911)		25,002,630	24,941,705			24,941,705	60,924	
	Non Certified Staff	6,057,273	(44,135)		6,013,138	6,077,828			6,077,828	(64,690)	
	Overtime	187,700	2,430		190,130	162,738			162,738	27,392	
	Certified Stipends	842,981	(686)		842,295	824,102			824,102	18,193	
	Non Certified Stipends	262,378	(5,108)		257,270	241,248			241,248	16,022	
	Turnover Savings	(318,013)	318,013		0	0			0	0	
	Salary Differential	82,020	(82,020)		0	0			0	0	
	Group \$ transfer in/(transfer out):	\$32,392,880	(\$87,417)	\$0	\$32,305,462	\$32,247,621	\$0	\$0	\$32,247,621	\$57,841	
	Group change %:				-0.3%	99.8%	0.0%	0.0%	99.8%		
Benefits (2000's)											
	2000 Health Insurance	7,701,232	(2,637)		7,698,595	7,790,363			7,790,363	(91,768)	
	2022 Premium Cost Share	(1,368,814)	0		(1,368,814)	(1,361,419)			(1,361,419)	(7,395)	
	2001 Social Security	558,237	0		558,237	552,072			552,072	6,165	
	2002 Medicare	466,950	0		466,950	460,986			460,986	5,964	
	2003 Workers Compensation	238,335	(37,935)		200,400	205,411			205,411	(5,011)	
	2004 Unemployment Compensation	37,065	(4,065)		33,000	60,043			60,043	(27,043)	
	2005 Early Retirement Incentive	276,499	39,167		315,666	315,665			315,665	1	
	2007 Pension Contributions	1,010,900	81,523		1,092,423	1,088,303			1,088,303	4,120	
	2010 Tuition Reimbursement	80,000	0		80,000	58,565			58,565	21,435	
	2011 Life Insurance	54,054	5,946		60,000	58,635			58,635	1,365	
	2012 Disability Insurance	15,306	(8,106)		7,200	6,290			6,290	910	
	2014 Sick Bank	45,000	0		45,000	24,556			24,556	20,444	
	Group \$ transfer in/(transfer out):	\$9,114,764	\$73,893	\$0	\$9,188,657	\$9,259,470	\$0	\$0	\$9,259,470	(\$70,813)	
	Group change %:				0.8%	100.8%	0.0%	0.0%	100.8%		
Professional & Technical Services (3000s)											
	3210 Contracted Services Educational	365,670	(113,804)		251,866	195,184			195,184	56,682	
	3220/3221 Consulting Services	257,200	16,504		273,704	265,218			265,218	8,486	
	3235 Testing	99,600	(5,160)		94,440	80,956			80,956	13,484	
	3239 Other Pupil Services	182,075	1,020		183,095	217,617			217,617	(34,522)	
	3303 Management Services	64,105	10,715		74,820	72,230			72,230	2,590	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT**

Jun-20

Period: 12 of 12 (REVISED)

Object	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available	10/9/2020
		3,500	0		3,500	2,335			2,335	1,165	
3304	License Fees-Facilities	250,000	126,214		376,214	423,415			423,415	(47,200)	
3306	Legal Fees	89,013	0		89,013	68,638			68,638	20,375	
3308	Police/Fire	166,579	5,397		171,976	148,442			148,442	23,533	
3309	Professional Technical Services	52,049	0		52,049	52,049			52,049	0	
3310	Sports Officials	\$1,529,791	\$40,886	\$0	\$1,570,677	\$1,526,084	\$0	\$0	\$1,526,084	\$44,593	
	Group \$ transfer in/(transfer out):				\$40,886	97.2%	0.0%	0.0%	97.2%		
	Group change %:				2.7%						
Property Services (4000s)											
4200	Cleaning Services	756,109	0		756,109	746,875			746,875	9,234	
4202	Rubbish Removal	55,020	(2,500)		52,520	40,741			40,741	11,779	
4302	Equipment Repairs	125,960	(3,730)		122,230	92,315	3,374		95,688	26,542	
4400	Equipment Rental	252,237	14,300		266,537	260,100			260,100	6,436	
4401	Rental of Facilities	4,675	(200)		4,475	4,397			4,397	78	
4500	Repair Allowance	204,400	80		204,480	159,846	38,376		198,222	6,258	
4509	Septic Cleaning	40,000	26,002		66,002	87,365	35,195		122,560	(56,558)	
4510	Asbestos Abatement	5,000	(2,756)		2,244	0			2,244	0	
4514	Fire Alarm System	25,000	7,226		32,226	30,540			30,540	1,686	
4518	Sewer System Plant Maintenance	93,162	0		93,162	93,262			93,262	(100)	
4520	Service Contracts	142,688	(1,492)		141,196	120,757			120,757	20,439	
4530	Parks & Recreation	64,372	0		64,372	60,393			60,393	3,979	
4533	Glass Replacement	5,000	(2,595)		2,405	2,010			2,010	395	
4534	Roof Repair	17,000	0		17,000	0			0	17,000	
4535	Window Treatments	3,000	0		3,000	0			0	3,000	
4539	Energy Management System	21,650	106		21,756	21,756			21,756	0	
4540	Athletic Facilities Repairs	20,000	125,707		145,707	145,134			145,134	573	
4541-4542/4550	Contracted Services	202,350	(7,864)		194,486	181,299			181,299	13,187	
4543	Paving	11,300	0		11,300	4,800			4,800	6,500	
4600	Special Projects	37,500	(20,130)		17,370	17,370			17,370	0	
4602	Tree Service	7,500	5,230		12,730	12,730			12,730	0	
4604	Snow Plowing	12,500	(3,275)		9,225	9,032			9,032	193	
4605	Signage	2,500	(750)		1,750	1,081			1,081	669	
4606	Sprinkler Repairs	3,000	6,574		9,574	8,011			8,011	1,563	
4610	Playground Repairs	5,000	5,284		10,284	7,398			7,398	2,886	
4701	Security System Monitoring	78,311	3,241		81,552	81,552			81,552	0	
4702	Locks/Keys	8,500	1,693		10,193	9,966			9,966	227	
	Group \$ transfer in/(transfer out):	\$2,203,734	\$150,150	\$0	\$2,353,884	\$2,198,730	\$76,944	\$0	\$2,275,674	\$ 78,209	
	Group change %:				\$150,150	93.4%	3.3%	0.0%	96.7%		
	Group change %:				6.8%						
Other Services (6000s)											
5100	Regular Transportation	1,359,639	255		1,359,894	1,252,415			1,252,415	107,479	
5101	SPED Transportation	478,530	223,254		701,784	685,161			685,161	16,624	
5104	Athletic Transportation	90,520	0		90,520	61,557			61,557	28,963	
5105	Extra Curricular Transportation	11,350	0		11,350	6,816			6,816	4,534	

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT**

Jun-20

Period: 12 of 12 (REVISED)

Object	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available	10/9/2020
5200	General Liability Insurance	112,340	(41,735)		70,605	70,605			70,605	0	
5202	Athletic Insurance	29,939	(13,289)		16,650	16,650			16,650	0	
5205	Property Insurance	104,375	(6,540)		97,835	96,485			96,485	1,350	
5300	Communications	86,000	816		86,816	91,922			91,922	(5,106)	
5400	Postage	23,467	11,188		34,655	32,786			32,786	1,868	
5500	Advertising	8,000	(1,025)		6,975	5,964			5,964	1,011	
5501	Printing	21,633	4,108		25,741	16,281			16,281	9,460	
5600	Tuition	2,936,536	(133,522)		2,803,014	2,295,297	91,000		2,386,297	416,717	
5605	Tuition-ESS	287,228	0		287,228	286,110			286,110	1,118	
5800,5802-5880	Travel & Conference	63,182	3,862		67,044	44,827			44,827	22,217	
5801	Mileage Reimbursement	12,355	0		12,355	8,258			8,258	4,097	
5900	Other Purchased Services	6,700	900		7,600	2,528			2,528	5,073	
	Group \$ transfer in/(transfer out):	\$5,631,794	\$48,273	\$0	\$5,680,067	\$4,973,662	\$91,000	\$0	\$5,064,662	\$615,404	
	Group change %:				\$48,273	87.6%	1.6%	0.0%	89.2%		
					0.9%						
Supplies & Materials (6000's)											
6110	Materials	537,246	(13,188)		524,058	449,521			449,521	74,537	
6120	Office Materials	39,510	(2,467)		37,043	21,452			21,452	15,591	
6130	Maintenance Materials	178,500	(18,138)		160,362	143,209			143,209	17,153	
6131	Custodial Materials	77,000	8,658		85,658	88,739			88,739	(3,082)	
6132	Security Materials	20,100	(445)		19,655	16,200			16,200	3,455	
6140	Software	512,469	0		512,469	467,463			467,463	45,007	
6270	Diesel Fuel	91,031	0		91,031	91,051			91,051	(20)	
6410	Books	171,269	(1,227)		170,041	163,396			163,396	6,645	
6510	Heating Oil	392,894	(23,694)		369,200	338,642			338,642	30,558	
6520	Electricity	710,317	(21,678)		688,639	619,849			619,849	68,790	
6530	Propane gas	4,000	0		4,000	1,745			1,745	2,255	
	Group \$ transfer in/(transfer out):	\$2,734,336	(\$72,179)	\$0	\$2,662,157	\$2,401,268	\$0	\$0	\$2,401,268	\$ 260,889	
	Group change %:				(\$72,179)	90.2%	0.0%	0.0%	90.2%		
					-2.6%						
Equipment (7000's)											
7300	Equipment	390,027	4,200		394,227	461,414	10,977		472,391	(78,164)	
		\$390,027	\$4,200	\$0	\$394,227	\$461,414	\$10,977	\$0	\$472,391	\$ (78,164)	
	Group \$ transfer in/(transfer out):				\$4,200	117.0%	2.8%	0.0%	119.8%		
	Group change %:				1%						
Other Objects (8000's)											
8100	Dues, Fees and Memberships	97,087	9,942		107,029	91,658			91,658	15,371	
8900	Other Objects	27,395	0		27,395	21,888			21,888	5,507	
		\$124,482	\$9,942	\$0	\$134,424	\$113,546	\$0	\$0	\$113,546	\$ 20,877	
	Group \$ transfer in/(transfer out):				\$9,942	84.5%	0.0%	0.0%	84.5%		
	Group change %:				8.0%						

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT**

Jun-20

Period: 12 of 12 (REVISED)

Object Series	Account	FY 20 Adopted Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Adjusted Budget	FY 2020 Expended	FY 2020 Encumbered	FY 2020 Anticipated	FY 2020 Projected to EOY	FY 2020 Balance Available	10/9/2020
9200	Technology Revenue	(103,101)	0	0	(103,101)	(102,106)			(102,106)	(995)	
9201	Participation Fees, Athletics	(83,097)	0	0	(83,097)	(60,515)			(60,515)	(22,582)	
9202	Gate Receipts, Athletics	(16,000)	0	0	(16,000)	(15,914)			(15,914)	(86)	
9205	Excess Cost SPED	(536,300)	(129,363)	0	(665,663)	(655,410)			(655,410)	(10,253)	
9206	Pre School Tuition SPED	(100,000)	0	0	(100,000)	(89,626)			(89,626)	(10,374)	
9207	Regular Ed. Tuition	(29,769)	(38,383)	0	(68,152)	(68,171)			(68,171)	18	
9208	Revenue from Town for Fields	(55,580)	0	0	(55,580)	(46,817)			(46,817)	(8,763)	
9209	Parking Fees	(45,000)	0	0	(45,000)	(39,600)			(39,600)	(5,400)	
9210	Theater Receipts	(46,750)	0	0	(46,750)	(24,112)			(24,112)	(22,638)	
9212	Facility Use Rental	(17,500)	0	0	(17,500)	(2,706)			(2,706)	(14,794)	
9215	Medicaid Revenue	(15,000)	0	0	(15,000)	(6,947)			(6,947)	(8,053)	
	Group \$ transfer in/(transfer out):	(\$1,048,097)	(\$167,746)	\$0	(\$1,215,843)	(\$1,111,924)	\$0	\$0	(\$1,111,924)	(\$103,919)	
	Group change %:			\$ (167,746)	16%						
	Total:	\$53,073,710	\$0	\$0	\$53,073,710	\$52,069,872	\$ 178,921	\$ -	\$ 52,248,793	\$824,918	
						98.11%	0.34%	0.00%	98.45%	1.55%	

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Policy and Regulation 6154, Homework – First Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie and Ken Craw will present the changes to Policy and Regulation 6154, Homework. This item is on for a first reading.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Instruction

6154

Homework

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

Homework may be assigned to:

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

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

Homework**Elementary and Intermediate Schools**

The primary focus of homework at the K-5 level is to promote foundational skills in reading and math. Through independent or assigned reading, students will build their decoding, fluency and comprehension skills by establishing a regular routine of reading at home. In addition to their reading, students in grades 2-5 are assigned math homework to reinforce math facts and skills they have learned in class. Occasionally, students are assigned other meaningful homework activities.

Homework is assigned Monday through Thursday at the K-5 level. No homework is assigned over holidays, weekends and school vacations that will be due the day school resumes.

Grade	Time for Reading	Average Daily Time for HW	Total Time
Kindergarten	20 minutes (may be read to)	Optional brief activity or game	20 minutes
Grade 1	20 minutes (may be read to)	Periodic brief activity or game	20 minutes
Grade 2	20 minutes	Weekly math maintenance activity	25 minute
Grade 3	20 minutes	Up to 10 minutes	30 minutes
Grade 4	20 minutes	Up to 20 minutes	40 minutes*
Grade 5	20 minutes	Up to 30 minutes	50 minutes*

*Students in grades 4 and 5 playing an instrument will need to set time aside to practice playing their instrument.

Students will:

- Build greater independence in completing homework as they progress through grades K-5.
- Establish a reading life through a regular routine of reading at home.

Teachers will:

- Assign purposeful and meaningful homework.
- Explain the purpose of homework to their students.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework, understanding that some students take longer than others to complete assignments.

Parents will:

- Establish a time and place for completing homework.
- Encourage students to give their best effort on homework.
- Monitor homework completion.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

Middle School

At the middle school, there is a continued commitment to reading daily through independent or assigned reading. In addition, middle school students are assigned meaningful homework in their classes to extend their learning. The middle school teaming model establishes time for teachers to meet to coordinate homework assignments, projects, tests, and quizzes in order to stay within the total daily time allotment guidelines listed below.

For middle school students, no homework is assigned over holidays and school vacations that will be due the day school resumes.

Grade	Time for Reading	Average Daily Time for HW	Total
Grade 6	20 minutes	Up to 40 minutes	60 minutes*
Grade 7	20 minutes	Up to 50 minutes	70 minutes*
Grade 8	20 minutes	Up to 60 minutes	80 minutes*

*Students in grades 6 through 8 playing an instrument will need to set time aside to practice playing their instrument.

Student will:

- Keep track of their assignments in a systematic way.
- Manage their time effectively to complete short-term and long-term assignments.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time with the classroom teacher.

Teacher will:

- Assign purposeful and meaningful homework with clear due dates.
- Explain the purpose of homework to their students.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Provide students with strategies and guidance for how to study for quizzes and tests.
- Post assignments online with adequate notice for completion.
- Coordinate the timing of assessments (e.g. quizzes, tests) with other teachers on the team and post on the team calendar.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework understanding that some students take longer than others to complete assignments.

Parent will:

- Establish a time and place for completing homework.
- Monitor homework completion
- Encourage students to give their best effort on homework.
- Support students with managing make up work after absences.
- Encourage students to contact their teacher if they are having difficulty.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

High School

High school students should expect to spend an average of two hours doing homework nightly. A student's course of study will determine the amount of time the student spends on homework each day. Students should consider that taking a course of study consisting of multiple advanced level courses could increase their homework beyond two hours.

For high school students, no homework is assigned over holidays and school vacations that will be due the day school resumes.

Student will:

- Keep track of their assignments in a systematic way.
- Manage their time effectively to complete short-term and long-term assignments.
- Advocate for their individual needs and ask for help when necessary.
- Complete homework after absences within a reasonable and agreed upon amount of time with the classroom teacher.

Teacher will:

- Assign purposeful and meaningful homework with clear due dates.
- Explain the purpose of homework to their students.
- Clarify the type of feedback and when/how feedback will be communicated to the student.
- Provide students with strategies and guidance for how to study for quizzes and tests.
- Post assignments online with adequate time for completion.
- Adhere to the guidelines set forth above for the total amount of time allotted for homework understanding that some students take longer than others to complete assignments.

Parent will:

- Provide a supportive environment for completing homework.
- Encourage students to give their best effort on homework.
- Support students with managing make up work after absences.
- Encourage students to contact their teacher if they are having difficulty.
- Contact the teacher if there are concerns about homework or the time it takes for the child to complete assignments.

Regulation adopted: December 6, 1984

Regulation revised: June 22, 2000

Regulation revised: June 10, 2020

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Policy 3541.5 Transportation Complaints – First Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will introduce the Shipman and Goodwin recommended changes to Policy 3541.5 Transportation Complaints. This item is on for a first reading.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Non-Instructional Operations

Transportation Complaints

~~All complaints concerning school transportation safety shall be made to the Business Manager. The Business Manager shall maintain a written record of all such complaints and shall conduct appropriate investigations of the allegations. The Superintendent shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty days of the end of the school year.~~

All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof.

Annually, within thirty (30) business days of the end of the school year, the Superintendent of Schools or designee shall provide the Commissioner of Motor Vehicles (“Commissioner”) with a copy of the written record of complaints received during the previous twelve (12) month period.

The Superintendent of Schools or designee shall make a written report of the circumstances of any accident within the Board’s jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner within ten (10) business days thereafter on a form prescribed by the Commissioner.

If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference: Connecticut General Statutes

10-221c Development of policy for reporting complaints re school transportation safety.

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

Policy Adopted: June 17, 1991

Revised Policy:

WESTON PUBLIC SCHOOLS

Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Policy and Regulation 5132.1 C Use of Face Coverings – First Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will introduce the new Policy and Regulation 5132.1 C Use of Face Coverings. This item is on for a first reading.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

5132.1 C

USE OF FACE COVERINGS IN SCHOOL (NEW)

The Weston Board of Education (the “Board”) recognizes the importance of protecting the health and safety of students, staff, and the community during the COVID-19 pandemic. As such, and in accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Board requires that all individuals entering a school building, a Weston Public Schools (“District”) facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. An appropriate face covering shall not include “neck gaiters,” bandanas or exhalation valve masks. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with this policy shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with this policy may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for athletes participating in certain athletic activities.

The Board authorizes the Superintendent or designee to develop administrative regulations and/or protocols to implement this policy. Such administrative regulations and/or protocols shall outline authorized exceptions to the requirement that all individuals wear an appropriate face covering in the school buildings, District facilities and District transportation vehicles and may identify additional face covering rules as related to the safe operation of the school community.

Legal References:

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together,
Connecticut State Department of Education, as amended by Addendums 1-13
(June 2020 through September 2020).

Coronavirus Memo #29, Group Size and Mask Requirements as part of a system
of protections against COVID-19, Connecticut Office of Early Childhood
(September 14, 2020).

ADOPTED: _____

WESTON PUBLIC SCHOOLS

Weston, Connecticut

5132.1 R

PROTOCOLS CONCERNING USE OF FACE COVERINGS IN SCHOOL (NEW)

In accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Weston Public Schools (“District”) requires that all individuals entering a school building, a District facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. Optional: An appropriate face covering shall not include “neck gaiters,” bandanas or exhalation valve masks. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with these protocols shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with these protocols may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for athletes participating in certain athletic activities.

Students and all individuals being transported on District transportation vehicles are required to wear appropriate face coverings (face coverings must be worn prior to boarding and while exiting the vehicle), in accordance with the District’s Transportation Protocols. Please see below for additional procedures for face covering exemption requirements.

Students, staff and all individuals inside school buildings and District facilities are required to wear appropriate face coverings except if: (i) the individual cannot wear the face covering because the individual has difficulty breathing, is unconscious, or incapacitated; (ii) the individual cannot remove the face covering without assistance; (iii) the individual has a documented medical reason making it unsafe to wear a mask; (iv) the student is under the age of three (3); or (v) the individual has a disability that causes the individual to be unable to wear a face covering.

Important Note: The need for a medical exemption for the wearing of face coverings of the styles recommended for use in schools for source control is rare. Medical contraindications to the wearing of cloth or other similar loose fitting masks generally are limited to individuals suffering from severe chronic obstructive pulmonary disease (COPD) such as might be seen with cystic fibrosis, severe emphysema, heart failure, or significant facial burns that would cause extreme pain or interfere with the healing of a skin graft. These severe medical conditions will be rare in students or staff capable of presenting to the school for work or instruction (in most cases these individuals would not be able to move about freely without significant assistance). In addition, for anyone suffering from any of these underlying conditions, the strong recommendation would be for that person to remain at home and engage in fully virtual learning due to their risk of developing severe complications if they did become infected with COVID-19. Mild or intermittent respiratory or other common conditions such as asthma, cardiovascular diseases, kidney disease, or other similar conditions generally are not considered contraindications to the wearing of loose-fitting face coverings.

Face coverings may only be removed within the school building for the following reasons: (i) eating/drinking; (ii) on school grounds with appropriate social distancing implemented; and (iii) educational or medical activities requiring removal of masks (speech and language, evaluations, etc.) ONLY under circumstances when the school has implemented appropriate and District-approved mitigating measures (such as gowns, face shields, additional social distancing, physical barriers for District employees and/or students).

For preschool students only, face coverings may also be removed or not worn (as applicable) under the following circumstances: (i) students are sleeping or resting, when the distance between students is maximized, maintaining at least 6 feet of distance wherever possible when face coverings are removed; (ii) a student is newly enrolled within the past two (2) months and is working toward consistent wearing of a face covering; (iii) a student has just turned three (3) years old, in which case such student may have up to two (2) months to acclimate to wearing a face covering and support developmental readiness; and/or (iv) during outdoor activities.

If a student claims a medical or disability-related exemption from wearing a face covering, the District shall follow the Decision Tree - Face Covering Exemptions in these Protocols. If the District determines the request is based on medical need, the parent or guardian and the **student's treating physician** must complete the Face Covering Exemption Request Form. If the District determines the request is based on disability (skill deficit), the District shall promptly convene a Planning and Placement Team ("PPT") Meeting or Section 504 Team meeting as appropriate to discuss and consider necessary programming revisions, accommodations, modifications, etc.

If a staff member claims a medical or disability-related exemption from wearing a face covering, the District shall comply with all applicable laws, rules, regulations, and requirements regarding the evaluation of, and response to, any such claim.

Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. School district personnel supervising students shall only permit a face covering break when individuals who are indoors are a minimum of 6 feet apart or other District-approved mitigating measures (such as physical barriers) have been implemented, and when individuals who are outdoors are a minimum of 6 feet apart. When practicable, school district personnel supervising students shall schedule mask breaks outdoors.

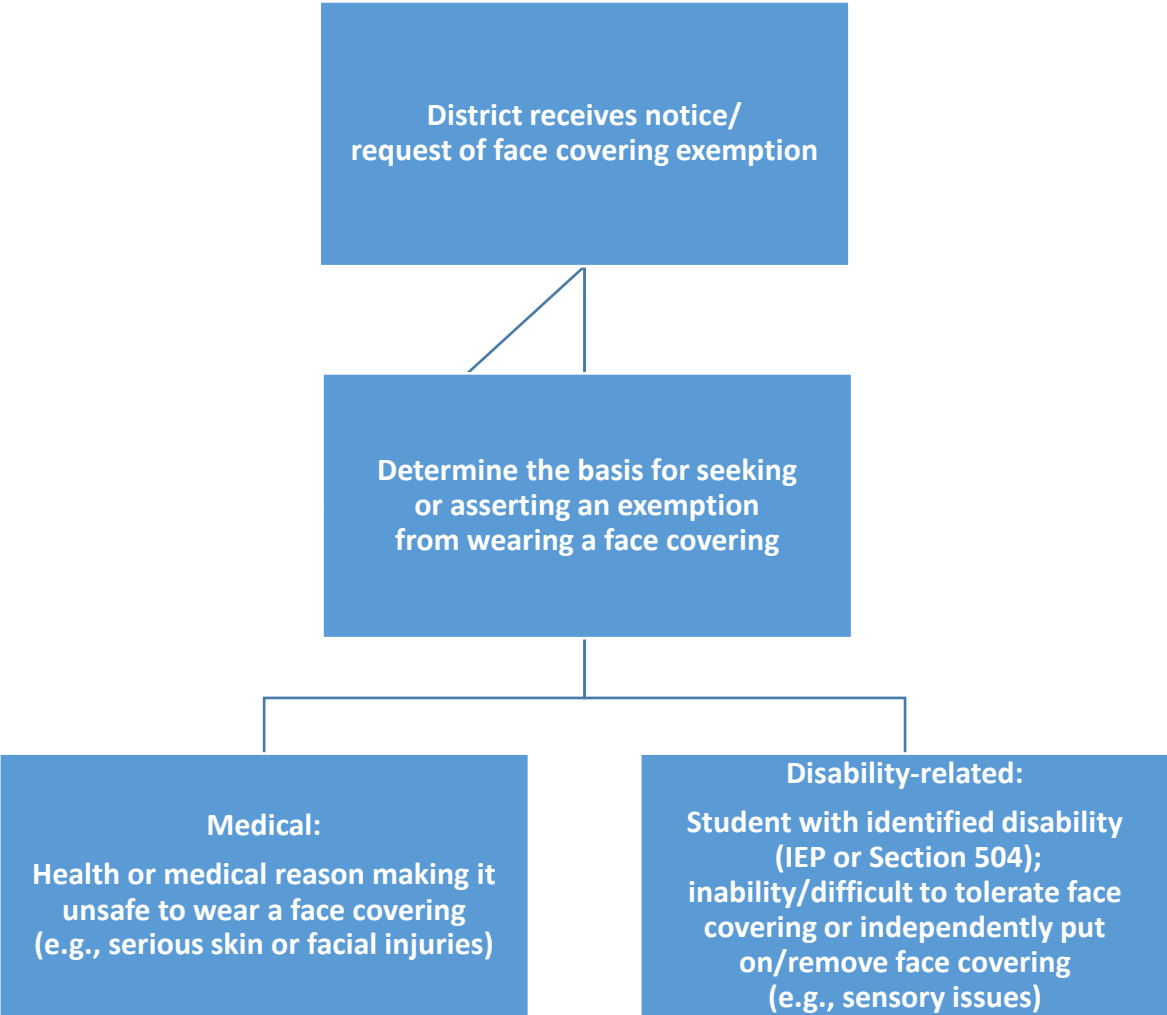
The Administration and school employees shall initially address student non-compliance with these protocols through the use of verbal reminders and other less restrictive means of supporting compliance with the use of face coverings. Student discipline may be imposed, in accordance with Board policies, in situations when less restrictive means are not effective and no exception to the wearing of a face covering applies. A preschool student shall not be excluded from the program or isolated from the student's peers due to the student's non-compliance with the face covering requirements.

The Administration shall communicate individually with parents/guardians who refuse to permit their child(ren) to wear an appropriate face covering to discuss the parents'/guardians' concerns, review the requirements issued by the Connecticut State Department of Education and Connecticut Office of Early Childhood, and/or discuss whether an exception to the face covering requirement may apply to their child(ren) and the appropriate process to obtain such exception.

Regulation Adopted:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Decision-Making Tree - Face Covering Exemptions



SAMPLE

[Board of Education/School Letterhead]

FACE COVERING

MEDICAL/HEALTH EXEMPTION FORM

COVID-19 is a highly contagious virus that spreads when individuals talk, cough or sneeze. Many individuals infected with COVID-19 are asymptomatic and contagious. Federal and state public health agencies, including the United States Centers for Disease Control and Prevention (CDC), recommend that individuals wear a face covering to limit the spread of COVID-19.

The Connecticut State Department of Education and Weston Public Schools require ALL students, beginning in preschool (ages three and over), to wear face coverings during the school day. Any student seeking a medical exemption to the face covering requirement must have the student's treating physician complete the below Medical/Health Exemption Form. As noted below, Weston Public Schools will consult with the student's treating physician to determine what reasonable accommodations, if any, would allow the student to wear a face covering during the school day. In light of the significant public health and safety requirements, the Weston Public Schools require that any request for medical exemption be completed and submitted to _____, the [title] at _____ [email].

Students submitting requests for medical exemption are subject to COVID-19 containment strategies pending the completion of the exemption review process. COVID-19 containment strategies may include assignment to home-based remote learning to mitigate the possibility of infection to the student or others in the physical school building.

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____

(if different from child)

Contact Information for Treating Physician

Name: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

THE WESTON PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY MASK EXEMPTION REQUESTS WITHOUT SUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE WESTON PUBLIC SCHOOLS CONSULTING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR A MEDICAL EXEMPTION FROM WEARING A FACE COVERING DURING THE COVID-19 PANDEMIC. I UNDERSTAND THAT MY CHILD'S TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE FACE COVERING MEDICAL EXEMPTION REQUEST SUBMITTED ON BEHALF OF MY CHILD, _____ [NAME OF STUDENT], WITH THE WESTON PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER A MEDICAL EXEMPTION IS NECESSARY AND/OR WHETHER THERE ARE ANY REASONABLE ACCOMMODATIONS THAT SHOULD BE CONSIDERED IN CONNECTION WITH THE FACE COVERING EXEMPTION REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2021, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLER TIME BY SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I ACKNOWLEDGE THAT HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE WESTON PUBLIC SCHOOLS, WILL BE

EDUCATION RECORDS UNDER FEDERAL EDUCATION RECORD LAWS (FERPA) AND
MAY NOT BE PROTECTED BY THE HIPAA PRIVACY RULE. I ALSO UNDERSTAND
THAT REFUSAL TO CONSENT TO THE EXCHANGE OF INFORMATION DESCRIBED
ABOVE WILL NOT AFFECT ACCESS TO HEALTHCARE.

PRINT NAME
PARENT/GUARDIAN

DATE

SIGNATURE
PARENT/GUARDIAN

The section below must be completed by the student's treating physician to verify a health or medical reason that prohibits the student from wearing a face covering in the school building and/or on school grounds or to identify possible accommodations for the student to wear a face covering within the school building or on school grounds. Upon completion, this form must be provided by the treating physician directly to the Weston Public Schools, care of [insert contact name] at [address].

The treating physician MUST consult with school health supervisory personnel prior to completing this form. The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison at Weston Public Schools) is:

Medical Verification

Yes No

 I have consulted with school health supervisory personnel regarding the student's ability to wear a face covering due to a verified medical or health reason.

 After consultation with school health supervisory personnel, I have determined that reasonable accommodations would permit the student to wear a face covering for parts or all of the school day.

If yes, to the above question:

I have determined that the following reasonable accommodations would permit the student to wear a face covering during the school day (examples include, without limitation, face covering breaks at specified intervals, use of face shield when a face covering is contraindicated, use of bandana or looser fitting face covering):

-
-
-

 After consultation with school health supervisory personnel, I have determined that the student cannot wear a face covering during the entire school day due to a verified medical or health reason.

The student has been diagnosed with the following medical condition(s) that prevent the student from wearing a face covering at all times during the school day:

*** Documentation supporting the above diagnosis MUST be submitted to the Weston Public Schools along with this Medical Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

Signature of Treating Physician

Date

Print Name of Treating Physician

CT License No.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Policy Hate Based Conduct – First Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will introduce the new Hate Based Conduct Policy to the Board. This item is on for a first reading.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Hate-Based Conduct

Respecting diversity and fostering inclusion are core goals of the Weston Board of Education as we help students become civically engaged and develop critical skills for a global perspective. The Weston Board of Education is committed to creating and maintaining an educational environment that embraces diversity and inclusion, and believes our community is strengthened by the richness of each other's diverse characteristics, identities, statuses, backgrounds, beliefs, traditions, and opinions.

Hate-based conduct is antithetical to the Board's commitment to diversity and inclusion and will not be tolerated. As such, it is the policy of the Board that hate-based conduct is prohibited, whether by students, Board employees, or third parties subject to the control of the Board. The Board's prohibition of hate-based conduct expressly extends to academic, nonacademic, and extracurricular activities, including athletics. Further, the Board expressly prohibits hate-based conduct on school grounds; at a school-sponsored activity (including, without limitation, on a school bus); or off school grounds if such conduct is seriously disruptive of the educational process. Discrimination and/or retaliation against an individual who reports or assists in the investigation of hate-based conduct is likewise prohibited.

For the purposes of this policy, **hate-based conduct** means conduct that attacks, threatens, intimidates, degrades, or otherwise infringes on the rights of an individual based on such individual's race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. Such conduct includes, but is not limited to, the use of a written, oral, or electronic communication or a physical act or gesture that:

1. is reasonably expected to cause substantial emotional harm (including a reasonable fear of physical harm) to an individual;
2. creates a hostile environment for such individual at school or during a school-sponsored activity; and/or
3. substantially disrupts the educational process or the orderly operation of a school.

Hate-based conduct may also include, without limitation, conduct that violates other Board policies and administrative regulations (*e.g.*, Policy and Regulation 4218.11, Non-Discrimination (Personnel); Policy and Regulation 4218.12, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5114.6, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145, Non-Discrimination (Students)).

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, "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.

Any allegations of hate-based conduct will be brought before an appropriate body, in accordance with the Board's student conduct and discipline policies. That body will consider the circumstances surrounding such alleged conduct, including, but not limited to, how a reasonable person would have interpreted such conduct, while balancing the protection of students from emotional harm and the constitutional right to free speech.

Students who are found to have engaged in hate-based conduct shall be subject to intervention ranging from school counseling and restorative justice opportunities to school discipline, up to and including expulsion, in accordance with Board Policy 5114 (Student Discipline), and consistent with state and federal law. Employees who are found to have engaged in hate-based conduct shall be subject to discipline, up to and including termination of employment, in accordance with any applicable Board policies, administrative regulations, and/or contractual provisions, and consistent with state and federal law.

Allegations of conduct that violates other Board policies, such as allegations of discrimination, harassment (including, but not limited to, sexual harassment), and/or bullying, will be handled under the appropriate policies and administrative regulations (*e.g.*, Policy and Regulation 4218.11, Non-Discrimination (Personnel); Policy and Regulation 4218.12, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5114.6, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145, Non-Discrimination (Students)).

Cross references:

Policy 1255, Civility

Policy 1258, Non-Discrimination

Policy 4218.11, Non-Discrimination (Personnel)

Regulation 4218.11, Administrative Regulations Regarding Discrimination Complaints (Personnel)

Policy 4218.12, Sex Discrimination and Sexual Harassment (Personnel)

Regulation 4218.12, Sex Discrimination and Sexual Harassment Complaint Procedure (Personnel)

Policy 4118.5, Social Networking - Personnel

Policy 5114, Student Discipline

Policy 5114.1, Alternative Educational Opportunities for Expelled Students

Policy 5114.6, Sex Discrimination and Sexual Harassment (Students)

Regulation 5114.6, Administrative Regulations Regarding Sex Discrimination and Sexual Harassment

Policy 5131.1, Bus Conduct

Policy 5131.5, Vandalism

Policy 5131.91(a), Hazing/Initiation

Policy 5131.911, Bullying Prevention and Intervention Policy

Policy 5145, Non-Discrimination (Students)

Regulation 5145, Administrative Regulations Regarding Discrimination Complaints (Students)

Policy 5145.2(a), Freedom of Speech/Expression

ADOPTED: _____

REVISED: _____

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/19/20

Information Only

Action Requested

Agenda Item Subject: Approval of the FY22 Budget Calendar

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a draft of the FY22 budget calendar. We are recommending approval of the calendar.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Weston Public Schools
Budget Calendar -- FY 2022 – DRAFT
October 19, 2020

KEY:

- **Board of Education Meetings are underlined.**
- **All Meeting Locations will be Posted at a Later Date.**
- **A Tri Board Meeting is still pending for a date to be determined.**
- **Dates in red determined by Town of Weston.**

9/25/20 (Fri.)	<u>Budget Workshop to Debrief on 20/21 Budget and Review 21/22 Budget Process</u> (12:00pm – 2:00pm) Zoom Meeting
10/9/20 (Fri.)	<u>Board of Education Finance Committee Meeting</u> Review of Budget Calendar.
10/9/20 (Fri.)	Leadership Team receives DRAFT copy of Budget Calendar.
10/9/20 (Fri.)	Director of Finance and Operations opens MUNIS budget module to schools and departments.
10/13/20 (Tues.)	<u>Board of Education Budget Workshop (9:00 a.m. – 12:00 noon)</u> Review of Budget Assumptions and Calendar. Discussion of processes for Board communications and deliberations regarding Budget decisions.
10/9-10/23/20	Schools and Departments to schedule meetings with the Director of Finance and Operations.
10/19/20 (Mon.)	<u>Board of Education Meeting</u> Board takes action on DRAFT Budget Assumptions and Budget Calendar.
10/28/20 (Wed.)	Budget request due to Director of Finance and Operations from administrative staff (to be submitted earlier, if available).
11/4/20 (Wed.)	Director of Finance and Operations disseminates a “Working Copy” for the district’s budget request by Program/Cost Center.
11/4-11/20	Superintendent and Director of Finance meet with Principals and Central Office Administrators individually and collectively to discuss Budget Requests.
11/12-27/20	Cabinet Members, Principals, and the Director of Facilities meet regularly to discuss working copy of the budget.
11/13/20 (Fri.)	<u>Board of Education Finance Committee Meeting</u>
11/23/20 (Mon.)	Administrative team submission date for Budget Narrative(s) & Pictures.
11/30-12/3/20	Superintendent and Director of Finance and Operations review status of budget development

12/9/20 (Wed.)	Leadership Team Meeting to discuss DRAFT budget.
12/3-18/20	Cabinet Members, Principals, and the Director of Facilities meet regularly to discuss working copy of the budget.
12/11/20 (Fri.)	<u>Board of Education Finance Committee Meeting</u>
1/5/21 (Tue.)	FY 2022 Administrative Budget Request delivered to Board of Education.
1/7/21 (Thurs.)	<u>Board of Education Meeting (7:00 p.m.)</u> Formal Presentation of FY 2022 Requested Operating & Capital Budgets.
1/7-22/21	Superintendent and Director of Finance & Operations meet with school staff. (Meetings to be scheduled.)
1/8/21 (Fri.)	<u>BOE Workshop to discuss FY 2022 Budget Request (9am to 1pm)</u>
1/12/21 (Tues.)	BOE questions submitted to Superintendent by end-of-day.
1/14/21 (Thurs.)	<u>BOE Workshop to discuss FY 2022 Budget Request (9am to 12pm)</u>
1/15/21 (Fri.)	<u>Board of Education Finance Committee Meeting</u>
1/19/21 (Tues.)	District-Wide PTO Budget Presentation (7:00p.m.)
1/19/21 (Tues.)	<u>BOE Monthly Meeting (7:00 p.m.)</u> – can be used for budget meeting on this date, or moved to later in the month
1/20/21 (Wed.)	Written responses to Board of Education questions distributed.
1/21/21 (Thurs.)	<u>BOE Meeting - Public Forum with Administration on FY 2022 Budget Request (7:00 p.m.)</u> This will be an open forum for parents and the community to share comments and ask questions regarding the Requested FY 2022 Budget.
1/25/21 (Mon.)	<u>BOE Workshop to discuss FY 2022 Budget Request (9am to 11am)</u>
1/26/21 (Tues.)	<u>Board of Education Meeting (6:00 p.m.)</u> Second Q&A Session - if necessary - and Approval and Adoption of FY 2022 Recommended Operating and Capital Budgets.
1/28/21 (Thurs.)	<u>Board of Education Meeting – if necessary (6:00)</u> Approval and Adoption of FY 2022 Recommended Operating and Capital Budgets.
1/29/21 (Fri.)	Board of Education transmits FY 2022 Operating and Capital Budgets request to the Board of Selectmen (Charter requires by February 3 rd).

- 2/11/20
(Tues.) Board of Selectmen reviews Board of Education budget recommendation.
7:30 P.M.
- 2/20/20
(Thurs.) Board of Selectmen review BOE budget request (if necessary) and votes on and transmits First Selectman's and Board of Education budgets to Board of Finance. Board also nominates moderator for Annual Town Budget Meeting. Regular Board of Selectman's meeting.
7:30 P.M.
- 2/24/20
(Mon.) Deliver Budget Books to Board of Finance – if haven't already been delivered.
- 3/4/20
(Wed.) Board of Finance reviews Board of Education budget request
7:30 P.M.
- 3/5/20
(Thurs.) Board of Finance reviews Board of Education budget request (if necessary)
7:30 P.M.
- 3/19/20
(Thurs.) Publish Notice of Public Hearing on budget
(Charter requires 10 days prior to Public Hearing)
- 3/24/20
(Tues.) Board of Finance holds Public Hearing on budget request.
(Charter requires at least two weeks prior to Annual Budget Meeting)
8:00 P.M. - Weston Middle School Library
- 3/25/20
(Wed.) Additional Public Hearing on budget request (if necessary)
8:00 P.M. - Weston Middle School Library
- 4/7/20
(Tues.) Board of Finance Budget Deliberation Meeting
7:30 P.M.
- 4/9/20
(Thurs.) Publish and Post Notice of Annual Town Budget Meeting
(Charter requires at least five days prior to meeting)
- 4/22/20
(Wed.) Annual Town Budget Meeting
8:00 P.M. - Weston High School Auditorium
- 5/2/20
(Sat.) Proposed Referendum
12:00pm to 8:00pm
- 5/7/20
(Thurs.) Board of Finance meets after Town Meeting to set mill rate.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: 10/19/20

Information Only

Action Requested

Agenda Item Subject: Approval of the FY22 Budget Assumptions

Submitted by: Phillip Cross

Document Summary/Purpose and/or Recommended Action:

Following is a draft of the FY22 budget assumptions. We are recommending approval of the assumptions.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

**Weston Public Schools
Budget Assumptions
FY 2022**

The Administration will develop the Recommended FY 2022 Operating Budget based on a comprehensive set of assumptions.

1. The Administration will recommend a FY 2022 Operating Budget framed by the District's Five Goals, which are designed to advance the priority outcome of Developing Global Citizens:
 1. Academic Excellence
 2. Healthy Learning Environment
 3. Digital Learning
 4. Gauging District Progress
 5. Resources for Learning

2. The Administration will put forth strategic investments, balanced by opportunities to be more cost-effective, in the Recommended FY 2022 Operating Budget.

A. Strategic investment priorities:

- I. Optimizing digital learning whether students and staff are in-district or in Hybrid or Full-Remote Scenarios.
 - i. Upgrading selected digital resources and tools
 - ii. Increasing professional capacities with digital resource and tools.

- II. Creating and sustaining a more inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or perceived differences.
 - i. Curriculum & Instruction
 - ii. Diversity of Staff
 - iii. Professional Learning

- III. Improving facilities, with attention to:
 - i. Investment in maintaining our facilities and preventative maintenance for all facilities.
 - ii. Prioritizing systematic attention to critical capital needs based on the 10-year Facility Master Plan (Phase 1, November 2017) and subsequent Phase 2 Analysis (Spring 2019). In so doing, coordinate with Town of Weston Facility Feasibility Committee on analysis and planning for long-term decisions regarding optimization of Weston Public Schools campus and facilities.

B. Potential cost containment areas:

I. Staffing:

- i. Review current staffing models for cost efficiencies where possible.

II. Programs:

- i. Continue the “Curricular & Co-Curricular Optimization Analysis,” underway since winter 2019.

III. Operations:

- ii. Review all areas of operations for efficiency and improvements that could yield financial savings.

3. Review current and projected Enrollment Data for impact on staffing levels. Listed below are the FY 2021 actual enrollment numbers as of October 1, 2020, and FY 2022 projected student enrollment figures. The FY 2022 projection is based on the comprehensive enrollment study presented to the BOE in November 2019. An updated projection will be presented in November 2020. Milone & MacBroom (CT) has been the District’s demographer the past three years, forecasting enrollment for kindergarten through grade 12. The firm has been rigorous in its analysis and projections, with a three-year running average differential (actual versus projected enrollment) of 0.50 percent or less. (For FY2021, their projection was off by only two students.) Our Special Education Department forecasts enrollment for all students in our pre-school program and those that are placed in educational facilities outside the Weston Public Schools. Neither the pre-school nor the out-of-district placement students are included in the kindergarten through grade 12 enrollment numbers below.

Grade	Actual Enrollment October 1, 2020	Milone & MacBroom Projected Enrollment 2021-2022	Change
K	122	113	-9
1	142	134	-8
2	131	152	+21
Hurlbutt Elementary School Total	395	399	+4
3	145	132	-13
4	176	152	-24
5	172	175	+3
Intermediate School Total	493	459	-34
6	172	183	+11
7	190	180	-10
8	196	197	+1

Middle School Total	558	560	+2
9	198	192	-6
10	194	205	+11
11	207	193	-14
12	204	206	+2
High School Total	803	796	-7
In-District Total (K-12)	2,249	2,214	-35
Pre-School	24	27	+3
Total Enrollment	2,277	2,241	-32

Budget class sizes based on the following Board of Education guidelines: kindergarten and grade 1 class sizes range from 18-20, while grades 2 through 12 typically range from 20-24 per class. However, at the high school level, especially where a class may be a singleton, class sizes may exceed 24 on occasion.

Note: There are 24 students that attend our schools through the Open Choice program. These students are reflected in the enrollment numbers presented above. The decision to accept additional Open Choice students is mission driven and will be made when we make initial class size projections and establish estimated sections. We would add four new Open Choice students across Kindergarten and First Grade. In the past, we have delayed this decision until late August, which is disruptive to school planning and to the needs of Open Choice families. As space permits, additional students might be added in August, which can increase the revenue received through the Open Choice grant. At no point would additional Open Choice students be accepted if additional classroom teachers are required.

4. Include costs associated with employee contracts & health insurance benefits.

I. WAA: 2.25% GWI.

II. WTA: 0.75% GWI plus step, and a GWI of 1.7% at max step.

III. AFSCME: 2.0% GWI plus step.

IV. The salaries for employees that are not affiliated with a union would be determined in May-June 2021. Salary increases for the un-affiliated groups typically have been aligned to the parallel bargaining unit. For planning purposes, the Recommended FY 22 Operating Budget would show district-wide administrators with a 2.25 percent GWI (the WAA increase); District-wide support staff would be budgeted with a 2.0 percent GWI (the AFSCME increase).

- V. It is assumed that district will remain on the State Partnership Plan 2.0. The State Comptroller typically sets plan rates in April. For the FY 22 Budget, we will assume an 8% premium increase. It is further assumed that dental claims and administrative fees will be funded by the Operating Budget and not from the Internal Services Fund, as was the case for FY 2021.
5. The cost of consumable goods and services will be based on existing contracts or increase by a projected CPI of 1.6%. (CPI taken from the Bureau of Labor & Statistics and is based on CPI for the Northeast less food and energy, Year over Year for the data published through August of 2020).
 6. Meet all Federal and State mandates that pertain to Connecticut School Districts.
 7. Carefully monitor and examine the immediate and long-term impact to the Weston Public Schools of any State of Connecticut adopted budget.
 8. Continue to maintain and monitor current Pupil Personnel Services and Special Education programs and services for their efficacy, ensuring that all students eligible for special education services receive a free and appropriate public education as mandated through the Individuals with Disabilities Education Act. The district will continue to explore ways to provide a continuum of services and new models of instructional delivery to address the academic, behavioral, and social-emotional needs of students, supporting their individual growth and progress within the district.
 9. Examine areas of the budget that have historically caused financial pressures during the year and identify potential solutions.
 10. In addition to our annual operating budget, we will be preparing two-year pro-forma. The pro-forma will in addition to the annual contractual increases, highlight any recommended future initiatives.
 11. The Administration endorses the plans by the Board of Education to pursue a Tri-Board Meeting (BOE, BOS and BOF) in late-October/early November to gain guidance on budget development for FY 22 and beyond.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Policy and Regulation 5135, Student Use of the District's Computer Systems and Internet – Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will present Policy and Regulation 5135, Student Use of the District's Computer Systems and Internet. This policy and regulation from Shipman and Goodwin will be adopted as new to take the place of our current policy and regulation, 5135, which was last adopted on June 17, 2013. This item is on for a second reading.

For more Board of Education Meeting and Committee Meeting Information, visit:

<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Students

**POLICY REGARDING STUDENT USE OF
THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY**

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education has installed computers, and a computer network, including Internet access and an e-mail system, on Board premises and may provide other electronic devices that can access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing etc. (including, but not limited to, laptops, Kindles, radios, I-Pads or other tablet computers). The Board's computers, computer network, electronic devices, Internet access, and e-mail are referred to collectively as "the computer systems"; and are provided in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to students in the district for education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education related purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain material that is obscene or obscene as to minors or contains child pornography, and ensure that such filtering technology is operative during computer use by minor students to the extent practicable when such students are using Board-owned computers or devices and Board-provided Internet access.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250

Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 18 U.S.C. §§ 2510 through 2520

Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. § 254(h)

No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777

Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47
U.S.C. § 254(h)(5)(B)(iii)

Policy References:

Policy No. 5114, Student Discipline
Policy No. 5131.911, Bullying
Regulation No. 5131.911, Safe School Climate Plan
Policy 5135, Student Use of District's Computer Systems
Policy No. 6184, Unexpected Broadcast

Policy Adopted:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

**ADMINISTRATIVE REGULATIONS REGARDING STUDENT USE OF
THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY**

1. Introduction

a. Access to District Computer Systems When Students are Physically Present on School Property

When students are physically present on school property, the Board is pleased to offer students access to the district's computers and computer networks, including access to electronic mail (e-mail) and the Internet, as well as electronic devices, (all of which will be referred to collectively as "computer systems".) Access to the school's computer systems will enable students to explore libraries, databases, websites, and bulletin boards while exchanging information with others. Such access is provided solely for education-related purposes. Use of the district's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems.

The Board of Education and the Administration believe in the educational value of such computer systems and recognize their potential to support our curriculum by expanding resources available for staff and student use. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

These computer systems are expensive to purchase, install and maintain. As the property of the district, these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, student are required to adhere to a set of policies and procedures, as set forth in detail below. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

b. Access to District Computer Systems When Students are Engaged in Remote Learning

The Board and the Administration recognize that technology is integral to the delivery of instruction if the district implements any form of digital or remote learning. The district may therefore provide students with remote access to some or all of the district's computer systems so that students may access the district's virtual learning environment. Such access, if granted, is provided solely for education-related purposes. Use of the district's computer systems will be allowed only for students who comply with

district policies and procedures concerning computer system use, and demonstrate the ability to use the computer systems in a considerate and responsible manner.

These computer systems are expensive to purchase, install and maintain. As the property of the district, these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, students will be required to adhere to a set of policies and procedures, as set forth in detail below. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

2. Definitions

Obscene – means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sexual act and c) taken as a whole, it lacks serious literary, artistic, educational, political or scientific value.

Obscene as to minors - means any material or performance if it depicts a prohibited sexual act and, taken as a whole, it is harmful to minors.

For purposes of this section, "harmful to minors" means that quality of any description or representation, in whatever form, of a prohibited sexual act, when a) it predominantly appeals to the prurient, shameful or morbid interest of minors, b) it is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors, and c) taken as a whole, it lacks serious literary, artistic, educational, political or scientific value for minors.

For the purposes of this section, "prohibited sexual act" means erotic fondling, nude performance, sexual excitement, sado-masochistic abuse, masturbation or sexual intercourse.

Child pornography – means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where -

- (a) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- (b) such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

3. Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with district standards and will act in a responsible and legal manner, at all times in accordance with district standards, as well as with state and federal laws.

It is important that students and parents understand that the district, *as the owner of the computer systems, reserves the right to monitor and review* the use of these computer systems. The district intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for district-related educational purposes.

As part of the monitoring and reviewing process, the district will retain the capacity to bypass any individual password of a student or other user. *The system's security aspects, such as personal passwords and the message delete function for e-mail, can be bypassed for these purposes.* The district's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to; oversight of Internet site access, the right to review emails sent and received, the right to track students' access to blogs, electronic bulletin boards and chat rooms, and the right to review a student's document downloading and printing.

Therefore, all users must be aware that *they should not have any expectation of personal privacy in the use of these computer systems.*

4. Student Conduct

Students are permitted to use the district's computer systems for legitimate educational purposes. Personal use of district computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

- ◆ Sending any form of a harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Damaging computers, computer files, computer systems or computer networks;
- ◆ Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from a teacher or administrator;
- ◆ Using another person's password under any circumstances;
- ◆ Trespassing in or tampering with any other person's folders, work or files;

- ◆ Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
- ◆ Sending any copyrighted material over the system;
- ◆ Using computer systems for any personal purpose, or in a manner that interferes with the district's educational programs;
- ◆ Accessing or attempting to access any material that is obscene, obscene as to minors, or contains child pornography, as defined above;
- ◆ Transmitting or receiving e-mail communications or accessing information on the Internet for non-educational purposes;
- ◆ Cyberbullying;
- ◆ Accessing or attempting to access social networking sites (e.g., Facebook, Twitter, MySpace, etc.) without a legitimate educational purpose.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited.

Misuse of the computer systems, or violations of these policies and regulations, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.

Anyone who is aware of problems with, or misuse of these computer systems, or has a question regarding the proper use of these computer systems, should report this to his or her teacher or principal immediately. Most importantly, the Board and the Administration urge *any* student who receives *any* harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

5. Internet Safety

The Administration will take measures: to assure the digital safety and security of students when using e-mail, chat rooms, distance learning platforms, and other forms of direct electronic communications; to prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; to educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response;

and to restrict students' access to online materials -that are obscene or obscene as to *minors* or contain child pornography, to the extent practicable when students are using Board-owned computers or devices and Board-provided Internet access.

6. Student Use Agreement

Before being allowed to use the district's computer systems, students and/or their parents/guardians must sign a computer system use agreement, stating that they have read and understood the district's policies and regulations regarding the use of its computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et. seq.* (computer-related offenses)

Conn. Gen. Stat. § 53a-193 (definition of obscene and obscene as to minors)

18 U.S.C. § 2256 (definition of child pornography)

Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 18 U.S.C. §§ 2510 through 2520

Children's Internet Protection Act, Pub. Law 106-554, codified at 47 U.S.C. § 254(h)

No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777

Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. § 254(h)(5)(B)(iii)

Miller v. California, 413 U.S. 15 (1973) (definition of obscene)

Policy References:

Policy No. 5114, Student Discipline

Policy No. 5131.911, Bullying

Regulation No. 5131.911, Safe School Climate Plan

Policy 5136, Use of Privately Owned Technological Devices By Students

Policy No. 6184, Unexpected Broadcast

Policy Adopted:

WESTON PUBLIC SCHOOLS

Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Policy and Regulation 5136, Use of Privately Owned Technology Devices By Students – Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will present Policy and Regulation 5136, Use of Privately Owned Technology Devices By Students. This policy and regulation from Shipman and Goodwin will be adopted as new to take the place of our current policy and regulation, 5136, which was last adopted on June 17, 2013. This item is on for a second reading.

For more Board of Education Meeting and Committee Meeting Information, visit:

<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Students

USE OF PRIVATELY OWNED TECHNOLOGICAL DEVICES BY STUDENTS

Students may possess privately-owned technological devices on school property and/or during school-sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

Definitions

Board Technology Resources

For the purposes of this policy, “Board Technology Resources” refers to the Board’s computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources owned and/or used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of the this policy, “Privately Owned Technological Devices” refers to privately owned desktop computers, wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, desktops, personal laptops, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, personal audio players, I-Pads or other tablet computers, walkie-talkies, Blackberries, personal data assistants, I-Phones, Androids and other electronic signaling devices.

Use of Privately-Owned Technological Devices

Privately-owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff.

On school property, at a school-sponsored activity, while in use for a remote learning activity, or while being used to access or utilize the Board’s technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;

- Accessing or attempting to access any material that is obscene or contains pornography;
- Cyberbullying;
- Using such device to violate any school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technology device is stolen, lost, or damaged, while the device is on school property or during a school-sponsored activity, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately-owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately-owned technological devices with other students.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately-owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately-owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

The Weston Board of Education may permit students, using their privately owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately-owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures for using school accounts. No user may deviate from these log-on/access procedures. Students are not permitted to share their log-on and password information, except a student may share such information with the student's parent/guardian for the purpose of enabling the parent/guardian to assist and/or supervise the student in connection with the student's use of school accounts. **Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately-owned technological devices while they are logged on to the network.** Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so *despite* the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and any privately-owned technological devices that access the same.

Harm to Board Technology Resources

Any act by a student using a privately-owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

Legal References:

Conn. Gen. Stat. § 10-233j

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250, *et seq.*

Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 28 U.S.C. §§ 2510 through 2520

Policy References:

Policy No. 5114, Student Discipline

Policy No. 5131.911, Bullying

Regulation No. 5131.911, Safe School Climate Plan

Policy 5135, Student Use of District's Computer Systems

Policy No. 6184, Unexpected Broadcast

Policy Adopted:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

**Agenda Item Subject: Personnel Sex Discrimination and Sexual Harassment Policy an Regulation
4118.11 – 4218.11 - Second Reading**

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will present this new policy and regulation from Shipman and Goodwin due to changes in Federal law these will take place of our current ones last approved on January 27, 2020. This item is on for a second reading.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

PERSONNEL

SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Weston Board of Education (the “Board”) for the Weston Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

Sex discrimination occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual’s sex. Sex discrimination also occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner.

Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Weston Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations). Such training will include information on the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is the Director of Pupil Personnel Services. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

District Coordinator

Tracy Edwards
Director of Pupil Personnel Services
24 School Road
Weston, CT 06883
(203) 221-6558
tracyedwards@westonps.org

Weston High School Coordinator

Matthew Filip
Assistant Principal
Weston High School
115 School Road
Weston, CT 06883
(203) 221-6505
matthewfilip@westonps.org

Weston High School Coordinator

Juliane Givoni
Assistant Principal
Weston High School
115 School Road
Weston, CT 06883
(203) 221-6504
julianegivoni@westonps.org

Weston Middle School Coordinator

Dru Walters
Assistant Principal
Weston Middle School
135 School Road
Weston, CT 06883
(203) 221-6364
druwalters@westonps.org

Weston Intermediate School Coordinator

Nicole Wilhelm
Assistant Principal
Weston Intermediate School
95 School Road
Weston, CT 06883
(203) 221-6334
nicolewilhelm@westonps.org

Hurlbutt Elementary School Coordinator

Kimberly Kus
Assistant Principal
Hurlbutt Elementary School
9 School Road
Weston, CT 06883
(203) 221-6304
kimkus@westonps.org

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-514-3400).

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

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

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination:
Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

Policy References: Non-Discrimination, 4118.11-4218.11

Policy Adopted:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

PERSONNEL

Sex Discrimination and Sexual Harassment Complaint Procedure

It is the policy of the Weston Board of Education (the “Board”) for the Weston Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel):

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;

2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

NOTICE OF THE TITLE IX COORDINATOR

The District's Title IX Coordinator is the Director of Pupil Personnel Services. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

District Coordinator

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Hurlbutt Elementary School Coordinator

Kimberly Kus
Assistant Principal
Hurlbutt Elementary School
9 School Road
Weston, CT 06883
(203) 221-6304
kimkus@westonps.org

The Title IX Coordinator manages the District's compliance with Title IX and is an available resource to anyone seeking information or wishing to file a formal complaint. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
- **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A “document filed by a complainant” means a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments,

modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a person in the District's education program or activity, the Title IX Coordinator or designee will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant has filed a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator or designee will explain to the complainant the process for doing so.
2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in this Regulation shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of

receiving a complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.

3. Upon receipt of a formal complaint, if the Title IX Coordinator or designee has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator or designee will promptly contact the complainant and respondent separately to discuss the availability of such measures and consider the complainant's wishes with respect to them. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide supportive measures.
4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment and a copy of this grievance process. The written notice must also include the following:
 - i. The identities of the parties involved in the incident, if known;
 - ii. The conduct allegedly constituting sexual harassment as defined above;
 - iii. The date and the location of the alleged incident, if known;
 - iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 - vi. A statement of any provision in the District's policies that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof

and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.

7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this section.
9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.
11. The decision-maker(s) will issue a written determination regarding responsibility. The written determination will include: (1) identification of the allegations potentially

constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. The written determination will be provided to both parties simultaneously.

12. Student respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.
13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section E of this Regulation.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a

satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes an employee from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

E. Appeal Process

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based.

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. Both parties will then have an opportunity to submit a written statement in support of, or challenging, the outcome. Such written statement must be submitted ten (10) school days after receiving written notice of the appeal. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s). The decision-maker(s) for the appeal, in their discretion, will determine the appropriate procedure for the appeal. After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that 1) would not constitute sexual harassment as defined in these Administrative Regulations even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing a complainant notifies the Title IX Coordinator in writing that 1) the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

5. The District will maintain for a period of seven (7) years records of:
 - i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
 - ii. Any appeal and the result therefrom;
 - iii. Any informal resolution and the result therefrom; and
 - iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT)

A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a person in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex

discrimination, and any incident of sexual harassment, as defined above, should be handled pursuant to Section I of these Administrative Regulations.

C. Grievance Procedures

1. As soon as an employee feels that he or she has been subjected to sex discrimination other than sexual harassment, he/she should make a written complaint to the Title IX Coordinator or to the building principal, or his/her designee. The employee will be provided a copy of the Board's policy and Administrative Regulations and made aware of his or her rights. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
 - i. Name of the complainant;
 - ii. Date of the complaint;
 - iii. Date(s) of the alleged discrimination;
 - iv. Name(s) of the discriminator(s);
 - v. Location where such discrimination occurred;
 - vi. Names of any witness(es) to the discrimination;
 - vii. DETAILED STATEMENT OF THE CIRCUMSTANCES CONSTITUTING THE ALLEGED DISCRIMINATION; AND
 - viii. REMEDY REQUESTED.
3. Any employee who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
5. The Title IX Coordinator or designee shall investigate all complaints of sexual discrimination against an employee, regardless of whether the conduct occurred on or off-school grounds. 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. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any employee who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the employee requests confidentiality or that an

investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the employee insists that his/her information not be shared with the alleged discriminator(s), the employee will be informed that the District's ability to investigate and/or take corrective action may be limited.

7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;
 - iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
 - iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - v. consider whether alleged sex discrimination has created a hostile work environment, including consideration of the effects of off-campus conduct on the school;
 - vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. 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, adhering to the requirements of state and federal law; and
 - vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed

appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination.

8. 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 will receive notice and interim measures may be implemented as necessary.
9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, he or she may file a written appeal within five (5) school days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sexual discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sexual discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-514-3400).

Copies of these Administrative Regulations will be distributed to all employees.

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Affirmative Consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person to ensure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.
- D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
 - (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively consented, or
 - (ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
- E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of affirmative consent.

COMPLAINT FORM REGARDING SEXUAL HARASSMENT (PERSONNEL)

This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sexual harassment _____

Name or names of the sexual harasser(s) _____

Location where such sexual harassment occurred _____

Name(s) of any witness(es) to the sexual harassment _____

Detailed statement of the circumstances constituting the alleged sexual harassment

Remedy requested _____

Signature of Complainant or Title IX Coordinator: _____

COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT) (PERSONNEL)

This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sex discrimination _____

Name or names of the sex discriminator(s) _____

Location where such sex discrimination occurred _____

Name(s) of any witness(es) to the sex discrimination _____

Detailed statement of the circumstances constituting the alleged sex discrimination

Remedy requested _____

Signature: _____

SAMPLE WRITTEN NOTICE FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT

[LETTERHEAD]

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS

In accordance with the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known:

_____ (Complainant(s))
_____ (Respondent(s))

The conduct allegedly constituting sexual harassment: _____

The date and the location of the alleged incident, if known: _____

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator:

***Central Office, 24 School Road, Weston Connecticut 06883
tracyedwards@westonps.org
203-221-6558***

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.

All parties involved may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Any employee who knowingly makes false statements or knowing submits false information during this grievance process is subject to discipline, up to and including termination.

A copy of the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) is included with this notice.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Student Sex Discrimination and Sexual Harassment Policy an Regulation 5114.6 - Second Reading

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

William McKersie will present proposed changes due to changes in Federal law to policy and regulation Student Sex Discrimination and Sexual Harassment Policy and Regulation 5114.6. This new policy and regulation will replace our current ones last approved on May 19, 2014. This item is on for a second reading.

For more Board of Education Meeting and Committee Meeting Information, visit:

<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

STUDENTS

SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Weston Board of Education (the “Board”) for the Weston Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (*i.e., quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Weston Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations) on the definitions of sex discrimination and sexual harassment, the scope of the Board’s education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board’s website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board’s website to promote an environment free of sex discrimination and sexual harassment.

The Board’s Title IX Coordinator is the Director of Pupil Personnel Services. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact

District Coordinator

Tracy Edwards
Director of Pupil Personnel Services
24 School Road
Weston, CT 06883
(203) 221-6558
tracyedwards@westonps.org

Weston High School Coordinator

Matthew Filip
Assistant Principal
Weston High School
115 School Road
Weston, CT 06883
(203) 221-6505
matthewfilip@westonps.org

Weston High School Coordinator

Juliane Givoni
Assistant Principal
Weston High School
115 School Road
Weston, CT 06883
(203) 221-6504
julianegivoni@westonps.org

Weston Middle School Coordinator

Dru Walters
Assistant Principal
Weston Middle School
135 School Road
Weston, CT 06883
(203) 221-6364
druwalters@westonps.org

Weston Intermediate School Coordinator

Nicole Wilhelm
Assistant Principal
Weston Intermediate School
95 School Road
Weston, CT 06883
(203) 221-6334
nicolewilhelm@westonps.org

Hurlbutt Elementary School Coordinator

Kimberly Kus
Assistant Principal
Hurlbutt Elementary School
9 School Road
Weston, CT 06883
(203) 221-6304
kimkus@westonps.org

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Policy Adopted:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Students

ADMINISTRATIVE REGULATIONS REGARDING SEX DISCRIMINATION AND
SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Weston Board of Education (the “Board”) for the Weston Public Schools (“the District”) that any form of sex discrimination or sexual harassment is prohibited, whether by students, District employees or third parties subject to substantial control by the Board. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. Any student or employee who engages in conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students):

1. Statements or other conduct indicating that a student’s submission to, or rejection of, sexual overtures or advances will affect the student’s grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students).

NOTICE OF THE TITLE IX COORDINATOR

The District's Title IX Coordinator is the Director of Pupil Personnel Services. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

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Hurlbutt Elementary School Coordinator

Kimberly Kus
Assistant Principal
Hurlbutt Elementary School
9 School Road
Weston, CT 06883
(203) 221-6304
kimkus@westonps.org

The Title IX Coordinator manages the District's compliance with Title IX and is an available resource to anyone seeking information or wishing to file a formal complaint. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
- **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A “document filed by a complainant” means a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant has filed a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator or designee will explain to the complainant the process for doing so.
2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in this Regulation shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of

receiving a complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.

3. Upon receipt of a formal complaint, if the Title IX Coordinator or designee has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator or designee will promptly contact the complainant and respondent separately to discuss the availability of such measures and consider the complainant's wishes with respect to them. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide supportive measures.
4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment and a copy of this grievance process. The written notice must also include the following:
 - i. The identities of the parties involved in the incident, if known;
 - ii. The conduct allegedly constituting sexual harassment as defined above;
 - iii. The date and the location of the alleged incident, if known;
 - iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 - vi. A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements of knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof

and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.

7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this section.
9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.

11. The decision-maker(s) will issue a written determination regarding responsibility. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. The written determination will be provided to both parties simultaneously.
12. Student respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.
13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section V of this Regulation.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

E. Appeal Process

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based.

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigator(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. Both parties will then have an opportunity to submit a written statement in support of, or challenging, the outcome. Such written statement must be submitted ten (10) school days after receiving written notice of the appeal. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s). The decision-maker(s) for the appeal, in their discretion, will determine the appropriate procedure for the appeal. After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that 1) would not constitute sexual harassment as defined in these Administrative Regulations even if proved, 2) did not occur in the

District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing a complainant notifies the Title IX Coordinator in writing that 1) the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about bullying behavior, the Title IX Coordinator or designee shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

4. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.
5. The District will maintain for a period of seven (7) years records of:
 - i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
 - ii. Any appeal and the result therefrom;
 - iii. Any informal resolution and the result therefrom; and
 - iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT)

A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex

discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment, as defined above, should be handled pursuant to Section I of these Administrative Regulations.

C. Grievance Procedures

1. As soon as a student feels that he or she has been subjected to sex discrimination other than sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and Administrative Regulations and made aware of his or her rights. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
 - i. Name of the complainant;
 - ii. Date of the complaint;
 - iii. Date(s) of the alleged discrimination;
 - iv. Name(s) of the discriminator(s);
 - v. Location where such discrimination occurred;
 - vi. Names of any witness(es) to the discrimination;
 - vii. Detailed statement of the circumstances constituting the alleged discrimination; and
 - viii. Remedy requested.
3. Any student who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

5. The Title IX Coordinator or designee shall investigate all complaints of sexual discrimination against a student, regardless of whether the conduct occurred on or off-school grounds. 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. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged discriminator(s), the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;
 - iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
 - iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - v. consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this

deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. 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, adhering to the requirements of state and federal law; and

- vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination.
8. 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 will receive notice and interim measures may be implemented as necessary.
9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, he or she may file a written appeal within five (5) school days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sexual discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sexual discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sexual discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent

risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Copies of these Administrative Regulations will be distributed to all students.

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Affirmative Consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person to ensure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.
- D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
 - (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively consented, or
 - (ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
- E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of affirmative consent.

WESTON PUBLIC SCHOOLS
Weston, Connecticut

COMPLAINT FORM REGARDING SEXUAL HARASSMENT (STUDENTS)

This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sexual harassment _____

Name or names of the sexual harasser(s) _____

Location where such sexual harassment occurred _____

Name(s) of any witness(es) to the sexual harassment

Detailed statement of the circumstances constituting the alleged sexual harassment

Remedy requested _____

Signature of Complainant or Title IX Coordinator: _____

Series 5000
Students

COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT) (STUDENTS)

This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sex discrimination _____

Name or names of the sex discriminator(s) _____

Location where such sex discrimination occurred _____

Name(s) of any witness(es) to the sex discrimination _____

Detailed statement of the circumstances constituting the alleged sex discrimination

Remedy requested _____

Signature: _____

*SAMPLE WRITTEN NOTICE FOR FORMAL COMPLAINTS OF SEXUAL
HARASSMENT*

[LETTERHEAD]

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS

In accordance with the Board's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known:

_____ (Complainant(s))
_____ (Respondent(s))

The conduct allegedly constituting sexual harassment:

The date and the location of the alleged incident, if known: _____

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator:

***Central Office, 24 School Road, Weston Connecticut 06883
tracyedwards@westonps.org
203-221-6558***

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.

All parties involved may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students).

It is a violation of the Board's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy. Any employee who knowingly makes false statements or knowing submits false information during this grievance process is subject to discipline, up to and including termination.

A copy of the Board's Policy and Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students) is included with this notice.

Communications Committee Meeting

September 22, 2020 9:00 AM

Via Conference Call

301-715-8592

Passcode: 562569

Attendance Taken at 9:02 AM:

Present Board Members:

Ruby Hedge

Taffy Miller

Hillary Koyner

Others:

William McKersie

Daniel DiVito

1. Call to Order

Discussion:

With a quorum met, Ms. Hedge called the Communications Committee to order.

2. Review Minutes

Discussion:

The Committee reviewed the minutes and were approved.

3. WPS Website Update

Discussion:

Mr. DiVito reviewed the WPS website and spoke about the front page with the updated COVIC-19 Resources button. A subscribe button has been added so that families can subscribe to the Google calendars for the District and schools.

Mr. DiVito has been keeping a list of what items on the site need to be cleaned up or added. Currently the mobile version of the website is not working as he would like, and is working with the webmaster to fix this issue.

During the hybrid modes, it was asked if the school calendars could indicate what kind of day it is for families (blue, gold, etc.). Mr. DiVito will work with each school to see what can be added. He would also like to bring in "breadcrumbs", which shows the path you took to get to a certain page and allows you to choose where you would like to go back to, without having to select the back arrow. A home icon will be placed at the top of the website so that it is easy to navigate back to the District home page.

4. WPS COVID-19 Resources Page Update

Discussion:

The COVID-19 page is constantly being updated with information from the State as well as articles under Added Resources regarding social-emotional health.

It was asked if the buttons could be put in rows by categories, such as all the learning scenarios in one row, making it easier for everyone to find the things they are looking for.

5. Social Media Updates-Plans for Pushing Instagram, etc. Roundtable

Discussion:

A discussion was had regarding the use of Instagram and Facebook at the District level and how we can use these platforms in conjunction with the new website. Instagram would

enable us to use the photos within the website and Facebook would allow important communications on behalf of the District and schools, to be posted widely as well.

A review of the Social Media Plan 2018-2020 will be re-sent to the Committee and Dr. McKersie and Mr. DiVito.

6. WPS Marketing Material Plan

Discussion:

Dr. McKersie reviewed the WPS Yearly Marketing Material Plan which was created by Ms. Hedge last year. The plan has been updated for this year due to COVID-19 and resources not available to work on specific items outlined.

The District Brochure will be updated by October 1, 2020 and Noteworthy Achievements and Accomplishments has been moved to at least November 1, 2020.

The two high school documents have been completed. Mr. DiVito will check to see if the 2018-2019 Noteworthy Achievements and Accomplishments are on the District website.

7. Other Business-BOE Roundtable

Discussion:

Ms. Koyner asked regarding additional communications surrounding social-emotional health have been sent. Dr. McKersie mentioned that we have had some and also mentioned the great video that Ms. Skelton created. We can look to involve Ms. Edwards in communicating more social-emotional health resources to families, students and staff. Discussion amongst the Committee was had regarding how well the District has done with communications surrounding COVID-19.

The idea of having the Superintendent doing a Friday/Monday notes as a weekly rollup of things that have happened or things to know was discussed amongst the Committee. A document that would be one page and kept simple.

It was also noted how well the Zoom meetings with each of the school's Principals went and thought that more meetings of this nature versus written updates would be more helpful.

The Fall 2020 Reopening Task Force should have the same conversation regarding how they think the communications have been coming from the District and schools.

8. Adjournment

Discussion:

The meeting was adjourned at 10:29 a.m.

Motion Passed: passed with a motion by Ruby Hedge and a second by Taffy Miller.

3 Yeas - 0 Nays.

Chairperson

Superintendent

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

May 2020 Curriculum Committee Meeting Minutes for Board review.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Curriculum Committee Meeting

May 13, 2020 1:00 p.m.

Via video conference

1. Call to Order

The meeting was called to order at 1:00 p.m.

Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Crow, Ed.D., Assistant Superintendent of Curriculum & Instruction; Michael Rizzo, Assistant Superintendent of Pupil Personnel Services; Craig Tunks, Director of Digital Learning & Technology; Laura Kaddis, HES Principal; Pattie Falber, WIS Principal; Dan Doak, WMS Principal; Lisa Wolak, WHS Principal; Andrea Noble, K-5 ELA and Social Studies CIL; Alex Bluestein, K-5 ELA and Social Studies CIL; Carolyn Vinton, K-5 Math and Science CIL; Janine Russo, 6-12 Math CIL; Christine Cincotta, 6-12 ELA CIL; Nicholas Torres, 6-12 Social Studies CIL; Jamie Charles, 6-12 Science and Technology CIL; Mercedes Fernandes, K-12 World Language CIL; Sydney Girardi, K-12 Visuals Arts CIL; Elizabeth Morris, K-12 Performing Arts CIL; Patty Powers, Health and Physical Education CIL; Martine King, Assistant Director of PPS

Members of the Public:

Anthony Pesco, Ruby Hedge, Melissa Walker

2. Presentation of 2019-20 Annual Instructional Update

Discussion:

The Annual Instructional Update was presented by school in the following order:

- Weston High School, presented by Principal, Lisa Wolak and CILs Ms. Cincotta, Mr. Torres, Mrs. Russo, Ms. Girardi and Mrs. Fernandes.
- Weston Middle School, presented by Principal, Dan Doak and CILs Mrs. Russo, Mrs. Powers, Ms. Morris and Mrs. Charles.
- Weston Intermediate School, presented by Principal, Pattie Falber and CILs Mrs. Bluestein and Mrs. Vinton.
- Hurlbutt Elementary School, presented by Principal, Laura Kaddis and CIL Andrea Noble.
- Special Education, presented by Mike Rizzo.
- Project Challenge, presented by Dr. Ken Crow.
- Committee members discussed with the 6-12 math CIL decisions on delaying the 6th grade math placement until fall of 2020. Mrs. Russo also spoke about math enrichment and increased SRBI that will be put in place.
- Ms. Morris addressed questions regarding the potential enrollment impact on various ensembles.

- Ms. Girardi addressed concerns regarding the Sports Journalism & Broadcasting course having a process in place to ensure equal coverage of both girls and boys athletics teams.
- The Committee asked Mrs. Fernandes about the monitoring of Spanish and French language enrollment and if there were a survey to determine reasons for lower enrollment in senior year.
- Ms. Powers spoke about Parent Connection Opportunities and some of the topics addressed this year as well as plans for the coming year.
- Ms. Bluestein addressed K-5 literacy concerns and discussed how to embed additional instruction and assessment into the curriculum.
- Mrs. Vinton addressed math retention concerns due to school closure. She commented that at the K-5 level, the most difficult concepts are typically introduced in the beginning of the school year, leaving the end of the year for reinforcement and review. She discussed offering a summer program that relies on less screen time.
- Committee members inquired about and discussed the recommendation of the Torrance assessment as a tool for talented and gifted student identification for the Project Challenge program.

3. Approval of April 2020 Minutes

Motion Passed: passed with a motion by Ms. Miller and a second by Mrs. Koyner.

3 Yeas - 0 Nays.

4. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 2:40 p.m.

Respectfully submitted,

June Curiano

Administrative Assistant to the Assistant Superintendent of Curriculum & Instruction

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 19, 2020

Information Only

Action Requested

Agenda Item Subject: Curriculum Committee Minutes

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

September 2020 Curriculum Committee Meeting Minutes for Board review.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Curriculum Committee Meeting

September 16, 2020 9:00 a.m.

Via Zoom

1. Call to Order

The meeting was called to order at 9:15 am

Present Committee Members:

Taffy Miller (Chairperson), Hillary Koyner, Gina Albert

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Crow, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Tracy Edwards, Director of PPS; Dan DiVito, Director of Digital Learning & Technology

2. WPS 2020 School Reopening Update

Discussion:

HES Update: Principal Laura Kaddis provided an update on the opening for HES.

- HES teachers are becoming more comfortable with the Teacher Toolkit used to facilitate their classes.
- The ELC is a daily program for all students.
- K-2 has a 5-hour day with lunch in the classroom. Blue and Gold cohorts rotate in and out of the school daily. All routines and procedures are becoming second nature.
- HES has established a two-week cycle for dropping and picking up essential learning materials.
- The car drop off and pick up process has become more efficient now. It takes 23 minutes on average for drop off and pick up, which is comparable to previous years.
- HES is using outdoor spaces to provide mask breaks.

WIS Update: Principal Pattie Falber provided an update on the opening for WIS.

- The first WIS Back to School Night was well attended. The administration provided a welcome and then turned the program over to teachers for their remote presentations.
- Mask breaks take place in the back and side of the schools.
- Teachers at WIS are getting more comfortable with technology.
- WIS teachers are meeting with the Voluntary Distance Learning students in the afternoon after dismissal. There are a number of VDL students returning to the classroom at WIS.

WMS Update: Principal Dan Doak provided an update on the opening for WMS

- The first day of school was challenging due to a power outage, but students and staff adapted nicely.
- The pickup and drop off process has been going smoothly.

- WMS began the year with teachers moving between classrooms to minimize students in the hallway during passing time. Based on feedback received from teachers, WMS has changed this practice for logistical reasons.
- The schedule at WMS is confusing for both teachers and students. Mr. Doak indicated that they are working on how alleviate this challenge. One strategy has been to send out next day's schedule the previous day.
- The WMS website contains a distance learning resource page with helpful information for students and teachers.

WHS Update: Principal Lisa Wolak provided an update on the opening of the high school.

- The first two weeks at WHS was focused on making sure everything is up and running with the schedule.
- Some of this time with students was used to get them used to using the Canvas Learning Management System to access resources for their courses.
- In advisory, teachers and students discussed social justice and the school's focus on it this year.
- Student government elections are upcoming.
- Club fair will take place virtually.
- Student yearbook photos have been scheduled.

Hillary Koyner raised a question regarding the length of class periods at the high school being too short. In typical years, class periods are 56 minutes long.

- Lisa Wolak indicated that WHS classes are 40 minutes long in this hybrid model. She indicated that teachers feel they can deliver the curriculum in this time period. Lisa also shared that we are gaining an additional five days of classes by eliminating mid-terms this year.

Taffy Miller asked when the administration thought we could transition from an early dismissal hybrid scenario to a full day hybrid.

- Laura Kaddis emphasized:
 - Quality over quantity of instructional time.
 - The additional two hours gained would not go to instructional time (i.e. additional time would go to recess).
 - HES would need more staffing to cover dismissal.
 - Shift would impact time with VDL students in the afternoon.
- Pattie Falber responded:
 - Before going to full hybrid, it is important to integrate VDL students fully into the school day.
 - Need to be fully prepared with technology to go to full hybrid.
- Bill McKersie indicated that our next steps include a focus on:
 - Having more real time interaction in the classrooms.
 - Raising the quality of VDL.
 - Continuing to tend to social emotional learning.
- Dan Doak highlighted the following:

- There are logistical issues in going to full hybrid at WMS.
- The cafeteria is used for chorus and would be needed for lunch.
- Additional staffing resource to supervise lunch would be required.

Technology Update: Dan DiVito provided a district wide technology update.

- Over the summer, the IT department had to move a lot of classroom technology setups and desks to the front of the room in the teacher zone for the hybrid model.
- The teacher laptop microphones didn't work well at the start of the year to pick up teacher and student voices. As a result, we have ordered and are locating ambient microphones for each class.
- There was an attack on the Internet on the first day of school that affected the network. It was resolved fairly quickly for teachers.
- In the lead up to the start of the year, the IT department met with VDL parents to get iPads configured and up and running.
- Library media specialists provided a significant amount of professional learning activities on the Teacher Toolkit.
- The district will receive an additional 600 Chromebooks from the State as a result of a grant. This will be a big improvement to replace the aging devices in the middle school. Anticipate the new devices to arrive in October.

Special Education Update: Tracy Edwards provided a brief update regarding Special Education.

- Tracy shared that her whole department came together to create Learning Plans for each special education student.
- A shift to the full hybrid requires that all of the Learning Plans be updated.
- There was a very successful Early Learning Center Open House at HES.
- The roundtable discussions for special education continued this summer with the most recent one taking place at the end of August.

3. Information on Professional Learning Activities Week of August 31, 2020

- The professional learning activities for teachers was referenced during the school reopening update.
- These days were extremely valuable in preparing for the start of the school year.

4. Homework Policy Update

- The updated Homework Policy and Regulations from May 2020 were brought to the Curriculum Committee for a final review.
- The Committee supported the new HW policy, which will now be brought to the full Board of Education for review and adoption.

5. Approval of June 2020 Minutes

Motion Passed: The June 2020 minutes were approved and will be posted on the CAFE website.
3 Yeas - 0 Nays.

The Committee requested for the May 2020 minutes for the annual instructional update to be updated with more detail. The updated May minutes will be sent to the Committee for their approval.

7. Other curricular issues

Additional topics were raised by the Committee as future agenda items to be added to upcoming Curriculum Committee meetings.

Topics for future meetings include:

- Racial Justice and African-American Studies
- Potential partnership with WEF to support the district's work on racial justice
- Standardized testing update

No other items were put forth for discussion. Meeting was adjourned at 10:45 a.m.

Respectfully submitted,

Kenneth G. Craw
Assistant Superintendent

**Minutes
Facilities Committee
October 2, 2020**

Present:

Tony Pesco, Committee Chair
Ruby Hedge, Committee Member
Victor Escandon, Committee Member
Dr. William McKersie, Superintendent of Schools
Phil Cross, Director of Finance and Operations
Mike DelMastro, Director of Facilities

Guests:

Gayle Weinstein, Weston Resident, Facility Optimization Committee Member
Richard Bertasi, Weston Resident, Facility Optimization Committee Member
Ken Crow, Assistant Superintendent
Richard Wolf, Weston Building Committee

Public:

Hillary Koyner, Weston Resident
Denis Harvey, Weston Resident

The meeting was called to order by Mr. Pesco at 9:08 a.m.

The Committee discussed the following items regarding an update from the Town Facilities Optimization Committee:

- Ms. Weinstein informed the Committee that the mission of the Town Facilities Optimization Committee is to determine if it is possible to reduce the footprint of school and town facilities in order to optimize lifetime costs, improve the learning environment, create appropriate synergies for town and school staff, and ensure consistency with the Town's Plan of Conservation and Development. The committee consists of representatives from the Board of Selectmen, Board of Finance, Board of Education, and the community.

- Among the questions that the committee is trying to answer include, can the District function with three schools instead of four. With the District's current enrollment this is not possible without additional space being added to one of the other three buildings.

Other questions that are of concern include, is there a better location for the bus garage, should the Senior Activities Center remain at Hurlbutt, and with the annex nearing the end of its useful life, there is a need to find a permanent home for the employees who work in that facility. Given the volatility of school enrollment, does it make sense to uncouple staffing needs from educational space? Additionally, any changes that are made should allow for moderate growth so that portables will not be necessary in the future, and any construction that is done should be done with minimal educational disruption. Among the potential options for school configuration include eliminating Hurlbutt Elementary or Weston Middle School. Potential staffing options include relocating all annex staff to a wing of the elementary school, relocating all Board of Education staff to a wing of the elementary school, or building an addition onto central office to house Board of Education annex staff and onto Town Hall to house Town annex staff.

- The committee's next steps include hiring a consultant to help figure out if future school enrollment allows for a long-term reduction in school buildings, what the capital and operating savings over time would be, what the cost would be to add additional classrooms to make a three school scenario work, and if there is a use for an unused building or wing of a building. The committee is currently going through a consultant selection process, with a decision being made early next year.

The Committee discussed the following items regarding a Fall 2020 reopening plans update:

- Mr. DelMastro informed the Committee that everything has been running smoothly since the beginning of the school year, including the new traffic patterns for increased parent drop-offs. After the two positive cases were diagnosed in the District, contact tracing was performed to determine which rooms were affected, and then all necessary spaces were disinfected. Mr. DelMastro added that he has notified teachers that they can open the windows in their classrooms as needed. Additionally, all ventilation systems are running at 100%.
- Ms. Hedge noted that some buses did not have their windows open when transporting students. Mr. Cross said he would remind the bus company that the windows should be open, weather permitting, when students are on them.

The Committee discussed the following items regarding an update on facilities and grounds maintenance:

- Mr. DelMastro reported that the maintenance staff has been ensuring that all systems are running properly. Additionally, they have been making repairs to fencing and netting at Revson Field and the soccer field. The grounds department has been busy with traffic duty, line painting on the fields, and grass mowing. Regarding the high school façade project, Mr. DelMastro reported that the project should be completed sooner than anticipated. Regarding the Hurlbutt East House steam trap and heat control project, the

last valves were installed and wiring is currently being completed. The energy management company will be onsite on October 12th to complete programming. Regarding the replacement of the chiller in Hurlbutt, the project is now complete and Mr. DelMastro is just confirming that all punch list items are done.

The Committee discussed the following items regarding approval of the September minutes:

- The Committee approved the September minutes.

The Committee discussed the following items regarding other business:

- Mr. Cross reported that so far SPED transportation is proceeding as planned, and there are no plans at this point to bring the actual transportation of the students back in-house.

There being no further business to discuss, the Committee adjourned at 10:28 a.m.

Respectfully submitted,

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

**Minutes
Finance Committee
October 9, 2020**

Present:

Gina Albert, Committee Chair
Ruby Hedge, Committee Member
Victor Escandon, Committee Member
Dr. William McKersie, Superintendent of Schools
Phil Cross, Director of Finance and Operations

Public:

Tony Pesco, Weston Resident
Kristana Esslinger, Weston Resident

The meeting was called to order by Ms. Albert at 9:05 a.m.

The Committee discussed the following items regarding the monthly financial update including internal services fund (for dental):

- Mr. Cross reported a projected fund balance for FY 2021 of negative (\$81,751). This is much improved over the previous month's balance. Things have settled down and there will be sufficient funds to cover the additional sections in both the first and third grades, as well as the additional PD and summer work expenditures.
- Mr. Cross informed the Committee that he has encumbered salaries for all groups except for AFSCME. Staffing levels are still unsettled, and as the District explores shifting learning models, he expects there to be some changes. The AFSCME contract was ratified in late September, and the District is currently working on updating the salaries and retro pay for the group.
- Mr. Cross reported that during the summer the Insurance Advisory Committee was able to negotiate a reduction in the renewal premium for worker's compensation. This resulted in a budgeted savings of \$28,641. The Advisory Committee was also able to negotiate a minimal increase in premiums for LAP insurance as well. Additionally, the District's athletic insurance will not see a premium increase, and similarly there will not be a price increase for ESS services.
- Regarding the Internal Services Fund, which now only includes dental, Mr. Cross reported that the current fund balance is \$760,606, and right now the account is trending favorably.

The Committee discussed the following regarding a FY20 Year-End Revision:

- Mr. Cross reported that after reconciling the District's books with the Town, the available FY20 fund balance has increased by \$47,350. This increase is attributed to open purchase orders that were subsequently closed or reduced. Mr. Cross is recommending that the District ask the Board of Finance to add these additional funds to the newly established non-lapsing account.

The Committee discussed the following regarding the COVID expenditures update:

- Mr. Cross reported that he submitted an application to FEMA for reimbursement, but he is not confident that the District will receive it. Originally there were two categories for reimbursement, PPEs and cleaning. In September FEMA reported that they will no longer be reimbursing for PPEs, but possibly only for cleaning expenses, but even this is not certain. The CRF Grant should however cover for the cost of PPEs purchased in FY20. Right now is there no plan to extend the grants beyond December 31, 2020.
- Mr. Cross informed the Committee that the total software cost for the teacher toolkit for use during distance learning is \$45,779. Of this amount, \$15,000 was reimbursed from the ESSER Grant. This will leave a balance of \$30,779. It is unlikely that this will be reimbursed from the CRF Grant. The total hardware cost for the toolkits is \$81,250. Of this amount \$36,548 was reimbursed from the ESSER Grant and \$24,557 is projected to be reimbursed from the CRF Grant. This will leave a balance of \$20,145, and it is unlikely that this will be reimbursed from the CRF Grant.

The Committee discussed the following regarding the FY22 Budget Calendar:

- The Committee agreed to discuss the calendar at the October 13th budget workshop, and then for a formal vote at the October Board of Education meeting.

The Committee discussed the following regarding multi-year budgeting:

- Mr. Cross informed the Committee that he had a discussion with the Finance Director of Wilton to see how they present their multi-year budget. They present their current year plus a two year look ahead. Mr. Cross reported that he can present the District's budget in a similar way, but would like it to take the format of a pro-forma. It will be a granular look at the budget.

The Committee discussed the following regarding approval of the September minutes:

- The Committee approved the September minutes.

There being no further business to discuss, the meeting adjourned at 10:12 a.m.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

DRAFT

Policy Committee Meeting

September 10, 2020 - Via Zoom

Members Present:

Melissa Walker

Hillary Koyner

Taffy Miller

1. Call to Order

Melissa Walker called the meeting to order at 2:03pm. In attendance, William McKersie, Ph.D., Superintendent of Schools, Daniel DiVito, Director of Technology, Tracy Edwards, Director of Pupil Personnel Services and Jen Ryan, HR Manager

2. Approval of Minutes

Discussion:

May minutes were approved.

3. Discussion of policies, regulations, and bylaws

3.A. Discussion of Policy and Regulation 5135, Student Use of the District's Computer Systems and Internet and 5136 Private Use of Technology By Students

Discussion: Mr. DiVito introduced the new policies provided by Shipman and Goodwin. After a discussion, it was agreed upon to remove any wording related to COVID-19, and to use these new policies and regulations to take the place of our current ones. Ms. Walker will do a final review and email any changes to Dr. McKersie for updating, then these will go on for a first reading at the September Board of Education Meeting.

3.B. Discussion of Policy and Regulation 4118.12/4218.12 Personnel Sex Discrimination and Sexual Harassment and Policy and Regulation 5114.6, Student Sex Discrimination and Sexual Harassment

Discussion: Ms. Tracy Edwards began the discussion of these new policies and regulations created by Shipman and Goodwin. These updates are in response to the new Title IX Federal law that began in August 2020. She explained the two most significant changes were that Title IX now included sexual harassment and the process of investigation is more detailed. Weston will be training all their coordinators on the new process as well as the full staff in October. These will go on for a first reading at the September Board of Education Meeting.

Discussion of policies, regulations, and bylaws in future meetings

The Homework Policy was discussed, that it was to go to the Curriculum Committee next and then on to the Board for a first reading. Green cleaning, student absences and student hours were then discussed.

Discussion:

- Green Cleaning
- Sustainability (New)
- IDEA, Alternative Assessments (New)
- New Directives from the State (TBD)
- New Policies regarding Distance Learning (TBD)

5. Adjourn 3:22